



Evaluating Commonwealth Scholarships in the United Kingdom:

Assessing impact in key priority areas



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.

Evaluating Commonwealth Scholarships in the United Kingdom:

Assessing impact in key priority areas



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 continue to support the work of the CSC.

This report was written by Rachel Day and Julie Stackhouse (of the CSC secretariat) and Dr Norman Geddes (Commonwealth Scholarship Commissioner), and published in June 2009.

For further information regarding the CSC Evaluation and Monitoring Programme, please contact:

Commonwealth Scholarship Commission in the UK
c/o The Association of Commonwealth Universities
Woburn House
20-24 Tavistock Square
London WC1H 9HF
UK

www.cscuk.org.uk/cscevaluationandmonitoringprogramme.asp

Contents

List of figures	IV
List of tables	IV
Executive summary	V
Introduction	1
Higher education, development and the Commonwealth Scholarship Commission	2
Evaluating scholarships and fellowships: challenging but essential	5
Who are we talking about?	9
The survey findings: what did we learn?	18
Assessing the wider impact	18
Our awards also have an impact on individuals and institutions	47
Conclusion	58
Bibliography	61
Appendix 1 All alumni and survey participants by country/region	62
Appendix 2 All alumni and survey participants by scheme/time of award	64
Appendix 3 Disciplines and categories	66
Appendix 4 Frequency tables of quantitative data	69
Appendix 5 ISIC categories	73

List of figures

Figure 1	Changing nature of awards	4
Figure 2	CSC evaluation programme – the three phases	7
Figure 3	All alumni by region	9
Figure 4	Alumni distribution by scheme	10
Figure 5	Total alumni by broad area of study	11
Figure 6	Gender distribution since 1960	12
Figure 7	Distribution of alumni by decade of award	14
Figure 8	Survey respondents by region	14
Figure 9	Respondents by level of study on award	14
Figure 10	Respondents by field of study on award	15
Figure 11	Award categories of those working in education	15
Figure 12	Involvement in specific projects	22
Figure 13	Reported instances of influence on government thinking and policy	23
Figure 14	Proportion of respondents reporting influencing government thinking, by decade of first award	24
Figure 15	Contribution to wider socioeconomic impact	25
Figure 16	Total reported involvement in development and leadership priority areas	25
Figure 17	Health – alumni disciplines	26
Figure 18	Reported impact in Health	27
Figure 19	Reported impact in Agricultural/Rural Productivity	29
Figure 20	Reported impact in Quantity and Quality of Education	31
Figure 21	Reported impact in Governance	33
Figure 22	Reported impact in International Relations	34
Figure 23	Reported impact in Poverty Reduction	36
Figure 24	Reported impact in Social Inequalities and Human Rights	37
Figure 25	Reported impact in Physical Infrastructure	39
Figure 26	Reported impact in Environment Protection	41
Figure 27	Reported impact in Conflict Resolution/Humanitarian Assistance	42
Figure 28	Reported impact in Science and Research Applications	43
Figure 29	Reported impact in Job Creation	45
Figure 30	'I gained knowledge in my field of expertise'	48
Figure 31	'I increased my analytical and technical skills'	48
Figure 32	'I learned techniques for managing and organising people and projects'	49
Figure 33	'I accessed equipment and expertise not available in my home country'	49
Figure 34	'I use the specific skills and knowledge gained on award in my work', by scheme	51
Figure 35	'I use the specific skills and knowledge gained on award in my work', by level of study	51
Figure 36	'I use the specific skills and knowledge gained on award in my work', by region	52
Figure 37	Respondents based in their home countries, by scheme	53
Figure 38	Respondents based in their home countries, by region	54
Figure 39	Respondents reporting links with UK universities, by scheme	56

List of tables

Table 1	Where would you place yourself in terms of your present economic circumstances as compared with all the people in your country?	16
Table 2	Respondents reporting activity in CSC development and leadership priority areas	20

Executive summary

The higher education sector is now widely recognised as a vital contributor to socio-economic development and growth; international scholarships can play an important role in this. This report presents findings from a wide-scale evaluation project conducted by a major international scholarship agency, the Commonwealth Scholarship Commission in the UK (CSC), with funding from the Department for International Development (DFID). The project aims to understand what former Scholars and Fellows have been doing since their return to their home countries and to assess the impact of the awards in key priority areas over the past 50 years.

Background

The Commonwealth Scholarship and Fellowship Plan (CSFP) was established in 1959, based on the principles of mutual cooperation and sharing of educational experience. Since then, 26,000 individuals from all around the Commonwealth have held awards in over 20 host countries. Awards have largely been scholarships for postgraduate study and fellowships at postdoctoral level. The UK has been the largest contributor to date, and has hosted around 16,000 awards through the CSC, funded by the UK government.

At the time of its establishment, the focus of the Plan was on supporting individuals, and awards were to 'recognise and promote the highest level of intellectual achievement'. Since then, for many donor governments, international development objectives have come very much to the forefront and have become a major focus for the scheme, along with other objectives, such as maintaining the international profile of their institutions, promoting international collaboration, and identifying future leaders.

In the UK, since the late 1990s in particular, CSC policy has emphasised both development impact, particularly but not exclusively in relation to the Millennium Development Goals, and leadership, as well as international collaboration and partnerships, and aims to ensure the relevance of its awards to Scholars' home countries. Applicants for awards funded by DFID, the Foreign and Commonwealth Office (FCO) and the Department for Innovation, Universities and Skills (DIUS) are expected to demonstrate not only academic merit and high-quality study proposals, but also the likely impact of their work on their home countries. The CSC has introduced a much wider range of awards and its additional activities, such as the establishment of an alumni association and a series of professional networks, seek to make the most of the Commonwealth-wide nature of the Plan, by encouraging international collaboration and networking.

Aims and objectives

The evaluation programme aims to provide a wide-ranging and detailed analysis to measure the impact of award holders against the objectives of the CSC and its funding bodies, to improve our understanding of how international scholarships can contribute to wider society, and to demonstrate the benefits of the scheme to those parties who fund it and the wider key stakeholder community. The main focus of our analysis is development impact, in line with the objectives of DFID, who funded the evaluation programme, while impact in fields such as leadership and international relations is also considered.

Specifically, the survey which provides the focus for this report sought to investigate the impact of our awards at three levels – on the individual respondents, on the institutions in which they work, and on wider society. In each case, the intention was to look not only at the overall level of achievement and impact, but also to consider the extent to which the award had contributed to this, for example, by enabling recipients to undertake new or more senior roles in their occupations, pass on skills, or introduce new practices.

Methodology

This report details the results of a wide-scale, detailed survey of award recipients, which forms a key part of our evaluation programme. Of the 16,000 former CSC award holders, we have been able, so far, to trace 6,000 and around 40% of these took part in our survey.

The sample was broadly representative of the 16,000 in many ways, including gender, programme of study, and country of origin. Findings are also broadly consistent with what we know of the broader alumni group with whom we are in contact, in areas such as geographical location and sector of employment. One aspect where the data is skewed is that, due largely to the logistics of tracing and new methods of maintaining contact, award holders from more recent years make up a large proportion of responses. Since it is likely that older award holders will have reached more senior positions than younger ones, this may serve to underestimate impact. Scholarships, it should be remembered, are a long-term investment. All of the costs are up front, whilst benefits will accrue over the full working life of the recipient.

The survey asked respondents to provide factual data, such as their career history, public offices held, awards and honours received, plus their views on how they felt the award had benefited them and their society, with detailed examples. Specifically, respondents were asked about their involvement in 12 key development priority areas, and asked to give details of specific roles, projects and activities.

Responses are analysed according to major variables such as economic sector, subject area, respondents' region, and length of time since award. In addition, throughout this report, the reader will find concrete examples of alumni detailing exactly how they used the skills and knowledge acquired on their awards in specific projects and in their careers.

Key findings

The results of the survey provide a convincing argument that the awards are having a positive effect and are meeting their objectives.

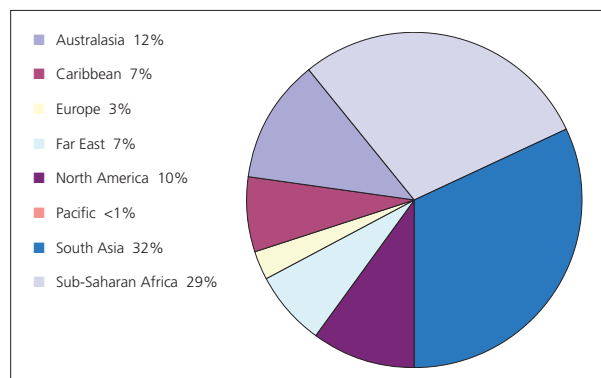
The results provide both quantitative and qualitative data. As well as biographical details, the former includes award holders' reports of their activities and what they feel that they have gained from the award, and the benefits that have accrued to them as individuals, their institutions and their societies. The highlights below provide an impressive figure of our alumni as actively engaged in their societies and able to use the skills learned on award to have an impact, specifically in key priority areas.

The qualitative data has provided us with a wealth of information to add to the above, with 1,400 respondents choosing to give concrete examples of how they feel that they have had an impact. A small selection (38) of these has been provided throughout the report, ranging in fields of interest and activities: from transferring technology to farmers in Bangladesh to produce high-quality seed potato tubers, to managing agricultural trade negotiations between the EU and ACP states; from educating villages on the proper use of drugs to combat parasitic infections in Cameroon, to the establishment of a DNA database in Jamaica; from constructing classrooms in Sudan, to the establishment of an aquaculture unit at the University of the West Indies; from building infrastructure in Uganda, to increasing transparency in the global extractive industries.

The report begins by describing characteristics of our alumni as a whole and of the survey respondents, before moving on to look specifically at impacts and analysing results under each of the 12 priority areas. Some of the key findings can be summarised as follows.

Who are we talking about?

- Survey respondents were most likely to have held their awards in the last two decades. 71% took up their awards from 1990 onwards.
- Similar to our alumni population, 61% of respondents are from sub-Saharan Africa and South Asia, although 55 countries are represented in total.
- 32% of the 2,226 respondents are female, reflecting our alumni population as a whole. The proportion of women taking up awards has risen from around 10% in the 1960s to over 40% in recent years.
- 60% of respondents studied science subjects, although a broad range of subject areas was represented. This is again reflective of the population as a whole. Most were studying for postgraduate qualifications based in the UK.



Survey respondents by region

Impact on individuals

- Over 99% of respondents gained knowledge in their field of expertise, 98% increased their analytical and technical skills, and 82% learned techniques for managing people and projects. Furthermore, 93% reported that they accessed equipment and expertise not available in their home country.
- 92% reported that their award had helped them obtain advancement in their career.
- 66% rated their economic circumstances as within the top 20% of their countries.
- In addition to paid employment, 25% held an elected or nominated public office, and 51% reported involvement in charitable and other NGO activities.

■ The scheme can be said to facilitate international collaboration and cooperation, particularly with regards to university and research partnerships. 92% reported maintaining links with contacts or institutions in the UK to at least some extent. 71% reported maintaining links with universities in the UK, again to at least some extent.

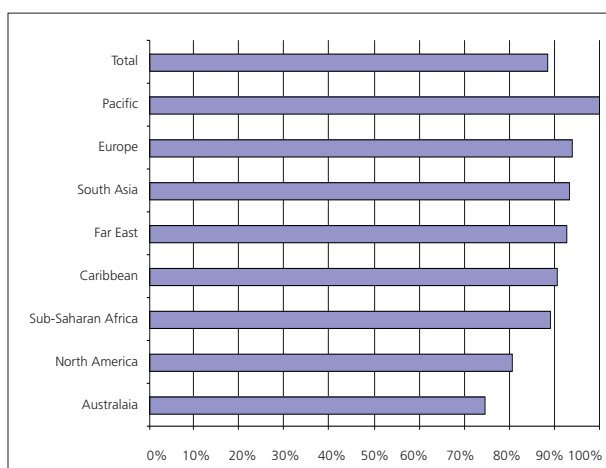
Impact on institutions

- 93% reported that their award had to some extent increased their ability to have influence and make changes at work.
- The majority of respondents, 97%, were able to utilise the skills gained during their award in their work and, for the most part, were doing so having returned to their home countries.
- 88% of respondents have returned home and are currently based in their home countries.

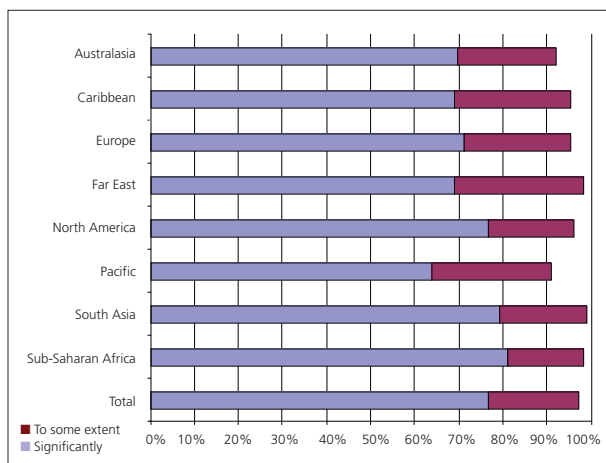
Impact on society

- 90% reported activity in at least one of the 12 key priority areas for development and leadership, which in part reflect the priorities of the scheme's funding bodies.
- Of the 90%, 70% provided additional details describing this involvement. The 38 case studies throughout the report provide a flavour of this impact (as described above), which will be expanded upon and analysed further in phase 3 of the evaluation programme.
- In terms of type of impact, we noted that 45% of our respondents reported having influence on government thinking, 48% having a socioeconomic impact, and 81% involvement in a specific project, in at least one of the 12 priority areas.
- The top areas, in order of reported activity, were Scientific and Research Applications, Quantity and Quality of Education, Governance, Health, Environment Protection, and Poverty Reduction.
- Significant numbers also reported involvement in the areas of Social Inequalities and Human Rights, Job Creation, Agricultural/Rural Productivity, International Relations, Physical Infrastructure, and Conflict Resolution/Humanitarian Assistance.

- Impacts were spread widely across priority areas, with many respondents indicating more than one, and were not confined to an individual's subject background or employment sector. For example, while a large proportion of respondents were employed in the HE sector, they reported impact in a range of priority areas.
- In addition, we can assume that many of those employed in the HE sector are transferring knowledge widely; for example, one case study alumnus estimates that 2,000 chief engineers in India have graduated from his course during his career.



Respondents based in their home countries, by region



'I use the specific skills and knowledge gained on award in my work', by region

Trends

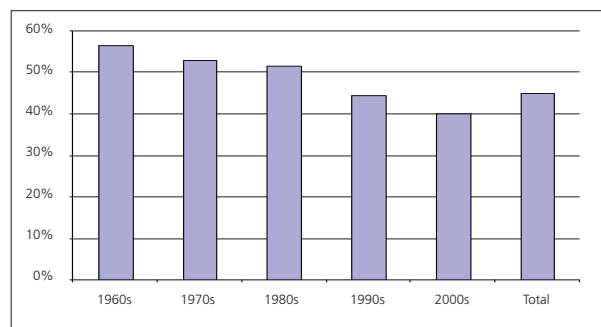
- Respondents from sub-Saharan Africa and South Asia reported the highest levels of impact in key development priority areas.
- Time elapsed since the award was held had a small influence on both the nature and sector of impact. While newer award holders were more likely to report impact in Poverty Reduction and Environment Protection, older ones were more likely to report activities in Job Creation. Although we would expect much of our impact to be long term, many of our recent alumni are also reporting almost immediate impact on completion of their awards.
- We found that awards do not always need to be given in specific subjects for alumni to have an impact in that area, and that this relationship varied according to the priority area.
- While type of impact may vary to some extent with programme of study – for example, whether the award had contributed to an individual's career or helped them to influence government thinking – all programmes, including the newest schemes, contributed to positive outcomes.

The next stage

The findings from our evaluation programme to date have been extremely positive, and have enabled us to convey the success of the scheme in enhancing Scholars' and Fellows' skills and knowledge, facilitating the transfer of those skills to other parties on their return to their home countries, and having a demonstrable impact in key priority areas.

We believe that the results of the survey are of interest in their own right. They do, of course, depend on the reports of those alumni who could be traced and were willing to respond. This is recognised in our planning for the evaluation programme, and hence the analysis of the alumni survey is but one aspect of the work we have to do. In addition, the fact that over 2,000 alumni did respond – a group who were largely representative of our total alumni population, and the majority of whom gave very detailed information – serves to strengthen our findings. Overall, the results of the survey have provided both a wider picture of impact and the foundations for further, more detailed investigation.

In the next phase of the evaluation programme, we intend to drill down into specific groups, regions and sectors of employment, in an attempt to assess impact more thoroughly, adding further validity and reliability to our conclusions. The ultimate objective of the exercise is to set our findings against the policy objectives of our funding bodies, and feed the results back into policy discussions. At the same time, we continue to trace increasing numbers of alumni, thus ensuring that the data on which our work is based becomes ever more robust.



Proportion of respondents reporting influencing government thinking, by decade of first award



Introduction

Recent reports and studies from a range of international organisations have emphasised the contribution of education towards socioeconomic development and growth. The role of higher education in particular is also being given increasing prominence, with recognition that tertiary educated and trained personnel are needed in all sectors if targets such as the Millennium Development Goals are to be met.

The Commonwealth Scholarship Commission in the United Kingdom (CSC) tries to be one step ahead of this debate, aiming to ensure the relevance of its awards to both nominating countries and their higher education institutions, as well as to development and leadership priorities on a global scale. Applicants for awards funded by the Department for International Development (DFID) as well as the Foreign and Commonwealth Office (FCO) and the Department for Innovation, Universities and Skills (DIUS) are now expected to demonstrate not only academic merit and high-quality study proposals, but also the likely impact of their work on their home countries.

Increasingly, organisations and funding bodies are realising that they must demonstrate to donors, sending and receiving governments, institutions and other stakeholders that their work has measurable outputs and outcomes at many levels, and that it is achieving its objectives, in both the long and the short term. The CSC and its funding bodies are no exception, with DFID commissioning an external review of the Commission's programmes in 2007. This review found that the CSC's activity 'contribute[d] effectively to DFID's policies on post primary education', and also recommended that further evaluation work be undertaken as soon as possible to assess long-term impact and outcomes.

This report, which expands on an earlier report published in November 2008, forms a key part of the evaluation programme created by the CSC, with funding from DFID, to do just that. Its purpose is to provide a summary of the findings of our recent alumni survey, and to identify the impact of some of the 16,000 alumni who have held awards offered by the CSC in the UK.

We begin by taking a brief look at the relationship between higher education, development and leadership, and placing the objectives and characteristics of the CSC and its scholarship and fellowship programmes within this context. In the second section, the challenges of undertaking impact evaluation work are considered, and the aims and methodology of both the evaluation programme and the Commission's ongoing monitoring activity are described.

The third part of the report looks at the people in whom we have invested – both those who make up our alumni population as a whole and those who responded to our survey – enabling us to examine the potential outcomes and benefits of our funding programmes. Sections four and five form the main part of the report, and concern the analysis of the survey results, specifically the impact of our award holders on wider society and in key priority areas of developmental and global importance and, continuing on from that, looking at the impact of awards on individuals as well as institutions and organisations across the Commonwealth, including those in the UK.

Finally, we seek to draw key conclusions from the work carried out so far. Throughout, we back up our findings with individual case studies and stories illustrating the work of our former Scholars and Fellows. We hope that this report will demonstrate to all those involved and interested in international scholarships that programmes such as this are of indisputable benefit, on a wide range of levels.

Higher education, development and the Commonwealth Scholarship Commission

As we move further into the 21st century, the potential contribution of the higher education sector to socioeconomic growth and development is receiving greater attention, in both developed and developing countries alike. Governments are becoming noticeably more aware of the need in today's highly competitive global 'knowledge society' to fund and support quality research and innovation, as well as highly trained personnel. As a 2008 World Bank report concerning Africa noted:

'neglecting tertiary education could seriously jeopardise Sub Saharan Africa's long term growth prospects and progress towards the Millennium Development Goals which need tertiary level training to implement'¹

This acknowledgement of the role of higher education and research in the attainment of development targets, such as achieving universal primary education or the eradication of poverty and hunger, represents a shift in policy for many development organisations which had formerly concentrated efforts and funding on basic or primary education.

Investment in higher education and its institutions and staff is not only important from a development perspective, of course. All countries need highly trained professionals in fields as diverse as engineering, economics and medicine, and in a world that is becoming figuratively ever smaller, research and innovation as well as international collaboration are more important than ever if global challenges such as climate change and HIV/AIDS are to be addressed.

The benefits of encouraging wider participation in higher education have also been shown to go beyond direct results, such as the acquisition of specific skills or research findings, to have a positive impact on wider social and community levels. A 2003 study carried out by the Higher Education Funding Council for England (HEFCE), for example, found that not only did graduates have enhanced employment prospects, but that they also showed improved health and higher levels of civic participation.² With these benefits seeming to extend to children and family members, backing up evidence from other research suggesting that the acquisition of education at any level has positive outcomes for future generations, investment in quality higher education institutions and staff is clearly crucial for both developed and developing nations.

Where do scholarships and the Commonwealth Scholarship Commission fit in?

The recognition of the importance of higher education, particularly with regards to building human capacity as well as economic growth and addressing development targets through the training of professionals and scientific research, is a key factor motivating many of those who offer funding for scholarship and fellowship programmes. Whilst the specific motivation of individual funding bodies obviously varies, these programmes are often established with the intention of achieving some or all of the following:

- 1 World Bank, *Accelerating Catch-Up: Tertiary Education for Growth in Sub-Saharan Africa* (Washington DC: World Bank Publishing, 2008), p.xxii
- 2 Geoff Mason and others, *How Much Does Higher Education Enhance the Employability of Graduates?* (2003) <http://www.hefce.ac.uk/pubs/RDreports/2003/rd13_03> [accessed 27 May 2009]

To support talented and able individuals by:

- providing further study and research opportunities that may not otherwise be accessible
- enabling the acquisition of skills and knowledge, both specialised and general
- supporting the attainment of qualifications and the enhancement of career opportunities and employment prospects
- providing opportunities for continuing professional development for those in mid-career
- creating opportunities for networking and collaboration with others in their field

To assist institutional capacity building through:

- the provision of training and research opportunities in key sectors, such as health or education, with the aim of boosting human capital and the skills base
- encouraging the acquisition and subsequent utilisation and dissemination of specialised skills and knowledge by staff employed in key sectors
- the creation of opportunities for research collaboration and partnerships, between academic departments and institutions, for example. Such collaborations, particularly if staff are also able to build international reputations in their field, can raise the profile of institutions both at home and abroad, potentially enabling them in turn to attract high quality staff and students as well as additional funding
- the encouragement of staff recruitment and retention through providing opportunities to enhance and further careers. For many academic or medical staff, for example, time spent on a fellowship or scholarship can provide a much-needed respite from teaching and administration duties, enabling them to refresh their research skills, learn new techniques and renew motivation

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 society as a whole
- encouraging intercultural understanding as well as the sharing of ideas and methodologies between people of varying backgrounds, cultures and disciplines
- providing an environment for the exchange of ideas and practices, as well as the development of indigenous solutions
- promoting the host organisation, institution or country, thus hopefully leading to greater collaboration and understanding between countries, institutions and cultures
- encouraging research and innovation essential for economic growth and development

The goals and objectives of the Commonwealth Scholarship Commission can be said to fall under these three broad headings, in that it aims to have an impact on individual, institutional and wider socioeconomic levels. Alongside these broad objectives, the CSC remains aware of inevitable shifts in the political and social global environment, particularly in relation to the strategies and policies of its funding bodies, DFID, the FCO and, from 2009, DIUS. DFID's research strategy for 2008-2013, for example, identifies six key areas on which it intends to focus its research policy in order to better meet its research goals, including health, climate change and sustainable agriculture.³ The FCO lists the prevention and resolution of conflict, the promotion of a low carbon, high growth, global economy, and the development of effective international institutions as three of its key policy goals.⁴

The result of this awareness is that, since the late 1990s in particular, CSC policy has emphasised both development impact, particularly but not exclusively in relation to the Millennium Development Goals, and leadership, as well as international collaboration and partnerships. In a recent development plan, the Commission specified the three core areas of activity through which it intends to meet its objectives: scholarships, professional development for those in mid-career, and capacity building in higher education. On a practical level, it now explicitly takes potential development or leadership impact into



Dr Buba Ibrahim Ahmed is a senior lecturer in crop production at the Abubakar Tafawa Balewa University (ATBU) in Nigeria. He held a Commonwealth Academic Fellowship at Swansea University in 2006, and with his Swansea counterpart was awarded a DelPHE grant in 2007 for collaborative research work.

On his return home following his Fellowship, Dr Ahmed was appointed as a member of ATBU's research and development committee, as well as being asked to oversee the affairs of the Directorate of Endowment as Director. He feels that he was able to bring positive changes and benefits to the university in both positions, not least securing over NGN 240 million in funding.

He also served as a committee member for the establishment of a teaching hospital in Bauchi State, and was able to influence government thinking and policy in areas of health, education and poverty reduction.

The DelPHE project, of which he is lead partner and coordinator, involves developing an environmentally-friendly alternative to chemical pesticides for the control of major arthropod pests of crops in Nigeria, and is linked to the seventh Millennium Development Goal, to ensure environmental sustainability.

3 Department for International Development (DFID), *Research Strategy 2008-2013* (London: DFID, 2008), pp.7-9

4 Foreign and Commonwealth Office (FCO), *Better World, Better Britain* (London: FCO, 2008) <<http://www.fco.gov.uk/en/fco-in-action/strategy> [accessed 26th May 2009]

Box 1: CSC Professional Networks (as of January 2009)

- Public Health – 380 members
- Education – 527 members
- Governance, Civil Society and Community Development – 370 members
- Environment – 368 members
- Agriculture/Rural Development – 112 members
- Gender – 209 members
- Science and Technology – 252 members
- Legal (established in 2009) – 74 members
- Faiths and Civil Society (established in 2009) – 72 members

account when selecting candidates for awards, alongside academic merit and the quality of the proposed plan of study. It also now offers greater flexibility and a wider range of awards, with study by distance learning, split-site doctoral programmes, and professional fellowships for non-academics.

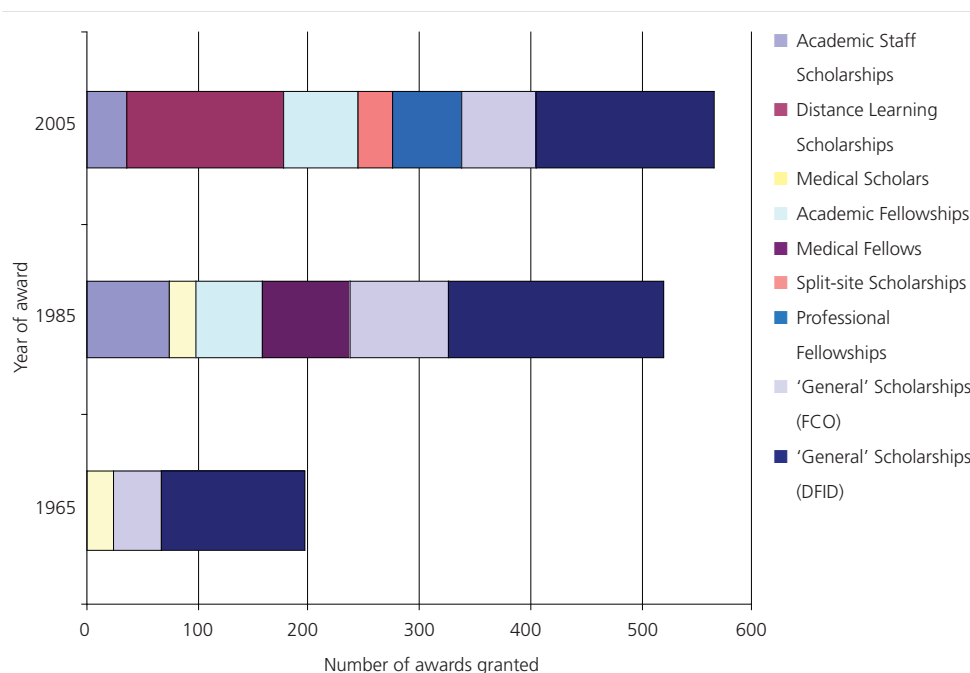


Figure 1: Changing nature of awards

Networks and partnerships – adding value and working towards sustainability

This shift in policy has also been reflected in the CSC’s additional activity, as it seeks to make the most of its Commonwealth-wide nature by encouraging international collaboration and networking. Activity ranges from the introduction and expansion of schemes such as Split-site Scholarships for PhDs to the creation of the alumni programme and also a series of professional networks, aimed at providing a forum for alumni to share and communicate with others working and researching in their fields. Alumni membership stands at over 5,680 and rising, with increasing numbers also joining one or more of the nine professional networks established to date (see Box 1).

The CSC is also working to improve links between its own activity and that of other organisations and programmes. Information is regularly disseminated to the networks regarding schemes such as DFID’s Development Partnerships in Higher Education (DeLPHE) programme, for example, and increasing numbers of awards are now offered through or in partnership with both individual universities and non-governmental organisations. For example, since 2007, partners from DFID-funded research consortia and, from 2009, DeLPHE programmes have been invited to nominate candidates for awards alongside traditional nominating routes. It is hoped that these measures will further enhance the sustainability of the impact of awards, by encouraging cohesion between programmes and providing further opportunities for alumni.

Evaluating scholarships and fellowships: challenging but essential

Where do you start? How do you evaluate the impact of a scholarship or fellowship programme?

Impact evaluation is important for a number of reasons. Primarily, it is needed in order to get a sense of the long-term impact of awards and whether the programme is meeting its objectives. This is of particular relevance for programmes offering scholarships and fellowships, as intended outcomes – particularly those which are not easily measurable such as socioeconomic and political impact – are unlikely to be immediately apparent.

Impact evaluation also enables programme managers and funders to examine policy and processes and, where appropriate, adapt and improve programmes in line with objectives and their achievement and in response to the changing external environment. It can also be a useful tool in demonstrating to funding bodies and other stakeholders, such as national agencies and employers, as well as former, current and potential award holders, that the programme is one in which it is worth investing time and money.

The nature of scholarship and fellowship programmes such as the CSC's, however, means that meaningful evaluation and impact analysis can be challenging. Some of the challenges can be summarised as follows:

- Sufficient resources are needed in order to trace and/or maintain contact with former award holders, as well as to undertake data collection and analysis.
- Evaluation work can be time-consuming for both funders and alumni. Care needs to be taken to ensure the process does not discourage the latter from being willing and able to participate. It also requires long-term commitment and planning, particularly with regards to the recording of baseline data.
- Assessing the specific contribution of an award to any outcome or activity can be difficult, particularly when some time has elapsed since completion.
- Outcomes are generally tied up in individuals, meaning that issues such as brain drain and the availability of employment and resources at home can affect the potential for positive impact.
- Identifying indicators to quantify impact can be difficult, particularly in certain sectors where benefits may not be easily measurable. It can be easy to identify 'headline stories', but how do you ensure that the programme as a whole is working and that long-term objectives are being met?
- Measuring what might have happened if the award had not been offered is also difficult. How do you identify a similar control group?

Despite these challenges, the value of impact evaluation means that many organisations are beginning to carry out such work in a more targeted and strategic way than in the past, with the CSC being no exception.

How is the Commonwealth Scholarship Commission approaching impact evaluation?

Through monitoring current awards on a day-to-day basis...

For the CSC, 'evaluation' is not only restricted to looking back at those who have held awards and what they are doing, although this is, of course, essential and indeed the focus of this report. The day-to-day running of the programme and the administration of the awards themselves are also monitored and evaluated on a regular basis. The CSC has, for many years, monitored the progress of its award holders through both informal contact between award holders and secretariat staff and more formal means, such as the submission of first-term and annual reports from award holders and their supervisors.

In addition to these reports, which are intended to flag up concerns as well as monitor progress, regular analysis of anonymous feedback questionnaires and completion and submission rates is also undertaken. Findings from these studies show, for example, that 96% to 100% of Master's Scholars commencing their studies in 2001-2005 have successfully completed their studies, while completion rates for annual cohorts of PhD Scholars range from 84% to 92%, for those commencing their studies between 1997 and 2002. Award holders are also consistently happy overall with their experiences on award. For the years 2002 to 2007, for example, 88% to 92% rated academic facilities during their award as 'excellent' or 'good', while 81% to 88% felt the same way about standards of supervision and teaching.

...as well as going back to former Scholars and Fellows to evaluate the long-term impact

The CSC recognises that whilst on-award and immediate post-award monitoring work is vital, it does not provide us with the means to assess either the long-term impact of awards or whether objectives are being met, which are essential if we are to ensure that our programmes remain relevant to our funders and, to put it bluntly, provide good value for money. To some extent, the CSC's evaluation work had already begun for two of the newer schemes – Distance Learning Scholarships and Professional Fellowships – but, in order to assess the impact of the programme as a whole, as well as the older, more established schemes, a more comprehensive and strategic evaluation plan was needed. This was further emphasised by an external review of Commonwealth Scholarships and Fellowships commissioned by DFID in 2006-2007, which included the recommendation that funding be provided to undertake further impact evaluation work as soon as possible.⁵

The structure of the CSC's evaluation programme emerged from a meeting hosted by the Commission in May 2007. Participants from across the world, all of whom had an interest in scholarships as recipients, administrators or funders, developed a series of guidelines which led to the creation of a three-phase evaluation programme, illustrated in Figure 2. The programme is intended to enable us to undertake the challenging task of measuring both the individual and the wider socioeconomic impact of our awards.

For phase 1, we built on our existing database of Scholars and Fellows, ensuring that we had as much data as possible, including award details, gender and area of study for the approximately 16,000 alumni who have held awards since 1960, and up-to-date contact details for as many as possible, nearly 6,000 in total. This work enabled us to carry out phase 2, on which this report focuses, which in turn will lay the foundations for phase 3: a closer analysis of specific sectors, regions and schemes.

5 John Fielden and Terry Allsop,
*Review of the DFID Funded
Commonwealth Scholarship Schemes*
(London: CHEMS Consulting, 2007)

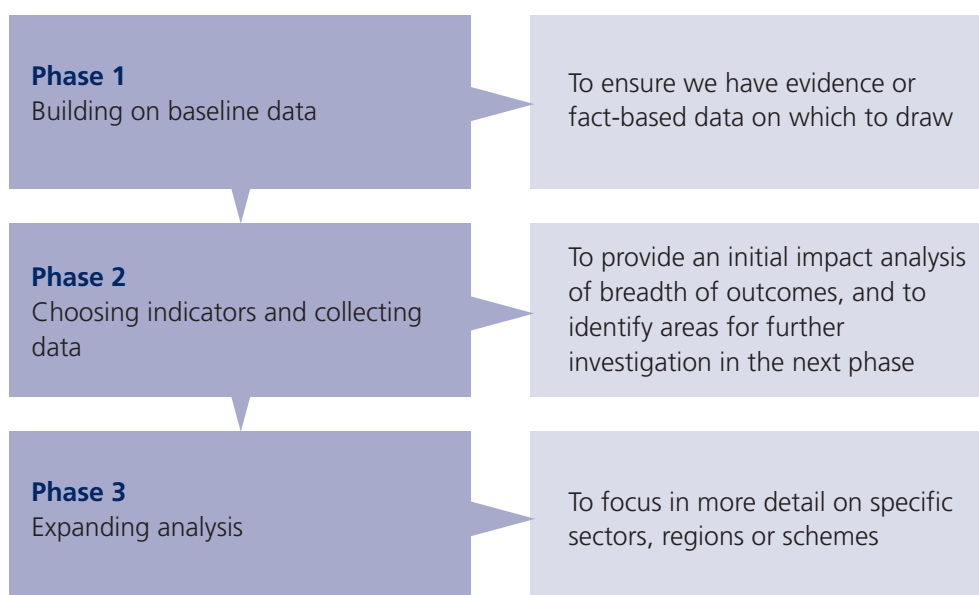


Figure 2: CSC evaluation programme – the three phases

Phase 2: collecting the data

The second phase of the evaluation programme involved the collection of qualitative and quantitative data through a survey sent to our alumni, the results of which are the focus of this report. Keeping the CSC’s core objectives in mind, we sought information regarding:

- skills and experience gained on award
- ability and willingness to implement those skills and experience
- level, sector and location of employment
- evidence of international links and collaboration
- involvement and influence within key leadership or development priority areas

The survey was sent to 5,673 former Commonwealth Scholars and Fellows, for whom we held contact details assumed to be reliable. 2,226 responded, a return rate of almost 40%, allowing us to analyse their perceptions of the benefits of their awards and the extent to which they feel that they have been able to make a wider impact.

The survey: checking the facts

The first section of the survey related to primarily factual biographical information, covering contact details, employment, honours, public offices held and publications. In order to ensure consistency with our existing database and for the convenience of respondents, each individual was given access to a personalised online survey containing the basic biographical data already held in our records. Respondents were able to provide corrections and updates, as well as enter details of their current employment, charitable work, honours and so on. The only open-ended question in this section asked alumni to provide details of their job description. In addition to providing up-to-date information for the 2009 edition of the *Directory of Commonwealth Scholars and Fellows*, this section also provided us with information enabling us to identify key indicators of impact, particularly employment details and current location.

Box 2: CSC development and leadership priorities

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

The survey: what respondents thought

The second section of the survey related to respondents' perceptions of the impact of their awards, on themselves as individuals and their workplaces and wider society. Many of the questions were multiple choice, asking alumni to rate their experiences on a four-point scale, and covered areas such as skills and experiences gained on award, whether they had been able to introduce new practices in their workplaces, and to what extent they maintained links with the UK.

In the final section, however, we asked for information regarding wider impact, asking respondents to identify whether they had been able to make changes in their workplaces, as well as whether they had been involved in a specific project, helped government thinking and policy, and/or contributed to wider socioeconomic impact in one or more of twelve key areas, relevant to the development and leadership priorities of our funding bodies (see Box 2). Respondents were able to select as many boxes as they felt appropriate and were also given the option to add any priority they considered relevant that was not included. We then asked them, in an open question, to elaborate on those areas which they had selected.

The findings: impressive results so far

The 2007 external review of the DFID-funded Commonwealth Scholarship schemes found that 'good results are being achieved', and that:

'there is some evidence...from some award holders that their careers after receiving awards are contributing to their country's development, but there is a further need for research on this impact'⁶

The findings of the survey have proved reassuring in this regard, with the vast majority of respondents reporting not only that the award had enabled them to acquire new knowledge and skills, but also that they were able to use these skills within their workplaces. 93%, for example, reported that their award had at least to some extent increased their ability to have influence and make changes at work, whilst 97% reported using the specific skills and knowledge gained on award.⁷ In addition, over 2,000 (90%) indicated activity in at least one of the key priority areas mentioned in Box 2, with over 1,400 (63% of survey respondents) taking the time to provide further information. The responses to this wider impact section were of particular interest to us; they form not only a significant element of this evaluation report, but also the basis for much of our planned future evaluation activity. In the following sections, we will take a closer look at these responses and what conclusions and assumptions we might draw from them.

⁶ Fielden and Allsop, p.31

⁷ 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. Frequency tables are shown in Appendix 4.

Who are we talking about?

Commonwealth Scholars and Fellows – who are they exactly?

Before considering the responses to the survey, it is useful to provide further background and identify the kind of people to whom Commonwealth Scholarships and Fellowships are offered. We have noted the schemes offered by the CSC, and information about eligibility and application routes is given elsewhere.⁸ Here, it is useful to examine briefly the biographical make-up of our alumni body as a whole, to put the survey results into context.

In summary, our alumni:⁹

- number over 16,000 in total
- are academically of a very high standard, with applicants required to demonstrate evidence of academic merit and development and/or leadership potential and to provide a well thought-out plan of study
- come from one of 64 countries around the world. Regionally, the highest number come from South Asia (34%), followed by sub-Saharan Africa (30%)
- are for the most part nominated for awards by national scholarship agencies or their employing institutions, although nomination routes are expanding
- have held awards ranging from Scholarships tenable for three years of doctoral study to Professional Fellowships tenable for up to three months
- are more likely to have studied subjects in the sciences (64%) than the arts (36%). 29% studied subjects related to science, engineering and technology whilst on award, whilst 21% studied or undertook training in health-related subjects
- are more likely to be male, although the proportion of women holding awards is increasing. Since 2001, over 40% of our award holders each year have been women, compared with an average of 9% in the early 1960s, and 16% in the early 1980s

Where do they come from?

Our alumni come from former and current member countries of the Commonwealth – 64 countries in total.¹⁰ A full list can be seen in Appendix 1. The highest proportion regionally come from South Asia (34%), followed by sub-Saharan Africa (30%). 9% of alumni are Canadian, and 10% come from Australasia. Figure 3 shows the breakdown of alumni by region.

How do they apply? Increasing accessibility and ensuring relevance

The CSC does not accept applications directly from applicants, but invites national agencies and selected organisations to nominate specific numbers of candidates each year for particular schemes. This partly avoids the additional burden that the receipt of direct applications would place on limited resources better spent on awards, but more importantly it is a key element of our intention to ensure 'ownership' of the scheme by national governments and institutions. By asking

8 See www.cscuk.org.uk

9 Figures refer to those who had completed their awards as of February 2009.

10 Awards for those in developing Commonwealth countries are funded by DFID, which was established in 1997. Prior to this, awards to these countries were largely funded by the Overseas Development Administration wing of the FCO (see www.dfid.gov.uk/aboutdfid/history.asp for more information). Awards for candidates from Australia, Canada, New Zealand and, from 2003, the Bahamas, Brunei Darussalam, Cyprus, Malta and Singapore are funded by the FCO. From 2009, awards for these countries will be funded by DIUS.

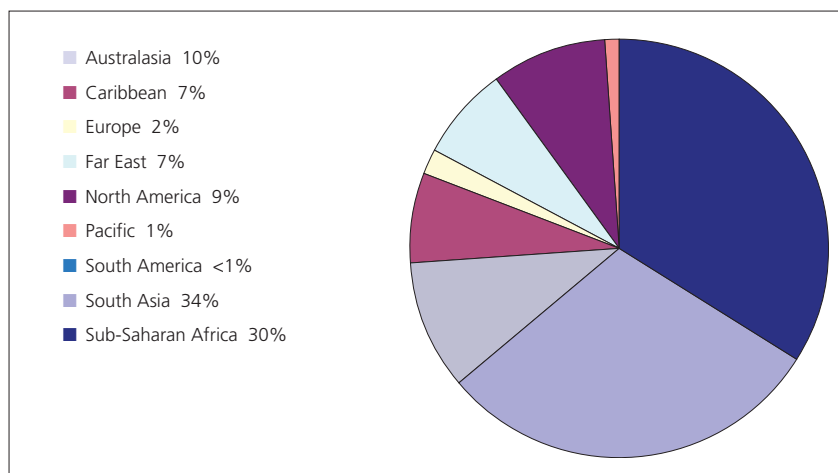


Figure 3: All alumni by region

national scholarship agencies, higher education institutions and non-governmental organisations around the Commonwealth to identify areas of national or institutional importance and nominate candidates for awards tenable in those areas, the CSC seeks to ensure that its funds are targeted to where they are needed and can be best utilised.

With this in mind, recent years have seen the expansion of both potential nominating routes and types of awards, with the CSC for its part improving its communications strategy to ensure that information regarding the schemes and application procedures is widely accessible. In recent years, for example, the following types of organisations have been invited to nominate candidates for awards:

- National scholarship agencies; these are usually based in the ministry of education or a similar department within the nominating country. The CSC acts as the UK's agency for British scholars travelling overseas.
- Overseas universities and national higher education organisations, such as the University Grants Commission in India. Selected universities across the developing Commonwealth are invited to nominate candidates for Academic Staff Scholarships awards and also Split-site Scholarships, allowing students to spend up to a year at a UK institution as part of their home university-registered PhD.
- Selected non-governmental organisations or charitable bodies, such as Windle Trust International, the Carnegie Corporation and the Wellcome Trust.
- UK higher education institutions, largely through DFID research consortia or in connection with existing overseas partnerships.
- Nominations for Professional Fellowships are invited from a variety of organisations, including professional, charitable, public and private sector bodies. Hosts in the past have included the African Medical and Research Foundation, Daventry District Council and the Health Protection Agency, to name but three.

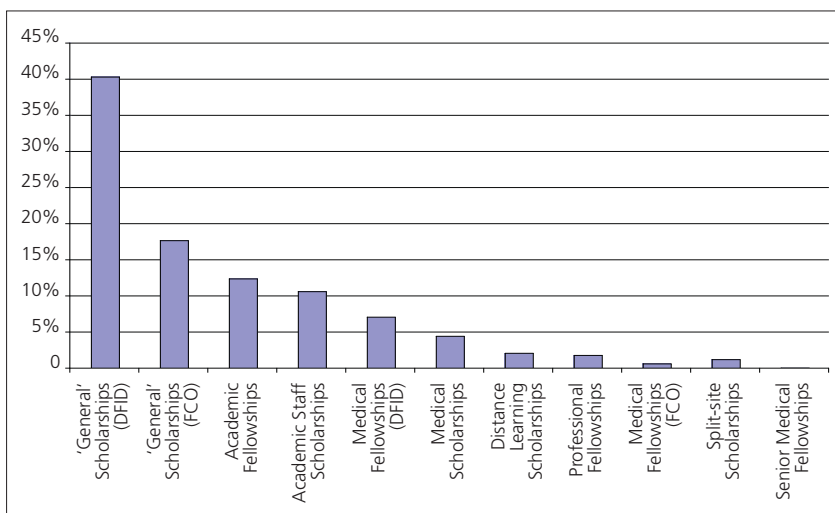


Figure 4: Alumni distribution by scheme

What kind of awards did they hold?

As previously noted, the range of awards has evolved over the past 50 years, with the introduction of new schemes and the mergers of others, such as Medical Scholarships and Fellowships, into existing programmes. Overall, most awards have been awarded for 'general' Scholarships for postgraduate study, with DFID funding 6,511 Scholarships and the FCO funding 2,858. Figure 4 shows the percentages of alumni funded under each specific scheme.

For what level of study were Scholarships offered?

The majority of those who held Scholarships, as opposed to Fellowships, were offered awards to enable them to study towards a particular qualification, mainly at Master's or doctoral level. 36% of all alumni held awards for research leading to a PhD, and 30% for awards for other postgraduate study, the majority leading to Master's qualifications through either taught courses or research. This balance in favour of fully-funded doctoral awards is shifting, however. For the period 1995-1999, for example, PhDs formed 43% of all awards (44% if Split-site Scholarships are included) and postgraduate taught courses 27%. By 2000-2004, these figures were almost reversed, with 23% of all awards for PhD study (plus 6% Split-site Scholarships) and 45% for postgraduate taught courses. In addition, 2% of alumni in 2000-2004 held awards for other postgraduate study, including Master's-level research.

5% of alumni (771 individuals) studied for an undergraduate qualification whilst on award. Of these, however, over 99% were held prior to 2000 and 89% prior to 1990, with only 3 alumni since 2000 having held undergraduate awards.¹¹

We do not have complete qualification records going back to 1960. However, we are pleased to report that, for those alumni for whom we do hold the necessary information (approximately 9,000), 95% have successfully obtained their qualification.

What did they study?

In order to identify the areas in which our alumni and respondents held awards, we have allocated the 83 broad academic disciplines most used by the CSC into nine categories. The largest proportion of alumni studied in disciplines related to science, technology and engineering (29%). Breaking this down further, 22% of these alumni studied subjects within the discipline of biology, whilst 25% studied some form of engineering.

The second most represented subject category for our alumni is health, with 21% of respondents, of whom 34% held awards for hospital-based clinical subjects, a discipline which includes a variety of medical specialties such as cardiology, paediatrics, surgery and so on, and 22% of whom studied clinical laboratory sciences. Figure 5 shows the breakdown of alumni by category. A full list of the disciplines commonly used by the CSC and the allocated categories can be found in Appendix 3.

Gender

In recent years, the proportion of women holding awards has increased to over 40%, a vast improvement on the lower numbers in the early years of the scheme. This follows a steady increase over the past 50 years, as illustrated in Figure 6. This trend is also reflected on a regional basis, in that the proportion of women taking up awards has risen substantially in each region since the 1960s. In some cases, the proportion of women taking up awards now exceeds that of men, most notably in the Caribbean, with 63% of alumni being female in 2000-2004 (the last five-year period for which we have reasonably complete data), and in North America, with 65%. In South Asia and sub-Saharan Africa, however, women still make up less than half of all Scholars and Fellows, although the situation is improving. In 2000-2004, only 30% of all award holders from South Asia, for example, were female; however, this has risen to 40% for 2005-2007, which is promising.¹² For sub-Saharan Africa, the proportion of women to men in 2000-2004 was 40%.

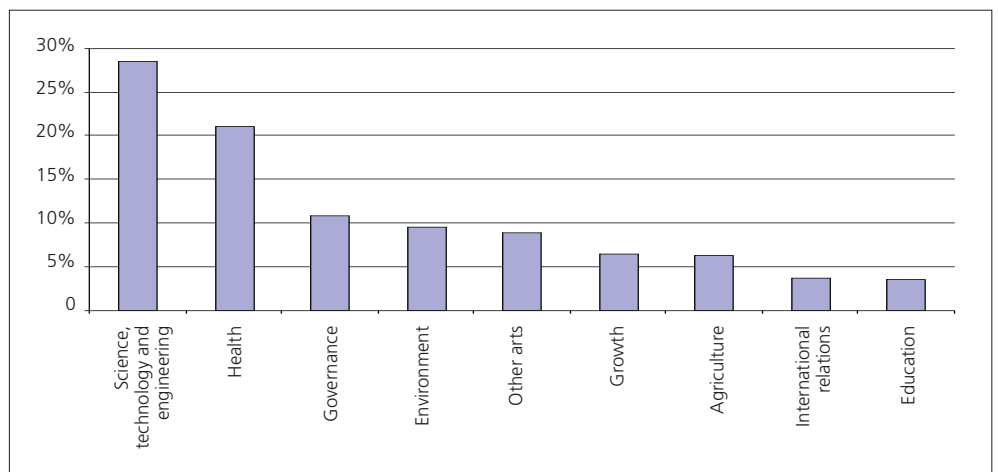


Figure 5: Total alumni by broad area of study

The lower number of female alumni from South Asia is possibly connected to the low number of women represented in the Academic Fellowship scheme comparative to the other schemes. Only 19% of Academic Fellows in total are female (26% in 2000-2004); 61% of all Academic Fellows are from South Asia.

Women were reasonably well represented in the newer programmes; 41% of those who held Split-site Scholarships were female, as were 43% of Professional Fellows. In the 'general' Scholarship schemes, 56% of those beginning awards in 2000-2004 and funded by the FCO were female, as were 45% of those funded by DFID.

11 Undergraduate awards have usually only been awarded where the specific course was not available in the Scholar's home country. Currently, such awards are open only to candidates from the Falkland Islands, the Maldives, St Helena and the Seychelles.

12 Please note that data for 2005-2007 is incomplete, as many of those on three-year awards have not yet completed their studies, and are therefore not yet registered as alumni.



Dr Judith Henry-Mowatt's Commonwealth Scholarship, awarded in 1998, funded her PhD studies in Toxicology at the University of Manchester. She is now the Director of the Forensic Science Laboratory at the Department of National Security in her home country of Jamaica. She has been actively involved in drafting the terms and conditions for the operation of Jamaica's first sexual offenders' register, 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 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 occupational and environmental health and safety Master's course at the University of the West Indies, 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.

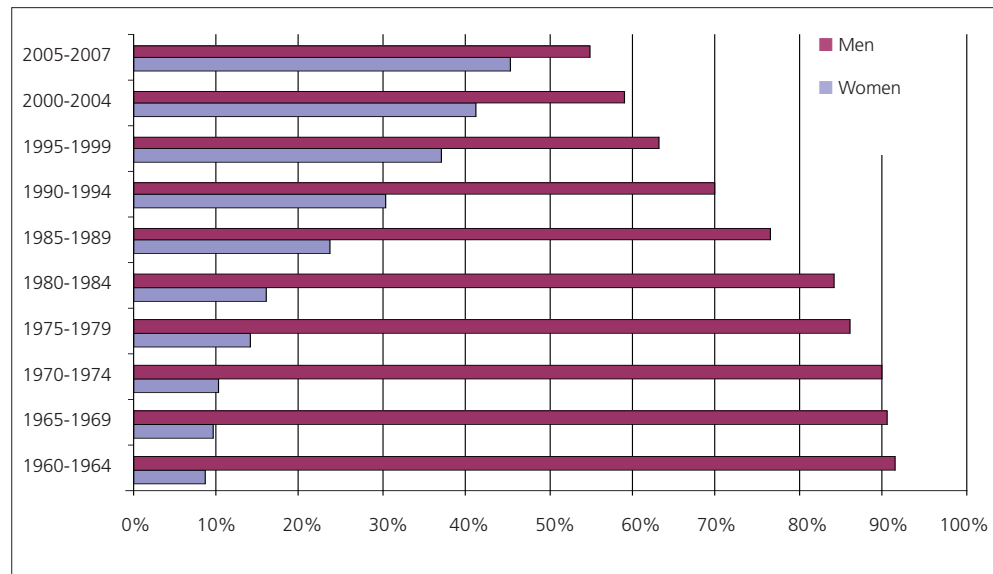


Figure 6: Gender distribution since 1960

Our survey respondents – who are they?

Although we maintain records of all our alumni, much of this information is obviously limited to fairly basic biographical and award-related data. For the purposes of impact evaluation, we clearly needed more information, which we sought through the alumni survey described earlier in this report. The 2,226 responses we received gave us a very positive return rate of around 40% and, importantly, proved reasonably representative in terms of scheme, gender, area of study and so forth, when compared with the survey population and total alumni body. One aspect where there is a marked disparity between respondents, the survey population and the alumni population as a whole is period of study. Inevitably, for a number of reasons, including increased efforts to maintain contact, our survey population and correspondingly our respondents tend to be from recent years.

To summarise, our respondents:

- are very likely to have held their awards in the past 17 years. 71% took up their awards from 1990 onwards
- tend to be from sub-Saharan Africa and South Asia (61%), with their awards funded by what is now DFID. Just over a fifth of respondents (22%) were funded by the FCO
- are extremely likely to have returned home. Over four-fifths of respondents are based in their home countries, with a large proportion of the remainder currently working or studying in universities outside of their home countries and many remaining within their home regions
- tend to have held a UK-based Scholarship (72%), including Academic Staff and Medical Scholarships. Over a quarter (27%) held an Academic, Medical or Professional Fellowship in the UK, and 1% a Distance Learning Scholarship
- have studied any one of a broad range of subjects, from biology (6%) or law (5%) to library and information management (0.4%) or tourism (0.3%)
- are more likely to have studied a subject from the sciences (60%) than the arts (40%)
- are mostly male (approximately two-thirds), reflecting the make-up of the survey population as a whole
- are likely to be active members of their communities outside of their employment. 51% reported being otherwise significantly involved in charitable, non-governmental or other organisations, and 25% reported holding elected or nominated positions in public office
- are likely to place themselves in the top 20% nationally in terms of income and economic circumstances, with 66% doing so

When did they study?

Figure 7 reflects the distribution of our alumni – those invited to take part in the survey and those who responded – by decade of award.¹³ Although the majority of survey respondents held their awards in the 2000s (46%) or the 1990s (25%), 356 individuals (16%) held their awards in the 1960s and 1970s, offering a valuable insight into the long-term benefits of the awards. Proportionally, only 8% of those from sub-Saharan Africa and 10% of those from South Asia studied in the 1960s and 1970s, compared with 34% of Australians and 27% of those from the Far East. The 1960s and 1970s alumni also represent 53% of the total undergraduate award, 24% of doctoral award and 10% of taught postgraduate course responses.

Where are they from?

Alumni from 55 countries are represented amongst the survey respondents. They are listed in Appendix 1. Figure 8 shows the breakdown of the regional distribution from the survey.

What kind of award did they hold?

For the most part, the distribution of characteristics of the respondents broadly represents those of the alumni as a whole, when broken down by scheme. However, there were some discrepancies. Alumni who held Split-site Scholarships, for example, formed only 1.3% of the alumni total at the time of the survey, but 3% of the survey population and 4% of respondents. Similarly, one of our other new schemes, Professional Fellowships, represented 2% of the total number of alumni, 5% of those invited to take part in the survey, and 5.7% of those who responded. Our Distance Learning alumni are also represented, albeit on a small scale, with 1% of respondents, reflecting the fact that they form only 2% of alumni as yet, with many undertaking their courses part-time and therefore not yet completing their time on award. It is worth noting that, although these new schemes form a relatively small proportion of responses for this particular analysis, we would expect considerable outcomes from them in due course, not least higher numbers returning to, or never leaving, their home countries and increasing numbers working outside the higher education sector.

The biggest group, as we would expect from our alumni figures, are 'general' Scholarships, those funded by DFID representing 35% of respondents and those funded by the FCO 21%. Academic Staff Scholars, who are nominated by their employing universities to undertake postgraduate study, represented 9% of respondents. Academic Fellows were also well represented, with 19%, despite forming only 12% of total alumni and 16% of the survey group. The older medical schemes are unsurprisingly less well represented amongst our respondents, with many of our early alumni still to be traced.



Professor Omkar Wakhlu was part of our first-ever cohort of Commonwealth Scholars, holding a Commonwealth Scholarship from 1960-1963. He obtained his DPhil in Fluid Mechanics from the University of Birmingham. Professor Wakhlu's work is in the field of promoting quality in engineering education and the development of research facilities in water resource engineering. He is currently working in the areas of water resources engineering, sustainable development, and leadership and quality in education. During his academic career, he has had the opportunity to influence and teach many at the beginning of their careers. As he himself estimates, 'Approximately 2,000 engineers have graduated after training during my active academic term of 12 years. Many of them work as chief engineers in India and other countries'. He has also conducted several management development programmes in both private and public sector organisations, and is actively engaged as a postgraduate research examiner.

¹³ Some alumni have held more than one award, mostly Scholarships followed by an Academic Fellowship some years later, or awards for Master's study followed by another for a PhD. For simplicity, therefore, when talking of the decade of award and scheme throughout this report, we are referring to the first award held.

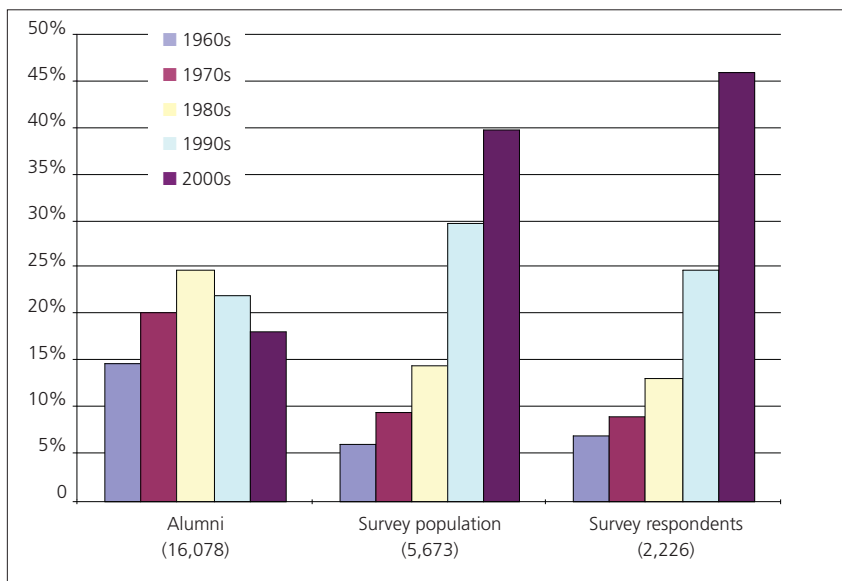


Figure 7: Distribution of alumni by decade of award

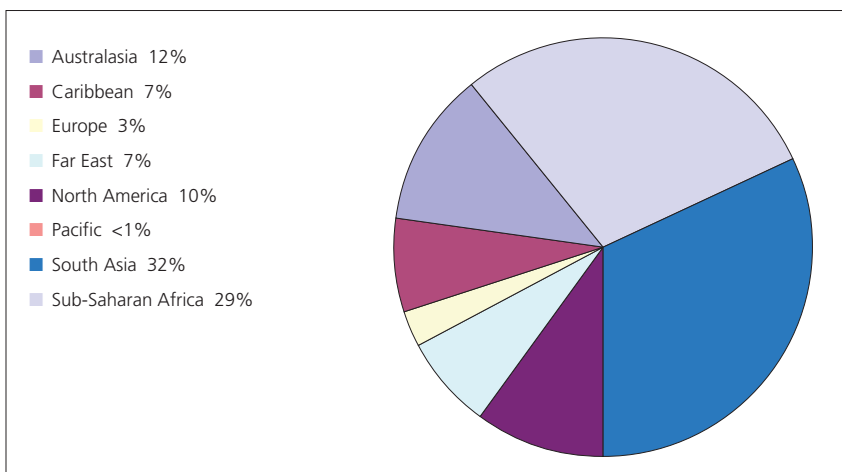


Figure 8: Survey respondents by region

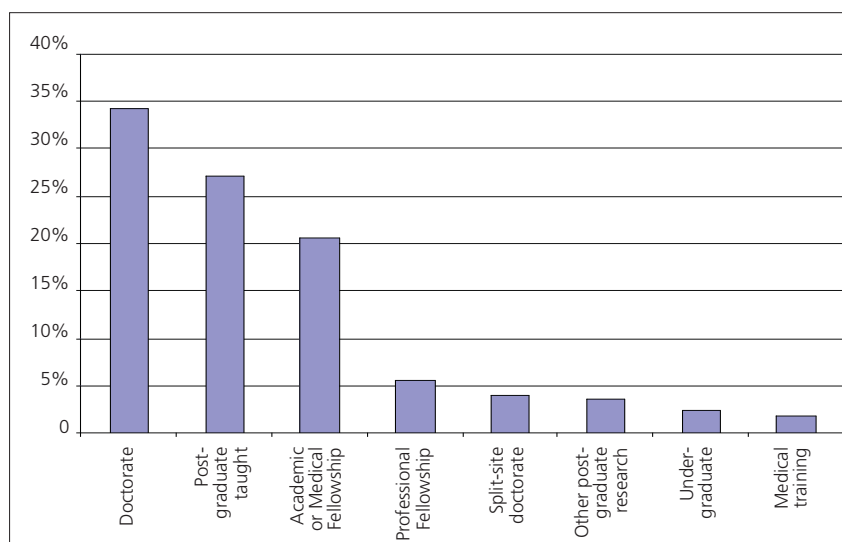


Figure 9: Respondents by level of study on award

What qualifications were undertaken?

As well as the scheme and nominating route, another factor of interest is the level of study and qualifications undertaken by our scholarship respondents, particularly when taking cost and value for money into account. This is of particular relevance to the CSC. Although Commission policy has shifted to focus on shorter term Split-site Scholarships and Masters' degrees, providing funding for full PhDs is still a key element of the CSC's portfolio of awards, so any findings relating to the impact of these awards are of particular interest, bearing in mind the additional costs.

The importance of PhD study is reflected in the high proportion of respondents who held doctoral awards – 34% in total. In addition, 4% undertook doctoral study through Split-site Scholarships, spending 12 months in the UK as part of a home-registered PhD, rather than the three years offered for full PhD awards. 27% held awards for postgraduate taught courses, with a further 4% undertaking other postgraduate research, mostly at Master's level. 3% undertook undergraduate study.

Figure 9 shows the numbers of respondents by level of study.

What did they study while on award?

Figure 10 shows the breakdown of our responses within the categories previously mentioned. 28% of respondents held awards in science, technology and engineering, including 34% of those from Australasia and South Asia, 37% of those from the Far East, and 24% of those from sub-Saharan Africa.

Looking at the chart, it is worth noting that, although only 5% of respondents held awards in the field of education, a very high proportion of our alumni work in other fields within the higher education sector, which will be reflected in the analysis of questions relating to actual impact later in this report.

The second largest area of study represented in the responses was health with 16% of respondents, including 24% of those from the Far East and 21% of those from South Asia having studied in this area. Governance and environment were also well represented, with 13% and 10% of the overall responses respectively. The other arts category included those who studied subjects such as history, English literature, classics or the performing arts (67% of respondents in this category held awards funded by the FCO).

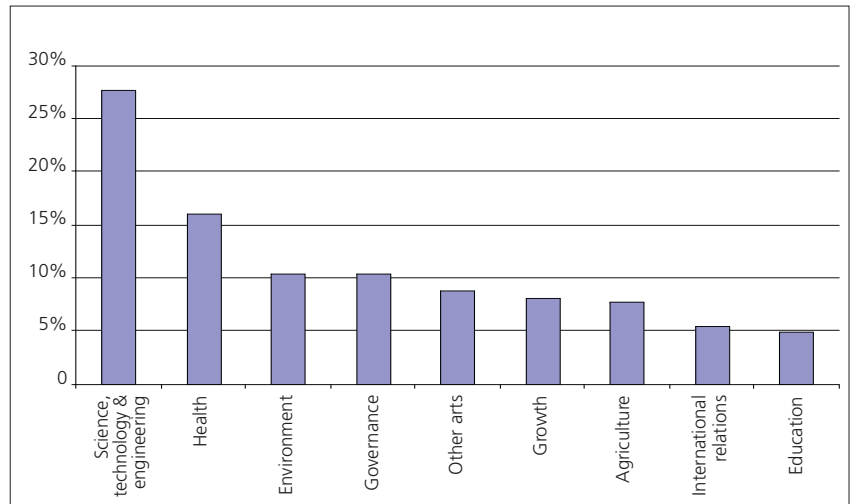


Figure 10: Respondents by field of study on award

Looking at individual disciplines, the following were the most popular of the 73 represented in the survey responses, with at least 5% of responses each: biology (6%), agriculture (6%), education (5%), and law (5%).

Where do they work now?

Employment data was classified using the ISIC system.¹⁴ Using this system, 63% of our respondents were identified as working within the education sector and, of these, 97% in higher education. We do not have historical employment data to compare this to our alumni population as a whole, but the fact that we offer a number of awards targeted at academic staff, and the high number of research degrees that we fund, means that we would expect a high number of alumni to work in the education sector, particularly higher education. In addition to those offered awards under our Academic Fellowship and Scholarship schemes, of whom 95% and 88% respectively are currently working in education, 81% of our Split-site, 60% of our FCO-funded and 48% of our DFID-funded 'general' Scholarship respondents are also currently employed within the education sector.

As those working in higher education are likely to be professionally involved in other sectors through their teaching and research activity, it is interesting to note the areas in which this group held their awards. Figure 11 shows the distribution by broad category of award.

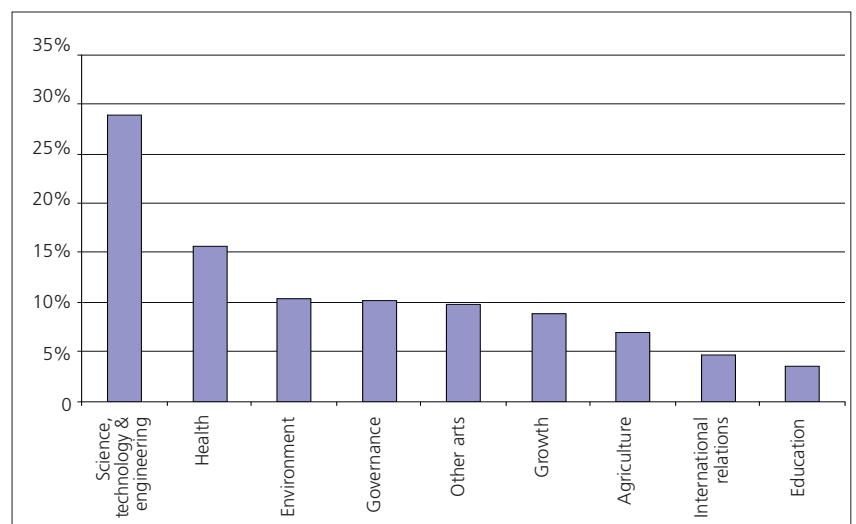


Figure 11: Award categories of those working in education

The second largest industrial category according to the ISIC classification was professional, scientific and technical activities, with 11% of respondents falling into this category. Some of the job areas covered in this category include legal activities, management consultancy and science undertaken in non-academic settings. The third largest group was public administration and defence, with 8% of respondents. The health sector was also well represented, with 6% of respondents classified as working in human health and social work activities, although, as already noted, a number of our alumni working in health have been classified as working in education, due to their place of work being based in a university or other higher education institution, rather than a primary healthcare setting. It is worth noting here that, aside from the four categories already mentioned, no category was represented by more than 45 individual respondents. A full list is given in Appendix 5.

Additional social and professional activity

We also asked our alumni to tell us about any elected or nominated public office they previously or currently held, as well as any significant involvement in charitable or non-governmental organisations. Whilst interpretations of public office in particular varied, it is worth noting that our respondents reported participating in a wide range of activity beyond what might be assumed as part of their paid employment. 25% reported holding either an elected or nominated public office position, including chairmanship or membership of boards, committees or commissions. 51% reported involvement in charitable or other non-governmental organisations, ranging from small NGOs, unions, schools and churches to national and international organisations. Others reported holding editorships of journals or positions in academic or research bodies.

	Female	Male	Total
Top 5%	4%	16%	12%
Top 10%	12%	22%	19%
Top 20%	37%	34%	35%
Top 50%	41%	24%	30%
Bottom 50%	6%	3%	4%

Table 1: Where would you place yourself in terms of your present economic circumstances as compared with all the people in your country?

Economic status

We asked respondents to tell us where they would place themselves in terms of income and economic circumstances on a national level. 66% in total rated their circumstances as being within the top 20% (see Table 1), including 12% in the top 5% and 19% in the top 10%. As might be expected, those who held awards in the 1960s and 1970s reported higher income levels overall than those who held awards in the 2000s. 91% of those who held their first award in the 1960s and 85% of the 1970s and 1980s respondents placed themselves within the top 20%, compared with 51% of those who began their awards in the 2000s. The latter group also reported the highest proportion of those in the bottom 50%; however, this still represented only 7% of that group. Only 1 individual from the 1960s and 1 from the 1970s put themselves in the bottom 50% category.

From a gender perspective, men were proportionally more likely to place themselves in the top 5% or 10% than women (see Table 1), as might be expected. However, over 50% of women considered themselves as within the top 20% overall, and only 6% placed themselves in the bottom 50%.

Regionally, those from Australasia and Canada were most likely to report being in the top 5% – 20% and 21% respectively. Sub-Saharan African and Caribbean respondents were least likely to report being in the top 20%, with 58% of each group in total, including only 7% and 8% respectively rating themselves in the top 5%.

14 This data was first classified using the United Nations International Standard Industrial Classification of All Economic Activities (ISIC) classification system, to determine the industrial sectors within which alumni are employed (www.unstats.un.org). See Appendix 5.

How many are female?

32% of our respondents are female, accurately reflecting the 32% of the 5,673 alumni who were invited to complete the survey. Of our 723 female respondents, 60% held their awards after 2000, with only 6% taking up their Scholarships or Fellowships in the 1960s and 1970s. 34% of these respondents held Scholarships for doctoral study (5% of those Split-site Scholarships), whilst 15% held Academic Fellowships and 7% Professional Fellowships. Overall, female alumni are best represented among those who studied for taught postgraduate awards – 45% of the 603 who held such awards – and Professional Fellowships, representing 43% of the 125 Professional Fellows who completed the survey.

On a regional basis, 54% of Caribbean respondents are female, followed by 44% of North American respondents. The breakdown of African respondents by gender is similar to the breakdown overall, with 31% of them women. The South Asian group is slightly lower, with only 27% of respondents from that region being female.

Clementine Mashwama, from Swaziland, is just one of our many alumni involved in a variety of projects above and beyond her professional duties. Her Commonwealth Scholarship was awarded in 2000, and she gained an MSc in Community Paediatrics from the University of Nottingham. Currently a senior lecturer and coordinator at the Nazarene College of Nursing in Swaziland, she is responsible for teaching paediatrics as well as examining, developing and implementing the curriculum, and evaluating the college's strategic plan and policies. She is also Project Director of the Swaziland Mothers' Union Orphan and Vulnerable Children's Project, and chairs her church fundraising committee.

'I am working with Swaziland Mothers' Union implementing one of the recommendations in my MSc thesis. Due to an increasing number of parents dying from HIV and AIDS in Swaziland, there was a need to establish support groups for orphaned children. The project therefore focuses on psychosocial support for orphaned children. The target age group is orphaned children between 6 and 12 years, irrespective of race, religion or church affiliation.'



'The purpose of the project is to provide an opportunity for the children to come together and share their experiences, teach them life skills, feed them and provide temporary relief for their caregivers. The objectives of the project also include ensuring that those who care for the children are trained on promoting normal child growth and development, and teaching HIV/AIDS awareness. Due to limited funds, the children meet twice a month. The project is supported by funds raised from overseas and locally and to date is growing well.'

Professor Lino Briguglio was awarded his Academic Staff Scholarship in 1979, and obtained a PhD in Economics from the University of Exeter. He is now a professor of economics at the University of Malta, and director of both the Islands and Small States Institute and the Gozo Centre. He was formerly head of the Department of Economics at the same university, a role which involved human resource management as well as course organisation and budgeting. In addition to his university roles, Professor Briguglio is also Commissioner for Fair Trading and Commissioner for Sustainable Development for the Government of Malta. In 2008, he shared the Nobel Peace Prize with fellow members of the Intergovernmental Panel on Climate Change (IPCC).

Professor Briguglio has been instrumental in the construction of the Economic Vulnerability Index and the Economic Resilience Index, both in collaboration with the Commonwealth Secretariat in London. He has also been involved in the Small States Forum of the World Bank and has been elected chairman of the Small States Network for Economic Development, under the auspices of the World Bank. As Director of the Islands and Small States Institute, he has been involved in various projects relating to small states issues, including the holding of training workshops for senior officials in small states all over the world.

The survey findings: what did we learn?

In this section, we will consider the key findings from the responses to the alumni survey and seek to assess the extent to which they indicate that the CSC is meeting its core objectives. We will look firstly at the potential wider impact of our awards, including the ability of our respondents to influence their work environment and wider societies. We will then take a step back and consider more individual and other associated benefits, such as the impact on careers and colleagues, as well as on institutional links and collaborations. We do this recognising the bias towards responses from those who held awards since 2000 and that, as these alumni are more likely to be in the early stage of their careers, it might be some time before the full impact of these awards is felt.

The intention of the survey was to find some answers to the following questions:

- Did the award benefit you in terms of your individual knowledge and skills?
- Did the award, and those skills, benefit you in terms of your employment and career?
- Have you been able to pass on those skills and that knowledge?
- Has your award increased your ability to have an impact on your place of work?
- Have you maintained links with contacts in the UK?
- Have you been able to have an impact on wider society?

Whilst acknowledging that this kind of reporting of impact is to some extent subjective, and perception of its importance very individual, we have been given enough practical examples of activity to demonstrate that many of our alumni are not only working in fields of key significance, but are also in positions of influence, both politically and socioeconomically. The full details of these activities and their potential impact will be further analysed and investigated in greater depth in future reports. In the following pages, however, we will consider some of the initial findings from the survey and provide some examples of the kind of work that our award holders are undertaking.

Assessing the wider impact

In the following pages, we will examine the wider and potentially long-term impact of our awards by investigating our respondents' catalytic influence on their organisations, their socioeconomic impact, and the extent to which they have been able to influence policy and government thinking.

High numbers of respondents reported being able to introduce new practices or innovations at their workplaces

Although we will mainly consider the wider impact reported on political and socio-economic levels, it is also worth noting the potentially transformative effect that our awards, and the techniques, skills and knowledge acquired through them, may have on organisational behaviour and work environments. We asked alumni, therefore, to tell us on a four-point scale ('significantly', 'to some extent', 'not much' and 'not at all') the extent to which they had 'been able to introduce new practices or innovations in your organisations (in any of your positions held) as a result of skills/knowledge acquired through your award'.

The results showed that:

- the awards do make a difference. 90% responded positively to this question, 44% 'significantly' and 46% 'to some extent'. Only 2% responded 'not at all'
- higher proportions of those who held their awards in the 1960s and 1970s reported the ability to make a significant impact. However, the length of time since the award does not seem to make any difference to the capacity to have at least some impact, with high levels of those contributing to some extent noted in more recent alumni
- those who studied subjects in agriculture, health or education were the most likely to report significant ability to introduce new practices. Over 90% of those who studied subjects in the categories of health (95%), education (99%) or agriculture (96%) on award felt that they have been able to introduce new practices, and over 50% in each of these sectors felt that they have done so to a significant extent
- overall, those classified as working in the education and health sectors reported most ability, 91% and 95% respectively when the 'significant' and 'to some extent' responses are combined. This compares with 81% of those classified as working in professional, scientific and technical activities and 88% of those working in public administration
- female award holders were almost as likely to report the ability to introduce new practices as men, 89% and 90% respectively, but at lower levels, with more responding 'to some extent' than 'significantly' (38% of women and 49% of men reported the latter level)
- those respondents from developing Commonwealth countries were more likely to report having a significant impact on workplaces than those from developed Commonwealth countries
- Fellows, both Academic and Professional, responded very positively, despite the shorter length of their awards, with 53% of Academic and 54% of Professional Fellows reporting significant levels of ability to introduce new practices, in addition to 44% and 43% respectively reporting the ability to do so to some extent
- overall, those undertaking doctoral study on award reported higher levels of impact than those undertaking taught postgraduate courses. Of those who held Scholarships for full PhD study, 46% reported having significant influence and 42% to some extent. Those who held Split-site and taught postgraduate Scholarships were less likely to report having a significant influence (37% each), but 52% and 48% reported to some extent, resulting in high positive feedback overall. Not one Split-site Scholar reported having no impact
- of the Academic Staff Scholars, who are nominated by their employing universities, 51% overall reported making a significant difference, as did 49% of developing Commonwealth country Scholars. The developed Commonwealth country Scholars reported the lowest levels of significant influence on their workplaces, with 27%, increasing to 74% when those reporting 'to some extent' are included

To summarise, the overall figures show that our awards clearly have some impact on the introduction of new practices and innovations in the workplace, at least in the view of our respondents. Further work identifying specific examples of such new practices or innovations is, however, needed, to assess both the significance and the long-term impact on employing institutions and workplace behaviour and environments.

Dr Emmanuel Akpabio is one of the many respondents who feel that their award helped them to introduce new practices at work. Dr Akpabio, a lecturer in the Department of Geography and Regional Planning at the University of Uyo, Nigeria, was awarded a Split-site Scholarship in 2004, enabling him to spend 12 months studying at Lancaster University as part of his Uyo PhD in Environmental and Resource Management.

'I think the greatest contribution I have made is in the area of education. Following my exposure to the UK and my Commonwealth Scholarship, I have been able to introduce innovative methodologies in my teaching and research. I also think that I have been able to significantly influence curriculum development and trends in my institution because of the knowledge and exposure I gained through the CSC award.'

'I feel I have also demonstrated significant leadership in research, initiating and winning some grants as well as being involved in many international collaboration activities. I feel satisfied that students have seen the need to balance qualitative and quantitative methodologies in research, especially in an environment where qualitative methodologies were relatively unheard of. I hope to contribute more, especially as the British Academy has recently awarded me a postdoctoral visiting fellowship to Newcastle University. This will lead to more consolidation and expansion.'

Our alumni also reported socioeconomic and political influence beyond the workplace

As well as assessing the impact on organisations, we also asked for information regarding activity and potentially long-term impact beyond institutional and individual benefits. In particular, we asked alumni to note whether they had, in their view,

- been involved in a specific project
- influenced government policy and thinking, or
- had wider socioeconomic impact

in any of 12 areas, identified by the CSC as key priorities for development and leadership. These priorities are listed in Box 2 and below in Table 2, and were selected in part to reflect the priorities of both our funding bodies, the FCO and DFID, as well as referencing the Millennium Development Goals.

Priority area	Respondents reporting activity (%)
Health	38
Agricultural/Rural Productivity	26
Quantity and Quality of Education	55
Governance	29
International Relations	24
Poverty Reduction	29
Social Inequalities and Human Rights	27
Physical Infrastructure	23
Environment Protection	32
Conflict Resolution/Humanitarian Assistance	19
Scientific and Research Applications	57
Job Creation	27

Table 2: Respondents reporting activity in CSC development and leadership priority areas

Impact overall

In total, over 2,000 alumni, representing 90% of the respondents, reported involvement in at least one of our priority areas. Of these, 70% provided further information which enables us to examine the kind of work being carried out. With many working in higher education, it is perhaps unsurprising that the majority of responses were recorded in the areas of Education and Scientific and Research Applications, with 55% reporting involvement in the former category and 57% in the latter. Health and Environment Protection were also well represented. Many respondents reported activity in more than one priority area; there were, for example, over 5,850 reported instances of specific project involvement. There were also 2,856 responses to 'I helped influence government thinking and policy' and 3,247 to 'I have contributed to wider socioeconomic impact'.

Who is reporting making an impact in each area?

Professional Fellows were proportionally more likely than other alumni to report consistently higher levels of impact

Professional Fellows were proportionally more likely to report an impact in 10 of the 12 priority areas, Education and Science and Research Applications being the exceptions. Academic Fellows reported proportionally higher levels of impact in all 12 areas. Academic Staff Scholars also reported higher levels of impact in 11 of the 12 priority areas, and an equal number in the one remaining area, in this case Health.

In terms of 'general' Scholarships, those from the developed Commonwealth were proportionally less likely to report impact, but then most of the priority areas focus on issues that are perhaps more relevant to those in the developing Commonwealth. The 474 respondents in this group were more likely to respond positively to Governance (23%), Education (43%), Social Inequalities and Human Rights (23%), and Science and Research Applications (40%) than the other areas. Of those Scholars from the developing Commonwealth, the percentage of responses for each section was fairly representative of the number of responses to each sector, which might be expected, as this group is the largest overall.

The Distance Learning Scholars were also more likely to report impact in most areas, with the exceptions of International Relations and Science and Research Applications, but they number only 29 individuals, so further research once the scheme is more established would be needed to ascertain the implications of this.

Many respondents reported immediate impact

The length of time since the award seems to make little difference overall, although early alumni are, of course, less well represented. The only areas in which we noticed particularly sustained increases or decreases in levels of reported impact were Poverty Reduction, where the later the award, the greater the likelihood of reporting an impact, with 33% of the 2000s respondents reporting impact and 18% of those from the 1960s; and Environment Protection, which saw a gradual increase over the decades from 29% of the 1960s respondents reporting impact to 33% of those in the 1980s, 1990s and 2000s. Looking at the overall picture, the figures suggest that those who held awards in the 2000s are equally capable of making an impact, but that they are slightly less likely to do so in Education (51%, as opposed to 55% overall), Science and Research Applications (54%, as opposed to 57%), and Job Creation (25%, as opposed to 27%).

Respondents from sub-Saharan Africa showed consistently high levels of impact

Regionally, the respondents from sub-Saharan Africa reported the highest levels of impact in relation to the overall number of responses for each priority area. This is very positive, as many of the priority areas are key development issues, and 10 of DFID's 14 priority countries for 2008-2013 are African Commonwealth nations, with a number of respondents reporting notable impact in an 11th priority country, namely Sudan.¹⁵ To break this down, 47% of the 652 African respondents reported impact in the Health sector, for example, compared with 38% of respondents overall. 48% did likewise in relation to Poverty Reduction (alongside 29% of all respondents).

Respondents from South Asia reported particularly high levels of impact in Science and Research Applications, with 71% of all South Asians responding here, as opposed to 57% overall. For those from Australasia, the two key sectors were Education and Science and Research Applications, with over 44% and 46% responding to each sector. Responses from Caribbean alumni were fairly consistent with the overall picture, whilst those from North America seemed slightly more likely to report impact in Education (42%), Science and Research Applications (35%), Governance (29%) and Social Inequalities and Human Rights (29%).

Those with an agricultural subject background appeared more likely to report impact in all priority areas

Finally, considering whether the field of study while on award makes any difference to the likelihood of reporting impact, it was found, slightly unexpectedly, that those who studied agriculture were more likely to report having an impact in all sectors, ranging from 86% reporting having an impact in Agricultural/Rural Productivity to 80% in Science and Research Applications, 62% each in Poverty Reduction and Education, and 26% (the lowest) in Conflict Resolution/Humanitarian Assistance. In contrast, while high numbers reported having an impact on Health (86%), those who studied health-related subjects were less likely to report cross-sectoral impact, the exception being Science and Research Applications, in which 65% reported having an impact.

Professor Md Jahiruddin is another of our Commonwealth Academic Staff Scholars whose research has had a considerable impact, in his case, in the area of Agriculture. He was awarded his Scholarship in 1983, and obtained his PhD in Soil Science from the University of Aberdeen. He returned to Aberdeen as a Commonwealth Academic Fellow in 1996. Currently Professor of Soil Science at Bangladesh Agricultural University, he passes on his knowledge through teaching both undergraduate and postgraduate students, supervising Master's and doctoral students, and carrying out contract research projects.

'I have been able to contribute to agricultural research and development in Bangladesh. My research interest lies in two important aspects: micronutrient deficiency in soils and crops, and heavy metal pollution. I have already achieved some significant results which have both national and international value.'

Professor Jahiruddin has successfully determined zinc and boron rates for different crops and cropping patterns in Bangladesh, which have appeared in the *National Fertilizer Recommendation Guide*, for use by farmers. Recently, he has taken much interest in arsenic contamination, which is a severe problem in Bangladesh, and has investigated arsenic levels in groundwater and soils, and its absorption and accumulation in crops. He has presented his research results in international forums and seminars, and published them in internationally-respected journals. He has also established a modern soil chemistry laboratory at his home institution. In addition to teaching and research, he is involved in other professional and voluntary activities.

¹⁵ See www.dfid.gov.uk/countries/africa

The extent of our Professional Fellows' potential impact is demonstrated by **Jose Jude Mathew**, who spent three months as a Professional Fellow at the Commonwealth Broadcasting Association in 2002. As a senior producer at India's national public broadcaster, Doordarshan, he has been able to influence public opinion and behaviour and policymakers in a number of areas.

'I have been extensively involved in producing developmental programmes that aim to create both public opinion and an atmosphere contributing to social and economic growth and positive change. In particular, I have been actively associated at national levels with major public health campaigns in the fight against diseases such as polio, TB and HIV/AIDS. Some other examples of our work include promoting the use of condoms in India, in partnership with the National Aids Control Organisation and BBC World Service Trust; the Education for All initiative, connecting stakeholders countrywide through an UNESCO/Commonwealth Broadcasting Association grant; and the EU-India MEDIAIDS initiative, when I was one of six Indian journalists who partnered with European journalists to image HIV/AIDS. We have been able to influence government thinking and policy by creating an environment through television programmes whereby stakeholders and opinion leaders get an opportunity to proactively support or press for suitable alteration of government initiatives for public good.'

Those who studied education were also more likely than respondents overall to report having an impact in most sectors – the exception here was Science and Research Applications, where only 42% of those who studied education responded. This is, in fact, understandable, considering that those who studied education are more likely to be involved in primary or secondary education or in education policy than in research or science as such. Responses from those who studied environmental subjects were fairly consistent with the overall number of responses to each section, but noticeably higher in Environment Protection (65%) and Scientific and Research Applications (also 65%).

Type of Impact

Looking at responses in terms of type of impact, we noted that 45% of our respondents reported having influence on government thinking, 48% having a socioeconomic impact, and 81% involvement in a specific project, in at least one of the 12 priority areas.

'I was involved in a specific project'

The fact that there were over 5,850 recorded incidences of activity under this heading indicates that many respondents have either been involved in projects spanning more than one of the priority areas, or that they have been involved in a number of projects.

When considering the breakdown of these responses by sector, the highest level of involvement was seen in Education and Science and Research Applications, with 15% and 17% of all responses given under this activity. Figure 12 shows reported instances of involvement in specific projects by priority area.

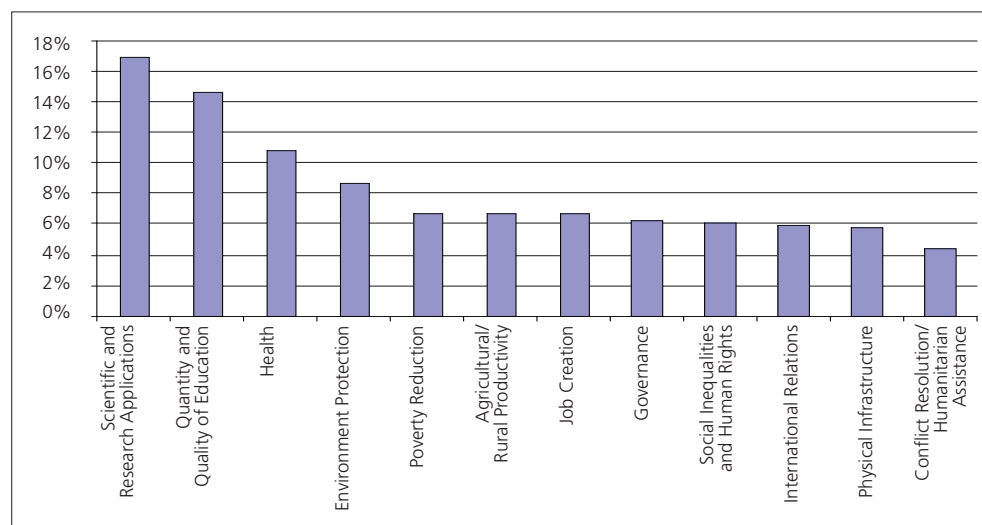


Figure 12: Involvement in specific projects

When examining the characteristics of those reporting involvement in a project in at least one area, we found that:

- 1,810 respondents, 81% of the total, reported involvement in a project in at least one of the priority areas
- alumni from the Far East, South Asia and sub-Saharan Africa were the most likely to report involvement in one or more specific projects – over 80% of those responding from each region
- 89% of those who held awards in agricultural subjects and 88% of those who studied education and environmental subjects reported positively in this section, as did 87% of those who held awards in health-related subjects, 87% of those in international relations subjects and 82% of those who studied science, technology or engineering. Those who studied other arts subjects reported least involvement, with 70%, followed by those who studied subjects categorised as growth, with 71%

- as might be expected, the year of award did not seem to affect capacity or ability to be involved in specific projects, with 77% of those who held awards in the 1960s, 83% of those in the 1970s, 82% of those in the 1980s, 85% of the 1990s, and 80% in the 2000s responding at least once under this heading
- 80% of women and 82% of men reported involvement in a specific project in at least one key sector
- When divided by scheme, Academic Staff Scholars and Professional Fellows reported the highest levels of involvement proportionally, with 88% and 89% respectively reporting involvement in a project. Over three-quarters of Academic Fellows, Split-site Scholars and developed and developing Commonwealth country Scholars also reported involvement in specific projects.
- Doctoral Scholars from all schemes were slightly more likely to report involvement, with 83% (82% if Split-site Scholars are included) doing so, compared with those funded for postgraduate taught courses, of whom 75% reported project activity.

'I helped influence government thinking and policy'

The potential for our award holders to contribute to the shaping of policy and political thinking is of particular interest, especially in key development areas such as Health and Education. Overall, 2,856 instances of alumni helping influence government thinking were reported in total. Again, influence in the areas of Education and Scientific and Research Applications was the most evident. However, Governance, Health and Environment Protection also saw reasonable levels of reported influence.

Over 1,000 respondents reported influencing government thinking in at least one field. In particular, we found that:

- 45% of respondents felt that they had influenced government policy or thinking in some way in at least one of the key areas
- when broken down by region, over 50% of respondents from the Caribbean and sub-Saharan Africa felt that they had influenced government thinking in some way. The lowest proportion of responses regionally was from European and North American alumni, with 39% of respondents from each region reporting political influence
- as with the earlier question relating to influence at work, those respondents who held awards in agriculture and education seemed to report higher levels of government influence proportionally, with 56% of respondents in each category indicating having influenced government thinking and policy. 53% of those who held awards in governance, which includes subjects such as law and social policy, also reported having influence, as did 48% of those who studied subjects categorised as international relations and 44% of those who studied health-related subjects
- proportionally, the length of time since the award was held seemed to have an impact on the ability to influence government, as indeed you might expect, although numbers for the earlier decades are low. Figure 14 shows the percentage of those answering in this section by decade of award

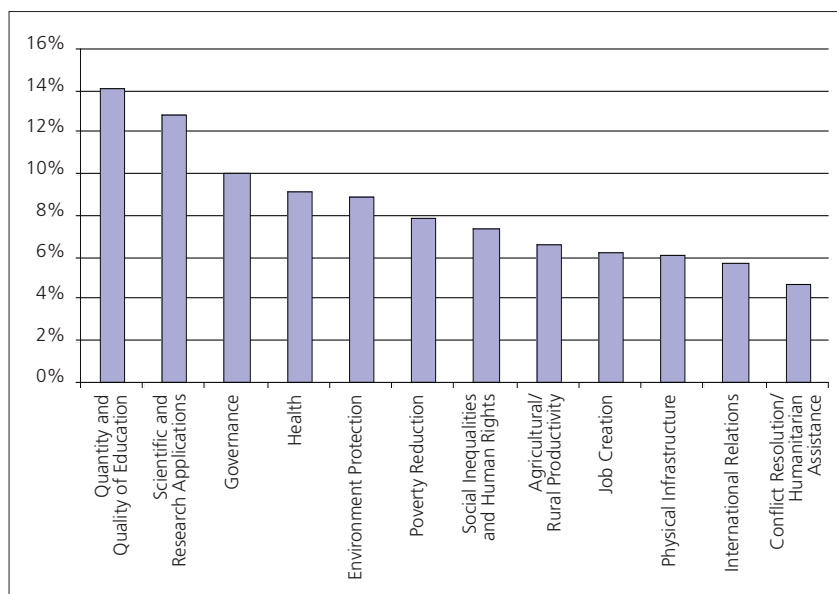


Figure 13: Reported instances of influence on government thinking and policy

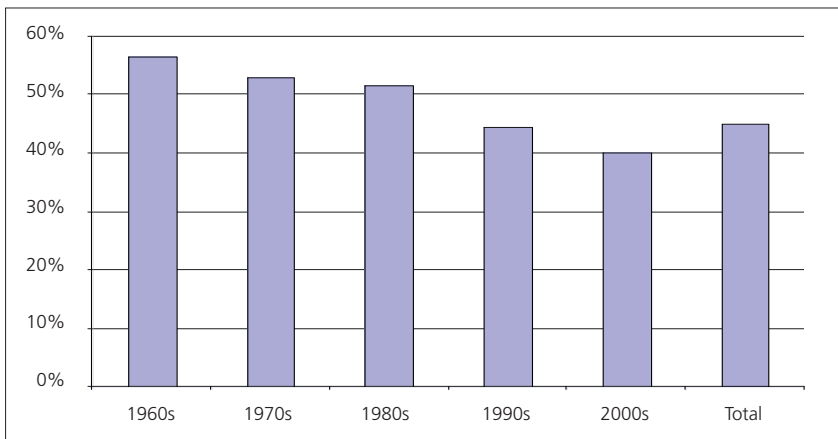


Figure 14: Proportion of respondents reporting influencing government thinking, by decade of first award

Dr Mohammad Ali Mubarak Kisubi

has made a significant contribution to government policy and thinking in a variety of fields. Obtaining his MSc in Industrial Relations from the University of Bath in 1985, he is currently Manager of Staff Training and Development for the African Development Bank, and has just been appointed as the first Head of the Ethics Office. He has also held a variety of positions in the Ugandan civil service and various national and international organisations. In the 1990s, he was Public Administration Specialist for the European Development Fund in Uganda, and an advisor to the Ugandan Civil Service Reform Programme, through which he played a lead role in the rebuilding of the civil service after years of conflict.

'I have also worked on the Uganda Rural Health Programme, assisting ten districts in Uganda in rebuilding infrastructure, improving health services delivery and training health workers, as well as influencing government policies and strategies in health services delivery. In another role, as Head of Bugiri District Service Commission, I was responsible for assisting in the establishment and operationalisation of the decentralisation process in Uganda. I also helped establish the Office of Inspector



General of Government and, as a member of Transparency International, was a founder member of Transparency Uganda, fighting for good governance, anti-corruption and the rule of law.'

Dr Kisubi has assisted the Tanzanian government in its reform efforts and institutional capacity building, and the Malawian government in redefining its rule of law policy and establishing a policy on disability. He has also helped the Uganda and Malawi Disability Associations with policy and projects, as well as fundraising, and has been active in academia, as a lecturer at Makerere University and the Uganda Management Institute, in addition to a number of publications.

- 36% of women and 49% of men reported having helped influence government thinking and policy
- with regards to employment, it is difficult to report any clear patterns, as so many of our alumni and respondents work in the education sector. Of those, 46%, representing 629 individuals, reported activity under this heading. 48% of those working in human health and social work activities also reported influencing government thinking, but this equates to only 59 individuals
- looking at the nominating route or scheme, Academic Staff Scholars reported the highest levels of government influence proportionally, with 58% of the 197 of these respondents answering positively
- Fellows, both Academic and Professional, reported proportionally high levels of involvement at this level, with 49% and 48% respectively responding. 'General' Scholars reported lower levels overall, with 42% of developing Commonwealth country Scholars and 40% of developed Commonwealth country Scholars answering positively.
- 45% of doctoral Scholarship holders reported influence in this category (44% if Split-site Scholars are included), compared with 42% of those who studied postgraduate taught courses

'I have contributed to wider socioeconomic impact'

We also asked alumni to tell us if they felt that they had contributed to wider socioeconomic impact in one or more of the 12 priority areas. 3,247 instances of this type of contribution were reported. It was interesting to note that, proportionally, impact in the areas of Poverty Reduction and Social Inequalities and Human Rights was higher than in other areas. Figure 15 shows the breakdown.

- 48% of all respondents reported contributing to wider socioeconomic impact in at least one of our priority areas.
- Regionally, 59% of those respondents from sub-Saharan Africa reported a socioeconomic impact, as did 50% of those from South Asia.
- Those who had held agriculture-related awards were proportionally more likely to feel that they had contributed here, with 69% reporting having a wider socioeconomic impact.
- Of those who held awards in education, admittedly a relatively small group overall, 58% responded positively, as did 52% of those who held governance-related awards and 50% of those who held environment-based awards.
- Unlike the responses to the impact on government thinking, there was no clear pattern with regards to when the award was held, with those who held their first awards in the 1960s and those in the 2000s seeming equally likely to report having socioeconomic impact – 47% and 46% of each group respectively.
- 40% of women and 51% of men reported having contributed to wider socioeconomic impact.
- Looking at the four main sectors of employment of our respondents, 48% of those working in education reported having a wider socioeconomic impact in at least one area, as did 45% of those involved in professional, scientific and technical activity and 53% of those employed in public administration (the second and third largest sectors of employment for our respondents).
- Again, those who held Academic Staff Scholarships seemed most likely to answer positively here, with 59% doing so. Over half the Academic and Professional Fellows also did – 58% and 52% respectively. The Distance Learning Scholars were also more likely to report contributing in this area (52%), although this represents a relatively low number of individuals.

Having looked at the broader picture, we will now focus on the impact reported by our respondents in individual priority areas. Figure 16 shows the total reported involvement for each of the priority areas.

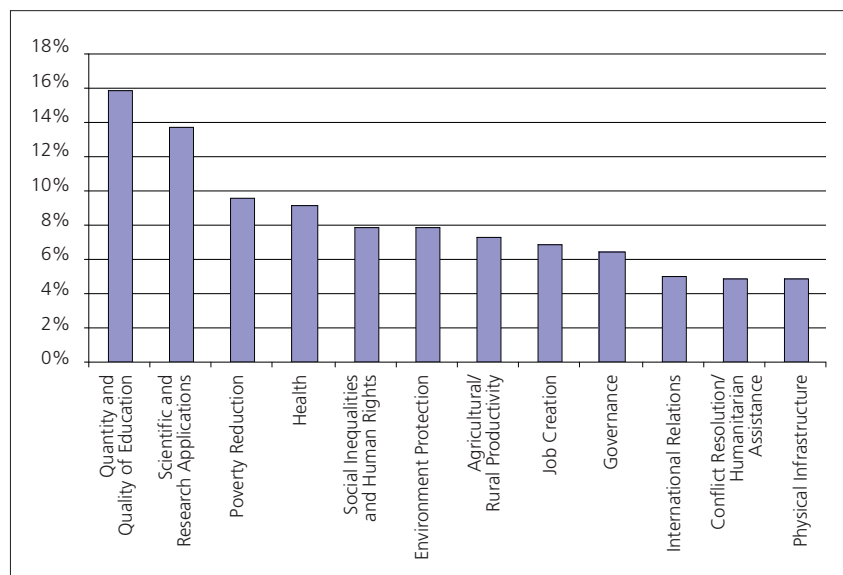


Figure 15: Contribution to wider socioeconomic impact

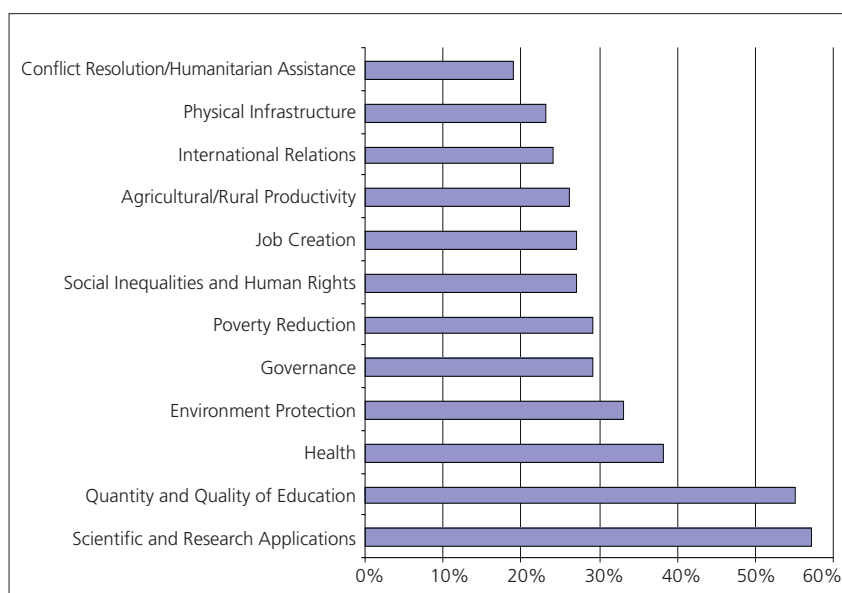


Figure 16: Total reported involvement in development and leadership priority areas

Health

One area that requires little explanation for its inclusion in the Commission's list of priority areas is Health. Several of the Millennium Development Goals are directly linked to health issues, and research and training in the sector is of key relevance for both developed and developing countries across the Commonwealth; as such, the impact of alumni in the area is always going to be of interest, and worthy of particular attention. Certainly, information provided in response to the survey shows a wide range of activity and influence within Health, ranging from research and clinical practice to community-related work such as participation in public health schemes or water and sanitation programmes.

Over a fifth of our alumni have held awards in the health sector

The importance of Health is reflected in the fact that the CSC has long supported health sector workers, with 21% of our alumni, representing over 3,400 individuals, having held health-related awards over the past 50 years, the majority from South Asia (43%) and sub-Saharan Africa (31%). The most represented specific discipline within this category is hospital-based clinical subjects, which includes a wide range of clinical specialties. Figure 17 shows the breakdown of disciplines within this category.

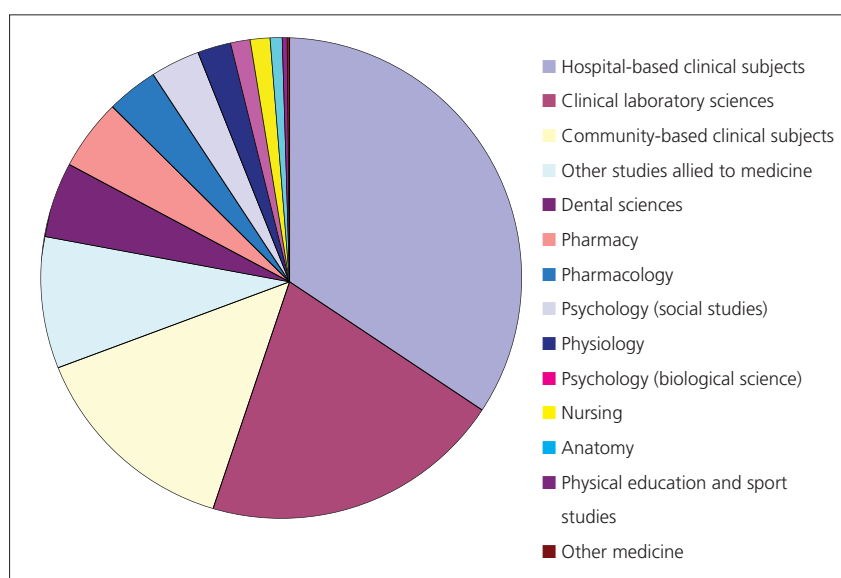


Figure 17: Health – alumni disciplines

Of our respondents, 16% held awards in the health category, representing just over 10% of all those alumni who held health-related awards mentioned above. As with the alumni group as a whole, over 70% of them are from South Asia and sub-Saharan Africa, 42% and 32% respectively. Unlike the alumni group as a whole, however, those who studied community-based clinical subjects, such as epidemiology and public health, were the most represented amongst our respondents (26%), followed by those who held awards in hospital-based clinical subjects (23%), and clinical laboratory sciences (18%).

Respondents from a range of academic backgrounds reported having an impact in Health

Moving on to look at those who reported having an impact in this sector, an interesting finding from the survey was the number of respondents outside the health sector, based on their category of study at the time of award, who nevertheless felt that they have made an impact. In total, 38% of respondents, representing 851 individuals, reported having some kind of impact in Health, but only 16% of respondents held awards in this category. Of this 16%, over four-fifths (86%) reported having an impact in Health, as did 42% of those who studied agriculture, a number of whom mentioned activity and research focusing on areas such as nutrition and food technology.

When considering involvement in terms of year of award and region, we found that 33-41% of those beginning their awards in each decade reported involvement in Health in one or other capacity. Looking at region, we found that over 40% of respondents from South Asia, sub-Saharan Africa and the Far East reported activity here, as did 35% of those from the Caribbean. Looking at involvement in terms of scheme, it was unsurprising that high proportions of those who held Medical Scholarships and Fellowships reported involvement (over 88% for both schemes), although the low numbers of respondents from these schemes overall should be noted. Over 57% of Professional Fellows responding to the survey also reported involvement, a positive finding, as public health is one of the focus areas of the scheme.

Of those reporting impact in more than one capacity, more had a health background

Considering the *type* of impact reported, as we would expect and as Figure 18 confirms, the greatest amount of involvement reported was in specific projects, with almost three-quarters of responses in this area reporting involvement. In addition, 31% of responses reported having influence on government thinking or policy, and 35% having a socioeconomic impact.

If we consider involvement in all three types of activity as indicative of significant levels of capacity for impact, then we noted that 13% reported involvement on all three levels, with 54% of these respondents having studied a health-related subject, 15% a governance-related subject, and 12% a science, technology and engineering-related subject. Recognising that the numbers concerned are low, and also acknowledging the assumption that field of study represents field of employment, this might suggest that, although alumni clearly have the ability to make an impact outside of their field of study or work, those within the relevant sector are more likely to have a wider or greater impact. Further evaluation of both the relevant respondents and specific activities would be needed, however, before we could confirm this.

Respondents reported a wide range of activity, much of it directly applicable to the Millennium Development Goals

A number of our alumni reported involvement in areas directly linked to the Millennium Development Goals, particularly the fourth (reduce child mortality), fifth (improve maternal health), and sixth (combat HIV/AIDS, malaria and other diseases). Further work is needed to identify the full scale of this activity, as well as to verify the extent to which it is making a long-term difference. However, our alumni are clearly carrying out valuable and relevant work, as many of the case studies throughout this report, including those on these pages, demonstrate.

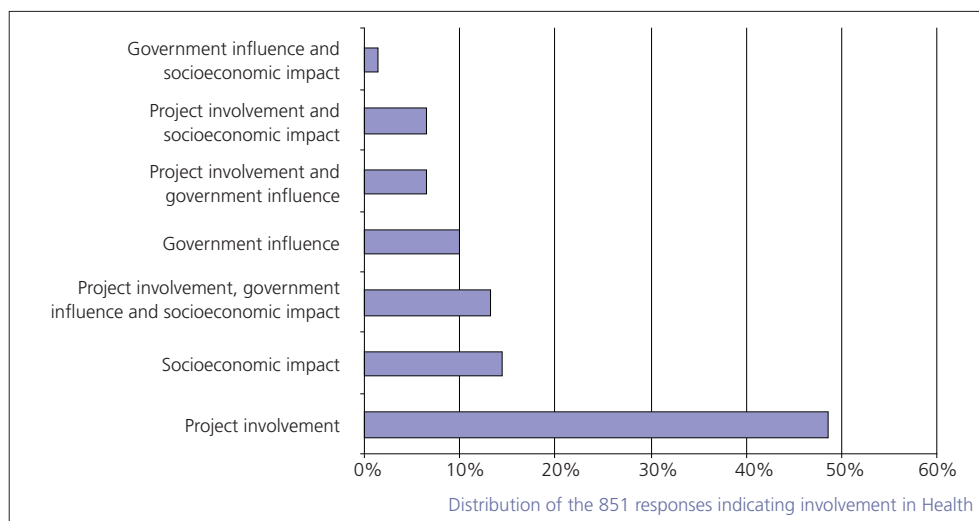


Figure 18: Reported impact in Health



Professor Helen Kimbi was nominated by the University of Buea, Cameroon, for a Commonwealth Academic Fellowship in 2002. A member of the Department of Plant and Animal Sciences in the Faculty of Science, Professor Kimbi's Fellowship, studying Medical Parasitology (Malaria), was hosted by the London School of Hygiene and Tropical Medicine.

'I have been working on malaria and its co-infections with helminths (another common parasitic infection) as well as malaria in HIV patients. In the course of these studies, many of our patients have benefited from free diagnosis and treatment of these diseases. These activities have led to better health and poverty reduction, especially in rural areas. I have been able to educate villagers on the proper use of drugs in order to avoid drug resistance. Proper environmental management, in order to avoid the transmission of many tropical diseases, has also been carried out in the course of our studies.'



Samson Mulyanga, from Kenya, began his studies in Computer Based Information Systems on a Distance Learning Scholarship in 2004, obtaining his MSc from the University of Sunderland in 2007. Having previously worked for ActionAid International and Worldview-Kenya, since 2007 he has been employed as a programme officer with Family Care International, an organisation dedicated to making pregnancy and childbirth safer. Samson's role includes responsibility for the coordination of the Safe Motherhood and HIV/AIDS projects, and for working with the Kenyan Ministry of Health in the analysis and strengthening of the health system.

'The great emphasis on quality assurance during my course enabled me to take the opportunity of an EU-funded Safe Motherhood programme within Family Care International to assess gaps in the delivery of maternal health, to train health providers in quality care, and to conduct quality care self-assessment exercises in 29 government and three private healthcare facilities. In total, 32 action plans were developed, comprising 448 activities. At the time of evaluation, 58% of the 448 quality care activities had been accomplished, and feedback from healthcare providers has been positive.'

Impact in Health is, of course, not solely limited to specific development targets, and our alumni also gave examples of equally important work in other fields. A number introduced new practices or techniques in their home institutions on their return home, and we have reports of alumni working in areas as varied as the treatment of cleft palates, pathology, forensic dentistry, and the neurological development of at-risk children.

With 95% of those responding to this section also stating that they had been able to introduce new practices or innovations as a result of their awards, and 97% reporting use of the specific skills gained on award in their work, we might therefore assume that, to some extent at least, the Scholarships and Fellowships offered by the CSC do contribute to positive outcomes in Health. This will, we hope, be verified by more detailed investigation, to be carried out in due course.

Agricultural/Rural Productivity

Agricultural/Rural Productivity is another area of importance to both developing and developed countries, particularly the former. Alongside the connection with food security and sustainable livelihoods for rural communities, and the fact that methods of sustainable food production are vital if the first Millennium Development Goal (the eradication of poverty and hunger) is to be met, the consequences of agricultural policy can have widespread implications on other issues, such as climate change and environmental sustainability. The activity of our alumni within this sector is, therefore, potentially of great interest to a number of our stakeholders and, as responses to the survey indicate, with good reason.

Increasing numbers of awards are offered in agricultural subjects

Historically, our records show that 6% of our alumni held awards within the broad category of agriculture, by our definition covering the academic disciplines of agriculture, food science and technology, and veterinary science. The majority are from sub-Saharan Africa (45%) and South Asia (41%). Proportionally, there has been a steady increase in the number of awards in this sector over the decades, with just over 10% of awards offered in agriculture in the 2000s so far, compared with just 3% of awards in the 1960s and 4% in the 1970s. 8% of respondents held awards in agriculture, covering subjects such as soil science, aquaculture, agricultural economics, and veterinary epidemiology, to name but a few.

Over a quarter of all respondents felt that they had influenced Agricultural/Rural Productivity in some way

Moving on to the survey responses, over a quarter (26%) of all respondents reported involvement in some way in Agricultural/Rural Productivity, with those from sub-Saharan Africa and South Asia again most likely to report involvement (35% and 31% of respondents from each region respectively). 45% of respondents from the Pacific also responded here, but this sample is extremely small, representing just 11 individuals in total.

Again, we found that area of study did not necessarily restrict the ability to have an impact in this field, but those in the relevant sector were more likely to respond. Of the 8% of our respondents who held awards in the category of agriculture, 86% reported having some impact in the sector on either a project, political or socioeconomic level. 28% of those who studied awards in environment also reported some impact, as did 25% of those who studied science, technology and engineering, and 25% of those who studied awards in the field of education. An interesting finding was that 31% of those categorised as having studied subjects within growth, covering economics, business management and so on, reported impact in this sector, including James McVitty (see case study).

Another finding, not unexpected but still worth noting, was that, although over 40% of those who studied in agriculture reported having an impact in Health, this was not the case the other way around. Quite the reverse, in fact, with only 13% of those who studied health reporting impact in Agricultural/Rural Productivity.

With regards to time of award, recent alumni appeared equally likely to report an impact as those who held awards before 2000. Taking the higher numbers of recent alumni into account, it is worth noting that almost half of all respondents to this section held their awards in the 2000s. 26% of those from the 2000s and the 1990s reported making an impact, along with 28% of those from the 1980s, 25% from the 1970s, and 20% from the 1960s.

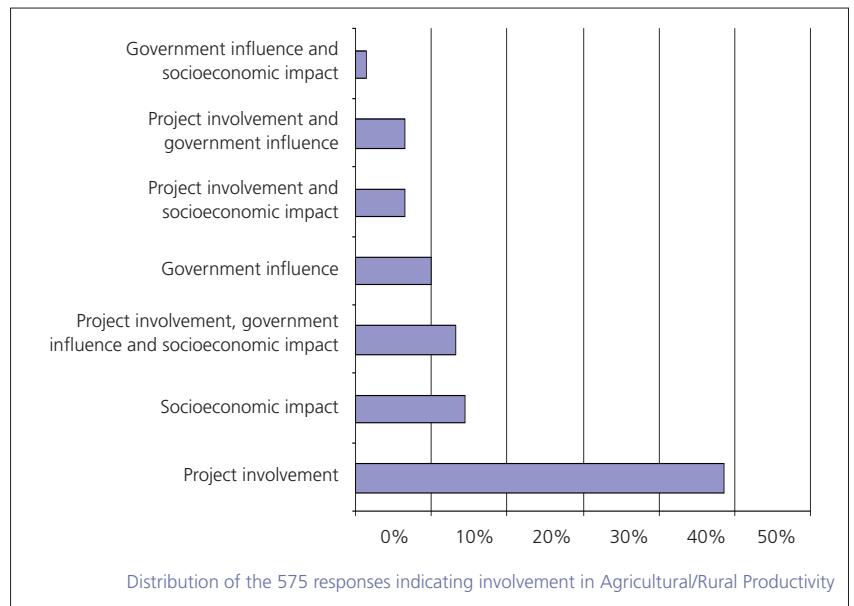


Figure 19: Reported impact in Agricultural/Rural Productivity

Those respondents who held Academic Staff Scholarships and Fellowships reported higher instances of activity

When the type of award was considered, the schemes for university staff reported comparatively high levels of involvement, with over a third of Academic Staff Scholars (37%) and Academic Fellows (40%) doing so. Within these two groups, the respondents who had studied agriculture were more likely to respond – 94% of the Academic Staff Scholars who studied agriculture-related subjects and 93% of the Academic Fellows. By way of comparison, it was found that 27% of Scholars from developing Commonwealth countries were represented in this priority area, along with 10% of developed Commonwealth country Scholars

When looking at the type of impact reported, over two-thirds (68%) reported involvement in a project, 31% influencing government, and 42% having a socio-economic impact. 15% reported involvement in all three ways. Of this latter group, 42% had studied agriculture-related subjects, 21% science, technology and engineering-related subjects, and 11% governance-related subjects. This reinforces the suggestion from the health sector data that a background in the relevant field of study influences the ability to have a more extensive impact. However, once again, we need to bear in mind that numbers are small and that further work needs to be done with regards to quantifying the impact of specific activities.

Although further work would also be needed to fully assess the contribution of awards to these reports of impact, again it would not be unreasonable to assume that they have indeed contributed, with 95% stating that they have been able to introduce new practices or innovations as a result of their awards, and 97% that they use or had used the specific skills and knowledge gained on award in their work, 79% significantly.



James McVitty, a 2001 Commonwealth Scholar from New Zealand, obtained his MSc in Economic Development and International Trade from the University of Reading. Since 2004, he has been employed as a trade strategist for Fonterra, a leading multinational dairy company. He is also a member of the executive committee of the Association of Southeast Asian Nations (ASEAN) New Zealand Business Council

'The CSC provided me with an excellent background to take on a central role in shaping international trade policy for agricultural products and to help New Zealand's economic wellbeing.'

Dr Md Monzur Hossain held a Commonwealth Academic Fellowship in Applied Molecular Biology at the University of Nottingham in 2001. Now Professor of the Department of Botany at Rajshahi University, Bangladesh, he has contributed significantly to the field of agriculture, both in research and at grassroots level, and has also been involved in a variety of professional and voluntary activities that he feels have had a wider social impact.

Along with his team members, he has developed a module for the establishment of a cost-effective commercial tissue culture laboratory, using indigenously manufactured equipment and apparatus, for the production of disease-indexed high-quality seed potato tubers and other crops. This and other activities have contributed to the establishment of more than 30 tissue culture-based seed potato farms in the private, public and NGO sectors, reducing the need for imports.

This technology has also been successfully transferred to grassroots level, with many farmers becoming involved in producing high-quality seed potato tubers using tissue culture-derived planting materials, and then selling their produce to other farmers. This has created lots of job opportunities and enhanced earning potential, thereby contributing to Poverty Reduction. His team has also developed three new strawberry varieties that are suitable for commercial cultivation in Bangladesh.

'These varieties are being used for commercial cultivation for the first time in Bangladesh. This achievement has been highly appreciated by farmers and intellectuals, and has received wide publicity in both print and electronic media.'

Dr Donald Puckridge was awarded a Commonwealth Scholarship in 1962, obtaining his PhD in Agricultural Botany from the University of Reading. Now retired from his post as Programme Leader for the International Rice Research Institute (IRRI), he has made a significant contribution to agricultural research internationally, working not only in his home country of Australia, but also across Asia. Whilst working for IRRI, he was responsible for the planning and coordination of research of flood-prone rice ecosystems for IRRI headquarters in the Philippines and for regional activities in India, Bangladesh, Thailand, Burma (Myanmar), Cambodia, Vietnam and Indonesia.

In addition to his work for IRRI, Dr Puckridge also worked on a number of other projects, and even after retirement was recalled to finalise flood-prone rice research budgets, reports and medium-term plans. He also organised a conference in Bangladesh to initiate a research consortium funded by the International Fund for Agricultural Development.

'From June 1992, one quarter of my time was spent in Vietnam as a liaison scientist on the UNDP Project for Strengthening the Cuulong Delta Rice Research Institute. I advised management on the coordination of research, training and extension, the purchase of equipment, administration, and reporting. This was the first nationally-executed UNDP project in Vietnam, and was considered by the government and UNDP as an outstanding success. I was also a part-time World Bank consultant for the IDA review mission of the Vietnam Agricultural Rehabilitation Project from 1994-1996. This involved planning and evaluating research and equipment needs, and reporting results of research and extension programs for Vietnamese institutes.'

From 1965 until 1981, when he began working for the IRRI, Dr Puckridge lectured in Agronomy at the University of Adelaide, Australia. In 1996, the year he retired, he was awarded a Gold Medal for Service to Agriculture from the Vietnamese Ministry of Agriculture and, in 2004, he was invited back to Vietnam to edit papers for the Mekong Delta Rice Conference, an international event to celebrate the International Year of Rice.

Quantity and Quality of Education

Education is another area in which our interest requires little explanation, with investment in capacity building in this area underpinning much of the CSC's activity and aims. Over half of our respondents reported having some kind of impact or involvement in this sector – 55% in total, the second highest level of response after involvement in Scientific and Research Applications.

Our alumni are having an impact not only on tertiary education, but also within the sector as a whole

Considering the CSC's activity and the profiles of our alumni, we would expect the majority of any reported impact in this sector to relate to tertiary or higher education, and the responses do confirm this to some extent. Nevertheless, some excellent examples of activity at primary and secondary levels were also given by our respondents, showing not only that outcomes from these awards are not limited to higher education, but also that impacting on education at all levels is often intrinsically connected to many of our other priority areas, including Social Inequalities and Human Rights and Poverty Reduction.

Some of the examples of activity given involve, for example, community work that helps educate women and girls in particular, or projects that seek to deal with issues that prevent children from attending school. One respondent is involved in a project that provides sanitary towels to girls in low-income families who might otherwise miss up to a week of school every month. Others work on issues concerning education policy or infrastructure.

Many of our alumni work in the education sector, but only 4% of alumni have held awards in education-related subjects

As noted earlier, not many of our alumni or respondents actually studied in the field of education (4% and 5% respectively), but large numbers do work in the sector. Looking first at those who did hold awards in the field of education, the numbers are small but rise gradually over the decades. In the 1960s, only 1% of awards held were in this sector – just 35 individuals in total. Data available so far from the 2000s alumni, however, shows that 7% of awards have been education-related – 213 in total.

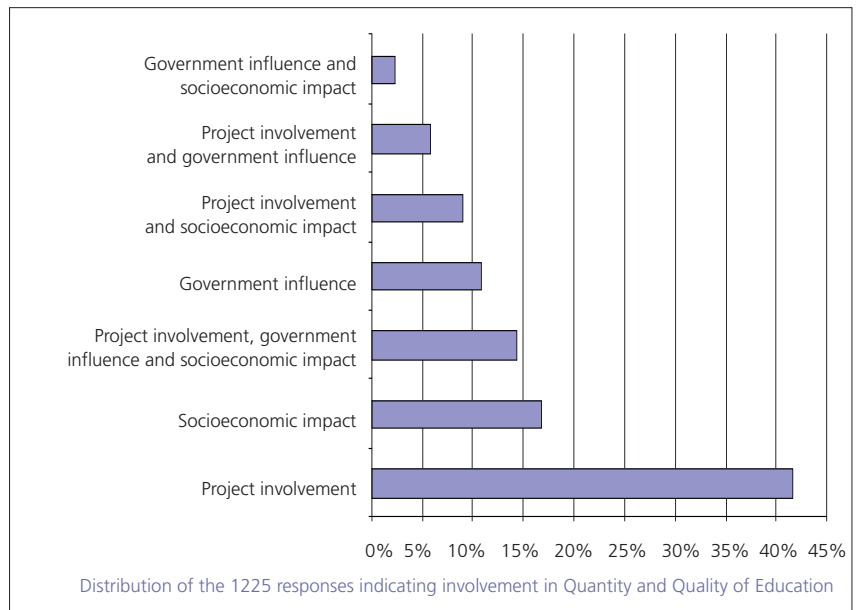


Figure 20: Reported impact in Quantity and Quality of Education

In terms of the survey respondents, 5% studied education, with 83% of them reporting having an impact on the sector at project, governmental and/or socioeconomic levels. This compares with responses of between 42% and 62% for the other categories of study on award. Figure 20 shows the breakdown for all respondents.

Overall, 70% of those reporting activity in this sector reported involvement in a specific project, 33% having influenced government thinking and/or policy, and 42% having had a socioeconomic impact. 14% reported involvement at all three levels, 20% of whom held awards in science, engineering and technology, and 14% of whom held awards in education or health-related subjects.

With regards to employment, 74% of those reporting involvement at all three levels work in education, and 70% specifically in higher education. Of those not working in education, 6% were categorised as working in professional, scientific and technical activities, in addition to a further 6% working in human health and social work activities. 7% were recorded as working in public administration, including Fathimath Azza, an alumna now working for the Ministry of Education in the Maldives (see case study).

Looking at those who reported impact in at least one way, over 50% of respondents from each region reported having an impact in Quantity and Quality of Education, with the exception of those from Australasia and Canada, with 44% and 42% respectively. In terms of scheme, as might be expected, Academic Staff Scholars and the Academic Fellows showed the highest levels of involvement, 68% and 69% respectively. Of those employed in education, 64% reported some form of involvement, as did 63% of those working specifically in higher education. Overall, 73% of all those reporting some kind of impact worked in the education sector.

Fathimath Azza was awarded a Commonwealth Scholarship in 1997, enabling her to obtain a BA (Hons) in Education from Middlesex University. Since, she has also completed an MA in Applied Linguistics and Teaching English as a Foreign Language at King's College London. A former English teacher, she is now Director of the Educational Supervision and Quality Improvement Section of the Maldivian Ministry of Education, and is also a member of the Advisory Committee for UNESCO's Literacy Decade. Her responsibilities have included leading the team responsible for assessing the impact to the education sector of the 2004 Indian Ocean tsunami, as well as contributing to a study of national assessment of student achievement levels.

'This was a huge project which honed the research skills that I learned during the course of my studies in the UK. Further, I had an opportunity, under this project, to obtain further training in research skills as well as to work under an assessment consultant. If not for the training I received in the UK, all this would not have been possible. I have also been able to contribute significantly to policy development, design and implementation activities with regards to quality education initiatives in the last eight years.'

Chaminda Jayasundara obtained his MSc in Information Management from the University of Sheffield on a Commonwealth Scholarship in 2001. He is now Senior Assistant Librarian at the University of Colombo in Sri Lanka, and Head of the e-Resources Department. His responsibilities include negotiating with publishers, preparing project proposals and reports, and sourcing funding, as well as educating library patrons in electronic information resources. In addition to his regular duties, he has been involved with a wide range of activity associated with the dissemination of information management skills and knowledge, both in Sri Lanka and overseas.

Chaminda was a member of the steering committee formulated for the automation of Colombo Public Library in 2005. Since 2007, he has been Country Coordinator of the International Network for the Availability of Scientific Publications Programme for the Enhancement of Research Information (INASP-PERI), and also Project Leader of the Sida/SAREC library support programme in Sri Lanka. He was appointed as a consultant librarian to the National Centre for Advancement of Humanities and Social Sciences of the University Grants Commission of Sri Lanka, as well as a research article reviewer for a number of peer-reviewed journals. In 2007, he worked as a consultant to the Maldives Law Library, at the request of the Maldivian government, and he also acts as visiting consultant to the Master's of Public Administration degree programme conducted by the Sri Lanka Institute of Development Administration, developing the information skills of the students. He is a visiting lecturer in Information Management and Information Science for various faculties at the University of Colombo, and also the coordinator of its Master's degree programme in Library and Information Science and its postgraduate diploma in Information Systems Management.

As well as those alumni working in universities and mainly responsible for teaching and research, there are, of course, many who work in higher education institutions in different capacities, within primary or secondary-level education, or at political or community levels. Many are involved in work that aims to improve access to education, as well as resources and institutional capacity. One such person is Chaminda Jayasundara, Senior Assistant Librarian at the University of Colombo (see case study).

Impact in this particular sector will be examined in much greater detail in due course, not least through the viewpoint of institutional capacity building. Further work might be carried out, for example, to assess the impact of our awards on specific institutions, and potentially within different sectors, as well as whether our targeted academic schemes are working. Findings from this survey certainly indicate that these schemes are, in both specific disciplines and the area of Education itself.

Governance

Governance is an area that is being given increasing prominence in a variety of contexts, not least in terms of political behaviour and development. A 2006 DFID White Paper on International Development, for example, was entitled *Making Governance Work for the Poor*, and stated that DFID would 'put governance at the centre of our work – focusing on building states that are capable, responsive and accountable to their citizens'.¹⁶ The FCO also notes that good governance is vital for conflict prevention, one of its core objectives.¹⁷

Increasing numbers of awards are being offered in governance

This greater focus on Governance is reflected in the increasing number of Commonwealth Scholarships and Fellowships offered in the field. The difficulty of defining governance, as well as categorising subjects and disciplines, means that data does need to be treated cautiously. However, according to our records, 11% of alumni overall have held awards in disciplines that we have defined as governance-related (see Appendix 3). The numbers and proportion of awards have risen over the decades, from 8% in the 1960s to 17% so far for the 2000s. This latter proportion is a rise of 6% from the 1990s, a number largely accounted for by our new programmes – Professional Fellowships, Split-site Scholarships and Distance Learning Scholarships. Of those alumni who held governance-related awards in the 2000s, 5% were offered awards through these schemes.

We are already seeing examples of impact from these award holders

This, of course, means that revisiting impact in this sector in years to come will be of particular interest. Looking at the information we have now, however, responses to the survey show that our alumni are already reporting considerable impact. 29% of respondents are represented in the answers to this section, with 45% of these having held their awards in the 2000s.

Governance is one of only two areas in which noticeably more respondents reported influencing government thinking and policy (45%) than having a socioeconomic impact (33%). This may be because socioeconomic impact in this area is considered harder to demonstrate, or because of the very nature of Governance-related work. Either way, the make up of those responding in this sector is of interest. We should, however, reiterate that governance is often difficult to define and that interpretations of specific areas of governance vary, with some respondents referring to government and political activity, for example, and others to university governance, e-governance, or work in gender equality.

¹⁶ Department for International Development (DFID), *Eliminating World Poverty: Making Governance Work for the Poor* (London: DFID, 2006)

¹⁷ *Better World, Better Britain*

12% reported impact in all three ways – project involvement, influence on government, and on a socioeconomic level. Of these, 37% held governance-related awards, followed by 12% each of those who studied subjects in growth and other arts. Looking at all those who reported any kind of impact, over half of those who studied governance-related subjects responded (51%), along with 33% of those who studied subjects categorised as international relations. Those who studied in the growth (36%), education (38%) and agriculture (35%) categories were also well represented, in comparison to the total number of responses.

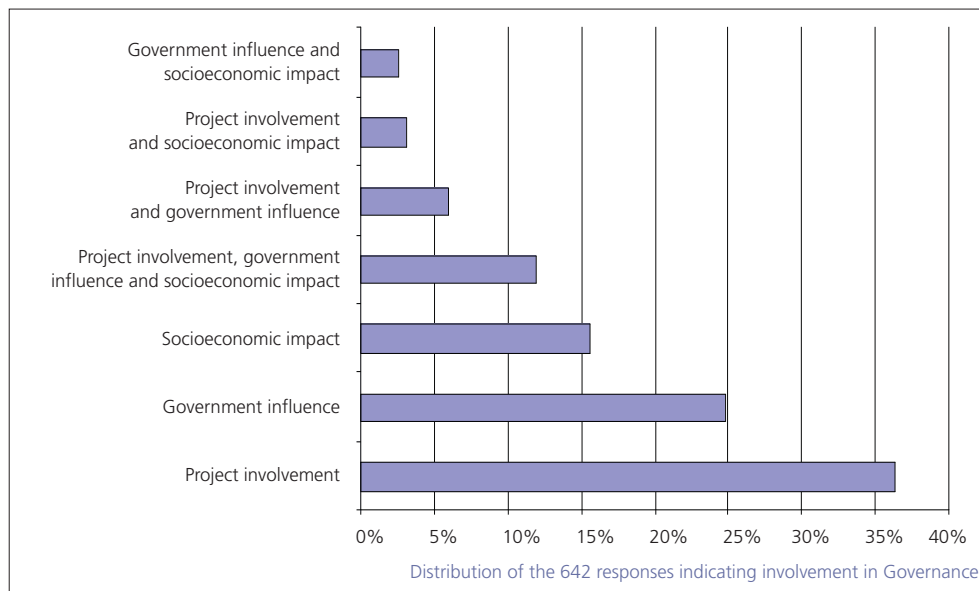


Figure 21: Reported impact in Governance

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.'

Amongst other projects, she currently hosts and produces a twice-monthly television programme, *The Cutting Edge of Business*. She also continues to serve as a visiting lecturer at the University of the West Indies.

One respondent who feels that her Commonwealth Scholarship has contributed to her ability to make an impact is **Dr Mwaka Chulu**, from Zambia. Dr Chulu was nominated by her employer, the Copperbelt University, for a Commonwealth Academic Staff Scholarship in 2001, and she obtained a PhD in Corporate Governance in Public Companies from the University of Exeter. She is now a senior lecturer at Copperbelt University.

'In 2007, the World Bank contracted me for three months to undertake a scoping study on its behalf, requested by the Zambian government. The study centred on the possible adoption of the global Extractive Industry Transparency Initiative (EITI), which requires country signatories to disclose income and revenue earned from the extractive industry; subject these financial reports to international reputable audit; and allow civil society organisations to monitor the process. This study was completed in August 2007, and the report was published January 2008.'

'At a stakeholder launch workshop in July 2008, the government accepted the recommendations of the findings and, together with the mining sector and civil society organisations, have agreed to adopt the EITI. This is very important, given the critical economic role that the mining industry plays in Zambia, as it will enhance transparency and accountability, key elements in good governance.'

Dr Leonard Mizzi, from Malta, is a 1992 Commonwealth Scholar, who obtained his PhD in Agricultural Economics from the University of Reading.

Dr Mizzi is now Head of the International Affairs Unit of the Directorate-General for Agriculture and Rural Development (DG AGRI) at the European Commission, based in Brussels, Belgium. His role involves managing agricultural trade negotiations between the European Union and the African, Caribbean and Pacific (ACP) group of states.

'I deal with the ACP countries and South Africa. My main areas of operation are agricultural policy and policy coherence, trade negotiations in the context of the Economic Partnership Agreements, food aid, and representing DG AGRI in UN organisations, in particular the FAO. In recent months, we have also been monitoring more closely the impact of the financial crisis on the agricultural sector in developing countries.'

Prior to taking up this post in 2007, Dr Mizzi was Director of the Malta Business Bureau in Brussels, representing the Malta Federation of Industry, Malta Chamber of Commerce and Industry, and Malta Hotels and Restaurant Association. Before his Commonwealth Scholarship, Dr Mizzi was an administrator at the Economic Planning Unit in the Maltese Ministry of Finance, and he has also lectured at the Open University and the Boston University campus in Brussels.

Those working in education are able to have an impact on Governance

If we look at the employment categories of those reporting impact of any type in this area, over half (60%) work in education and 98% of these in higher education, demonstrating that the impact of academics and higher education can extend beyond university campuses. This is reiterated by the fact that those who held academic staff awards were more likely, proportionally, to report impact here – 37% of Academic Staff Scholars and 34% of Academic Fellows. In all, of those working in the education sector, 27% responded here, compared with the 29% of overall responses, as did 45% of those employed in public administration, and 30% of those employed in professional, scientific or technical activities. 2% were recorded as working for extraterritorial bodies or organisations, representing 45% of the 29 individuals categorised in this sector in total.

Regionally, 35% of respondents from sub-Saharan Africa reported impact on Governance, as did 32% of the Caribbean respondents and the admittedly small number of European respondents. When looking at responses by decade, it was noted that a smaller proportion (28%) of the 2000s respondents were represented than those from the 1960s, 1970s and 1980s, with over 30% of each decennial cohort responding.

98% reported using the specific skills and knowledge obtained on award in their work, including 80% significantly, and 94% reported that they had been able to introduce new practices or innovations in their places of work (54% significantly).

International Relations

The area of International Relations is, in many ways, closely linked with Governance, and there is certainly an element of overlap in our own categorisation of these two fields. According to our broad categorisation, 4% of alumni studied subjects in the field of international relations, as well as 3% of respondents. However, these figures exclude many alumni who may have studied relevant topics, but have been categorised under governance in the absence of complete data, and so should be treated with caution. Figures that are of greater relevance here relate to the numbers of respondents who reported having an impact on International Relations and the kind of activity they report. As with Governance, interpretations of activities varied, ranging from work with international organisations such as the UN or diplomatic work to international academic or other collaborations.

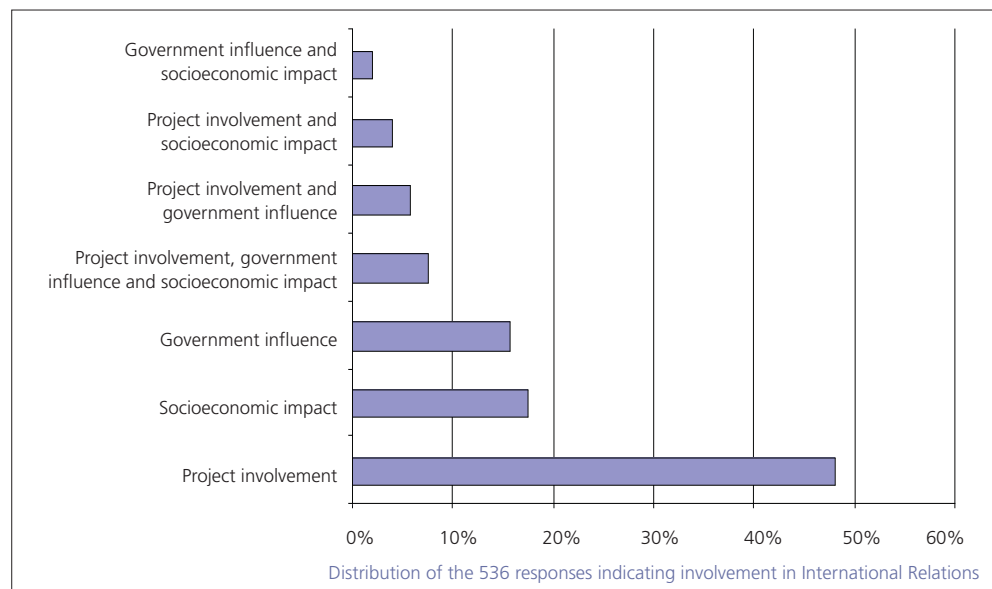


Figure 22: Reported impact in International Relations

Looking at the overall numbers, 24% of respondents responded to this section, 31% of whom said that 'I influenced government thinking and policy' and 31% that 'I had a wider socioeconomic impact'. 65% reported involvement in a specific project. Only 7% reported an impact in all three types.

Of particular interest here is the regional distribution of those reporting an influence in this sector, as well as their field of study and time of award. 33% of those responding are from South Asia, including 19% from India. 35% are from sub-Saharan Africa, including 7% from Nigeria and 6% from Kenya. In addition, 7% are from Australasia and 9% from Canada.

When field of study is taken into account, 42% of those categorised as having held awards in international relations responded, as did 35% of those who held awards in agriculture and 28% of those who held awards in education and in governance. Looking at the breakdown in terms of all the responses to this priority area, 24% studied science, technology and engineering disciplines, 13% health, and 12% agriculture.

Once again, recent alumni reported having an impact

Responses by decade followed similar patterns to other sectors, with 46% of those responding to this section and reporting impact having held awards in the 2000s, compared with 7% from the 1960s. These figures equate to around a quarter of those from each decade reporting impact, ranging from 23% of those who held awards in the 1960s to 28% of the 1980s cohorts, and 24% of the 2000s respondents.

When considering sector or employment, again the majority work in education – 62%, to be precise, 98% of whom work in higher education. In addition, 11% work in public administration, mostly for their national governments or civil services, and 10% in professional, scientific and technical activities, a category that includes lawyers, consultants and researchers. Of the public administration group, almost half are from sub-Saharan Africa, 14% from South Asia, and 8% each from Canada and Australasia. 5% are from the Far East.

Looking at the potential contribution of the award to this activity, 97% reported that they used the specific skills and knowledge obtained on award in their work, and 96% that their award had increased their ability to have influence and make changes at work. Again, further work would be necessary to verify this.

Poverty Reduction

Poverty Reduction is a particularly significant area in terms of development impact, and has much relevance for the developed Commonwealth too. It is also an area, unlike Health or Agriculture, in which few of our alumni directly study or work and, as such, is one in which it is difficult to gain any sense of impact without an evaluation survey such as the one we are currently examining. The findings from the survey showed that, in the view of our respondents at least, we do have some impact, with 29% of respondents reporting involvement in this development area, and almost half (48%) of them reporting having socioeconomic impact. Activities varied from the expected, such as involvement in government-run poverty reduction programmes or practical work in community development, to less apparently applicable activity that nevertheless can be argued to contribute to the reduction of poverty.



Professor Noor Azlan Ghazali held a Commonwealth Academic Fellowship in Financial Econ-

omics and Banking at Cardiff University in 2003. In 2006, he was seconded from his role as Dean of the Faculty of Economic and Business at Universiti Kebangsaan Malaysia to head the Special Consultancy Team on Globalisation at the National Economic Action Council of the Prime Minister's Department.

After this post, Professor Ghazali became Director of Macroeconomic and Investment/Human Capital Development at the National Implementation Directorate. He was responsible for leading national high impact projects on human capital development, regional development and strategic matters relating to globalisation. He is now Head of the newly-established Malaysian Development Institute at the Economic Planning Unit of the Prime Minister's Department.

Professor Ghazali's impact and influence span many of our priority areas, not least those of Governance and International Relations. With regards to the latter, he has been involved in not only international but also regional consultations. For example, he headed the Malaysian delegation at the Asia-Pacific Economic Cooperation (APEC) Economic Committee meeting in 2007, and the Malaysian research team in the ASEAN+ 3 Research Group initiatives.

'I have been given the opportunity to participate actively in national high-level policy discussion platforms involving national leaders and industry captains, and I am looking forward to playing a more significant role in Malaysian and regional development.'

Carolyn McMaster is a former Commonwealth Scholar from Canada, who received her MPhil in International Relations from the London School of Economics and Political Science in 1971. Since then, she has had an illustrious career in development assistance, diplomacy and international relations. Most recently, Carolyn was Canadian Deputy High Commissioner to New Zealand, where she managed the political, economic, cultural affairs, academic relations, consular and development assistance programmes in the High Commission. The role also included considerable reporting, consultation with public and private sector and NGO representatives, and assessment and approval of development assistance in six Pacific islands.

Prior to this post, she was Deputy Director of Commonwealth Affairs at the Canadian Department of Foreign Affairs and International Trade (DFAIT). During the 1990s, she spent five years as Deputy Chairperson of the DFAIT Southern Africa Task Force, and then five years as Canadian Deputy High Commissioner to South Africa.

‘As a planning officer in the Canadian International Development Agency (CIDA) and as a CIDA Field Representative responsible on two different postings for Botswana, Lesotho, Swaziland, Kenya and Uganda, I had a major influence on the design and implementation of Canadian development assistance programmes and projects in Eastern and Southern Africa in a wide range of sectors, including health, education, environment, agriculture, job creation and poverty reduction. My work on and in South Africa involved shaping the direction of Canadian policy towards South and Southern Africa in governance and conflict resolution, recommending specific policy initiatives, and consulting other public and private sector and NGO individuals involved in South Africa. As head of the Commonwealth section at DFAIT, I provided direction to Canada’s involvement in the Commonwealth, including on the scope and priorities of Commonwealth governance and technical assistance programmes, with a particular focus on the Commonwealth’s role in Zimbabwe, Fiji and Pakistan.’

Respondents from sub-Saharan Africa and South Asia reported having an impact

Looking at the characteristics of those who reported having an impact in this area, we found that the majority come from sub-Saharan Africa (48%) and South Asia (32%). Proportionally, those from sub-Saharan Africa were the most likely to respond here, with 48% of all African respondents represented, along with 29% of South Asian and 28% of Caribbean respondents. Breaking these responses down by country, and discounting those with less than 15 responses, it is worth noting that over half of all respondents from Kenya, Malawi, Nigeria and Sierra Leone responded to this category, as did 70% of all Tanzanian respondents.

Later alumni were also more likely to respond in this category, higher numbers notwithstanding, with 51% of all responses in this section coming from those who held awards since 2000. In total, 33% of all respondents from the 2000s responded here, as did 29% from the 1990s, 28% from the 1980s, 24% from the 1970s and only 18% from the 1960s. This may be because awards have become more focused on development in recent years, or perhaps because those from the 2000s are more likely to be familiar with poverty reduction strategies and activities and associate their work with such outcomes.

It is also interesting to note the background of our respondents in this sector, both academic and professional. The most common categories of study represented were science, technology or engineering-based subjects (21%), governance (17%), or agriculture (16%). 8% studied education-related subjects. Looking at employment categories, unsurprisingly, over half work in education, but 12% were employed in public administration, and 10% in professional, scientific or technical activities. 3% were categorised as working in activities relating to extraterritorial organisations and bodies, including 9 individuals working for various United Nations departments, such as UNESCO or UNDP.

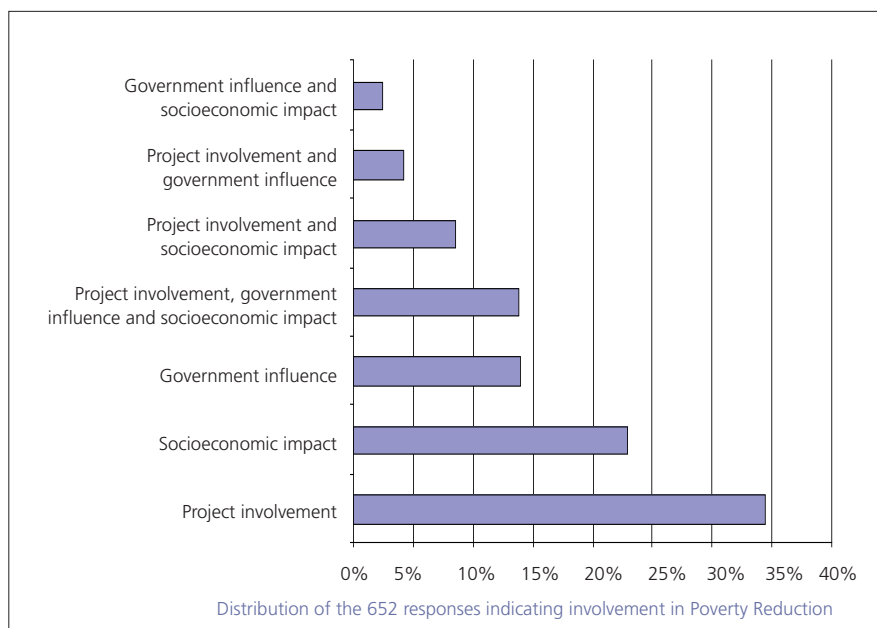


Figure 23: Reported impact in Poverty Reduction

Respondents reported comparatively high levels of socioeconomic impact in this area

Poverty Reduction received the third greatest number of responses in terms of socioeconomic impact, after Education and Scientific and Research Applications. Overall, 61% of those responding to this priority area reported being involved in a specific project, 34% influencing government policy and/or thinking, and 48% having a socioeconomic impact.

For many, activities such as enhancing agricultural output in rural areas or working on literacy projects were considered as having an impact in this field, and there was a great deal of overlap with other categories, such as Education and Job Creation. Other alumni work specifically on poverty reduction in an official or governmental capacity.

Social Inequalities and Human Rights

Continuing social inequality and the denial of individuals' basic human rights have wide-ranging and potentially long-term negative implications for all. It is for this reason that redressing inequality, particularly in terms of gender, features in the Millennium Development Goals, and ensuring equality for a range of social groups is the subject of extensive legislation in both developed and developing countries. Over a quarter of our respondents reported having an impact in this area, including a number who gave examples of activity aimed at redressing gender inequality, including Shamba Phiri (see case study).

Inequality and human rights issues extend, of course, beyond matters of gender, and our alumni work in a variety of areas. A number of respondents reported activity involving disadvantaged children. Others reported activity to improve conditions and opportunities for the disabled, including encouraging greater access to education, whilst other examples included working with other disempowered groups and minority communities.

Who reported involvement in this area?

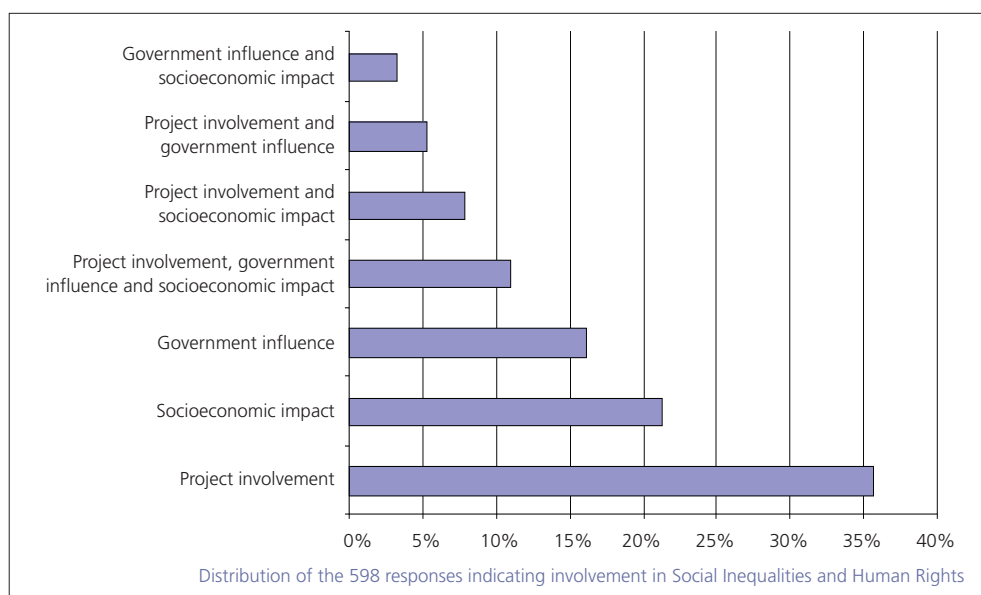


Figure 24: Reported impact in Social Inequalities and Human Rights

Overall, 27% of respondents reported involvement in this area, 43% of whom indicated having socioeconomic impact, 32% government influence, and 60% involvement in a specific project.

Emma Richardson, a 2002 Commonwealth Scholar from Canada, was awarded an MSc in Development Studies from the London School of Economics and Political Science in 2003. Since completing her studies, she has worked for a variety of international organisations, including the World Bank and the United Nations World Food Programme in Nicaragua, and the United Nations Population Fund (UNFPA), for whom she currently works as a programme manager. Initially based in Honduras, she is now working with government and civil society in Guatemala to advance gender equality, particularly in terms of sexual and reproductive health.

'In Nicaragua, I worked with the World Bank, the Ministry of Agriculture, an NGO, and the World Food Programme on rural development. In Honduras, I worked towards the prevention of HIV/AIDS and violence in adolescents and youth. Currently, with the UN in Guatemala, I am involved in strategic planning to improve our impact over the next five years, in line with the Paris Declaration on Aid Effectiveness. My work is multifaceted, and the understanding of development issues I gained from my MSc in London has helped me considerably to contribute better on a day-to-day basis.'



Shamba Phiri obtained an MA in Education and Development from the Institute of Education, University of London in 1993. Originally from Zambia, she is currently employed as a gender officer at the UN Mission in Liberia (UNMIL).

Her role involves working with government and civil society organisations to identify gaps in gender policies, and formulating programmes and funds to fill those gaps.

‘Through county development agendas and poverty reduction strategy consultative forums, we mobilised and sensitised both men and women to participate fully in ensuring key priority gender concerns were included in each of the four pillars of Liberia’s Poverty Reduction Strategy. I also participated in the formulation of the Truth and Reconciliation Commission (TRC) gender policy, and the production of gender sensitive materials in disseminating the work of the TRC and its processes.’

Shamba’s extensive experience also includes formulating and disseminating girls’ educational policy and employment creation projects for ex-combatants and receiving communities; conducting training for substantive sections of UNMIL, the Ministry of Justice and the Ministry of Gender and Development; coordinating the activities of the Small Arms and Light Weapons Programme in UNMIL; and strengthening the capacity of NGOs and government departments in institutional development, strategic planning, gender mainstreaming, project proposal writing, implementation, monitoring and evaluation.

Prior to taking up her post at UNMIL, Shamba worked as an external relations and resource mobilisation officer for the UNDP in Sierra Leone, and worked as a monitoring and reporting officer for the World Food Programme in Malawi. From 1998 to 2000, she was Head of Programmes for the Zambian Red Cross Society.

When broken down by region, we found that respondents from sub-Saharan Africa and Canada were proportionally most likely to report influence or impact in this area, with 33% and 29% respectively from each region reporting impact in one way or another. 27% of South Asians reported work in this area, as did 45% of the very small sample of respondents from the Pacific.

Length of time since the award seemed to have little bearing on the ability to have an impact, unlike area of study

The amount of time that had passed since the award seemed to have little impact, with equal numbers of those who held awards in the 1970s and 2000s (28% each) being represented, compared with 21% of those from the 1960s, 24% from the 1980s, and 27% from the 1990s. The area of study, on the other hand, did seem to have some influence, with those who studied governance-related subjects very likely to report impact, 56% of them doing so.

37% of those categorised as having studied international relations-connected disciplines also responded here, as did 41% of those who held awards in education. Agricultural award holders were also well represented, with 30% of them responding, whilst at the other end of the scale, only 15% of those who studied science, technology and engineering reported influence with regards to Social Inequality and Human Rights.

When employment sector was considered, 55% of the small number categorised as working for extraterritorial organisations were represented, as you might expect, as were 37% of those working in public administration, and 28% of those working in professional, scientific and technical activities, which includes law. Those working in the education sector were slightly less likely than the overall number to respond – 26% to 27% respectively. Those who held academic staff awards, however, were slightly more likely to respond here – 31% of Academic Staff Scholars and 29% of Academic Fellows. Professional Fellows reported significant levels of involvement, with 44% of them responding.

Physical Infrastructure

This priority area is particularly relevant to countries and regions affected by environmental damage or conflict, many of which are situated in the Commonwealth. Sound infrastructure is vital, not only for rebuilding communities and economies where environmental damage or disaster has occurred, but also as the foundation of sustainable development – schools, hospitals and housing, as well as drainage and water supply, are essential if health, poverty reduction and education targets are to be achieved. This area is, however, relatively specialised, so it is not unexpected that it received the second lowest proportion of responses. It is promising that almost a quarter (23%) did report some impact, and some interesting examples of activity were provided. Of the 23% reporting impact, 67% reported involvement in a specific project, 31% wider socioeconomic impact, and 34% government influence.

Unlike other priority areas, such as health and agriculture, our categorisation and the level of data we hold regarding subject of study make it difficult to assess reliably how many alumni have held awards in this sector. 3% of all alumni have held awards in civil engineering, as well as 1% in town and country planning and 1% in built environment (as did 3%, 1% and 1% of respondents respectively). However, the nature of the work carried out in this field means that equally relevant work may be categorised as, for example, environmental study or a different branch of engineering. Of those responding to this section, 22% held awards in the category of environment, and 29% under science, technology and engineering.

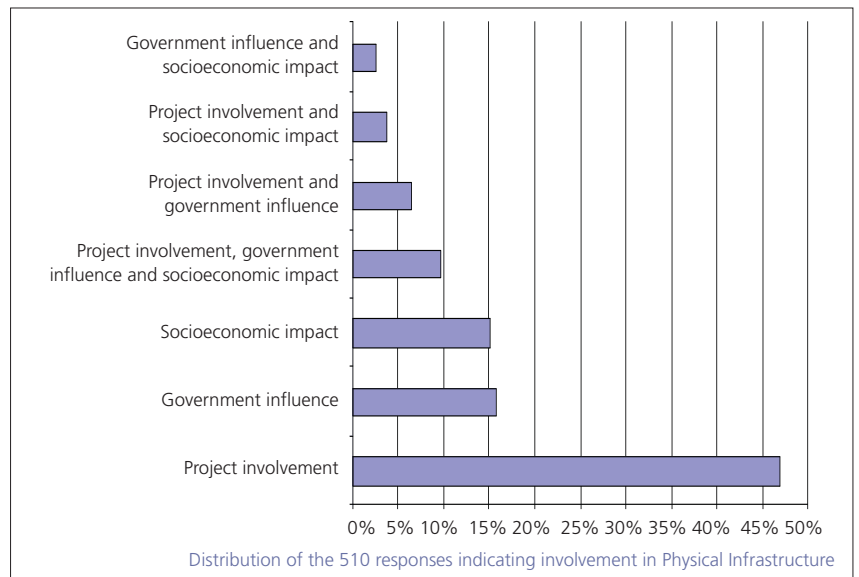


Figure 25: Reported impact in Physical Infrastructure

There is a considerable amount of crossover with Environment

When looking at the proportion of responses within each category of study, 47% of those who studied environment-related subjects reported involvement here, as did 30% of those who held awards in education, 27% in agriculture, and 24% in science, technology and engineering. Unsurprisingly, lower proportions of those who held governance or international relations-related awards were noted.

Looking at the other characteristics of those responding to this section, it is worth noting first that, when examined by scheme, once again Fellows, both Professional and Academic, reported impact (33% and 34% respectively), as did 41% of the small number of Distance Learning respondents. When employment was considered, all of the 10 respondents recorded as working in construction were represented, as were 50% of the 10 in electricity, gas, steam and air conditioning supply, whilst 5 of the 8 recorded as working in water and sewage also responded. Of the four main categories of

Dr Jackson Mwakali

is Professor of Structural Engineering at Makerere University, Uganda – the first professor in engineering to be produced by the university in its almost 90-year history. He was awarded two Commonwealth Scholarships in the mid-1980s, obtaining an MSc and a PhD in Structural Engineering from the University of Surrey. Alongside teaching at undergraduate, postgraduate and doctoral levels, he also undertakes research and, outside of the university, is Chairman of the Engineers Registration Board, Uganda National Bureau of Standards Technical Committee on Civil Engineering, and the Bujagali Hydropower Project Monitoring Committee. He is also a member of the



National Environment Management Authority's Technical Committee on Environmental Impact Assessment and the Uganda Investment Authority's National Industrial Parks Planning Committee.

'I have been consulted widely on the improvement of the construction industry in Uganda, on matters such as how to reduce workplace accidents, and how to best plan physical infrastructure. I have also been involved in numerous technical investigations involving building accidents and dispute resolutions. As a member of several technical committees, I make inputs that

influence policies related to environmental management, engineering education, public safety, and so. As a professional engineer, I am involved in consultancies that help solve engineering problems for the benefit of Ugandan and wider society.'

Dr Mwakali has also contributed to long-term impact in this sector through his academic career. Formerly Head of the Department of Civil Engineering at Makerere University, he presided over its growth from around 200 to more than 400 undergraduate and postgraduate students in under ten years, as well as the addition of a new Department of Construction Economics and Management.

Mboriidie Babodo justifiably reports having an impact or involvement in a number of our priority areas, including Education and Physical Infrastructure. Mboriidie held a Commonwealth Scholarship to study for an MA in International Education Management at the University of Leeds, and is currently an education specialist at UNICEF. As well as developing education work plans in consultation with planning directors, director-generals and state ministers of education in Sudan, he also deals with practicalities such as developing plans for offshore procurement of supplies, handling direct cash transfers to Central Eastern and Western Equatoria State Ministries of Education, and following up with director-generals.

'I am currently overseeing the construction of 16 classrooms in Central Equatoria, the construction of 48 classrooms in Eastern Equatoria, and the rehabilitation of 32 existing classrooms and the Bor Complex Primary School in Jonglei State. I am also involved in emergency education, including the emergency re-roofing of two classroom blocks.'

'As the officer in charge of UNICEF Juba Zone, in the absence of the resident Programmes Officer, I am charged with cross-sectoral liaising with the various line ministries to facilitate the implementation of education, health, water and sanitation, HIV/AIDS, child protection, and emergency responses.'

employment for our respondents, 31% of those in public administration were represented here, as were 24% each of those working in human health and social work and professional, scientific and technical activities. Those working in education were less likely to respond, although over a fifth, 21%, still did so.

The time elapsing since the award seemed to have little impact here, with just over a fifth (21%) of 1960s and 1990s alumni reporting involvement, along with a quarter of those from the 1970s and 24% from the 2000s. Regionally, once again respondents from sub-Saharan Africa and South Asia were well represented, considering the number of overall responses, with 30% and 26% from each region respectively reporting involvement at some level.

Environment Protection

The protection of the environment is again a key priority area, not only for the CSC but also for its funding bodies and other national stakeholders. Not only is ensuring environmental sustainability one of the eight Millennium Development Goals, but the FCO also talks of working towards a low carbon, high growth, global economy.¹⁸ Governments from both the developing and developed world recognise the importance of the issue, with climate change, in particular, a major concern. With negative consequences of environmental damage and disaster often falling disproportionately on poorer communities and countries, it would be hoped that our alumni are able to make a significant impact both politically and socioeconomically in this area. Certainly, it seems that a number of them are, with 33% of respondents reporting impact or involvement, despite the fact that only 10% studied what we termed as environmental disciplines.

Of all those who have held awards offered by the CSC since 1960, 10% studied disciplines categorised as environment-related, 1,545 in total, with numbers rising steadily over the decades. Proportionally, 8% of those who began their awards in the 1960s and the 1970s held awards in this category, rising to 10% in the 1980s, and 11% in the 1990s. This percentage has dropped slightly with regards to the data we have so far for the 2000s, but only slightly, to 10%. Of the 1,545 total alumni to study in this category, 35% studied civil engineering, 20% earth sciences, and 19% environmental studies.

Alumni from a variety of academic disciplines reported impact in this area

10% of all 2,226 respondents also studied within this category, including 28% who studied civil engineering, 14% earth sciences and 31% environmental studies. This, of course, does exclude those who might have studied other subjects with a less obvious environmental focus, particularly those in the science, technology and engineering category, and also those working in other potentially relevant areas, such as law or agriculture. Interestingly, only 21% of respondents to this section held awards in environmental subjects, with a higher number (27%) having studied science, technology and engineering-related subjects. 13% held agriculture-related awards, and 10% studied health-related subjects. When looking at individual disciplines, 10% of those responding to this section studied biology and 10% agriculture, with 8% having held awards in environmental studies.

Looking at the impact reported, as noted, 32% responded to this section. 71% were involved in a specific project, 36% reported having socioeconomic impact, and 35% reported that they had influenced government policy. 61% were employed in education, whilst the second largest sector represented was professional, scientific and technical activities, with 11%.

18 Better World, Better Britain

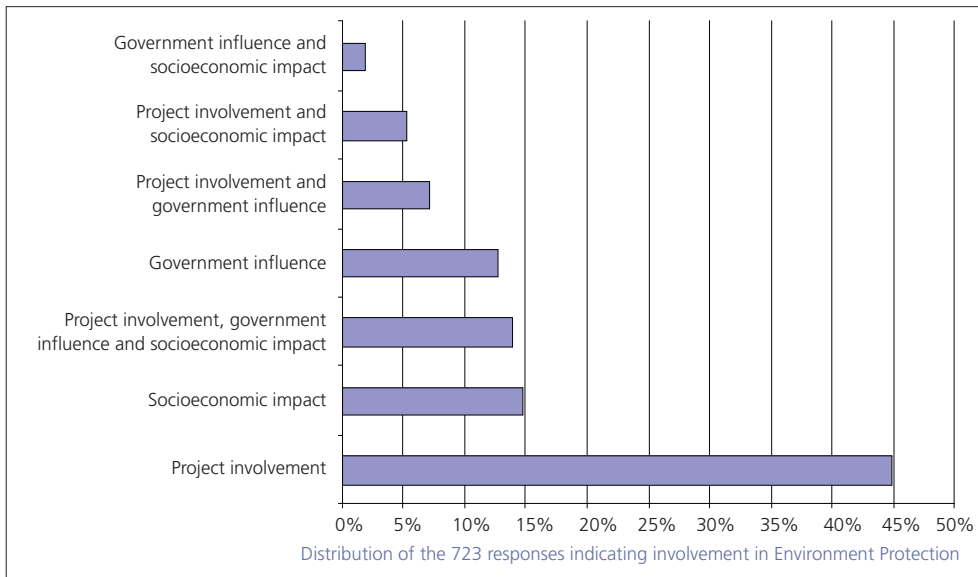


Figure 26: Reported impact in Environment Protection

Looking at employment from a different perspective, it was found that almost a third (32%) of those employed in the education sector reported involvement, as did 35% of those working in professional, scientific and technical activities, and 42% of those working in public administration.

Professional Fellows reported high levels of involvement

Looking at this sector in terms of scheme, again Professional Fellows reported high levels of involvement, with 44% of them doing so. This reflects the fact that supporting environmental work is one of the focus areas of that specific scheme, and suggests that it is meeting its objectives. Academic Staff Scholars and Academic Fellows also, once again, demonstrated good levels of involvement, 44% and 42% respectively. Of all Scholarship holders, those who studied taught courses and at doctoral level reported similar levels of impact.

In terms of length of time since the award was held, those who held awards since 1980 were comparatively more likely to report impact than those from the 1960s and 1970s, with 33% of those from each decade since 1980 reporting impact, compared with 29% from the 1960s and 30% from the 1970s. As previously noted, further analysis would be needed for any real conclusions to be drawn regarding level of impact. It does seem to confirm, however, that timing of award does not mean that impact cannot be made. Regionally, once again those from sub-Saharan Africa and South Asia reported higher levels of involvement than the overall number of respondents, 41% and 35% respectively, as did 33% of those from both the Caribbean and Europe.

Conflict Resolution/Humanitarian Assistance

With a number of Commonwealth countries affected by recent humanitarian crises, including conflict, political upheaval and natural disasters such as the 2004 tsunami or flooding in South Asia, many of our alumni are well placed to have a significant impact in this area, and it seems that in many cases they are doing so. Despite receiving the lowest number of responses overall, our awards have, according to our respondents, clearly led to positive impact in a number of cases, which, bearing in mind the importance of this area to both the FCO and DFID, is a positive outcome.



Professor Steven Chown was awarded a Commonwealth Academic Fellowship in 1996, spending a year at the University of Sheffield working with Professor Kevin Gaston on Macroecology and Eco-physiology. Since returning to South Africa, he has developed and now directs one of the country's seven centres of excellence, the DST-NRF Centre of Excellence for Invasion Biology. The main aims of the centre are to reduce the rates and impacts of biological invasions by furthering scientific understanding and predictive capability, and by developing research capacity. It not only employs many staff, but also places graduates both in South Africa and abroad.

As well as undertaking research and supervising postgraduate students within the centre, alongside his other duties, Professor Chown has influenced national environmental policy through his involvement in the development of the research and training policy for the South African National Antarctic Programme, as well as helping draft the regulations for Chapter 5 (Invasive and Alien Species) of the Biodiversity Act.



Professor Anoja

Wickramasinghe studied for a PhD in Forest Ecology at the University of Sheffield in the early 1980s, on a Commonwealth Academic Staff Scholarship. Now Emeritus Professor at the University of Peradeniya, Sri Lanka, the university which nominated her for her Commonwealth Scholarship back in 1980, she is currently engaged in a range of work related to forest ecology, including ethno-forestry, renewable energy development, gender mainstreaming, and rural and community development.

Her work is wide-ranging, and involves teaching, administration, research, supervision, training, dissemination of knowledge, action projects and programmes, consultancy and advocacy, grassroots mobilisation, capacity building, and empowerment. She has contributed towards building local capacity and social capital in more than five administrative districts, through the establishment of women’s organisations, revolving funds, and income generating activities. Significant changes in rural areas have also been achieved through the livelihood development of communities adjoining villages, alongside policy sensitisation work, and the integration of energy into rural development.

She is Coordinator of the National Network on Gender and Energy, and the author of a number of published works concerning issues such as gender and ecological sustainability, and community development.

Overall, just under a fifth (19%) of all respondents reported involvement of some kind in Conflict Resolution/Humanitarian Assistance, of whom 38% reported having a socioeconomic impact, 32% influencing government thinking or policy, and 62% involvement in a specific project.

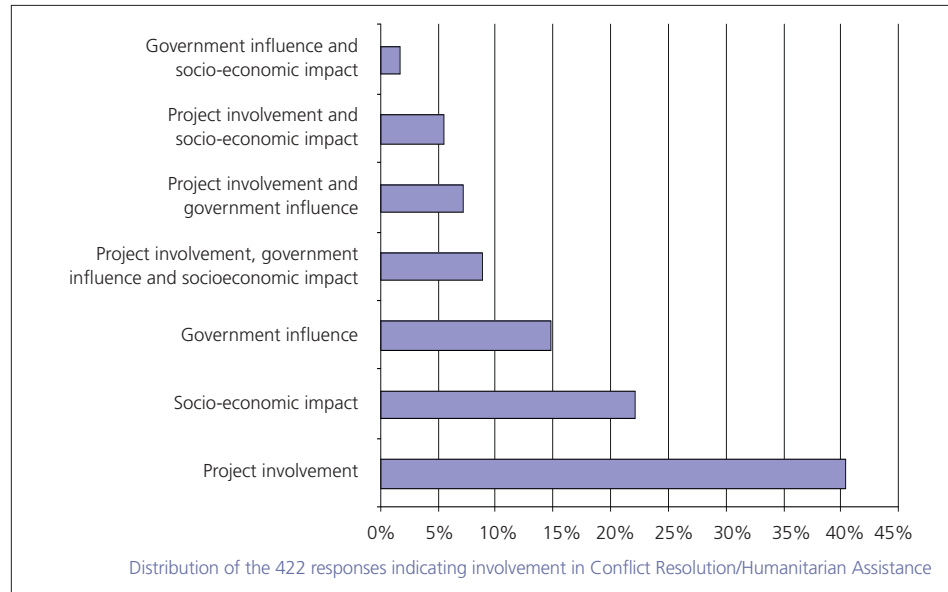


Figure 27: Reported impact in Conflict Resolution/Humanitarian Assistance

Looking at those who reported an impact in this sector, it was interesting to note that, once again, both Professional and Academic Fellows were comparatively well represented, with 35% and 24% of each group reporting involvement. The proportion of Academic Staff Scholars and Distance Learning Scholars responding was also higher than the overall figure of 19%.

When employment was taken into consideration, of the four main categories our respondents work in, 29% of those working in public administration were represented, as were 25% of those in human health and social work, and 19% of those employed in the education sector. For area of study, as might be expected, governance and international relations were reasonably well represented, with 28% and 30% of each respective category reporting impact of some kind, along with 26% of those with an agricultural study background, and 35% of those who studied education-related awards. Only 18% of those who held health-related awards reported influence here, which was perhaps a little surprising, bearing in mind the nature of much humanitarian work.

Looking at timing of award, as with several other priority areas, it did not seem to make much of a difference to the ability to make an impact. Regionally, it was interesting, if perhaps expected, to note that sub-Saharan African respondents were more likely to report an impact, with a quarter doing so, along with 20% of those from South Asia and 36% of the extremely small sample from the Pacific.

It is worth noting that activity reported by our alumni in other sectors is also very likely to have an impact in this area, particularly those in, for example, Governance, International Relations, Physical Infrastructure and Environment Protection. In many cases, their work may prevent or mitigate the effects of conflict and/or natural disasters, as demonstrated by the work of Dr Janki Andharia (see case study). Equally, work done in the area of Social Inequalities and Human Rights may contribute to conflict prevention, and work in Agriculture to the avoidance of famine. Impact in Conflict Resolution/Humanitarian Assistance is, therefore, much more complex than can be dealt with in the scope of this report, and may perhaps be an area worth investigating in greater detail in due course.

Scientific and Research Applications

As with Quantity and Quality of Education, this is an area of activity of considerable interest to the CSC, and one in which our programmes and awards might be expected to have considerable impact. The findings from the survey seem to confirm that this expectation is not misplaced, with involvement in this area reported by 57% of respondents, the highest overall proportion. Impact in this area also has implications for many other priority areas, as demonstrated by the fact that respondents reported having an impact on a variety of levels, in fields ranging from air pollution to agriculture to malaria, to name but a few.

Looking at those who we might expect to make an impact in this sector, of our total alumni, 36% were awarded Scholarships for PhD study, 1% Split-site Scholarships, and 4% Scholarships for other postgraduate research, mostly at Master's level. 13% held Academic Fellowships, and 13% Medical Awards. Looking at area of study, 29% held awards in science, technology and engineering (the largest category represented amongst our alumni as a whole), though with research applicable to all sectors, this is of less relevance. When we look at the respondents as a whole, 34% held Scholarships for PhD study, 4% Split-site Scholarships, and 4% Scholarships for other postgraduate research. 19% of respondents were Academic Fellows, and 5% held Medical awards.

Overall, 57% of all respondents reported involvement in this priority area. Of these, 71% reported involvement in a specific project, 29% influencing government thinking or policy, and 35% having a socioeconomic impact.

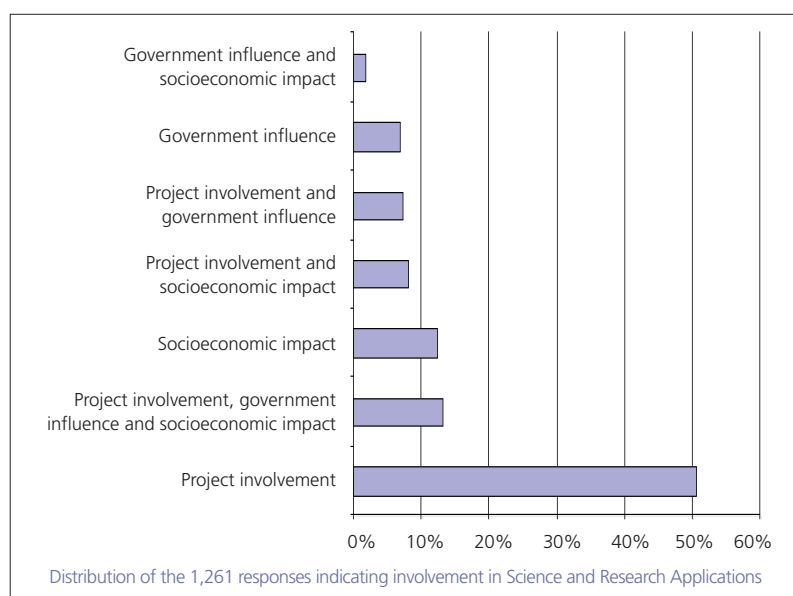


Figure 28: Reported impact in Science and Research Applications



Commonwealth Scholar
Saeed Ullah Khan

obtained an MA in Development Economics from the University of Sussex in 2003. On completion of his

studies, he took up a post as a grants manager with the International Rescue Committee (IRC), working in Pakistan and Kosovo. He joined the United Nations High Commissioner for Refugees (UNHCR) in 2005 as an associate programme officer, and worked in Tanzania, Kenya and Somalia until 2008. Originally from Pakistan, Saeed then returned to his home country and rejoined the IRC as Technical Advisor – Youth and Livelihoods Programs, covering the whole of Asia and the Caucasus region, including Afghanistan, Nepal, North Caucasus, Pakistan and Burma (Myanmar).

'My work with youth for the IRC is something that is close to my heart. It is a perfect use of the skills I acquired during my studies in the UK as a Commonwealth Scholar. The main focus of my job is to support the USD 150 million, 5-year development programme for youth in the Federally Administered Tribal Areas on the Pakistan/Afghanistan border, alongside many other interventions currently undertaken by the IRC in the region. Prior to joining the IRC, I was actively involved with UNHCR in the management of multi-sectoral humanitarian and development programmes for internally displaced persons and other communities, with an annual budget of over USD 15 million. In early 2008, I actively participated in the establishment of a new mega-programme in Tanzania, to find a permanent solution for over 220,000 Burundian refugees who were displaced in 1972. This process will see the naturalisation of as many as 150,000 Burundians in Tanzania, a success not heard of in recent years. Besides this, I have contributed in different capacities to the United Nations Online Volunteer Programme, United Nations Drug Control Programme Pakistan, Oxfam GB, Friedrich-Ebert-Stiftung, and International Union for Conservation of Nature Pakistan.'

His professional experience and interests cover development, relief and rehabilitation, poverty reduction, programme development and management, ICT for development, youth, resource mobilisation, and donor relations. Among his many projects, he has worked on programmes focusing on female education, women's empowerment, water and sanitation projects, primary healthcare, and population movement tracking, as well as income generation projects.

Dr Janki Andharia is Professor and Head of the newly-created Centre for Disaster Management at the Tata Institute of Social Sciences (TISS) in India, where she has taught for over 23 years. A former Commonwealth Academic Staff Scholar, completing her PhD studies at the University of East Anglia in 1993, Dr Andharia reports having particular impact in the area of Conflict Resolution/ Humanitarian Assistance, as well as Governance and Environment Protection.

'As a teacher and a faculty member, I introduced a number of innovations in teaching, in particular by enhancing the interface between courses and the field. This has been possible because, besides teaching at postgraduate level, I have been active in a number of field projects and civil society organisations, and have served on the boards of several organisations, as well as being associated with a number of policymaking bodies.'

Dr Andharia has also undertaken a number of assignments, including policy-oriented research, focusing on matters such as human security, participatory development, unorganised labour, gender issues, disaster management, resettlement and rehabilitation issues, and environmental concerns. Besides presenting papers at seminars and conferences, she has also conducted training programmes, in collaboration with both government and non-governmental organisations, and taught courses on subjects such as environment and development, cooperation, community organisation, development projects, social work practice, and disaster management.

On a practical level, she has participated in over ten national disaster response activities, and has worked closely in the area of post-disaster relief and rehabilitation. She was, for example, in charge of an assignment on institutionalising community participation, a three-year field action project undertaken by TISS as part of an earthquake rehabilitation programme after the 1993 Latur earthquake. Since 2005, she has led the TISS initiative in post-tsunami rehabilitation planning on the Andaman and Nicobar Islands.

Who reported an impact in this area?

Looking at category of study, once again those who studied agriculture were well represented, with 80% of them reporting impact. Those who studied disciplines in science, technology and engineering were also, with 79%, as were those who studied health and environment-related subjects, with 65% each. For those with a health background, this was, in fact, the only category aside from Health itself in which a higher proportion than the overall response rate was recorded, and indeed many of the explanatory comments referred to health-related research.

Those who studied education-related subjects showed low levels of impact, but those working in education were very likely to respond

Only 42% of those who studied educational subjects were represented. However, this is not unexpected, as many of these alumni would have studied subjects more closely related to primary or secondary education than to tertiary education or research. When considering those working in education, we would, of course, expect higher responses, and 71% of all those responding to this priority area work in education, compared with 63% overall. With so many working in higher education, it is inevitable that many will be working on research projects that have wider impact beyond their institutions, as in the example of Dr Peter Manins (see case study)

Of course, many of our alumni carry out research in non-academic settings, with many reporting that they work for government or medical organisations. The 29% not recorded as working in education work in a variety of sectors, 33% of them in professional, scientific and technical activities and 14% in health-related activities. Looking at employment from a different perspective, 65% of those in education responded, along with 50% of those categorised as professional, scientific and technical activities, and 42% of those working in human health and social work.

As expected, those on academic schemes were well represented here, as were those who studied for PhDs

Moving on to look at the scheme and level of study, it would be expected that those on academic schemes, Academic Fellows as well as those undertaking doctoral study, would be well represented in this priority area, and the findings do seem to bear this out. With regards to the former, 69% of Academic Staff Scholars, 78% of Academic Fellows, and 70% of Split-site Scholars, all reported some level of impact.



Dr Peter Manins held a Commonwealth Scholarship from 1970-1973, gaining a PhD in Geophysical Fluid Dynamics from the University of Cambridge. On returning home, he joined Australia's national science agency, the Commonwealth Scientific and Industrial Research Organisation (CSIRO), working on research involving nocturnal winds and other aspects of air pollution meteorology. He has overseen research on air pollution, greenhouse gases, land and atmosphere exchanges, and earth observation. His impact has also extended beyond the laboratory, to schools and communities both in Australia and overseas. Recently retired, he has returned to CSIRO as a part-time honorary fellow.

'I have been a key scientific resource for community groups concerned about the environmental impact of major public infrastructure and helped the formulation of government and community policy on the development of these projects from an air environment perspective.'

The findings in relation to level of study also support what we might expect, and provide some further indication of evidence to back up our continued provision of PhD funding. 38% of postgraduate taught respondents reported impact here, compared with 61% of those whose awards funded full PhDs, and 70%, as already noted, of Split-site Scholars.

Over the decades, the percentage reporting impact rose steadily from 49% of the 1960s respondents to 62% of the 1980s, but since then has dropped slightly, to 60% of the 1990s responses, and 54% of those from the 2000s. It is too soon to be concerned by this latter figure, however, with many of the post-2000 PhD award holders yet to complete their studies. A final point of note is the high number of those from South Asia reporting involvement, 71% overall, compared with 58% of those from sub-Saharan Africa and 61% from the Far East.

Job Creation

This sector is of obvious interest from an economic point of view, as well as a social one, and has implications for many of the other priority areas that we have considered, as well as for the key objectives of our funding bodies. The FCO, for example, has a low carbon, growth economy as one of its top priorities, and one of the targets for the first Millennium Development Goal of eradicating extreme poverty and hunger is to 'Achieve full and productive employment and decent work for all, including women and young people'. Again, it is a difficult area to predict what sort of outcome scholarships and fellowships might generate. However, the survey responses suggest that a wide range of activity has led to considerable impact in this area.

Which of our respondents reported an impact?

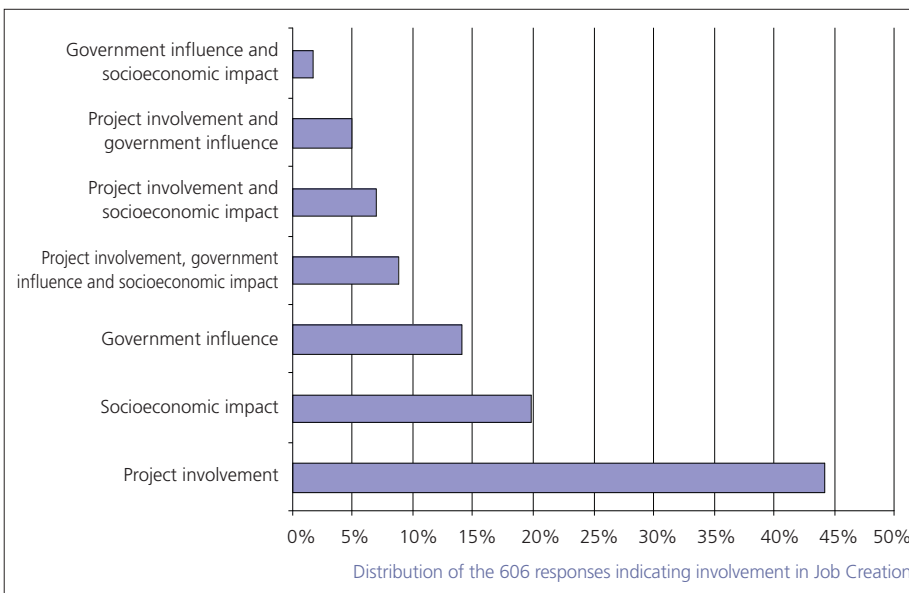


Figure 29: Reported impact in Job Creation

Dr Aweeda Newaj-Fyzul is another former Commonwealth Scholar who has had a considerable impact on her home institution and her home country, and who reports an impact on Job Creation. A 2005 Split-site Scholar from Trinidad and Tobago, she 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 now based at the university'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, and 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 of Science and Tertiary Education, and it has been extended to young people who have dropped out of school.'

Dr Junaida Lee Abdullah's post as Deputy Secretary-General (Management) of the Ministry of Tourism in Malaysia has enabled her to make a considerable contribution to the development of the tourism industry in her country. She reports that her Commonwealth Scholarship, awarded in 1999 for PhD study at the University of Surrey, gave her the opportunity to acquire new skills and knowledge pertaining to the tourism industry that she is now able to make good use of in her work.

In her role, she is in a position to provide input and suggestions for the development of the tourism industry, which helps create new job and business opportunities for local people especially those in rural areas. Currently, she oversees the overall development of tourism infrastructure and amenities in Malaysia. This is to ensure that all existing tourism areas are provided with adequate facilities, to assist tourist comfort, security and satisfaction, as well as to facilitate private sector participation and investment in potential new tourism areas. In addition, she participates in discussions in national, regional and international forums, especially with regard to product development, capacity building and service quality, tourist facilitation and accessibility, tourist safety and security, private sector participation and foreign investment, sustainable use of natural and cultural heritage resources, and community-based tourism development to enhance household incomes.

'The development of the Homestay Programme in traditional villages has promoted an avenue for local communities to actively participate in tourism activities, which helps enhance household incomes. As a result, this provides more opportunities for foreign visitors, especially overseas students from countries such as Japan, South Korea and Singapore, who are hosted in kampong houses where they get to experience Malaysian culture and rural lifestyle, which in turn helps to promote greater understanding and appreciation of each others' cultures.'

Overall, 27% of alumni reported involvement in this sector, 34% of whom reported having influence on government thinking and policy, and 37% having a socioeconomic impact. Over 60% worked in education, with 34% having held awards for study or research in the science, technology and engineering sector. 42% of respondents were from sub-Saharan Africa and 33% from South Asia.

In terms of scheme, those who held Academic, Professional or Medical Fellowships were slightly more likely to report impact in this area than 'general' or Split-site Scholars, with, for example, 34% of Academic Fellows doing so. Distance Learning Scholars, however, were the most likely to report impact, with 41% of the small sample doing so, and Academic Staff Scholars appeared more likely to report impact here than their agency-nominated counterparts, with 33% of them doing so, same as the Professional Fellows.

In this area, length of time since the award was held seemed to make some difference

With regards to timing of award, this was one of the few areas where those who held awards in recent years were less likely to report an impact. 25% of respondents who held awards in the 2000s replied here, 31% of whom were Academic Fellows and 16% Professional Fellows, and therefore most likely already at mid-career level. A slightly unexpected finding here was that 31% held 'general' Commonwealth Scholarships (35% if those from the developed Commonwealth are included), mostly from sub-Saharan Africa and mostly undertaking taught post-graduate courses on award. Another unexpected finding was that, although 29% of those who held awards in the 1990s, along with 32% of the 1980s and 31% of 1970s respondents, reported an impact, only 18% of the 1960s respondents did. This may, however, be partly explained by the lower numbers concerned.

Examples of Job Creation ranged from the small to the large scale

Some examples of Job Creation activity included creating new courses and departments, as well as carrying out research activity which provided opportunities to employ others. One Australian alumnus, for example, informed us that 'I have currently created and funded five postdoctoral positions and two technical/administrative positions', as well as supervising over 30 PhD students. Another academic, Dr Stephen Chown, also noted that the establishment of his centre of excellence had created a number of job opportunities (see case study).

Other respondents gave us examples of activity beyond the education sector. Some owned or had established small businesses and employed people directly, in one case on a poultry farm, another in a community pharmacy. For others, their contribution involved equipping people with skills that allowed them to support themselves and their families. Other examples applied less to individual job creation, and more to longer-term or strategic impact. One such example is Dr Junaida Lee Abdullah (see case study).

Despite these excellent examples, further detailed information on specific activity in Job Creation is limited, and further verification and investigation is needed if any firm conclusions are to be made, particularly as to the economic and long-term impact of influence in this priority area. In the meantime, we can at least assume, from the answers given and the data collected, that at least some of our alumni are in a position to influence employment opportunities and job creation, both directly and indirectly.

Our awards also have an impact on individuals and institutions

Although wider impact is obviously of key importance, we should not lose sight of the fact that our awards are also aimed at benefiting individual award holders and their professional development, as well as their employers and home and host institutions. In this section, therefore, we will examine the impact of our awards on both individual and institutional capacity development, and on the encouragement of international partnerships.

As previously noted, the CSC's aims include providing study and professional development opportunities for individuals, enhancing institutional capacity building through the transfer of skills and knowledge, and encouraging collaboration and partnerships between Commonwealth countries, institutions and citizens. In order to measure our success in terms of these objectives, therefore, we sought answers to the following questions:

- Were skills, knowledge and expertise acquired as a result of the award?
- Have individuals benefited in terms of their careers and professional development?
- Are the skills and knowledge gained on award being both used and disseminated in home institutions and countries?
- Do our awards encourage international collaboration and partnerships?

Acknowledging that responses are based on the perceptions of individual respondents, and that further work is needed to support these findings empirically, the results are nevertheless extremely encouraging. We found, for example, that:

- over 99% of respondents gained knowledge in their field of expertise, 98% increased their analytical and technical skills, and 82% learned techniques for managing people and projects
- the international nature of the programme was shown to be of benefit, with 93% reporting that they accessed equipment and expertise not available in their home country
- the majority of respondents (92% of those responding) reported that their award had helped them achieve advancements in their career¹⁹
- the majority of respondents (97%) were able to utilise the skills gained during their award in their work, and for the most part were doing so having returned to their home countries
- the scheme can be said to facilitate international collaboration and cooperation, particularly with regards to university and research partnerships. 92% reported maintaining links with contacts or institutions in the UK, at least to some extent. 71% reported maintaining links with universities in the UK, again to at least some extent

The acquisition of skills, knowledge and expertise

We found that, on a very basic level, the awards can be said to meet their primary objective, with over 99% of respondents reporting that they had gained knowledge in their field of expertise, 92% significantly. This included not only those undertaking taught courses or doctoral study, but also those undertaking shorter-term Fellowships and periods of medical training. Only 10 individuals reported gaining not much or no knowledge in their field of expertise. Of these, 5 did report that they had significantly benefited in other ways, such as by increasing their analytical and technical or management techniques. Of the remainder, 3 undertook taught Masters' degrees and 1 an undergraduate degree.

¹⁹ A number of respondents (262) did not answer this question, some reporting that they had completed awards within the last 12 months.

Grace Aneju is an assistant lecturer in the Department of Physics at Benue State University, Nigeria. In 2002, she was awarded a Commonwealth Academic Staff Scholarship to study for an MSc in Medical Physics at the University of Aberdeen. She feels that her award has enabled her to both gain and apply key skills and experience in her work.

'Since taking the Master's programme, I have been teaching in the university and would say that the experience of studying in the UK has enhanced my teaching skills. I have developed both theoretical and practical knowledge in the field of medical physics, which has helped me to be a better teacher through teaching from personal experience. I have been able to contribute immensely to the training of many graduates in physics, as well as to the development of scientific skills of young physics undergraduates. I have also been able to apply some of the research skills I gained during the course to similar situations in my place of work.'

Respondents also overwhelmingly reported gaining additional skills alongside those in their specific fields. 98% said that they had increased their analytical and technical skills significantly or to some extent, with 82% reporting significant increases. Those undertaking Fellowships, both Academic and Professional, or medical training were slightly more likely to report increases 'to some extent' rather than significantly, but nevertheless over two-thirds of respondents from each scheme still reported significant increases. Those who held awards for full PhD and undergraduate study were the most likely to report significant increases in analytical and technical skills, with 89%, followed by 87% of Split-site Scholars.

Of those who felt that they had not gained in this area, 35 respondents (2%) said they had increased these skills not much or not at all, with the latter representing only 3 cases. As with the previous question, there was no particular pattern with regards to level of study or category for the few who stated they had not gained much in the way of skills, suggesting that these answers were based on individual experiences. Total responses are shown in Figures 30 and 31.

Extra benefits – additional skills and outcomes

We also asked about the extent to which alumni had learned techniques for managing and organising people and projects. 82% responded positively, with 45% reporting significant gains, including over 50% of respondents from both South Asia and sub-Saharan Africa. When looked at by scheme, Professional Fellows seemed to benefit the most in this regard, with 55% reporting significant gains, and 30% to some extent. Over 50% of both Academic Staff and developing Commonwealth country Scholars also reported significant benefits in this area. This was not matched by the responses from developed Commonwealth country Scholars, only 25% of whom reported gaining significant levels of additional management skills. 42% did report gains to some extent, however.

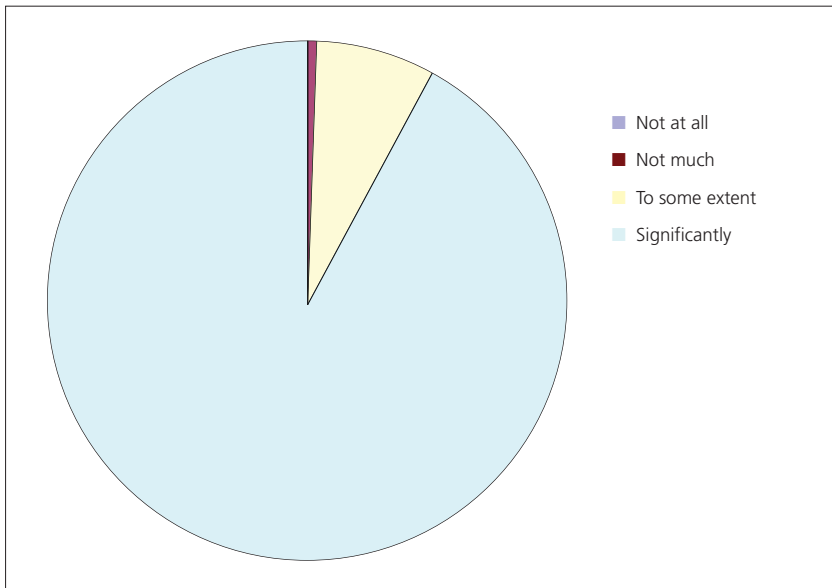


Figure 30: 'I gained knowledge in my field of expertise'

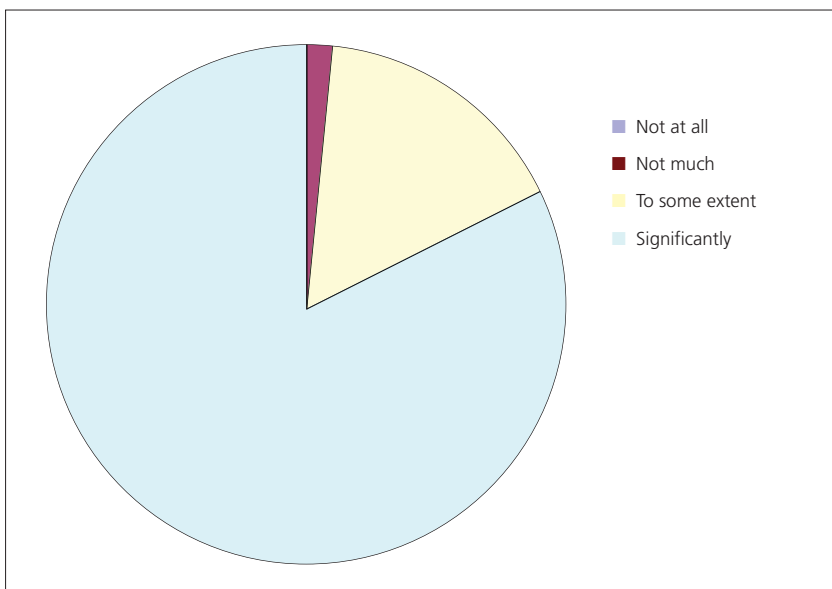


Figure 31: 'I increased my analytical and technical skills'

Another area of particular interest to the Commission is whether funding research and study based in the UK offers added value, particularly when additional costs are taken into account. We found that in at least one respect it does, with 93% reporting that they had accessed equipment and expertise not available in their home countries at least to some extent. When looking at the figures for those who responded 'significantly' to this question on a regional basis, we found that they included 90% of respondents from European Commonwealth countries, 81% of those from the Caribbean, 74% of those from sub-Saharan Africa and 71% of those from South Asia. From a developed Commonwealth country perspective, those from Australasia were more likely to report significant levels of access to equipment and expertise unavailable at home than their North American colleagues, 66% and 53% respectively. The highest proportion of those reporting 'not much' in the way of gains in this regard was the 11% of those from North America, with an additional 4% reporting 'not at all'.

Professional development and impact on careers

Another key aim of Commonwealth Scholarships and Fellowships is to contribute to the professional development and employment prospects of award holders. As noted earlier in this report, it can be difficult to ascertain the specific contribution of our awards, particularly the shorter-term Fellowships, for example, and particularly when some time has elapsed since the award was held. We approached this by asking respondents to answer one of two questions (one for those who were students before taking up their award, the other for those who were employed before their awards) regarding their employment situation in the 12 months following their awards. Excluding those who answered both questions, we found that, of the 436 who were students before their award, 82% obtained employment in the 12 months following it, and, of the 1,381 who were employed before their award, 60% had obtained a more senior position within the 12 months following it.

In order to then try and assess the impact of the award on individual careers, we chose to directly ask alumni the extent to which their award helped them to obtain advancements after this 12-month period. Of those who answered (see previous footnote), 64% responded 'significantly' and a further 27% 'to some extent'. Only 8% responded that their award had contributed not at all or not much.

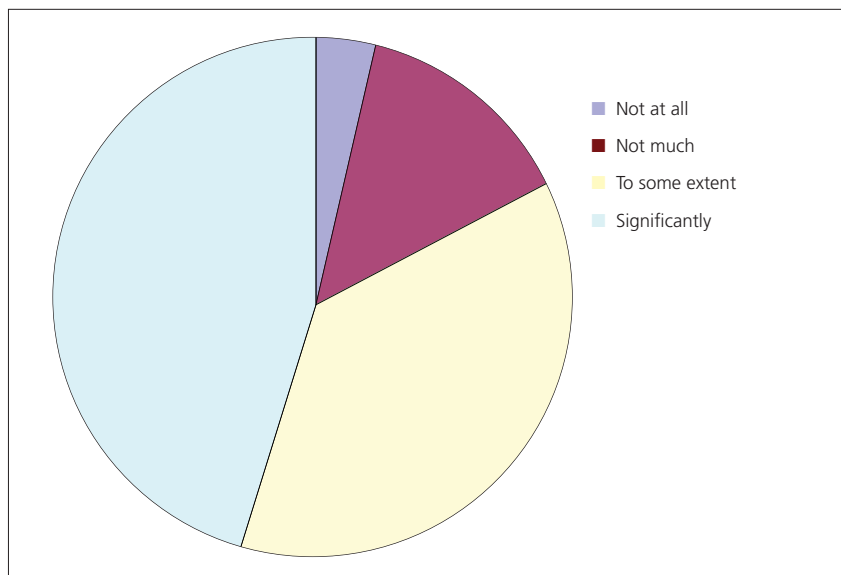


Figure 32: 'I learned techniques for managing and organising people and projects'

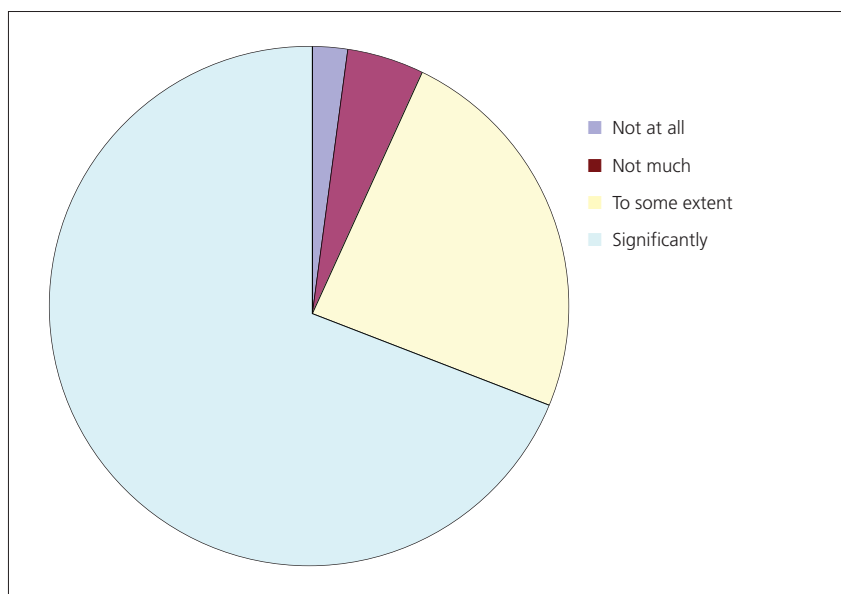


Figure 33: 'I accessed equipment and expertise not available in my home country'

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 a new position as Senior Research Officer at the Ministry of Education, Antigua and Barbuda. She is looking forward to the possibilities this post presents, and to putting the experience and knowledge gained during her studies into practice.

'For me it is early days yet. The post of Senior Research Officer is new and offers exciting possibilities, as I will be in the position of being able to define what the post means. I have special responsibility for teachers of mathematics at secondary school level. Education in Antigua and Barbuda is fertile ground for conducting research, and particularly so in mathematics education, with the largely social role that 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 that 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.'

In addition to assisting individuals, enhancing professional development also contributes to human and institutional capacity building, so we examined these responses in terms of employment sector, scheme and region. The latter, of course, is of particular interest from a development perspective, but it should be remembered that countries from the developed Commonwealth also have an interest in human capacity development.

Scholarship holders were more likely to report benefits to professional development

When considering scheme, and by extension nominating route, we found that those who held Academic Staff, 'general' or Medical Scholarships were most likely to report that their award had significantly helped them to obtain advancements in their employment. When we examined the qualification levels of our 'general' and Academic Staff Scholars (information being incomplete for the 46 Medical Scholars), we found that, overall, 72% of those who held Scholarships for full PhD study responded 'significantly' and 21% 'to some extent', compared with 65% and 28% respectively for taught postgraduate course Scholars and 59% (30% 'to some extent') for Split-site Scholars. The latter group, however, was quite small, as many are either still working towards or have only recently completed their PhDs.

Academic and Professional Fellows were less likely to attribute career advances to their awards, possibly due to the shorter amount of time spent on award, the fact that these awards are targeted at those who are already at a certain stage in their career, or the fact that no specific qualification was awarded.

93% of those working in the education sector reported that their awards contributed to further career advances significantly or to some extent, as did 89% of those working in professional and scientific activities, 88% of those categorised as working in human health and social work, and 90% of those working in public administration.

Looking at region, over half of respondents from most regions reported that their award had significantly helped them obtain advancements. The only exception was the Pacific with 38%, but this sample is particularly small, so we cannot assume anything from this. 68% of Australasians and 69% of those from sub-Saharan Africa reported significant benefits in this regard.

Using the skills and extending the benefits – contributing to institutional capacity building across the Commonwealth

While the acquisition of skills and professional development by individuals is a key element of any scholarship programme, it is also important, if long-term impact and sustainability are to be achieved, that alumni are able both to practice these skills and to transfer them to others. This is a long-term concern for both the CSC and its funding bodies, particularly with regards to those Scholars and Fellows from lower income countries. 97%, however, reported that they use the specific skills and knowledge gained during their award in their work, 77% significantly and 20% to some extent. Figures 34 and 35 show this distribution by scheme and by level of study on award.

The majority of respondents (93%) also reported that their award increased their ability to have influence and make changes in their work, 65% significantly.

Which institutions and countries are benefiting?

In assessing any potential impact on capacity building, it is useful to take a look at where these respondents are based, acknowledging that detailed analysis is limited by the scope of this report and that further work would be both necessary and desirable. Figure 36 shows the number of responses received from each region, in terms of skill and knowledge used at work.

When looking at employment category, 81% of those working in the education sector reported significant ability to use these skills and knowledge at work, as did 79% of those employed in human health and social work, and 68% and 66% respectively of those in the professional, scientific and technical, and public administration sectors. When we considered the ability to make changes and have influence at work, the numbers reporting to a significant extent were slightly lower – 68% of those in education and 66% of those in public administration – but still well over half of respondents in all four categories.

When those reporting ‘to some extent’ were added, the figures were over 86% of each of the four main employment categories, and over 94% and 95% for those in the education and human health sectors respectively. The ability to make a significant impact also seemed to vary by region, with over 77% of those from sub-Saharan Africa and South Asia working in the education sector reporting significant ability here.

Where are these alumni located?

As Figure 36 shows, respondents from sub-Saharan Africa and South Asia reported high levels of significant ability to use their skills and knowledge in their work, 81% and 79% of those from each respective region. A similar pattern was seen in response to the question ‘To what extent did (does) your award increase your ability to have influence and make changes in your work?’ 65%, overall, responded ‘significantly’, and 73% of those from sub-Saharan Africa and 76% of those from South Asia did so. The other regions were all more likely to report ‘to some extent’ than either of these two regions, although in all cases higher numbers reported ‘significantly’. Of those from Australasia, for example, 46% reported significant ability to have influence, and 37% to some extent.

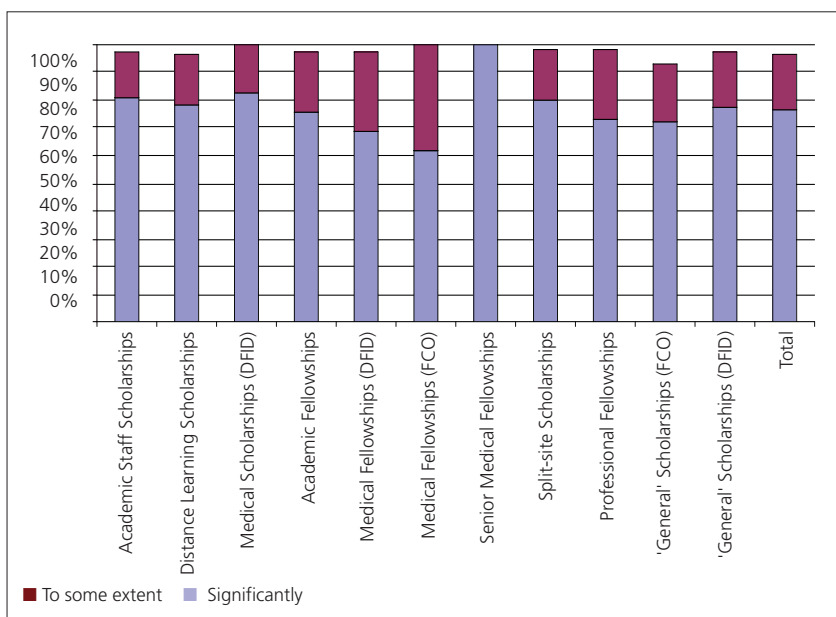


Figure 34: 'I use the specific skills and knowledge gained on award in my work', by scheme

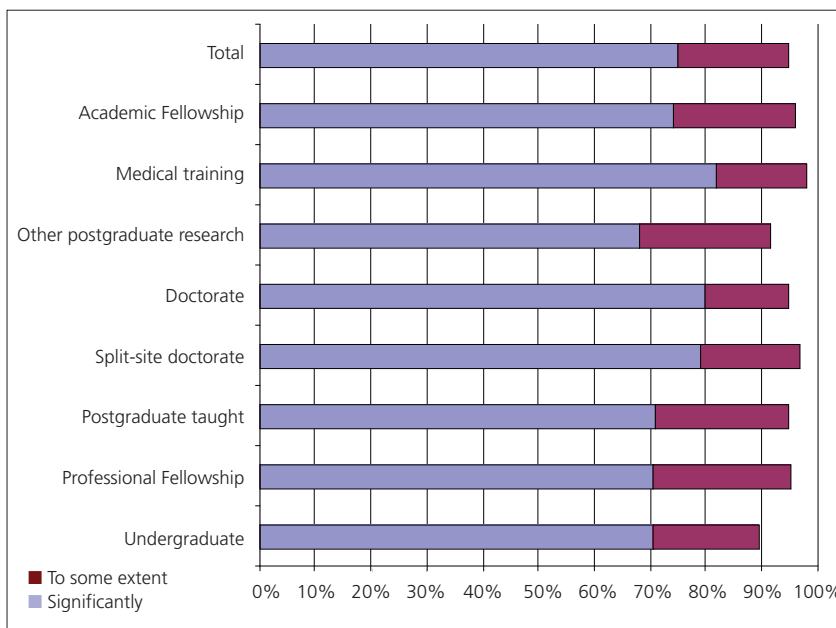


Figure 35: 'I use the specific skills and knowledge gained on award in my work', by level of study

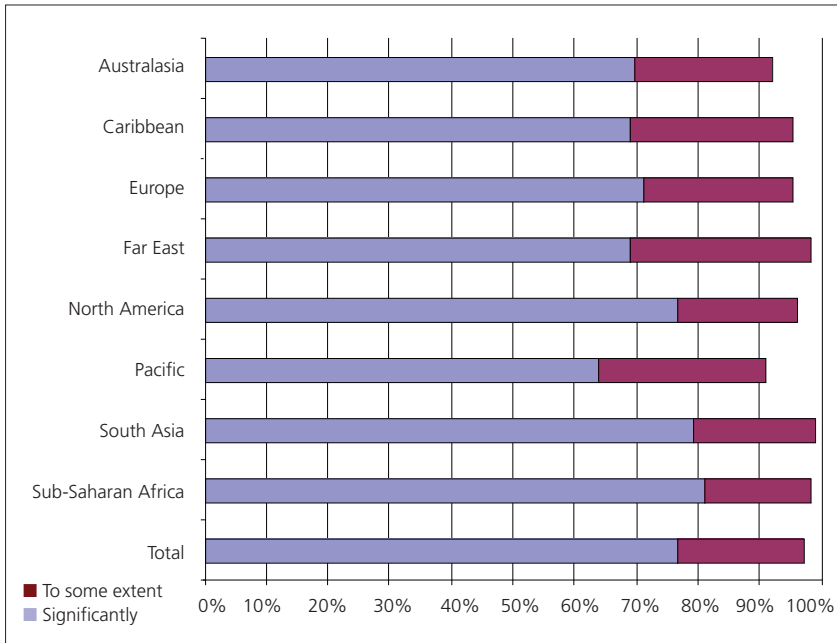


Figure 36: 'I use the specific skills and knowledge gained on award in my work', by region

Dr Liang Lin Seow was awarded a Split-site Scholarship in 2000, enabling her to spend 12 months at the University of Manchester as part of her University of Malaya PhD programme in Prosthodontics, a dentistry specialty dealing with crowns, bridges and implants. The PhD project investigated various aspects pertaining to restoration of root-treated teeth. The skills and experience Dr Seow gained while on award have enabled her to have a significant impact on the University of Malaya (her employer for ten years, and her nominating institution) and the International Medical University (IMU) in Malaysia (her new employer), as well as dental education in her home country. She has won eight awards for the PhD project, at both regional and international conferences.

'Armed with the expertise, knowledge and experience gained through the CSC Split-site Scholarship programme, I have conducted several research studies at undergraduate and postgraduate levels since the completion of my PhD. The students have won several awards at both national and international levels. This has helped to build the university's reputation and enabled it to attract more postgraduate students. I have also contributed to the implementation of postgraduate programmes in my university.'

Currently, Dr Seow is an associate professor at IMU and, as one of the pioneering academics involved with the establishment of a new Bachelor's degree course in dental surgery, she is heavily involved in the drafting and implementation of a unique dental degree programme, where the students will be transferred to various partner dental schools to complete their degrees.

'The vision is for IMU to set up a state-of-the-art oral health centre, to train dental undergraduates, and a comprehensive specialist dental care centre, which is at the moment lacking in Malaysia.'



Undergraduate dental students acquiring preclinical skills

We know, therefore, that skills and knowledge are, according to our alumni, being transferred to workplaces. However, the data above is all based on the home country of the respondent at the time of award, and we are aware that any skills or knowledge gained on award are invested primarily in an individual who may or may not be working in his or her country of origin. It is worth noting, therefore, where these alumni are based.

Conscious of the potential for brain drain, particularly from the developing Commonwealth, all award holders are required by the CSC to sign an undertaking to return home on completion of their awards. Our research to date tells us that the vast majority do so. This survey is no exception, showing that 88% are now working in their home countries (that is, the country in which they were resident when they were nominated for the award) and, as has been demonstrated in this report, are making considerable contributions to their local communities and wider society.

When broken down by scheme, we noted that over 90% of respondents from each of the new schemes are based at home, including 93% of Distance Learning Scholars, 97% of Split-site Scholars, and 98% of Professional Fellows, including Harshani Wijeratne (see case study).

Even acknowledging that numbers for these schemes are relatively low, and worth revisiting in years to come, these are still positive findings. The schemes for academic staff, for which award holders are nominated by, and in some cases required to sign a bond to, their employing institution also showed comparatively high return rates – 93% of Academic Staff Scholars and 97% of Academic Fellows are currently employed in their home countries. Those most likely to be based overseas are Scholarship holders from the developed Commonwealth, with 23% of those from Australasia and 19% of Canadians currently based outside their home countries.

That is not to say, of course, that those not at home are not contributing. As international mobility amongst academics and researchers, as well as development workers, has increased, so the need to return home to make an impact has become less clear cut. In addition, the very nature of the work that many of our alumni pursue, from academia to politics, sometimes necessitates periods of work overseas. Several, in fact, are featured in this report including Dr Mohammad Kisubi, originally from Uganda and now based at the African Development Bank in Tunisia (see page 24), Emma Richardson, originally from Canada and who has worked for the UN in Honduras and Guatemala (see page 37), and Dr Cornelia Ndifon (see page 54).

Of those respondents who are currently based overseas, over half (53%) are working or studying in universities, with 10% working in intergovernmental or international non-governmental organisations, such as the Commonwealth Secretariat or one of the UN agencies, including those individuals mentioned above. 20% are based in their home

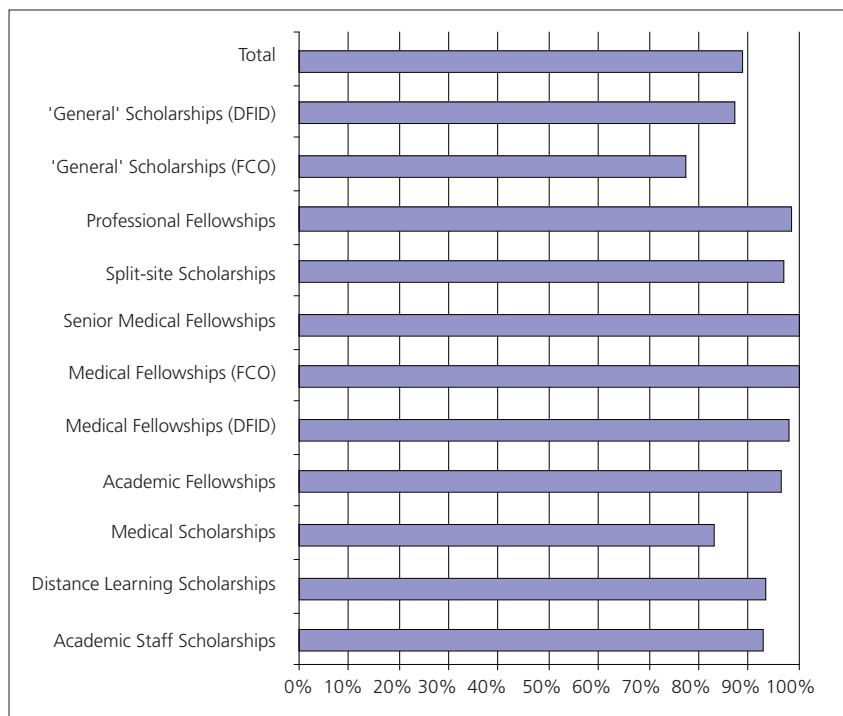


Figure 37: Respondents based in their home countries, by scheme



Harshani Wijeratne is a 2005 Professional Fellow, whose award was hosted by the Commonwealth Telecommunications Organisation. Harshani is currently Head of the Legal Section of Sri Lanka Telecom. She feels that her award contributed significantly to her work, and also to the area of Conflict Resolution, in her case involving her contribution to legal disputes.

'The programme I undertook on my Commonwealth Professional Fellowship was to establish an Alternative Dispute Resolution (ADR) Centre for the Commonwealth Telecommunications Organisation. Through this programme,

I was able to gather knowledge on various mechanisms of dispute resolution other than litigation, which is commonly used in Sri Lanka. I was able to replicate this knowledge in the work I do in my home country, particularly through participating in domestic arbitrations as the instructing attorney, handling litigation, and also drafting and scrutinising a large number of complex agreements, most of which entail cross-border transactions, in which I have proposed the best source of dispute resolution mechanisms through the practical experience I gained while in the UK.'

Harshani has an LLM from the University of Colombo, and intends to start a PhD in the near future. She is also a member of the Women Lawyers Association in Sri Lanka, and the International Development Law Organisation.

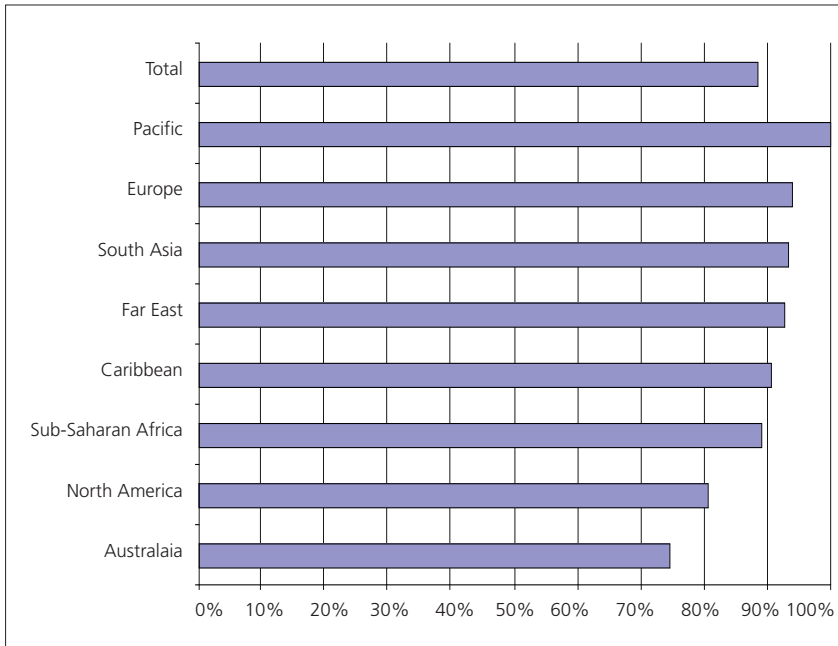


Figure 38: Respondents based in their home countries, by region

Dr Cornelia Ndifon is a 2003 Commonwealth Scholar from Nigeria, who studied a Master's in Public Health at the University of Leeds. She has held posts at the University of Calabar Teaching Hospital and worked on the community outreach 'Health on Wheels' programme in Cross River State, Nigeria. She was until recently employed by the UNDP in Guyana as an HIV/AIDS specialist.

'I am the sole physician managing the first prevention of mother-to-child transmission (PMTCT)-based care and treatment centre in Guyana, and have enrolled over 250 HIV-infected women, children and men into continuing care since October 2005. I am providing direct treatment, care and support to people living with HIV and AIDS, both at the primary care level in communities and at the National Referral Hospital.'

In addition, she has mentored local physicians and trained other allied healthcare professionals in the clinical management of HIV/AIDS, as well as supporting the expansion of PMTCT/HIV treatment centres in five primary care facilities. Her personal aim is to work towards the registration of a non-governmental organisation to address adolescent/youth issues not fully tackled by the current global HIV initiative. Dr Ndifon has since returned to Africa, taking up a new post as an HIV clinical mentor based in Namibia.



Dr Cornelia Ndifon (centre), mentoring colleagues in Guyana

region. Opportunities for impact are demonstrated more often than not, in many cases both to home countries and on a broader scale. To assess this impact, however, we would need to go back to the individuals concerned and look at activity and issues such as contact with home country in greater detail.

The scheme provides opportunities for international links and collaboration

As noted earlier in this section, we have found that the international nature of the Commonwealth Scholarship and Fellowship Plan is valuable, in that many of our alumni report being able to access otherwise unavailable resources and expertise in the UK. An additional and equally valuable possible outcome of such a programme is the encouragement of international links, collaboration and partnerships, offering potential benefits to home and host institutions and countries.

To measure whether our awards are contributing to this potential, we asked alumni to indicate the extent to which they maintain links with universities, professional associations, social contacts, and work contacts in the UK, as well as with CSC networks. Overall, 92% indicated maintaining links to some or a significant extent with at least one of the five options, and only 30 respondents, less than 1.5%, indicated that they had not maintained any links at all with any of the above.

Looking at the 8% who indicated 'not at all' or 'not much' in answer to this question, a slightly higher proportion of those who held awards in the 1960s and 1970s was noted (15% of each cohort), compared with 9% of those who held awards in the 1990s, and 6% of those who held awards in the 1980s and 2000s. The numbers concerned are quite small, though, particularly for the early awards, so further work would be needed to judge the impact of time on the maintenance of links.

When considering level of study, it was noted that only 2% of Split-site Scholars, 5% of Professional Fellows, 6% of those on three-year doctoral awards, and 7% of Academic Fellows reported maintaining none or not many continuing links with organisations in the UK. This is interesting, as it might be assumed that those on three-year awards would make more contacts, but it seems that the 12-month Split-site Scholars as well as the 6-month Academic Fellows are also maintaining links. This may be a result of the CSC's increasing focus on existing partnerships when applications are made. Further investigation into the nature of these links and the extent to which they are connected with research and professional collaboration would be worthwhile.

University links

The maintenance of links with universities in the UK is of particular interest, not only because CSC policy, in particular for some of its newer schemes, is to encourage and foster such contacts, but also because UK universities might be assumed to benefit, giving considerable potential added value to these awards. The potentially reciprocal nature of these links not only provides incentives for UK universities to host, and in some cases part-fund Commonwealth awards, but also contributes to the long-term objectives of the CSC's funding bodies, particularly DIUS, by benefiting higher education institutions within the UK.

Emilie Lagacé's Commonwealth Scholarship, held at the University of Oxford in 2004-2005, enabled her not only to obtain an MSc in Water Science, Policy and Management, but also to make a number of contacts with whom she maintains professional links. Currently back in the UK and working as a water scientist, contributing to flood risk assessments and environmental studies, she also spent some time working as a policy analyst for Environment Canada. Prior to that, she was a programme adviser at Fisheries and Oceans Canada, and has already contributed significantly to the field of science and policy.

'My MSc dissertation examined the linkages between science and policy, focusing on the field of water resources. At Environment Canada, I joined a team called Science and Technology Liaison. Our group's main tasks were to improve the connections between the science and policy realms of our organisation. We developed practical ways of doing so, including through written articles and reports for policy, scientist profiles, science policy workshops, and webpages. We began some thinking around a potential community of practice for professionals like us, who were intermediaries between science and policy.'

'My main personal contributions have been chairing a workshop on experiences with linking science and policy, contributing to the policy options section in a science assessment report on the impact of pharmaceuticals and personal care products on water quality in Canada, and writing short articles for policy on road salts, climate change modelling and invasive algae, as well as contributing to the webpages concept. In doing so, I helped my Canadian co-workers maintain linkages with experts in the UK, who I had either worked with or read while at Oxford.'

In addition to her professional activity, she is also a Young Professional member of the Canadian Water Network, and an associate with Waterlution, a Canadian non-profit organisation aimed at bringing together young leaders working on water-related topics.

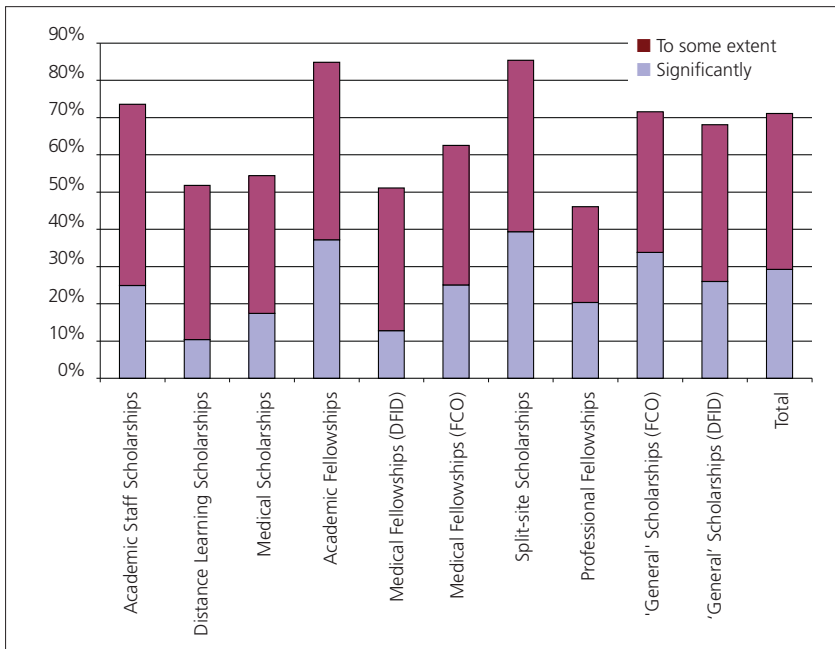


Figure 39: Respondents reporting links with UK universities, by scheme

We found that the majority of respondents, 71% in total, reported maintaining links with universities in the UK, of whom 29% reported significant links, and 42% 'to some extent'. Only 9% reported no links at all, and 20% not many. This is a positive finding, considering the factors above, and even more so when we examine the figures by scheme. 85% of both Academic Fellows and Split-site Scholars reported maintaining links, with 37% and 39% respectively reporting significant links. As university and departmental partnerships are a key element of both these schemes, this is relevant in demonstrating that they are at least to some extent meeting their objectives. Figure 39 shows the breakdown of these figures.

We also found that over two-thirds of 'general' and Academic Staff Scholars reported maintaining links with UK universities, with those who held awards for PhD study in each scheme more likely to respond positively than those who held awards for taught courses.

Perhaps unsurprisingly, the decade of award also appeared to make a slight difference, with around 74% of those from the 1980s, 72% from the 1990s, and 73% from the 2000s reporting links, compared with 62% from both the 1960s and the 1970s.

Other links

50% maintained links with professional associations

We also asked respondents about any continued links with professional associations, as well as work or social contacts. When looking at the responses in relation to professional associations, we found that 50% reported maintaining links, including 18% to a significant level. It was interesting to note that those who held awards in both health and agriculture were most likely to respond positively here, with 60% of the former and 58% of the latter and over 20% of both reporting significant links. Those who held awards in environmental subjects were also slightly more likely to respond positively, with 53% replying 'significantly' or 'to some extent'. Decade of award made no apparent difference to the likelihood of links with professional associations. The type of award did seem to have some influence, with 76% of the admittedly small Distance Learning sample stating 'not at all' or 'not much', along with over 50% of Academic Staff and 59% of developed Commonwealth country Scholars. Fellows, both Academic and Professional, reported higher levels of contact, 61% of each group responding positively. Again, further work identifying the particular associations as well as the nature and extent of contact would be of interest, not least to assess whether any future collaboration with the CSC might be worth exploring.

55% maintained links with work contacts

Moving on to work contacts, 55% of respondents reported links, 24% of them to a significant level. Professional Fellows and developed Commonwealth country Scholarship holders were most likely to report maintaining links with work contacts, alongside Medical Scholars and developed Commonwealth country Medical Fellows. We have not really examined the latter two groups in this analysis, as the number of responses for the medical schemes in general is quite low, due to the schemes being merged into others in the 1990s. Further work, looking into all those who held awards for medical training, might be useful, however. If we look at work links in terms of field of study, for example, we find that those who held awards in health-related subjects reported the most links (58% significantly or to some extent) after those who studied 'Other' subjects (62% significantly or to some extent).

75% maintained links with social contacts

We also asked about social contacts, a category that may at first glance seem of little importance from an impact evaluation point of view. We found that 75% maintained links with social contacts in the UK (34% significantly). This may seem of less interest with regards to political and social impact; however, for many, these social contacts are fellow scholars and researchers working in the same or similar fields.

Promising numbers maintained links with the CSC professional networks

38% maintained links with the CSC professional networks (8% significantly). This figure seems low at first glance, but is in fact encouraging. Currently, we have nine networks covering different fields and disciplines (seven at the time the survey was carried out), so, for some, the relevant network is yet to be established. Also, opportunities to participate and become actively involved are only just emerging, as the networks expand, so the fact that 811 respondents felt that they maintain links to some extent is very promising.

CSC Science and Technology Network launch event, December 2007



Conclusion

The purpose of this report is to provide a summary of findings from our alumni survey, supply some initial analysis of the impact of our awards and alumni in key priority areas, and identify areas of interest for further investigation. It is also intended to give at least some indication of whether the CSC is meeting its objectives. In terms of the latter, we were looking particularly for answers to the following questions:

- Were skills, knowledge and expertise acquired as a result of the award?
- Have individuals benefited in terms of their careers and professional development?
- Do our awards contribute to institutional capacity building and the encouragement of international collaboration and partnerships?
- Do our awards have wider political and socioeconomic benefits?

The findings were extremely positive, and have enabled us to identify a number of key areas for further investigation and evaluation. Even acknowledging a natural bias from our respondents, and accepting that those who did not respond or could not be traced are perhaps less likely to be willing to share their experiences, this survey and its results demonstrate very clearly to us that the programme is, to put it simply, a good one. It works.

Primarily, we have found that the scholarships and fellowships offered by the Commonwealth Scholarship Commission do enable the transfer of skills and knowledge not only to individual award holders, but also beyond, to their colleagues, employers and wider communities. In particular, through the survey, we have found that our awards benefit:

Individuals

- Our alumni report that they have gained both skills and experience while on award, and that these skills are both used and disseminated on return home.
- We found that Commonwealth Scholarships and Fellowships have had a positive impact on professional development and employment prospects, particularly Scholarships.

Institutions

- We confirmed that our alumni feel that they are able to use the skills obtained on award to make changes and influence their workplaces.
- We found that the programme as a whole does seem to contribute to international collaboration and partnerships, particularly in higher education.
- We have addressed some concerns about brain drain, by showing that over four-fifths of our respondents are working in their home countries.

Wider society

- Our respondents report working and having influence in areas of high priority for development and leadership, including education, health and governance.
- We have identified areas of interest for further investigation, not least in the sectors of health, higher education capacity building, and leadership and policy impact.
- We found that awards do not need to be in specific fields for alumni to have an impact in that sector. However, the subject area/background may influence the extent of that impact.
- We found that our awards also have a clear impact on development, with high levels of involvement reported by respondents from sub-Saharan Africa and South Asia in key development priority areas.

We have also:

- found that, although we would expect much of our impact to be long term, many of our recent alumni are also reporting almost immediate impact on completion of their awards
- demonstrated that newer schemes such as Professional Fellowships and Split-site Scholarships are already contributing to positive outcomes. Distance Learning Scholarships also seem to show promising potential levels of impact, although the low numbers represented here mean that further analysis will be necessary in years to come.

Finally, we have confirmed that the CSC's activity is going some considerable way to meeting its objectives. There is, however, still much to be done, and we know that, although these findings are positive, there is always room for development and improvement, particularly for an international scholarship programme in an increasingly competitive, global and rapidly changing world. The next stage for the CSC, therefore, is to further verify and quantify the impact of this knowledge transfer, and to continue to review the programme itself, assessing the outcomes of its particular schemes and policies, and planning for future improvements and developments, thus ensuring the continuing relevance and impact of the scheme.

Bibliography

The Association of Commonwealth Universities, *A report on the activities of the Commonwealth Scholarship and Fellowship Plan and proposals for its development* (A submission from the Association of Commonwealth Universities to the 16th Conference of Commonwealth Education Ministers, 11-14 December 2006)

Institute of Education, University of London, *The Wider Benefits of Higher Education* (London: Higher Education Funding Council for England (HEFCE), 2001)

Canadian Bureau for International Education (CBIE), *Annual Survey 2008 Report: Government of Canada Scholars' Alumni Association* (Ottawa: CBIE, 2008)

Commission for Africa, *Our Common Interest: Report of the Commission for Africa* (London: DFID, 2005)

Department for International Development (DFID), *Eliminating Poverty: Making Governance Work for the Poor* (London: DFID, 2006)

Department for International Development (DFID), 'Higher Education' (Briefing, 2008) <<http://www.dfid.gov.uk/Documents/publications/briefing-higher-educ-5.pdf>> [accessed 26 May 2009]

Department for International Development (DFID), *Research Strategy 2008-2013* (2008) <<http://www.dfid.gov.uk/Documents/publications/research-strategy-08.pdf>> [accessed 26 May 2009]

Fielden, John, and Terry Allsop, *Review of the DFID Funded Commonwealth Scholarship Schemes* (London: CHEMS Consulting, 2007)

Foreign and Commonwealth Office (FCO), *Better World, Better Britain* (2008) <<http://www.fco.gov.uk/en/fco-in-action/strategy>> [accessed 26 May 2009]

Holtland, G., and A. Boeren, *Achieving the Millennium Development Goals in Sub-Saharan Africa: the role of international capacity building programmes for higher education and research* (The Hague: NUFFIC, 2006)

Mason, Geoff, and others, *How Much Does Higher Education Enhance the Employability of Graduates?* (London: Higher Education Funding Council for England (HEFCE), 2003) <http://www.hefce.ac.uk/pubs/RDreports/2003/rd13_03> [accessed 27 May 2009]

Perraton, Hilary, *Learning Abroad: A History of the Commonwealth Scholarship and Fellowship Plan* (Cambridge: Cambridge Scholars Publishing, 2009 (forthcoming))

World Bank, *Accelerating Catch-Up: Tertiary Education for Growth in Sub-Saharan Africa* (Washington: World Bank Publishing, 2008)

Technopolis, *Drivers, Barriers, Benefits and Government Support of UK International Engagement in Science and Innovation* (2005) <<http://www.berr.gov.uk/files/file30064.pdf>> [accessed 26 May 2009]

Appendix 1

All alumni and survey participants by country/region

	All alumni	Survey population	Respondents
Australasia			
Australia	1128	436	177
New Zealand	452	184	82
Australasia total	1580	620	259
Caribbean			
Anguilla	11	8	3
Antigua and Barbuda	26	8	5
Bahamas	24	12	3
Barbados	136	44	17
Belize	38	8	2
Bermuda	21	11	6
British Virgin Islands	7	4	1
Cayman Islands	6	5	1
Dominica	31	12	7
Grenada	42	11	3
Guyana	166	46	24
Jamaica	256	93	38
Montserrat	23	5	1
Saint Kitts and Nevis	25	4	1
Saint Lucia	54	23	8
Saint Vincent and the Grenadines	43	13	5
Trinidad and Tobago	174	65	21
Turks and Caicos Islands	6	2	2
Caribbean total	1089	374	148
Europe			
Cyprus	164	63	29
Gibraltar	37	10	0
Malta	146	72	35
Europe total	347	145	64
Far East			
Brunei Darussalam	7	2	2
Hong Kong	371	74	41
Malaysia	470	204	79
Singapore	250	84	40
Far East total	1098	364	162
North America			
Canada	1467	505	221
North America total	1467	505	221

	All alumni	Survey population	Respondents
Pacific			
Fiji	60	19	6
Kiribati	1	1	0
Nauru	2	1	0
Papua New Guinea	84	28	2
Samoa	17	3	2
Solomon Islands	5	2	0
Tonga	26	10	1
Tuvalu	2	0	0
Vanuatu	2	1	0
Pacific total	199	65	11
South America			
Falkland Islands	6	2	0
South America total	6	2	0
South Asia			
Bangladesh	1047	353	115
India	3073	919	412
Maldives	16	11	4
Pakistan	559	200	73
Sri Lanka	730	251	105
South Asia total	5425	1734	709
Sub-Saharan Africa			
Botswana	69	31	5
Cameroon	57	48	22
The Gambia	98	46	15
Ghana	490	208	69
Kenya	503	217	79
Lesotho	63	30	9
Malawi	148	69	29
Mauritius	202	61	25
Mozambique	5	3	2
Namibia	31	21	5
Nigeria	1388	309	119
Saint Helena	3	1	0
Seychelles	21	8	4
Sierra Leone	197	52	18
Somalia	1	0	0
South Africa	393	306	82
Swaziland	50	29	8
Tanzania	292	108	44
Uganda	340	157	73
Zambia	214	94	29
Zimbabwe	302	66	15
Sub-Saharan Africa total	4867	1864	652
Grand total	16078	5673	2226

Appendix 2

All alumni and survey participants by scheme/time of award

	All alumni	Survey population	Respondents
Academic Staff Scholarships			
1960-1964	1	0	0
1965-1969	5	1	0
1970-1974	148	30	11
1975-1979	208	36	13
1980-1984	298	81	19
1985-1989	333	65	26
1990-1994	338	106	46
1995-1999	229	180	34
2000-2004	134	111	44
2005-2007	19	6	4
Academic Staff Scholarships total	1713	616	197
Distance Learning Scholarships			
2000-2004	267	96	28
2005-2007	96	1	1
Distance Learning Scholarships total	363	97	29
Medical Scholars			
1960-1964	33	2	0
1965-1969	179	22	11
1970-1974	175	21	9
1975-1979	111	17	3
1980-1984	96	14	7
1985-1989	97	23	8
1990-1994	63	18	7
1995-1999	9	3	1
Medical Scholars total	763	120	46
Academic Staff Fellowships			
1965-1969	13	2	0
1970-1974	171	13	4
1975-1979	192	12	3
1980-1984	227	20	9
1985-1989	287	98	22
1990-1994	244	91	31
1995-1999	323	234	92
2000-2004	362	347	174
2005-2007	179	108	78
Academic Staff Fellowships total	1998	925	413
Medical Fellows (DFID)			
1960-1964	1	0	0
1965-1969	154	15	2
1970-1974	228	19	6
1975-1979	153	28	8
1980-1984	172	42	11
1985-1989	212	12	3
1990-1994	203	35	13
1995-1999	29	14	7
Medical Fellows (DFID) total	1152	165	50

	All alumni	Survey population	Respondents
Medical Fellows (FCO)			
1965-1969	15	0	0
1970-1974	53	8	3
1975-1979	20	5	2
1980-1984	19	4	2
1985-1989	24	2	1
1990-1994	17	0	0
1995-1999	2	0	0
Medical Fellows (FCO) total	150	19	8
Senior Medical Fellows			
1985-1989	20	0	0
1990-1994	15	6	1
1995-1999	3	0	0
Senior Medical Fellows total	38	6	1
Split-site Scholarships			
1995-1999	21	18	5
2000-2004	121	119	58
2005-2007	67	39	27
Split-site Scholarships total	209	176	90
Professional Fellowships			
2000-2004	137	137	50
2005-2007	186	143	76
Professional Fellowships total	323	280	126
'General' Scholarships (FCO)			
1960-1964	272	78	44
1965-1969	273	56	32
1970-1974	317	68	34
1975-1979	259	66	27
1980-1984	332	96	49
1985-1989	379	83	35
1990-1994	333	99	51
1995-1999	306	221	64
2000-2004	286	277	104
2005-2007	101	63	34
'General' Scholarships (FCO) total	2858	1107	474
'General' Scholarships (DFID)			
1960-1964	752	87	33
1965-1969	690	88	34
1970-1974	632	110	36
1975-1979	586	111	41
1980-1984	693	152	52
1985-1989	792	138	51
1990-1994	747	194	69
1995-1999	670	470	131
2000-2004	687	645	241
2005-2007	262	167	104
'General' Scholarships (DFID) total	6511	2162	792
Grand total	16078	5673	2226

Appendix 3

Disciplines and categories

A quick glance at just some of the specific topics studied and researched by our 16,000 alumni demonstrates the enormous breadth and variety of individual subject areas involved. In order to manage this information in a practical way, the CSC allocates a broad academic discipline to each application. The purpose is partly to help identify suitable expert academic advisers during the selection process, and partly to enable us to keep a record of the fields of study in which our award holders are involved.

For the purposes of this impact evaluation, we have broken down the 83 disciplines we most commonly use into 9 categories, chosen with the objectives and priorities of the CSC and its funding bodies in mind. We recognise that, while in some cases disciplines fall naturally under a specific category heading, others do not and have therefore been allocated to what we feel is the most relevant category. We also recognise that in some cases there may be some crossover or duplication, and bear these factors in mind during the evaluation process.

Category/Discipline of study	Alumni	Respondents
Agriculture		
Agriculture	728	125
Food science and technology	96	20
Veterinary science	212	27
Agriculture total	1036	172
Education		
Education	572	110
Education total	572	110
Environment		
Archaeology (physical science)	38	5
Built environment	139	16
Civil engineering	535	66
Earth sciences	316	32
Environmental studies	287	71
Geography (physical science)	60	17
Town and country planning	170	25
Environment total	1545	232
Governance		
Anthropology	81	17
Geography (social studies)	168	18
Law	553	103
Social policy and administration	212	47
Sociology	321	36
Theology, divinity and religious studies	57	10
Other social science	2	0
Some politics and international studies	338	56
Governance total	1732	287

Category/Discipline of study	Alumni	Respondents
Growth		
Accountancy, banking and finance	157	25
Business and management studies	298	54
Communication and media studies	51	10
Economics and econometrics	521	86
Tourism	26	6
Growth total	1043	181
Health		
Anatomy	33	2
Clinical laboratory sciences	740	63
Community-based clinical subjects	481	95
Dental sciences	163	22
Hospital-based clinical subjects	1155	84
Nursing	40	4
Other studies allied to medicine	276	22
Pharmacology	121	14
Pharmacy	150	21
Physical education and sports studies	10	1
Physiology	79	9
Psychology (biological science)	47	7
Psychology (social studies)	111	15
Other medicine	8	0
Health total	3414	359
International relations		
African and Asian studies	80	3
American studies	15	3
Celtic studies	2	0
East and South Asian studies	104	8
French studies	31	2
German and Scandinavian studies	16	1
Italian studies	3	0
Linguistics	228	26
Middle Eastern and African studies	19	2
Some politics and international studies	120	22
Russian, Slavonic and related studies	8	0
Spanish and Portuguese studies	5	0
International relations total	631	67
Other arts		
Archaeology (humanities)	32	6
Art and design	57	6
Classics	63	7
Drama, dance and performing arts	53	5
English language, literature and comparative studies	503	64
History	396	52
History of art, architecture and design	64	9
Music	79	18
Philosophy	192	32
Other arts total	1439	199

Category/Discipline of study	Alumni	Respondents
Science, technology and engineering		
Applied mathematics	115	24
Biochemistry	161	26
Biology	1015	141
Chemical engineering	208	33
Chemistry	499	54
Computer science	388	53
Electrical and electronic engineering	588	76
General engineering	116	16
Information technology	20	6
Library and information management	84	9
Manufacturing engineering	42	6
Mechanical and aeronautical engineering	195	15
Metallurgy and materials	158	23
Minerals technology	34	2
Physics	477	65
Pure mathematics	278	37
Statistics and operational research	192	26
Other pure science	9	1
Other technology	12	6
Science, technology & engineering total	4591	619
No record	75	0
Grand total	16078	2226

Appendix 4

Frequency tables of quantitative data

Percentages (calculated out of the number of replies) in parentheses.

Q2.2 For each statement, please tick the box which most applies to your time on award:

	Not at all	Not much	To some extent	Significantly	No of replies
I gained knowledge in my field of expertise	1 (0)	9 (0)	174 (8)	2019 (92)	2203
I accessed equipment and expertise not available in my home country	47 (2)	113 (5)	504 (23)	1513 (69)	2177
I increased my analytical/technical skills	3 (0)	32 (1)	361 (17)	1784 (82)	2180
I learned techniques for managing and organising people and projects	84 (4)	304 (14)	805 (37)	979 (45)	2172

Q3.1 If you were a student before your CSC award, did you obtain employment *within the 12 months* following your CSC award?

Yes	No	No of replies
356 (82)	80 (18)	436

Q3.2 If you were employed before your CSC award, did you obtain a more senior post than the one you had before the award *within the 12 months* following your CSC award?

Yes	No	No of replies
828 (60)	553 (40)	1381

Respondents who answered both questions 3.1 and 3.2 are excluded from these figures.

Q3.3 To what extent did your award help you obtain advancements *after this twelve month period*?

Not at all	Not much	To some extent	Significantly	No of replies
59	104	539	1262	1964
(3)	(5)	(27)	(64)	

Of the 262 respondents who did not answer this question, 129 specified that it was not yet applicable.

Q3.4 To what extent did (does) your award increase your ability to have influence and make changes in your work?

Not at all	Not much	To some extent	Significantly	No of replies
38	110	623	1415	2186
(2)	(5)	(28)	(65)	

Q3.5 To what extent did (do) you use the specific skills and knowledge gained during your award in your work?

Not at all	Not much	To some extent	Significantly	No of replies
8	57	445	1666	2176
(0)	(3)	(20)	(77)	

Q3.6 Consider your present income and economic circumstances as compared with all the people in your home country. Where would you place yourself in terms of your present economic circumstances? If retired, please answer the question in terms of your circumstances during your last paid employment position.

Top 5%	Top 10%	Top 20%	Top 50%	Bottom 50%	No of replies
268	408	757	639	85	2157
(12)	(19)	(35)	(30)	(4)	

Q3.7 To what extent do you maintain links with:

	Not at all	Not much	To some extent	Significantly	No of replies
Universities in the UK	197 (9)	433 (20)	911 (42)	636 (29)	2177
Professional associations in the UK	502 (24)	543 (26)	687 (33)	379 (18)	2111
Work contacts in the UK	475 (22)	482 (23)	653 (31)	502 (24)	2112
Social contacts in the UK	177 (8)	358 (17)	870 (41)	739 (34)	2144
CSC professional networks	522 (25)	792 (37)	647 (30)	164 (8)	2125

Q4.1 To what extent have you been able to introduce new practices or innovations in your organisation (in any of your positions held) as a result of skills/knowledge acquired through your award?

	Not at all	Not much	To some extent	Significantly	No of replies
	50 (2)	176 (8)	957 (44)	988 (46)	2171

Q4.2 Please look at the following table and indicate your level of involvement in the leadership/development priorities listed, including both professional and voluntary activities. Please tick all boxes that are applicable to you (you may select multiple statements and areas).²⁰

	I have been involved in one or more projects in this field	I helped influence government thinking and policy in this area	I have contributed to wider socioeconomic impact in this field	Overall respondents in any category
Scientific and Research Applications	997 (45)	367 (16)	448 (20)	1261 (57)
Quantity and Quality of Education	861 (39)	403 (18)	515 (23)	1225 (55)
Health	632 (28)	263 (12)	300 (13)	851 (38)
Environment Protection	513 (23)	255 (11)	257 (12)	723 (32)
Poverty Reduction	396 (18)	224 (10)	310 (14)	652 (29)
Governance	367 (16)	289 (13)	212 (10)	642 (29)
Social Inequalities and Human Rights	356 (16)	211 (9)	258 (12)	598 (27)
Job Creation	391 (18)	177 (8)	225 (10)	606 (27)
Agricultural/Rural Productivity	393 (18)	191 (9)	240 (11)	575 (26)
International Relations	349 (16)	165 (7)	164 (7)	536 (24)
Physical Infrastructure	340 (15)	175 (8)	158 (7)	510 (23)
Conflict Resolution/Humanitarian Assistance	260 (12)	136 (6)	160 (7)	422 (19)
Overall respondents in any area	1810 (81)	1003 (45)	1064 (48)	2002 (90)

²⁰ Percentages for Q4.2 are calculated out of the total number of respondents (2,226).

Appendix 5

ISIC categories

Current or most recent occupations of survey respondents, where there was sufficient information, were categorised according to the United Nations International Standard Industrial Classification of all Economic Activities (ISIC).

The ISIC categorisation classifies employment in terms of the type of product or service output (for more information, see <http://unstats.un.org/unsd/cr/registry/isic-4.asp>). The table below shows respondents by major ISIC group.

ISIC description	Respondents
Accommodation and food service activities	2
Activities of extraterritorial organizations and bodies	29
Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use	1
Administrative and support service activities	5
Agriculture, forestry and fishing	8
Arts, entertainment and recreation	31
Construction	10
Education	1398
Electricity, gas, steam and air conditioning supply	10
Financial and insurance activities	42
Human health and social work activities	130
Information and communication	45
Manufacturing	12
Mining and quarrying	13
Other service activities	4
Professional, scientific and technical activities	246
Public administration and defence; compulsory social security	170
Real estate activities	1
Transportation and storage	5
Water supply; sewerage, waste management and remediation activities	8
Wholesale and retail trade; repair of motor vehicles and motorcycles	1
Not categorised	55
Total respondents	2226

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 Innovation, Universities 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.



Department for
**Innovation,
Universities &
Skills**

**The Association
of Commonwealth
Universities**





years of
**COMMONWEALTH
SCHOLARSHIPS**

Commonwealth Scholarship Commission in the United Kingdom
Woburn House
20-24 Tavistock Square
London WC1H 9HF
United Kingdom

Tel: +44 (0) 20 7380 6700
Fax: +44 (0) 20 7387 2655

www.cscuk.org.uk