

Evaluating Commonwealth Scholarships in the United Kingdom:

Assessing impact in the Asia-Pacific region



**COMMONWEALTH
SCHOLARSHIPS**

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: also known as 'general' Scholarships; available for postgraduate (Master's and PhD), 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' Commonwealth Scholarships in 2006.

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

Commonwealth Shared Scholarships: for developing country students who would not otherwise be able to undertake Master's-level study in the UK, and supported jointly by the CSC and host universities.

Commonwealth Split-site Scholarships: to support candidates who are undertaking doctoral study at a university in their home country to spend up to one year at a UK university as part of their academic work.

Commonwealth Professional Fellowships:

offering mid-career professionals from developing Commonwealth countries the opportunity to spend a period (typically three months) with a UK host organisation working in a relevant field.

Commonwealth Distance Learning

Scholarships: enabling 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' Commonwealth Scholarships in 1996.

Commonwealth Medical Fellowships:

offering 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 Commonwealth Academic Fellowships in 1996.

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

This report was written by Nyssa Lee-Woolf (of the CSC secretariat), and published in October 2011.

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Executive summary

Tertiary education is pivotal in developing a highly-qualified and skilled workforce capable of contributing to socioeconomic development, as well as growth and sustainability. These challenges affect all states, regardless of their stage of development. It is vital, therefore, that higher education (HE) is accessible to all those who would benefit. With the ever-increasing costs of HE globally, international scholarships are well placed to enable study in world-class institutions without the financial constraints.

The Commonwealth Scholarship Commission in the UK (CSC) derives its funding from several governmental departments and has awarded around 17,000 scholarships and fellowships since its inception. Approximately 1,580 (roughly 8%) of these awards have been made to candidates from the Pacific Islands, Australia, New Zealand, and South East Asia. In order to gauge the impact of these scholarships, the CSC is currently undertaking a process of evaluation, through the analysis of the impact of awards on individuals, organisations, and countries. This impact is then assessed in light of the regional and national priorities of states, as well as the objectives of our funding bodies.

As part of the CSC Evaluation and Monitoring Programme, a detailed survey was distributed to alumni from around the Commonwealth in 2008. Over 2,200 responses were received, and preliminary findings were published in 2009. This report builds on these findings to present a regionally-focused analysis, in which we aim to assess impact on the Pacific Islands, Australia and New Zealand, and South East Asia, in terms of global development challenges and regional issues.

This report can be seen as covering three very distinct sub-regions in the Pacific which, while close in geographical terms, are vastly different in terms of development. In-depth analysis of the three sub-regions will be conducted separately in Chapter Three.

From this report, we are able to demonstrate that:

Scholarships are having an impact on individuals gaining important skills and expertise

- 82% of Pacific Islander award holders and 98% of South East Asian award holders reported that they had gained knowledge in their field of expertise. This figure is even higher for those from Australia and New Zealand, where 100% reported increased knowledge, 93% significantly.
- Awards made to all nations covered by the report have been fairly consistent across the decades (the peak was 461 in the 1980s), with Papua New Guinea and Fiji performing most strongly amongst the Pacific Islands. Subjects studied have also remained consistent, and are reflective of national priorities.

These skills are being utilised within the region

- The majority of our alumni reported working in their home countries. 100% of those responding from the Pacific Islands confirmed that they are working in their home countries, and 75% of Australians and New Zealanders and 97% of those from South East Asia reported the same.
- 73% of Pacific Islanders, 87% of Australians and New Zealanders, and 81% of South East Asians reported that their scholarship or fellowship contributed to the advancement of their careers. Roughly 90% of all respondents felt that they use the skills and expertise gained through their award in the course of their employment. 100% of Pacific Islanders reported increased influence at work, with 92% of respondents from South East Asia and 83% of Australians and New Zealanders reporting the same.

Alumni are having an impact in key priority areas

- 84% of all respondents from this region reported having an impact in one or more of 12 key priority areas, in one or more ways (91% of Pacific Islanders, 82% of Australians, 85% of New Zealanders, and 92% of South East Asians).
- The most likely way for individuals to make an impact is through projects, where 78% of respondents reported an impact in one or more priority areas.
- 44% reported making an impact through influencing government, and 41% confirmed that they have had a wider socioeconomic impact.
- Impact was most reported across the Asia-Pacific region in the key priority areas of Scientific and Research Applications, Health, Quantity and Quality of Education, and Environmental Protection.
- 25 case studies are included in this report, highlighting the accomplishments and impact of Commonwealth Scholars and Fellows from the region.
- The depth of impact is also shown, with many scholars demonstrating engagement at various levels, in different areas of impact.

This report demonstrates that Commonwealth Scholars and Fellows are making a positive impact in a wide variety of areas in their home countries. Commonwealth Scholarships and Fellowships provide award holders with relevant skills and expertise, enabling them to return home and contribute to development in areas such as economic growth, environmental sustainability, agriculture, and regional cooperation. The CSC will continue its evaluation process, ensuring that the consistent review of all of our programmes secures their improvement and extends their positive impact into the future.

Introduction

There is growing recognition that higher education plays a key role in sustainable socioeconomic development, through building human capacity and supporting the scientific research and knowledge needed to address key development issues. Within this context, international scholarships are increasingly viewed by funders and key stakeholders as an important mechanism in this process. At the same time, it is also increasingly evident that regular evaluation of such schemes is crucial to ensure maximum effect. In light of this, the Commonwealth Scholarship Commission in the UK (CSC), a major international scholarship agency responsible for disbursing approximately 17,000 awards since 1959,¹ has been engaged in a wide-scale evaluation programme since 2007, to assess and understand the impact of its awards on individuals, institutions, and wider society.

Through its evaluation programme, the CSC aims to measure the effectiveness of its awards in terms of the objectives of its funding bodies – the Department for International Development (DFID), Foreign and Commonwealth Office (FCO) which funded awards until 2008, and the Department for Business, Innovation and Skills (BIS) which has funded awards since 2009 – and the impact of its alumni on global development priorities, amongst other issues. As part of this activity, in 2008, the CSC sent an in-depth impact evaluation survey to almost 6,000 alumni for whom contact details were held. With over 2,200 alumni responding, we have been able to begin assessing the impact of our awards on alumni and, by extension, their employers and societies.

This report is part of the CSC's wider Evaluation and Monitoring Programme, and the second looking at impact on a regional basis. The first regional report, focusing on the impact of alumni from the Caribbean, was published in 2009, to coincide with the Commonwealth Heads of Government Meeting (CHOGM). Similarly, this report, examining impact in the Asia-Pacific region, is being published for the 2011 CHOGM in Perth, Australia.

In this report, we note the very different characteristics and priorities of three sub-regions of interest within the Asia-Pacific region, and also the similarities that can be seen in Commonwealth Scholars and Fellows from across the world. We begin by outlining some of the key issues for the region, before moving on to examine the role that international scholarships can play in addressing these.

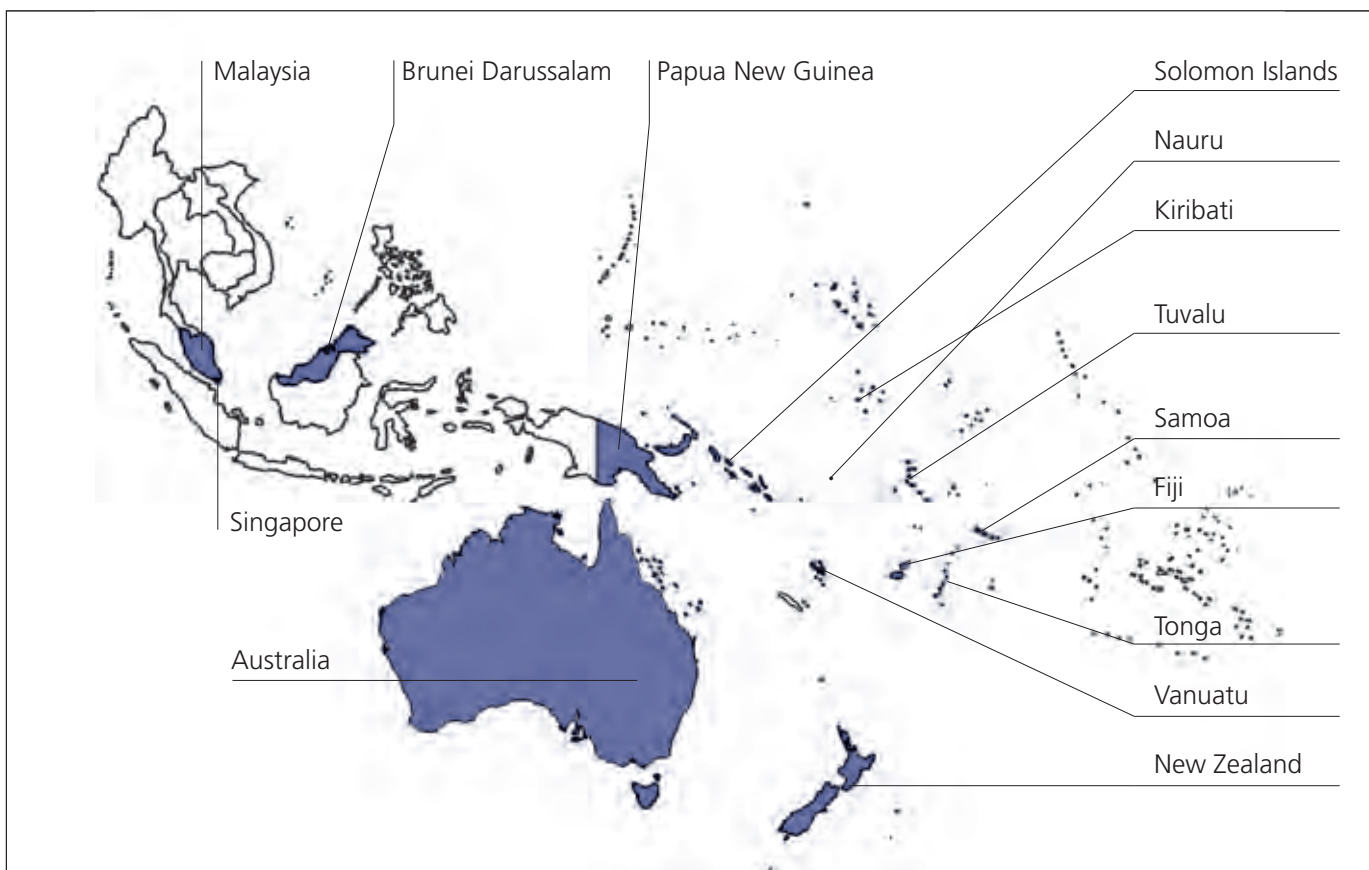
In the second section of the report, we describe the CSC's support to the region, outlining the numbers, types, and fields of study of awards offered to date, and changing trends over time. Finally, we look at the 391 responses of alumni in the three sub-regions to the 2008 evaluation survey and seek to assess the impact of the awards on individuals, as well as on a wider scale. In addition, case studies of alumni are provided throughout the report, offering illustrative examples of the kind of impact these awards can have across the region, from Kuala Lumpur to Apia.

1 The total award figure was calculated at the time of the evaluation programme's initial Phase 2 analysis, in 2009.

1. Development and Commonwealth Scholarships in the Asia-Pacific region

This report will analyse the impact of Commonwealth Scholarships and Fellowships in a vast and contrasting region. Commonwealth countries in the Asia-Pacific region, as we have termed it, can be grouped into three sub-regions:

1. **Australia and New Zealand**
2. **Pacific Islands:** Fiji, Kiribati, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu
3. **South East Asia:** Brunei Darussalam, Malaysia, and Singapore²



² Hong Kong could also be included in the South East Asia sub-region in terms of geography but, for reasons explained later, it will not be a particular focus of this report, although brief analysis will be made of the impact of past awards.

Challenges for development

The Asia-Pacific region is sizeable and varied, including a number of small islands and states at differing stages of development. Some regional development challenges are also of more widespread concern, such as climate change, natural disasters, and the effects of a global economic recession. Such issues affect all nations large or small, developed or not.

Many countries in this region also face specific challenges due to their geographic location. The Pacific Islands, for example, are compromised due to their size, 'small population and limited resources...vulnerability to natural disasters...global economic shocks and exposure to climate change'.³ The foundations for their economies lie in natural resources, tourism and foreign aid, and also increasingly remittances.⁴ This dependence has left these states vulnerable in the wake of the global financial and food crises. Indeed, Fiji, Kiribati, Samoa, the Solomon Islands, Tonga and Vanuatu have been classified amongst the most vulnerable developing states, while both DFID and the World Bank have deemed a number of them to be 'fragile', and therefore unable to provide basic infrastructures for their citizens.⁵

The sheer practical difficulties of achieving sustainable development on a national level in some of these states should also be taken into consideration. Kiribati, for example, is comprised of 33 islands, and Vanuatu 800 islands spread over 800 kilometres – a challenge compounded by the myriad of languages spoken across the archipelagos.⁶

Many people in South East Asia depend on the natural resources of their country for income. In these countries, 'land resources and terrestrial ecosystems are under increasing stress due to growing population and extension of agricultural land into forest and other ecologically sensitive areas'.⁷

Australia and New Zealand are, by contrast, highly developed nations, whose actions are pivotal to the development of the region as a whole. AusAID and NZAID (the Australian and New Zealand agencies for international development) do a great deal of work in the region, in terms of both finance provision and facilitating cooperation and communication between states. Despite their developmental advantages, Australia and New Zealand are still facing challenges stemming from both their geographic location and position in world markets. Climate change, economic growth, and trade relations will always be important to all countries in this region, regardless of any developmental considerations.

Key issues

Economic growth

Sustaining existing trade links and creating new ones will be key for the continued development of the Asia-Pacific region. The Pacific Island Countries Trade Agreement was passed in 2001 by the Pacific Islands Forum, to create an area of free trade amongst member nations.⁸ Australia and New Zealand continue to do their part to encourage trade, through agreements in the spirit of the Pacific Agreement on Closer Economic Relations (PACER).

All nations worldwide are adjusting their economic policies to respond to the global financial crisis. In spite of the downturn, the World Bank has predicted that the Pacific regional economies will grow by 1.7% in 2011, the Australian economy will grow by 3%, and the New Zealand economy by 1% (this figure is down on the previous year, due to the after-effects of the Canterbury earthquakes). There will likely be significant growth in 2012, due to an increase in construction.⁹

Associations between the sub-regions are also in place. The ASEAN-Australia-New Zealand Free Trade Area will, once established, provide a trans-Pacific free trade area by 2015. Currently, tariff reductions are in place to begin the process.

- 3 Tuiloma Slade, 'Achieving the Millennium Development Goals in the Pacific', keynote address by at the United Nations Association Of New Zealand National Conference 2011, Wellington, New Zealand, 6-8 May 2011
- 4 Browne, Christopher, and Aiko Mineshima, *Remittances in the Pacific Region*, IMF Working Paper WP/07/35 (Washington, DC: International Monetary Fund, 2007)
- 5 Stewart, Frances and Graham Brown, *Fragile States*, CRISE Working Paper No. 51 (Oxford, Centre for Research on Inequality, Human Security and Ethnicity (CRISE), 2009)
- 6 Asian Development Bank (ADB), *The Millennium Development Goals in Pacific Island Countries: Taking Stock, Emerging Issues, and the Way Forward* (Manila: ADB, 2011)
- 7 See www.asean.org
- 8 Article 3(1) of the Pacific Islands Countries Trade Agreement (PICTA), Nauru, 18 August 2001
- 9 Pacific Islands Forum, Forum Economic Action Plan 2011, Economic Ministers' Meeting, Apia, Samoa, 20-21 July 2011

Regional cooperation

There are several sub-regional groupings, where nations have come together to combat regional challenges jointly. The Pacific Islands Forum, comprising all the Pacific Islands and Australia and New Zealand, enacted the Pacific Plan in 2005 to combat shared challenges and enshrine the principles of regionalism. Australia and New Zealand interact hugely with the Pacific region; Australia spent AUD 1.16 billion in the region in 2011/2012,¹⁰ and New Zealand will provide NZD 756 million over the next few years up to 2013/2014.¹¹ The Pacific Islands depend upon relations with the two larger nations for income in the form of movement of goods or workers.¹² The 2009 Cairns Compact has codified the principles of cooperation contained in the 2005 Pacific Plan, with the aim of 'driving more effective coordination of available development resources' amongst nations of the Pacific.¹³

South East Asia has similar institutions that promote cooperation, such as the Association of Southeast Asian Nations (ASEAN), which aims to 'accelerate growth, social progress and cultural development in the region' through joint partnerships.¹⁴ Malaysia and Singapore were founding members of ASEAN, and Malaysia, together with Brunei Darussalam, is also part of the East ASEAN Growth Area (BIMP-EAGA), which was founded to close the development gap within and between member countries.¹⁵

The Joint Declaration for ASEAN-New Zealand Comprehensive Partnership includes four initiatives in its Plan of Action to encourage development in South East Asia: scholarship programmes, a young business leaders' exchange programme, disaster risk management initiatives, and agricultural diplomacy.¹⁶

Climate change, natural disasters, and environmental sustainability

Pacific small island states are particularly vulnerable to climate change and natural disasters due to their location and stage of socioeconomic development, which can limit their ability to deal with these issues effectively. Climate change remains a huge threat to the region and the impact of environmental disasters on peoples who have a 'high degree of economic and cultural attachment and dependence on the natural environment' cannot be understated.¹⁷ The Port Vila Declaration noted that, where industrialised nations do not maintain their climate change commitments, there is a huge impact on the security of these island states.¹⁸

Developed nations are also unable to avoid the impact of natural disasters, and economies and societies have been rocked in Australia and New Zealand with severe flooding in Queensland and two huge earthquakes in Christchurch, respectively. The cost of these natural disasters appears to have been somewhat absorbed by the developed nations, with the Australian administration announcing a levy to cover the costs, while the New Zealand government has reported that the economy grew by 0.8% in the second quarter of 2011, despite the devastation in Canterbury.¹⁹

For South East Asian countries, policies that are environmentally sustainable are of huge importance, as these countries look to grow their economies through the use of natural resources. Brunei Darussalam is hugely rich in oil and natural gas resources, and Malaysia has abundant coal reserves, as well as a good timber industry. Manufacturing or developing and generating affordable power sources through these resources is seen by these nations as a way to grow their economies. However, as pressure on these resources increases – due to rising populations, manufacturing, and agriculture – sustainable use is necessary to preserve these resources for long-term economic growth and development.²⁰

10 See www.ausaid.com.au

11 New Zealand Agency for International Development (NZ Aid), 'New Zealand's Development Assistance in the Pacific', factsheet

12 New Zealand Department of Labour, 'Recognised Seasonal Employer (RSE) Policy' <<http://www.dol.govt.nz/initiatives/strategy/rse/index.asp>>

13 Pacific Islands Forum, Cairns Compact On Strengthening Development Coordination In The Pacific, Forum Communiqué (Fortieth), Cairns, Australia, 4-7 August 2009

14 See www.asean.org

15 See www.bimp-eaga.org

16 See www.asean.org/20164.htm

17 Slade

18 Pacific Islands Forum, Forum Communiqué (Forty-First), Port Vila, Vanuatu, 4-5 August 2010

19 English, Bill, 'Economy growing despite impact of earthquake', press release, 14 July 2011

20 See www.asean.org

The role of Commonwealth Scholarships

There is an established relationship between graduate skills levels and the productivity and growth of a region's economy.²¹ Tertiary education has long been neglected in development circles, as evidenced by the focus of the Millennium Development Goals (MDGs) – and subsequently that of international aid projects – on primary and secondary education.²² Tertiary education has, however, been recognised as necessary for a nation's development, even if external funding has been limited. The University of the South Pacific was established in 1968, in an attempt to meet the region's need for better-quality tertiary education. Participation in university education stands at approximately 5-6% across the Pacific Islands, with Fiji the exception at 10%.²³ As such, scholarships can provide vital support essential to bridging the skills gap in the Pacific.²⁴

It should be noted that the Pacific Island states and Malaysia are classed as developing countries and, therefore, funding for awards given to their citizens is provided by DFID. The needs of these countries are in line with DFID's focus on the Millennium Development Goals and the recognised challenges posed by disasters and emergencies. DFID is also now focusing on several emerging policy areas relevant to the Pacific Islands, such as climate change, access to water and sanitation, and wealth creation, particularly in the private sector.²⁵

Commonwealth Scholars from Australia, New Zealand, and, since 2001, Brunei Darussalam and Singapore were funded by the FCO up to 2008, then BIS (in conjunction with UK universities) from 2009. The impact of these scholarships has a different focus, as candidates must demonstrate leadership qualities that will enable them to encourage, facilitate, and participate in fields promoting sustainable development, conflict resolution, climate change, and security.

Within higher education, international scholarships and fellowships for individuals from developing and developed countries alike can play a specific role, supplementing and supporting the role of HE with additional unique features, such as providing a means to encourage international experience and collaboration. As such, scholarships are increasingly viewed by funders and key stakeholders as an important mechanism in capacity building in the HE sector and, by extension, wider communities. The specific motivation for funding scholarships can be categorised as three-fold:

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

21 ADB, 'Higher Education in the Pacific Project: Regional' <<http://pid.adb.org/pid/LoanView.htm?projNo=42291&seqNo=02&typeCd=3>>

22 UK Department for International Development (DFID), 'Global School Partnerships: Promoting global education through the curriculum' <<http://www.dfid.gov.uk/get-involved/for-schools/global-school-partnerships>>

23 ADB, 'Higher Education in the Pacific Project: Regional'

24 It should be noted that Fiji is currently suspended from the Commonwealth, and its citizens are therefore not eligible for Commonwealth Scholarships or Fellowships – see page 12 for more information.

25 See www.dfid.gov.uk

The objectives of the CSC can be seen as broadly fitting into these three categories, while keeping pace with changing global development priorities and the strategies and policies of its funding bodies. The CSC manages the UK's contribution to the Commonwealth Scholarship and Fellowship Plan (CSFP), which was established in 1959, based on the principles of mutual cooperation and sharing of education experience. Under the CSFP, as of 2011, over 29,000 individuals from all over the Commonwealth have held awards – mainly scholarships for postgraduate study and fellowships at postdoctoral level – in over 20 host countries. At the time of its establishment, the focus of the CSFP was on supporting individuals, and awards were to 'recognise and promote the highest level of intellectual achievement'.²⁶ Since then, international development objectives have come very much to the forefront as a major focus for the scheme, along with other objectives such as maintaining the international profile of institutions, promoting international collaboration, and identifying future leaders.

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

This report offers an Asia-Pacific focus on evaluation data collected in the 2008 survey. Bringing together the intended benefits of scholarships and the development challenges for the region, outlined above, we will be focusing on what our scholarships have achieved and are achieving, in terms of who we have trained, in what fields, and what they have gone on to do. For example, are we providing access to expertise on climate change and skills to increase agricultural productivity, or producing alumni who can help drive economic growth and sustainable development? How and where are these skills being put to use?

Commonwealth Scholarship and Fellowship Plan

The Commonwealth Scholarship and Fellowship Plan (CSFP) is an international programme under which member governments offer scholarships and fellowships to citizens of other Commonwealth countries.²⁷

This report focuses on the UK's contribution to the CSFP, as managed by the CSC, but the contributions of other Commonwealth governments to the scheme should also be noted.

Australia has itself awarded Commonwealth Scholarships and Fellowships: 308 to citizens of the UK, 61 to New Zealand, 70 to Fiji, 31 to Tonga, 16 to Samoa, four to Tuvalu, and three to Kiribati.

New Zealand has funded 198 Commonwealth Scholarships and Fellowships for candidates from the UK, 34 for Australia, 21 for Fiji, six for Hong Kong, six for the Solomon Islands, and four for Papua New Guinea.

Australian citizens have been awarded 1,496 Commonwealth Scholarships and Fellowships in total across the CSFP, since it was established. The majority have been hosted by the UK. Awards have also been held in Canada (230), New Zealand (34), Hong Kong (13), and Malaysia (9).

New Zealand citizens have held 719 Commonwealth Scholarships and Fellowships in total. Again, the majority have been funded by the UK (473). 61 awards have been held in Australia, five in Malaysia, and one in Hong Kong.

Commonwealth Scholarships and Fellowships to citizens of Brunei Darussalam have been split between the UK, New Zealand, Canada, and Malaysia. Over half of Malaysia's 693 awards have been hosted in the UK, 30 in Australia, and six in New Zealand.²⁸

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

27 For more information, see the inside front cover of this report.

28 Figures for Commonwealth Scholarships and Fellowships awarded by countries other than the UK are based on national nominating agency data received in 2008, and are accurate up to and including all candidates starting their awards in 2008.

2. Commonwealth Scholarships and Fellowships in the Asia-Pacific region

This section assesses the level, type, and number of Commonwealth Scholarships and Fellowships that have been awarded to citizens of the Asia-Pacific region since 1960, looking at the allocation of awards across the decades by country, gender, and field of study. In total, the CSC has awarded 2,548 Commonwealth Scholarships and Fellowships to citizens from the region.²⁹

Candidates from developing countries (the Pacific Islands and Malaysia) are eligible for a number of different types of Commonwealth Scholarship and Fellowship. Since 1960, the following types of award have been made to these candidates:³⁰

- 'General' Scholarships (for Master's and PhD study mainly, with a few awards for undergraduate study)
- Split-site Scholarships
- Academic Staff Scholarships
- Academic Fellowships
- Professional Fellowships
- Distance Learning Scholarships

Candidates from developed countries (Australia, Brunei Darussalam, New Zealand, and Singapore) are currently eligible for 'general' Scholarships for PhD study only. Prior to 2009, however, the FCO also funded 'general' Scholarships for Master's study, and many of the alumni included in this report will have undertaken such qualifications.

29 This figure includes all alumni, current award holders, and candidates selected and expected to start their award in 2011/2012.

30 For more information on the different types of Commonwealth Scholarship and Fellowship offered by the CSC, see the inside front cover of this report.

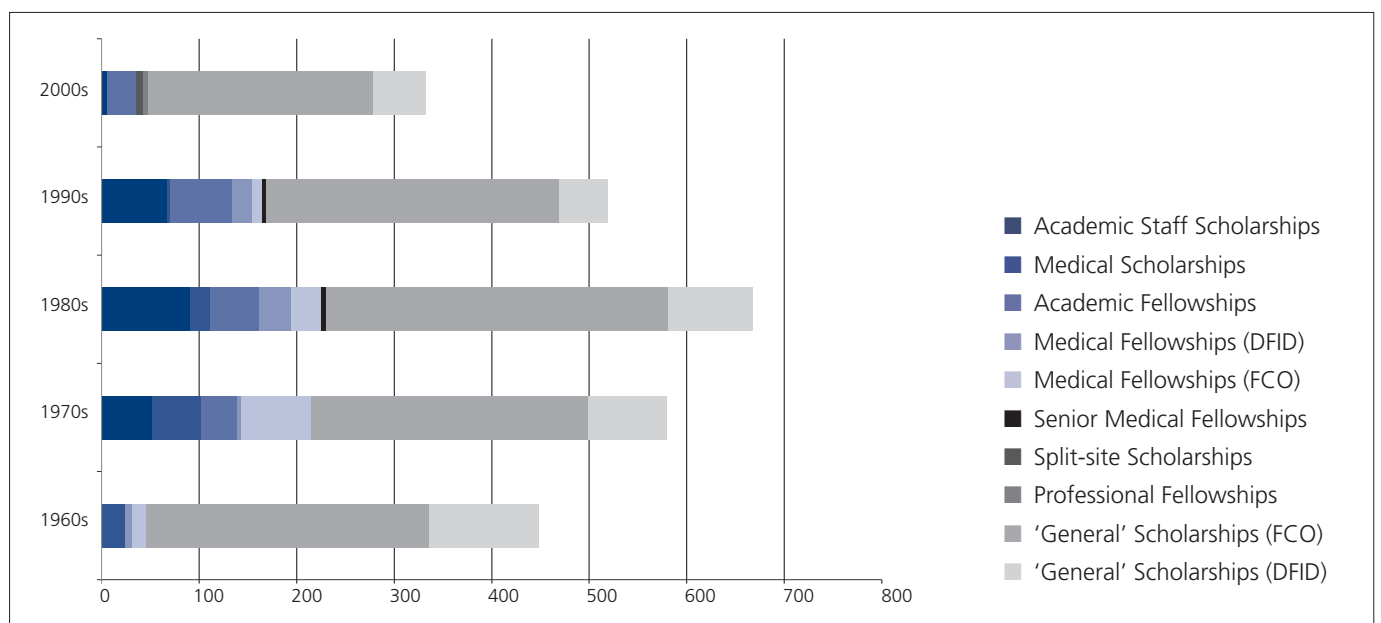


Figure 1: All Asia-Pacific award holders, by scheme and decade

As this region comprises both developing and developed nations, different criteria apply to the different awards. For awards to citizens from developing countries (funded by DFID), candidates must demonstrate that their studies will have a positive impact upon the development of their home country following their return. Developed country candidates are selected on the basis of their leadership skills, in areas such as conflict resolution, climate change, economic sustainability, and global security, in line with both FCO and BIS priorities. It should be noted that all alumni from developed countries surveyed in this report were funded by the FCO.

Country allocation

63% of Commonwealth Scholarships and Fellowships awarded since 1960 have been to citizens of Australia and New Zealand, 29% to citizens of South East Asian countries, and 8% to citizens of the Pacific Islands. This difference is consistent with the variation in population sizes between the sub-regions (see Table 1).

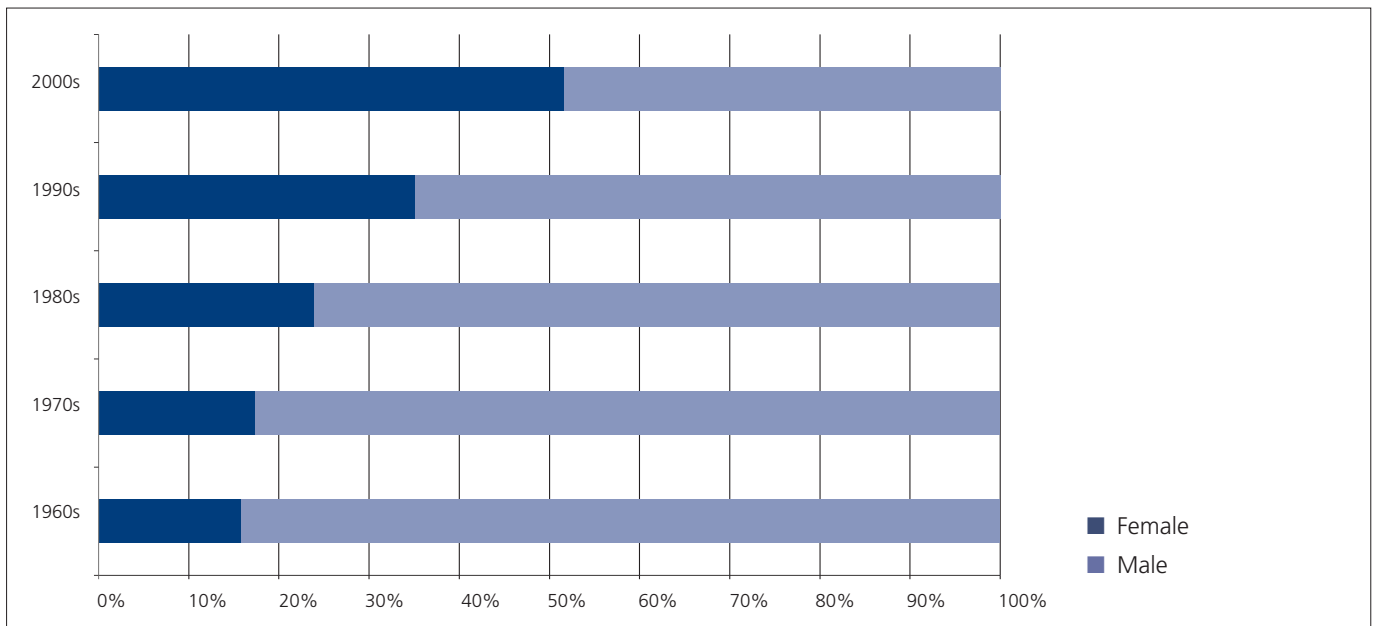
Country	1960s	1970s	1980s	1990s	2000s	Total	Population (2010)
Australia	232	264	279	220	157	1,152	22,328,800
Brunei Darussalam	3	1	0	1	2	7	398,920
Fiji	5	13	24	3	16	61	854,098
Kiribati	0	0	0	0	1	1	99,547
Malaysia	66	96	144	115	51	472	28,401,071
Nauru	0	0	0	1	1	2	10,000
New Zealand	78	103	116	96	69	462	4,370,300
Papua New Guinea	1	16	31	27	12	87	6,888,387
Singapore	59	76	63	37	16	251	5,076,700
Solomon Islands	0	0	1	3	2	6	535,699
Tonga	3	2	5	11	5	26	104,260
Tuvalu	0	0	0	2	0	2	9,827
Vanuatu	0	0	0	2	0	2	239,651
Samoa	1	9	5	1	1	17	178,943
Total	448	580	668	519	333	2,548	

Table 1: All Asia-Pacific awards, by decade³¹

The number of awards made to citizens of the Pacific Islands has increased fairly consistently over the decades, with candidates from the smaller nations of Nauru, Tuvalu, and Kiribati having been granted awards recently. It is worth noting that the slight dip in the number of awards made following the 1980s is reflective of the political situation in Fiji, and coincides with its periods of suspension from the Commonwealth. Candidates from Papua New Guinea have received the largest number of awards over the last five decades, which is consistent with its population being over three times the size of all the other Commonwealth Pacific Island nations combined. There are, understandably, a much smaller number of awards made to citizens of Vanuatu, Kiribati, and Tuvalu, but it is encouraging to note that these have become more regular over the last two decades.

When considering the data above, it should be noted that awards for citizens of Brunei Darussalam and Singapore received development funding until 2002. From 2003 until 2009, however, they were funded by the FCO on the grounds of public diplomacy, to reflect the change in their development status. Since 2009, these awards, along with those for Australian and New Zealand award holders, have been funded by BIS, in conjunction with UK universities.

31 Population statistics taken from the World Bank, 'Data: Population, total' (2010) <<http://data.worldbank.org/indicator/SP.POP.TOTL>>, except for Nauru, which is taken from World Health Organization, 'Countries: Nauru' (2009) <<http://www.who.int/countries/nru/en>>



Gender balance

Figure 2: All Asia-Pacific awards, by gender

Traditionally, a substantially larger proportion of awards has been made to men than women in the region as a whole, regardless of the individual country's stage of development. This gender balance has improved recently; although the number of awards has decreased overall, more women than men are now being selected for awards. Of the 333 selections made of citizens from the region in the last decade, 48% were men and 52% women. The proportion of women candidates selected for awards has more than tripled since 1960, when only 16% of selected candidates were female. These trends are consistent in two of the three sub-regions. Although the proportion of women candidates selected has not increased as much in South East Asia, it is a positive move reflecting the global desire to improve access for women to all sorts of opportunities.³²

This trend reflects the gender spread across all Commonwealth Scholars and Fellows. Of the 686 female Commonwealth Scholars and Fellows selected from the region since 1960, 90% have been 'general' Scholars, Academic Staff Scholars, or Split-site Scholars. Women actually outnumber men in the Split-site Scholarship scheme, with 56% of selected candidates being women. Although the number of Academic Fellowships awarded to women has been small (only 26 in total), this is improving. In the 1970s, the ratio of selections was 19:1 in favour of men; however, by the 2000s, this had improved to 9:7.

Where and what did they study?

Commonwealth Scholars and Fellows are placed at host institutions and organisation all over the UK, and award holders from the Pacific Islands and South East Asia are distributed across a wide range. The most popular institutions for Australian and New Zealand Commonwealth Scholars are the Universities of Oxford and Cambridge.

Comparisons across the decades show that candidates' chosen subjects of study have been relatively consistent. For citizens of the Pacific Islands, these subjects are commensurate with regional developmental priorities, such as education, growth, health, and agriculture. Focus areas for candidates from Australia and New Zealand include science and innovation, health, and the arts, although there has been a fairly significant increase in the past decade in those choosing to study governance-related subjects. South East Asian candidates are similarly focused on science, as well as economic growth and environmental sustainability.

³² See www.un.org/millenniumgoals/gender.shtml

Table 2 shows the subjects studied by award holders from the region since 1960, based on the CSC's categorisation. The data demonstrates that the subject area of science, technology and engineering is the most popular, with just under one third (31%) of Commonwealth Scholars and Fellows studying in this area. Health subjects and those categorised as arts and humanities are also popular, with 17% and 16% respectively. Governance has become increasingly popular over the decades, with 30% of the 298 selections in this subject area made in the 2000s.

Table 2: All Asia-Pacific award holders, by category of study

Category of study	Number of award holders
Agriculture	62
Education	56
Environment	192
Governance	298
Growth	140
Health	426
International relations	157
Other arts and humanities	410
Science, technology and engineering	799
Unclassified	8
Total	2,548

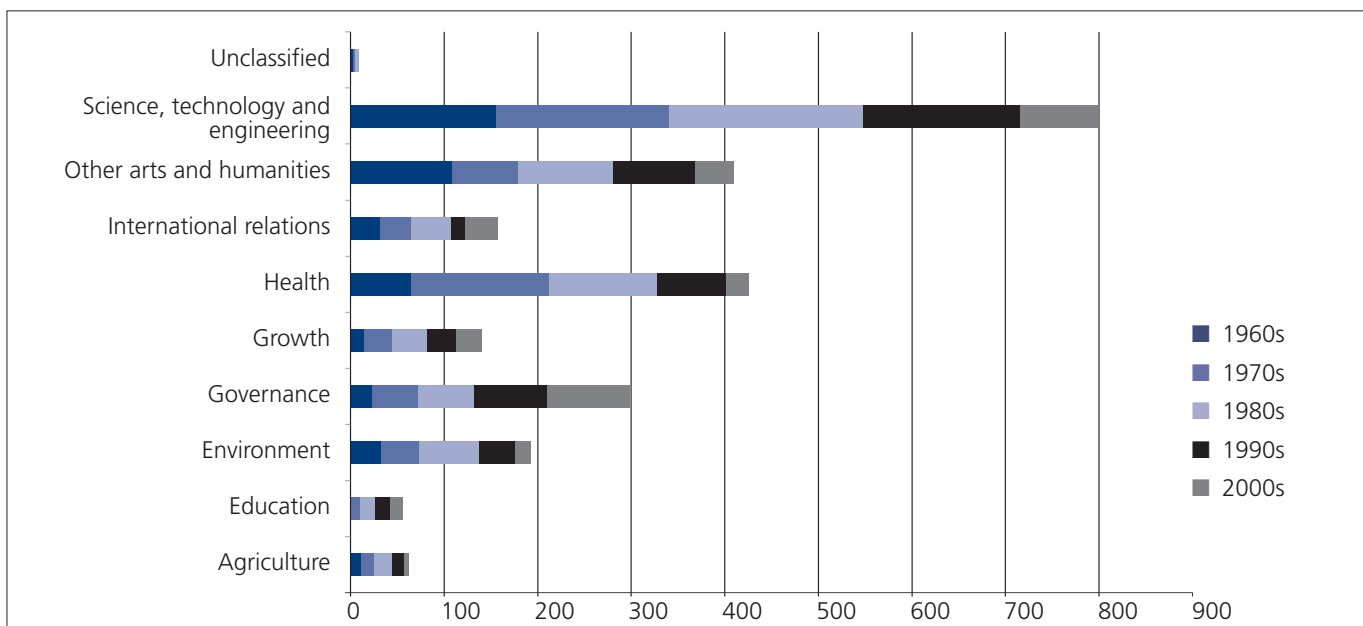


Figure 3: Categories of study of all Asia-Pacific award holders, by decade

In summary

Through the analysis of awards made to candidates from the Asia-Pacific region, we can see that:

- the number of awards made to citizens from the Pacific Islands has increased from an average of one per year in the 1960s to an average of 5 per year in the 2000s
- the gender gap is beginning to close across the region, with six times as many women being selected for awards in the 2000s, compared to the 1960s
- areas of study have remained fairly consistent over time, with the sciences being dominant. However, we are seeing an increase in social sciences, and in particular the study of subjects related to governance

3. Assessing the impact

What do our award holders from the Asia-Pacific region go on to do?

This section will give an overview of the current employment status of the 391 Asia-Pacific Commonwealth Scholars and Fellows who responded to the 2008 evaluation survey. It is important to note here that the majority (45%) originate from Australia, with 31% from South East Asian countries and 21% from New Zealand. Only 3% of responses came from citizens of Pacific Island countries, and over half of these (55%) from Fiji. Even taking these low numbers into account, however, the findings can be said to have some validity, particularly when looking at individual examples of impact.

Geographical location

The majority of respondents to the 2008 survey reported that they have returned to their home countries following the completion of their studies. 100% of Pacific Island respondents were working in their home countries, along with 97% of those from South East Asia and 75% of those from Australia and New Zealand. Of the 25% of Australian and New Zealand alumni not based in their home country, 10% of Australians and 5% of New Zealanders were living in the UK.

The CSC requires all award holders to return home after their award so that they can contribute to their country's developmental and other needs and priorities. Even acknowledging the small sample size, the fact that 100% of Pacific Island respondents were working in their home country is an encouraging result, as this region often suffers from the effects of 'brain drain', with many people leaving to work in nearby Australia and New Zealand to earn money for remittances.³³

Employment destination

Most survey respondents were employed as professionals; roughly three-quarters classified themselves in this way (75% of respondents from Australia and New Zealand, 73% from the Pacific Islands, and 72% from South East Asia), and 23% were working in a managerial context. The majority (77%) of these professionals held either a teaching or a research position. Of those classifying themselves as managers, 43% were also working in education. It is difficult to assign alumni to any one employment area, as we often find that, for example, those who are working in education now have previously held positions in government or have acted in an advisory capacity to commissions, as well as having an impact in other areas through projects.

49% of managers held positions as chief executives, senior officials, and legislators. The most likely area of employment for this group was professional, science and technical activities. 19% of respondents in total reported working as chief executives, senior officials, and legislators.

The survey findings

The following section comprises an analysis of the responses of Asia-Pacific award holders to the 2008 survey. The impact assessment will look in particular at the individual impact in relation to knowledge and skills gained, and how this has translated into practical effect through their working practices. The developmental impact of the awards will also be considered, through separate analysis of key priority areas.

33 Browne and Mineshima

Who responded from the Asia-Pacific region?

Of the 391 respondents from the region, 32% were female. Over half (52%) of respondents held awards in last two decades; where these alumni are making an impact in their home countries, we would expect them to continue to do so for potentially the next two decades.

As stated above, there was a considerably small number of respondents (11) from the Pacific Islands, reflecting a small sample group of 66. These responses came predominantly from Fiji, as well as Papua New Guinea. Analysis for the Pacific Islands will, therefore, focus on case studies.

Pacific Islands

199 Commonwealth Scholarships and Fellowships have been awarded to candidates from the Pacific Islands since 1960, with 80% of award holders being men and 20% women. As shown in Table 3, the gender gap has narrowed significantly to a ratio of 19:29 in the 2000s, compared to 0:10 in the 1960s.

Table 3: Gender of Pacific Island award holders since 1960, by decade

Decade	Proportion of female award holders	Proportion of male award holders
1960s	0%	100%
1970s	5%	95%
1980s	18%	82%
1990s	18%	82%
2000s	45%	55%
Total	20%	80%

Alumni from this sub-region are predominantly from Papua New Guinea and Fiji, although a significant number are also from Tonga and Samoa. The majority of Pacific Island award holders have held 'general' Scholarships for Master's and PhD study. Over a third (36%) of all selections of Pacific Island candidates have been for Academic Staff Scholarships, most of whom were nominated by the University of the South Pacific. Of the total number of Academic Staff Scholars, 60% have been from Papua New Guinea and 30% from Fiji. These two countries have a good spread of alumni across all the scholarship and fellowship schemes, in fact.

Fiji paradox

A high proportion of Commonwealth Scholars and Fellows have hailed from Fiji, compared to other Pacific Island nations, considering its size and history. Fiji has suffered from issues of governance and political disharmony in recent years, which have resulted in its suspension from the Commonwealth on a number of occasions. The first and longest period of suspension started in 1987, and lasted for 10 years; the second was from June 2000 to December 2001. No Fijian candidates were selected for Commonwealth Scholarships or Fellowships during these periods. Following Fiji's initial suspension from the Commonwealth in December 2006, the CSC did make a small number of selections.³⁴ However, upon full suspension being activated in September 2009, no further selections were made and Fijian citizens remain ineligible for Commonwealth Scholarships and Fellowships (with the exception of Commonwealth Professional Fellowships, for the specific purpose of building the capacity of civil society organisations) to the present day. Given its history and long periods of ineligibility, it is interesting to note that Fiji's total of awards since 1960 is quite robust, at 63. This is only 28 less than Papua New Guinea, whose population is eight times larger than that of Fiji.

34 This was in line with Commonwealth policy on non-governmental arms of the Commonwealth exercising their own discretion.

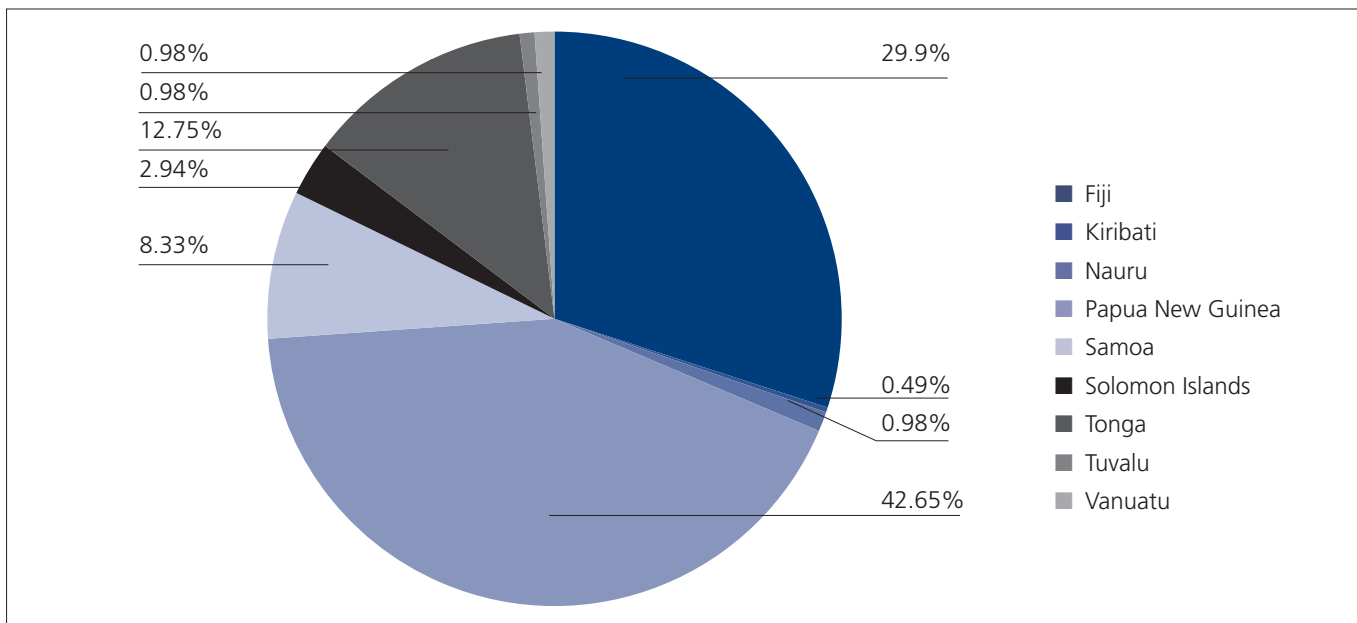


Figure 4: Pacific Island awards since 1960, by country

Table 3 shows trends in the areas of study of Pacific Island award holders across the decades, and it can be seen that certain subjects, such as science, technology and engineering, governance, growth, health, and education, have traditionally been a focus for this sub-region, reflecting national concerns. These trends are also echoed by the survey respondents, 36% of whom studied growth-related subjects and 18% each studied agriculture, governance, and education-related subjects.

Category of study	.1960s	1970s	1980s	1990s	2000s
Agriculture	0%	20%	20%	40%	20%
Education	3%	14%	34%	28%	21%
Environment	0%	38%	38%	15%	8%
Governance	3%	22%	25%	28%	22%
Growth	9%	9%	30%	17%	35%
Health	9%	21%	24%	30%	15%
International relations	0%	0%	44%	33%	22%
Other arts and humanities	0%	50%	25%	13%	13%
Science, technology and engineering	5%	19%	45%	19%	12%
Unclassified	100%	0%	0%	0%	0%
All award holders	5%	20%	32%	25%	19%

Table 4: Distribution of Pacific Island award holders since 1960, by category of study

With regard to the survey, the sample size for the Pacific Islands was 66 alumni, and there were 11 responses. Of these, four were women and 11 were men. Eight of the alumni held 'general' Scholarships for Master's study, while the others held Commonwealth Split-site Scholarships or Commonwealth Academic Fellowships.

Impact on individuals and institutions

Nine Pacific Island alumni stated in their survey responses that they would have been unable to undertake the same study programme in the UK without their award, and seven would have been unable to undertake a similar programme in another country. Six stated that they would have been unable to undertake a similar programme in their home country, and five would not have undertaken such a programme at all.

Knowledge gained

Alumni were asked for their perceptions of the impact of the knowledge and skills which they gained from their awards. Nine respondents felt that they had gained knowledge in their field of expertise, with seven stating that they felt this gain was significant. Eight individuals also felt that they were able to access equipment and expertise not available in their home countries. A highly positive response was recorded with regard to analytical and technical skills: nine people reported an increase, of which seven said this was significant. Eight respondents reported requiring skills in managing and organising people and projects.

Knowledge utilised

The actual impact of awards is measured through the application of the above-mentioned skills in a practical context and the ways in which this can create employment and promotion opportunities for alumni, resulting in career enhancement generally. Of those who responded to this particular question, 11 Pacific Islanders who were students before their award reported being offered a job within 12 months of completing it. Eight people who had been employed prior to commencing their award reported that they were able to obtain a more senior post following it. Eight respondents also reported that they believed that their award helped advance their careers in the long term, to the extent that seven respondents said that their income put them amongst the top 20% of earners within their country.

Ten respondents reported using the skills and knowledge gained on their award in their current employment, and all said that they have been able to influence and make changes in their workplace as a result of their award.

International links and collaboration

Commonwealth Scholarships and Fellowships also aim to encourage the creation of international links, collaborations, and partnerships. This, combined with the opportunity to access otherwise unavailable expertise and equipment, deepens the international impact of the awards. Six Pacific Island alumni reported keeping in contact with UK universities post-award. Three individuals reported maintaining links with professional associations and work contacts in the UK, while two kept in touch via the CSC's Professional Networks. Pacific Islanders did not report maintaining any social links with the UK.

Wider impact on society

All respondents were asked to report their involvement in 12 key priority areas for leadership and development, at both professional and voluntary levels.

Agriculture

Agriculture 'provides more employment than any other sector in Pacific Island countries' and, as such a huge sector of production, these nations rely on its growth to generate future economic sustainability.³⁵

Five Pacific Island survey respondents reported having an impact in Agricultural/Rural Productivity in some way. Of these, two were from Papua New Guinea, and one each from Fiji, Samoa, and Tonga.

Five respondents reported having a governmental influence in the area, and four reported both governmental and socioeconomic influence. Two of the respondents had studied a subject related to agriculture, whereas two had studied subjects aligned to education and went on to have an impact in this field. Types of award also varied across this field, with respondents having held 'general' Scholarships for Master's and PhD study, as well as Academic Fellowships.

35 Australian Agency for International Development (AusAID), *Pacific 2020: Challenges for Development and Growth* (Canberra: AusAID, 2006)

Dr Lafitai Fuatai was a Commonwealth Academic Fellow in 1999, and is from Samoa. His award was focused on Agricultural Extension/Education and held at the University of Reading. He is currently Director of the Centre for Samoan Studies at the National University of Samoa, where his main responsibilities include overseeing *'the teaching of undergraduate and Master's programmes, research, and promoting [the Centre] as a centre of excellence in research and teaching in Samoan Studies'*.

Lafitai was previously Project Officer (Market Analysis) at the University of New England, Australia, from 2006-2007. Prior to this, he was employed at the University of the South Pacific in Samoa from 1993-2004, where he was Acting Pro Vice-Chancellor from 1997-1999.

From 2001-2003, Lafitai was able to make an impact on governmental policy as a non-governmental representative of the Institutional Strengthening Programme at the Department of Education, Samoa. He has also *'worked with university students, through their research activities, to recommend to agricultural policymakers changes needed in rural environments to improve smallholder productivity in communication, livestock, and crop production practices'*.

Lafitai has also had an impact in the field of education. *'I was in charge of a 3-year regional curriculum project ([covering] 10 island countries) in agricultural education, in which teacher and student resource materials for secondary schools were developed to assist curriculum development overall in the aforesaid countries.'*

Lafitai has been involved in a number of research projects looking at the harmful effects of agricultural chemicals on both the environment and people. He has conducted research into organic agriculture as a viable production pathway, and has been involved in research projects using rigorous methodologies that highlighted the importance of research applications in social science.

Making use of offshore resources

Reuben Sulu, a Commonwealth Scholar from the Solomon Islands, was selected in 2006 to study a PhD at the University of Newcastle's School of Marine Science and Technology. As only the seventh Solomon Islander to be awarded a Commonwealth Scholarship or Fellowship, he felt a certain amount of responsibility as well as excitement at receiving his award. During the first year of his scholarship, he explained the importance of his studies.

'My research will be on fish biology and fisheries management. I will investigate the effects of fishing on coral reef fishes and its dynamic relationship with socioeconomic factors. The social-ecological systems approach to resource management represents a paradigm shift from the traditional single-species fisheries management models, but urgently requires underpinning by detailed case studies. This study hopefully is one of those case studies.'

*'My studies have direct relevance to the needs of my country. The Solomon Islands is a maritime nation and 85% of its population are rural and live on the coasts. They rely heavily on marine resources. My studies will contribute to marine resources use and management, both at grassroots and national government level. It will also help in my teaching of fisheries students at my regional university.'*³⁶

36 This case study was submitted prior to the 2008 evaluation survey.

Education

A region's development, sustainability, and future security are dependent upon access to good-quality education. The MDGs highlight this need, albeit linked principally to primary and secondary education. The Asian Development Bank has noted that tertiary education is often neglected, but it is this further level of education that will develop the minds and skills of young people and turn them into tomorrow's leaders.³⁷ In a region with few higher education institutions, opportunities such as those afforded by Commonwealth Scholarships and Fellowships are central to maintaining the link between present and future development.

Four Pacific Island respondents reported they had contributed to the Quantity and Quality of Education through projects, and four believed that they had had a socioeconomic impact in this field. Five respondents, including Laisiasa Merumeru (see case study box below) reported having an influence on government through educational policy.

Laisiasa Boginivalu Merumeru, a Commonwealth Scholar from Fiji, completed his MA in Inclusive Education at the Institute for Education, University of London, in 2005. He has been an Inclusive Education Advisor to the Curriculum Advisory Unit of the Ministry of Education in the Cook Islands since 2008. His role is *'to facilitate an inclusive education policy implementation plan by offering advice and providing inclusive education professional development training and advocacy for teachers, teacher aides, and other stakeholders'*.

To do this, Laisiasa, at the time of the survey, was facilitating a project, inviting *'the Ministry of Health, Internal Affairs (more specifically, Social Welfare) Department, and Ministry of Education to draw up a memorandum of understanding on how we can work together to identify children with disabilities early and provide some transitional interventions programmes before referral to schools. I have also proposed a project titled "Partners in advocacy for Inclusive Education: exploring options, relationships and best practices through action research – A Pilot Project in the Cook Islands". An outcome of this project will be a completed review document for inclusive education policy that will be presented to government for consideration'*.

Laisiasa firmly believes that *'inclusive education is a human rights/social justice-driven agenda that is a process of change that will ensure the removal of discriminatory policies and social inequalities'*.

Lydia Lute Hiawalyer was a Commonwealth Academic Staff Scholar in 2001, studying MA English for Specific Purposes at the University of Birmingham. Upon returning to her position as a teaching and curriculum lecturer at the University of Papua New Guinea, she found that her scholarship enabled her to contribute to improving the quality of education.

'I came back to the University of Papua New Guinea in 2002 and continued to facilitate the learning of study skills for first-year science students. Two years on, I was promoted to be a trainer of trainers, teaching the academic staff how to facilitate their students' learning and overseeing the teaching evaluation of staff members. I find my job a lot easier, as I was taught in the Master's programme how the curriculum components should be taken into consideration when writing up a course. The university also plans to offer in-house training courses to its other campuses in the provinces in 2008, in which I will be involved.'

37 ADB, 'Education in the Asia and the Pacific' (2011)

*'In addition, I will be helping the School of Natural and Physical Sciences to facilitate and administer a graduate diploma programme in Communication of Science and Technology. This will be offered to fourth-year science students, and also practicing scientists out in the field who would like to do two things: improve their writing style and the readability of their work within the context of a research paper, and effectively communicate scientific information to the farmer at village level. We will be dealing with scientists from all over Papua New Guinea and it is going to be a challenging task, but I am looking forward to working with the team, empowered by the knowledge gained from my studies in the UK.'*³⁸

Governance

Strong governance is essential to ensure the economic growth of countries which rely heavily on trade as the basis of their economies. Governments must also be inclusive, transparent, and accountable in order to work effectively at local and national levels. Improved governance alleviates problems with the coordination of domestic resources to support the population, and also develops a country's international standing so that arrangements with other governments can be put in place, in turn contributing to better regional governance overall.

Dr Norlie Miskaram came from Papua New Guinea in 1975 on a Commonwealth Scholarship, for an MSc in Geography at the School of Oriental and African Studies, University of London. She is now an Associate Professor of Geography at the University of Papua New Guinea, where she has worked since 1987.

She has had an impact on the structure of her department, through working with other departments both within the university and at the University of South Australia to develop a new course in Environmental Science and Geography, which was *'instrumental in the merger of [the] Environmental Science and Geography [departments] two years ago'*. Formerly, as Head of Geography at the university, she was able to contribute *'in the development of strategies and options for the Office of Higher Education'*.

Norlie has had other opportunities to exercise her governmental influence, through the *'writing of a White Paper for the National Executive Council (NEC), on strategic options for the development of environment and conservation. I have also contributed to a report to the NEC on provincial government reform, and have worked with the World Bank and the Asian Development Bank, undertaking projects and producing reports on various road projects'*.

It is particularly difficult to place alumni from the Pacific Islands into any one specific area of impact. As shown in the above case studies, there is a great deal of crossover impact within the key fields of education, agriculture, and governance. This is a positive reflection on Commonwealth Scholarships and Fellowships, as it demonstrates that our alumni are making as large an impact as possible in their home countries.

³⁸ This case study was submitted prior to the 2008 evaluation survey.

Australia and New Zealand

Overall, 1,508 awards have been made to citizens of Australia and New Zealand since 1960, 1,128 to Australians and 452 to New Zealanders. Of these awards, 70% were held by men and 30% by women. Interestingly, the gender spread within each of the two countries is exactly the same as the overall ratio of 7:3 in favour of men. However, the gender gap has decreased over the decades leading up to the 2000s, when there were, for the first time in this sub-region, more women award holders than men.

Table 5: Gender of Australia and New Zealand award holders since 1960, by decade

Decade	Female	Male
1960s	17%	83%
1970s	21%	79%
1980s	27%	73%
1990s	41%	59%
2000s	54%	46%
Total	30%	70%

Sciences, the arts and health have always been popular areas of study. However, in recent years, there has been an upsurge in the number of award holders choosing to study governance-related subjects. Since 1960, approximately 57% of Australians and New Zealanders have held 'general' Scholarships for PhD study, 8% have held Academic Fellowships, 7% have held 'general' Scholarships for undergraduate study, and the remainder have held 'general' Scholarships for Master's-level study. Candidates from this region may now apply for PhD study only.

Table 6: Distribution of Australia and New Zealand award holders since 1960, by category of study

Category of study	1960s	1970s	1980s	1990s	2000s
Agriculture	38%	8%	31%	8%	15%
Education	0%	17%	50%	0%	33%
Environment	21%	20%	30%	15%	14%
Governance	7%	14%	18%	27%	34%
Growth	12%	26%	23%	18%	22%
Health	14%	42%	26%	13%	4%
International relations	19%	19%	26%	9%	26%
Other arts and humanities	26%	17%	24%	22%	10%
Science, technology and engineering	22%	24%	25%	21%	8%
Unclassified	20%	20%	60%	0%	0%
All award holders	19%	23%	24%	20%	14%

Impact on individuals and institutions

Just over half of the survey respondents from Australia and New Zealand stated that they would have been unable to undertake the same UK programme without their award. 36% stated that they would have been unable to undertake a similar programme in their home country, and 17% would not have undertaken such a programme at all.

Knowledge gained

100% of Australian and New Zealander respondents felt that they had gained knowledge in their field of expertise, with 93% stating that they felt this gain was significant. 90% of these alumni also felt that they were able to access equipment and expertise that were unavailable in their home countries. A highly positive response was recorded with regard to analytical and technical skills, where 97% of respondents reported an increase, 84% a significant increase. 64% of respondents reported requiring skills in managing and organising people and projects.

Knowledge utilised

68% of respondents who had been students prior to their award reported that they were able to secure employment within 12 months of completing it. 35% of those who had been employed before their award reported that they were able to obtain a more senior post following it. 87% of respondents reported that they believed that their award helped advance their careers in the long term, to the extent that 80% of respondents said that their income was in the top 20% within their country, with over half of these being in the top 10%.

90% of respondents reported using the skills and knowledge gained on their award in their current employment, and 83% believed that they have been able to influence and make changes in their work as a result of their award.

International links and collaboration

92% of respondents from Australia and New Zealand reported maintaining contact with UK universities, and 72% also maintained links with professional associations in the UK. However, while 84% of respondents from this sub-region had retained work contacts, less than half had maintained links with the CSC Professional Networks. Australians and New Zealanders had also maintained a high rate of social contacts in the UK, at 95%.

Wider impact on society

Climate change, natural disasters, and environmental sustainability

One of the main challenges for this region lies in its geographic location; New Zealand is situated on the Pacific Rim, and Australia is a large country exposed to extremes of climatic conditions, with all its main centres located on the coast and therefore highly vulnerable. The associated consequences of flooding, tsunamis, and earthquakes can have a huge impact economically, in both the short and long term. While such events cannot be averted entirely, repercussions can be made more manageable through improving weather forecasting systems, as Dr Michael Foley is doing (see case study box on page 20), or establishing new building or architectural policies.

Graeme Robert McIndoe, from New Zealand, was awarded a Commonwealth Scholarship to complete an MA in Urban Design at Oxford Brookes University in 1985. Since completing his studies, Graeme has returned to New Zealand, where he has had a significant impact on the infrastructure policies of some of New Zealand's larger cities. Since 1992, he has *'assisted with the nationally-significant statutory design guide initiatives by Wellington City Council. Success here has led other local authorities to adopt a similar approach and I have completed many of the second generation of design guides'*.

Graeme has also been able to make an impact on a national level as well. *'I wrote the discussion paper on a national policy for the built environment which was confirmed by the Minister for the Environment as the catalyst for the New Zealand Urban Design Protocol. Also at a national level, I co-authored a design guide for urban New Zealand, and was on the Leaders Group of the National Taskforce for Community Violence Prevention, and the Urban Amenity and Urban Issues working groups. Recently, I wrote the Urban Design Toolkit and was principal co-author of the Value of Urban Design, a document cited in both UK and German government publications.'*

Graeme's involvement in the development of this area can also be seen from an educational viewpoint, as he has *'co-written a national urban design training curriculum for New Zealand, and continue[s] to deliver training to local authorities and government.*

'Following intensive involvement [in this area] over many years, I chair the Council-appointed Technical Advisory Group for the Wellington public waterfront. This waterfront and its process are seen as an exemplar in New Zealand, and I have been appointed to a similar group for the Auckland City waterfront.'

28 alumni from Australia and New Zealand reported having an impact in the area of Environmental Protection. 16 of these believed that their impact or influence has been felt on a governmental level. 14 people reported having a wider socioeconomic impact in the area, and 32 people reported that they had impacted on environmental projects. It is hard to draw conclusions from the number of responses, but it may be that, with the current environmental conditions in the region, environmental protection and climate change will become a future area of focus.

Dr Michael Foley, an Australian, was awarded a Commonwealth Scholarship to study a DPhil in Physical Chemistry at the University of Oxford in 1992. He is now a Meteorologist at the Australian Bureau of Meteorology, where he is *'currently involved in implementing a new graphical forecasting system which will replace the current weather forecast production methods used in Australia'*.

Throughout Michael's career as a severe weather meteorologist, he has been involved in *'supporting warning services for tropical cyclones and other severe weather phenomena. I worked to improve procedures, built links between our organisation and emergency services, undertook public education, and conducted local research to improve understanding of and ability to forecast such weather systems.'*

'My current role involves implementing a new system whereby weather forecasters will be able to provide a much wider range of services to the community, including 7-day public and marine forecasts for the entire Australian continent. It will allow forecasters to incorporate more easily new techniques into their forecast process, leading to continuing improvements in forecast quality.'

Science, technology and innovation

The largest category in which impact was reported by respondents from Australia and New Zealand was Scientific and Research Applications – 46% confirmed that they had had an impact in this area. There is a particular focus in New Zealand on its Science Strategy, which has entered its most 'intense' phase this year with the launch of a new Ministry of Science and Innovation, aiming to simplify policies and procedures and bridge the gap between science and industry. The New Zealand Prime Minister has said that 'Investing in science and innovation is a vital foundation for our economic strategy'.³⁹

The Inspiring Australia strategy was launched in February 2010. The report found that 'A capable science workforce is a prerequisite for the Australian Government's innovation agenda. Thus students need enhanced experiences in science and mathematics to help ensure an adequate supply of professionals with appropriate skills'.⁴⁰

39 Mapp, Wayne, 'Launch of Ministry of Science and Innovation', speech, 1 February 2011

40 Australian Department of Innovation, Industry, Science and Research (DIISR), *Inspiring Australia: A National Strategy for Engaging with the Sciences* (Canberra: DIISR, 2010)

Professor Cheryl Elisabeth Praeger AM completed a DPhil in Mathematics at the University of Oxford in 1973, on a Commonwealth Scholarship. Originally from Australia, she is currently a Professor at the University of Western Australia, a member of the Australian Mathematics Trust Board, and Chair of the Australian Mathematics Olympiad Committee. She was appointed a Member of the Order of Australia in 1999, and was also awarded a Centenary Medal by the Australian government in 2003.

Through mathematics, Cheryl has been able to have an impact in a host of areas. As a Core Member of the Prime Minister's Science and Engineering Council from 1989-1992, she provided *'expert advice to government ministers on scientific and technological issues'*. She was also a member of the Women in Science Engineering and Technology Advisory Committee (WISSET) and its subcommittee from 1993-1995; WISSET *'advised the Federal Minister for Science on factors affecting the career progression of women in science, engineering and technology in both the public and private sectors'*.

Cheryl has also had an impact in the field of education. She was a member, and then Chair (1994-1995) of the Western Australian Education Department Mathematics Consultative Group, whose function was *'to advise the State Minister for Education on a national outcomes-based education proposal'*. In 1984, she became one of four ministerial appointees to the Curriculum Development Council, which *'administered a programme of educational initiatives for primary and secondary school children, with a project budget of \$2,000,000 per annum'*. She was also a member of the Science Advisory Committee and the Management Committee for the Mathematics Curriculum and Teaching Project.

Dr Lianne Jane Woodward, a Commonwealth Scholar from New Zealand, started her PhD in Psychology at the University of London in 1988. Having held fellowships at the University of Auckland and the Christchurch School of New Zealand Medicine, she is now an Associate Professor at the University of Canterbury, where she has worked since 2005. She was awarded the Health Research Council of New Zealand's Liley Medal in 2005, for her outstanding contribution to health and medical sciences.

Lianne is also Principal Investigator of the Canterbury Child Development Research Group, *'which is conducting world class research on the life course development of at-risk children. Currently over 500 families are participating in this exciting work on: the neurological and developmental impacts of being born very preterm; the neuropsychological challenges impeding early learning and development in children born very preterm; the effects of prenatal drug exposure on the developing newborn, as well as the further impacts of childhood psychosocial adversity on the health, behaviour, cognitive and social development of this vulnerable group of children; and intergenerational cycles of family psychosocial disadvantage, parenting problems, disorder and family violence. Of particular focus are the life course factors associated with risk (continuity) and resilience (escape).*

'The results from these studies will directly benefit children locally, as well as making an important contribution to the world literature on clinical interventions with these vulnerable groups.'

Governance

Over the decades, we can see that award holders from Australia and New Zealand have increasingly chosen to study subjects relating to governance, such as law, philosophy, international relations, and conflict resolution. These alumni are, in turn, having an impact both at home and abroad in a variety of different ways. 18% of alumni from this sub-region reported having an impact in the area of Governance, while 21% reported an impact in Social Inequalities and Human Rights.

Reverend Michael Carter Tate AO was awarded a Commonwealth Scholarship to study a BA in Religious Studies at the University of Oxford in 1968. Michael has, throughout the course of his career, had a huge impact on the development and governance of Australia.

A Labour politician, Michael was elected to represent the state of Tasmania in 1977, and subsequently re-elected several times, his final term beginning in 1993. He served as Minister of Justice in the Hawke and Keating governments from 1987-1993. *'As Senator and Minister for Justice, I was able to make a major contribution to our parliamentary democracy and its relationship to government and the judiciary.'*

Following his resignation from the Senate in 1993, Michael was appointed as Australian Ambassador to the Netherlands and the Holy See, a position he held from 1993-1996. He was a member of the National Humanitarian Law Committee from 2000-2006, and was appointed an Officer of the Order of Australia in 1996.

Michael continues to make an impact in both political and local community circles, as he was recently appointed as Tasmania's first Parliamentary Standards Commissioner, advising the Integrity Commission on ethical matters relating to Members of Parliament, and he also currently serves as a Roman Catholic Parish Priest.

Strong notions of governance, law and human rights create more secure, stable and inclusive societies, which in turn are likely to be sustainably productive. Most examples of impact in this category come from those employed as government ministers, lawyers, and judges, with 9% reporting governmental influence in the area of Governance and 7% reporting governmental influence in the sphere of Social Inequalities and Human Rights. However, there are also many academics, who would class themselves as working in education, who have acted on a consultative basis for commissions and parliamentary bodies, and are also contributing to strong governance in Australia and New Zealand.

Dr Maurice James Ormsby, from New Zealand, started his Commonwealth Scholarship in 1970, studying DPhil Philosophy at the University of Oxford. He was Director, Kaupapa Māori at the Ministry of Foreign Affairs and Trade from 1993-1994. *'The job involved developing policy for the Ministry of Foreign Affairs and Trade to meet its obligations under the Treaty of Waitangi and also to recruit more Māori staff and develop staff policies to make the Ministry a more welcoming and bi-cultural institution.'* He was also a Deputy Director at the Ministry from 1998-1999.

Maurice has also had an impact in the area of International Relations. From 1977-1978, he was Second Secretary at the New Zealand High Commission in Samoa, and he was Political Counsellor to the Deputy Head of Mission at the New Zealand Embassy in Iran from 1986-1988.

His influence in the area of Social Inequalities and Human Rights has been through various papers he has authored. He developed papers for the New Zealand Ministry of Justice on 'Individual and Collective Rights' and 'Māori Tikanga and Criminal Justice', and on 'The Retention and Development of Māori Staff' for the Ministry of Foreign Affairs and Trade.

In 1997, he acted as the independent liaison with insurgent field commanders at the Bougainville Peace Talks between Bougainville separatists and the Papua New Guinea government, held at the Burnham Military Camp in New Zealand.

Alumni who have had an impact in the areas of Governance or Social Inequalities and Human Rights have been able to use their skills to have a developmental impact. Using their leadership initiative, some have created organisations that have benefited communities both at home and abroad.

Dr Esther Ruth Charlesworth, an Australian Commonwealth Scholar, started her DPhil in Post War Recovery Studies at the University of York in 2001. She is a perfect example of an alumna who is currently working in a teaching position, but who has had – and continues to have – a far-reaching impact both in her home country and beyond.

Prior to her award, and after working as a Senior Urban Designer for the City of Melbourne, Esther founded Architects without Frontiers Australia (AWF) in 2000. The organisation has *'has involved the Australian design community in implementing a range of architectural and landscape projects to help a range of communities in need. These projects range from waste pits in Nepal, to an orphanage for war widows in Kabul, to improving housing for Aboriginal communities in remote Australia.'*

Esther's DPhil research looked at ways in which expertise can be utilised to provide infrastructure and build projects to improve life in communities in need. AWF operates within the principles of the Millennium Development Goals, *'especially in relation to overcoming the causes of poverty and improving education, gender equality, health, and environmental quality'*. The organisation is currently involved in the design and construction of the Norfolk Island Hospital on Norfolk Island, Australia.

Esther has been a recipient of the Menzies-Harvard Scholarship, and a Community Service Fellowship from the American Association of University Women. She is currently a Senior Research Fellow at the Royal Melbourne Institute of Technology (RMIT), where she is *'developing research projects between the RMIT Global Cities Institute and the School of Architecture and Design. I am also developing international design projects for students interested in working with marginalised communities'*, thereby continuing to contribute to international development.

Education

The constant improvement of education is always strived for by developed nations. Tertiary education has become a global commodity, and universities are constantly in competition to draw in students through the quality of their courses and their teaching staff. Almost half (47%) of Australian and New Zealander respondents reported having an impact in the area of Quantity and Quality of Education, and 37% of these confirmed that their impact was achieved through projects. This is the largest group to confirm an impact in one area. Working in higher education allows alumni not only to increase the standing of their particular institution, but also to have an impact on students and their inspirations, to develop and influence curriculums, and perhaps even to use their scholarship training to advance a new profession.

Although education has been a consistently strong area of impact across the decades, initial areas of study are quite diverse and, in many cases where alumni are now employed as lecturers, they began careers in other field, such as government or science. While the majority of impact in this area is recorded in higher education, we have also seen examples of our alumni undertaking projects at primary and secondary levels.

Professor Angela R C Pack MNZM, from New Zealand, held a Medical Fellowship in 1982, researching Periodontal Health at Guy's, King's and St Thomas' Schools of Medicine, Dentistry and Biomedical Sciences. Following her award, Angela was able to use the knowledge gained to facilitate the development of a new profession.

'After demonstrating through several research surveys in published in the 1980s-1990s, showing that dental hygienists were urgently needed by the dental profession in New Zealand, I chaired the Committee on Dental Education that wrote the first curriculum for training hygienists, and the first course graduated hygienists in 1995. Today, the dental hygiene profession is well established in New Zealand, with a national dental hygiene association that was founded in 1996 and several hundred NZ trained dental hygienists are now working in dental practices in NZ. It is a profession here to stay!'

Until 2002, Angela was Head of the Periodontology Department at the University of Otago, where she was responsible for *'coordinating and supervising undergraduate and postgraduate teaching in the Bachelor Dental Studies (BDS) and Master Dental Studies (MDS) Periodontology degrees; the latter leads to specialist registration as a periodontist in New Zealand. I am also engaged in research in the clinical field of periodontology, especially guided tissue regeneration of tissues lost through disease'*.

Angela continues to be a strong advocate for dental hygienist training and presents continuing education courses both nationally and internationally. She is also an Annual Visiting Professor at the University of the South Pacific in Fiji.

Angela used to be President of the New Zealand Society of Periodontology and President of the ANZ (Australia and New Zealand) Division of the International Association for Dental Research, as well as Chair of the New Zealand Dental Association Committee on Dental Education. She was appointed a Member of the New Zealand Order of Merit in 2001.

Dr Richard James Campbell AM was awarded a Commonwealth Scholarship in 1968, to study a DPhil in Philosophy at the University of Oxford. Originally from Australia, and now retired, he is Emeritus Professor at the Australian National University, where he held a number of positions since 1967. Initially teaching and researching Philosophy, he was Dean of Arts from 1990-1994, and Pro Vice-Chancellor and Chairman of the Board of the Faculties from 1994-1998.

'My involvement in the public administration of education over the years 1971-1985 was considerable (and in addition to my university duties). My work with the Working Committee on College Proposals for the Australian Capital Territory (ACT) led to a major restructuring of public secondary education in the ACT. I then served as a member of the Interim ACT Technical and Further Education Authority in 1975 and 1976 (which included founding the Canberra School of Art), and as a member of the ACT Schools Authority from 1977-1985 – from 1979-1985 as Chairman.'

In 1986, Richard was appointed as Member of the Order of Australia, in recognition of his services to education.

Catherine Joy Hunt, from Australia, started her Commonwealth Scholarship in 1997, studying a DPhil in English Literature at the University of York. She is currently an Education Assistant, *'providing school students in New South Wales and the Australian Capital Territory with access to theatre, in the form of professional productions and workshops on aspects of theatre creation'*.

From 2005-2007, she was the Premier's Spelling Bee Coordinator at the New South Wales Department of Education and Training. *'The Premier's Spelling Bee [is] a state-wide competition which has had a significant impact in school communities across New South Wales since it was introduced in 2004. It has a high media profile that has generated a level of public interest in the project of promoting literacy both at a school level and in wider society. The regional and state finals are broadcast live by ABC, the national broadcaster, which has ensured that the subject of spelling and improved literacy has become a matter of public debate. The involvement of State Members of Parliament and the Premier of New South Wales in supporting and endorsing the competition, as well as the enthusiasm of the public for the project, have resulted in renewed focus on literacy as a matter of public educational policy.'*

South East Asia

The sub-region of South East Asia includes the three Commonwealth nations of Brunei Darussalam, Malaysia, and Singapore. 730 awards have been made to individuals from these countries since 1960. Over half (472) of these awards were made to Malaysian citizens, 251 to Singaporeans, and 7 to Bruneians. 78% of the awards were held by men, and 22% by women. The gender gap in South East Asia mirrors that in the other sub-regions and in the Asia-Pacific region overall, with a ratio of 7:3 in favour of men. However, as shown in Table 7, South East Asia is the only sub-region in which the proportions of female and male candidates selected for awards have yet to equalise.

Decade	Female	Male
1960s	15%	85%
1970s	13%	87%
1980s	21%	79%
1990s	27%	73%
2000s	49%	51%
Total	22%	78%

Table 7: Gender of South East Asia award holders since 1960, by decade

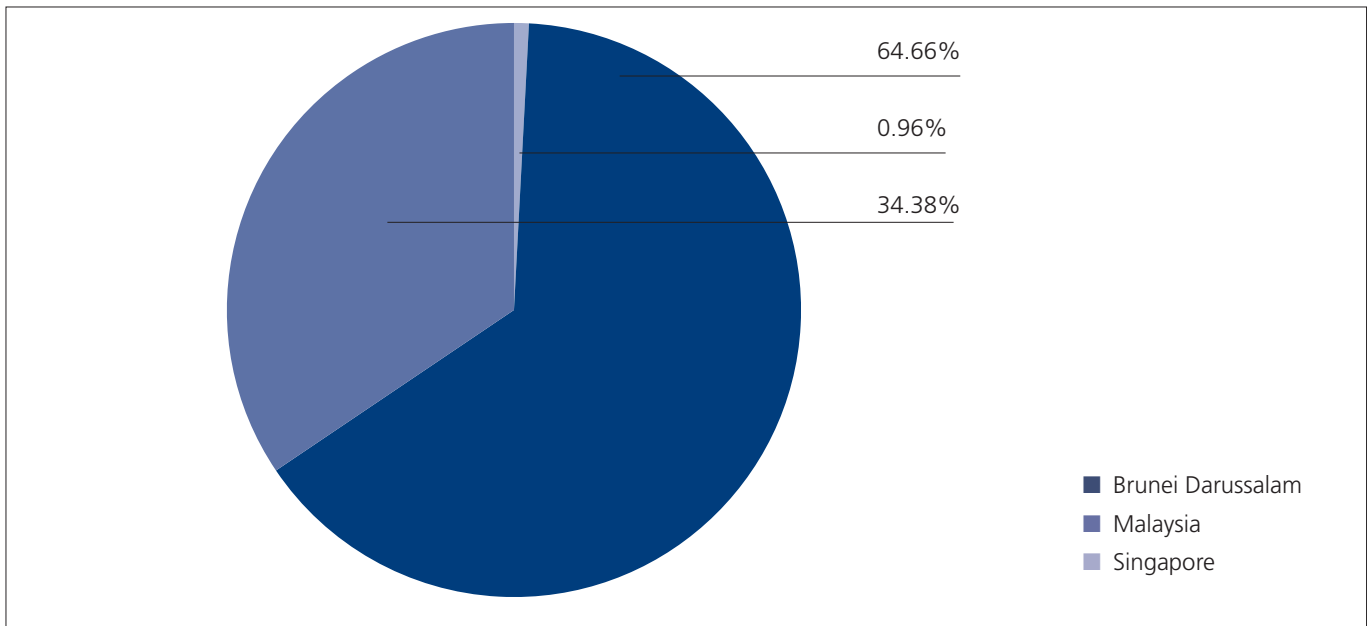


Figure 5: South East Asia awards since 1960, by country

Science, technology and engineering has been the most popular field of study, with 36% of South East Asian alumni choosing subjects in this area. 24% of award holders have chosen subjects related to health, and 12% subjects related to the environment. Award holders are spread fairly evenly throughout the remaining subject categories. Since 1960, approximately 32% of South East Asian award holders have held ‘general’ Scholarships for PhD study, and 30% have held Academic Fellowships. 34% have studied Masters’ degrees. It should be noted that candidates from Brunei Darussalam and Singapore are now eligible for PhD study only.

Table 8: Distribution of South East Asia award holders since 1960, by category of study

Category of study	1960s	1970s	1980s	1990s	2000s
Agriculture	18%	26%	36%	18%	3%
Education	0%	19%	19%	33%	29%
Environment	15%	20%	36%	26%	2%
Governance	17%	29%	24%	19%	12%
Growth	9%	21%	30%	33%	7%
Health	18%	28%	29%	20%	6%
International relations	26%	35%	26%	3%	9%
Other arts and humanities	45%	9%	27%	14%	5%
Science, technology and engineering	17%	22%	26%	21%	14%
Unclassified	50%	50%	0%	0%	0%
All award holders	18%	24%	28%	21%	9%

Impact on individuals and institutions

41% of survey respondents from South East Asia would have been unable or unlikely to have found other ways to undertake the same UK programme, without their Commonwealth Scholarship or Fellowship. 27% felt that they would have been unable or that it was unlikely that they would have found other ways to undertake a similar programme in another country. Just over half (51%) felt that they would not have undertaken a programme in their home country, and 21% of people would not have undertaken such a programme at all.

Knowledge gained

99% of South East Asian respondents felt that they gained knowledge in their field of expertise, with 87% considering that gain to be significant. 85% reported being able to access equipment and expertise not available in their home country. 93% confirmed an increase in their analytical or technical skills, and 78% were able to develop techniques for managing and developing people and projects.

Knowledge utilised

45% of respondents from South East Asia were able to obtain a promotion within 12 months of finishing their award. 81% confirmed that their award contributed to the long-term advancement of their careers. 92% reported that their award had increased their ability to influence and make changes in the workplace, and 97% confirmed that they were able to use the skills and knowledge developed on award within the course of their employment. 70% of respondents considered themselves to be amongst the top 20% earners in their country (21% in the top 10 and 12% in the top 5). 85% reported that they had been able to introduce new practices or innovations in their organisations as a result of the skills and knowledge acquired during their award.

International links and collaboration

69% of South East Asia respondents reported maintaining links with UK universities. 41% had maintained links with professional associations, and half of these award holders had maintained links with UK work contacts. 65% had maintained social contacts in the UK, but only 23% were signed up to the CSC Professional Networks.

Wider impact on society

Environment

One of the main challenges for this sub-region is how best to utilise the rich natural resources of these states in such a way that economies can grow without a detrimental impact on the environment. Malaysia has a number of targeted developmental strategies focusing on the environment; the three economic drives of the Sabah Development Corridor are agriculture, tourism, and manufacturing, all of which, without careful checking, have the potential to damage the environment. 31% of South East Asian respondents reported having an impact in the area of Environment Protection, with 25% reporting that impact through projects, 12% through influencing government, and 5% through socioeconomic impact.

Professor Dato' Azizan bin Abu Samah, from Malaysia, was awarded a Commonwealth Scholarship in 1986 to study a PhD in Meteorology at the University of Reading. Since 2003, he has been a Professor of Geography at the University of Malaya. His main responsibilities are to develop and lead *'research activities in the areas of meteorology, covering such fields as the studies of the Asian monsoon, [and] studies of severe wind in the Ross Sea Sector in the Antarctic'*.

Azizan coordinates the Malaysian Antarctic Research Program, and is also charged with *'developing Malaysian research in climate change and climate variability as Head [of the] Ocean and Earth System Observation and Simulation and Climate Change Unit'* at the Institute of Ocean and Earth Sciences, University of Malaya. He is Treasurer of the Pacific Science Association, and was awarded the title of Dato' in the 2006 Kedah State honours list.

The Sarawak Corridor of Renewable Energy aims to develop Sarawak into a developed state, in line with Malaysia's Vision 2020. The region is rich in natural resources, such as coal, gas, and hydropower, which, if it can be converted into cheaper electricity, will not just generate income for the region but also improve local livelihoods. The aim is to produce 'reliable, clean, efficient and competitively priced energy' to reduce a dependency on imports.⁴¹ The region's other resources of silica, palm oil, and timber can also be put to good use, through the aquaculture and livestock industries.

Dr Zahira Yaakob was a Commonwealth Fellow in 2001, researching the catalytic reforming of methanol or natural gas at the University of Manchester. Originally from Malaysia, Zahira is currently an Associate Professor at the Universiti Kebangsaan Malaysia, where she is also Head of the Renewable Energy Group. She is responsible for lecturing and supervising undergraduate and postgraduate students, and is also Head of the Postgraduate Department.

As a relatively new alumnus, Zahira is only just beginning to make an impact in her home country. However, having taken part in various exhibitions since 2005, she is looking forward to making further contributions.

'I have engaged in a project for renewable energy using hydrogen technology and biofuel, which will be funded by government. I have been allocated a big grant to develop renewable energy for Malaysia and also to educate society as to the importance of renewable energy for economic and environmental sustainability.'

Zahira is also hopeful that this project will have an indirect impact in Job Creation and Agricultural/Rural Development, through *'creating a lot of job opportunities, and also providing electricity and fuel for rural areas. The project is ongoing, currently successful, and will benefit the country and society.'*

Science

As Malaysia aims to be a developed nation by 2020, perhaps one of its most important objectives is producing a scientifically-literate workforce to enable the nation to compete in fields of innovation and research on a global level. One of the challenges of Vision 2020 has been identified as the establishment of 'a scientific and progressive society, a society that is innovative and forward-looking, one that is not only a consumer of technology but also a contributor to the scientific and technological civilisation of the future'.⁴²

Science and Research Applications was the largest area in which South East Asian respondents reported an impact on development – 64% reported an impact as a result of their award. Over half (55%) of these individuals confirmed that this impact was through projects, and 21% through influencing governmental policy and also socioeconomic impact. This is also an area in which there can be a crossover of impact with other areas such as Quantity and Quality of Education or Agricultural/Rural Development.

41 See www.bimp-eaga.org

42 Mohamad, His Excellency YAB Dato' Seri Dr Mahathir, 'Malaysia Vision 2020 – The Way Forward' (20 March 2010)

Professor Heng Huat Chan, from Singapore, held a Commonwealth Academic Fellowship in 2001 at the University of Sussex, where his research focused on Mathematics – more specifically, number theory.

Heng Huat has been with the National University of Singapore since 1997, and was promoted to Professor in 2008. He has taught *'both undergraduate and graduate courses, including the supervision of PhD and MSc students. Besides teaching, I conduct research and have published over 60 papers in international journals over the past 15 years. I am also a reviewer for mathematical reviews and the Zentralblatt MATH database, and have refereed articles for various journals'*.

Throughout his career in education, Heng Huat has *'succeeded in securing [funding for] several project[s]...allowing me to invite international mathematicians to visit my country and interact with local researchers here. I have also instigated certain initiatives which resulted in setting up a new journal, called International Journal of Number Theory, published by World Scientific Publishing. I have delivered public talks to high school students. I was involved in getting groups of kids (around nine years old) interested in mathematics through a programme called "Fun in Mathematics". I am also involved in the accreditation of the new NUS high school diploma (mathematics)'*.

As well as developing new ideas and research, it is equally important that individuals have the skills to train students in universities. Professor Kuang Lee Tan is one such Commonwealth Scholar who has been able to pass his knowledge and skills on to his students.

Professor Kuang Lee Tan, one of our earliest Scholars and from Singapore, was awarded a Commonwealth Scholarship in 1964, to study a DPhil in Physics at the University of Oxford.

'I started the Surface Science Laboratory at the National University of Singapore in 1988, and became its first Director from 1988-2000. With the facilities available in the laboratory, I and a group of researchers from various departments of the university (such as Chemistry, Physics, Chemical Engineering, and Materials Science) initiated a number of multidisciplinary projects, ranging from basic studies [of] polymers to electronic materials and their applications. We had also trained many students in the field of surface science; some of them proceeded to obtain MSc and PhD degrees from the university and became research scientists/R&D engineers in local industries, while some others took up academic positions in the local universities.'

Growth and development

One of the challenges for the sub-region of South East Asia as it attempts to bridge the development gap is ensuring that its economic growth is robust enough to keep up and compete with other developed economies. This region's growth lies in the use of its natural resources to encourage manufacturing and new industry, and also through trade agreements with neighbours and trans-regional partners to secure income and grow economies.

24% of South East Asian respondents reported having an impact in International Relations; 15% of these through projects, 12% through influencing government, and 8% through socioeconomic impact.

Trade

Trade is hugely important in this region. Brunei Darussalam is the third largest producer of oil in South East Asia, and its exports are largely focused on oil, natural gas, and petroleum products to other ASEAN countries and also Japan, Korea, and the US. In Malaysia, as the agriculture industry grows, so too does the cultivation of palm oil, which is the country's main commodity and also one its most valuable exports.

Professor Noor Azlan Ghazali, from Malaysia, was awarded a Commonwealth Fellowship in 2003, to work in Financial Economics at Cardiff University. He is currently Director of the Malaysian Development Institute at the Economic Planning Unit of the Prime Minister's Office, where his main responsibility is to *'set the macro strategic directions for Malaysia, develop research programmes to support development policies, and conduct policy analysis and formulate public policies'*.

Previously, Noor worked at the Universiti Kebangsaan Malaysia. *'The most significant contribution started when I was seconded from being the Dean of the Faculty of Economic and Business to the National Economic Action Council of the Prime Minister's Department as Head of the Special Consultancy Team for Globalisation, in April 2006. The Minister of the Prime Minister's Department personally selected me for the job. From there, I assumed the post of Director, Macroeconomic and Investment/Human Capital Development of the National Implementation Directorate, to lead national high impact projects on human capital development, regional development, and matters relating to globalisation.'*

Noor has also represented Malaysia internationally in this field. *'I headed the Malaysian delegation at the Senior Officials Meeting at the APEC [Asia-Pacific Economic Cooperation] Economic Committee in 2007. I also headed the Malaysian research team in the ASEAN+3 Research Group initiatives, and the research output was tabled at ASEAN+3 Finance Ministers' Meetings. This allowed me the privilege to participate actively in national high-level policy discussion platforms involving national and industry leaders.'*

The international aspect of Noor's work has continued in his current role. *'I head various national level initiatives, particularly in macro strategic directions. I am assuming very challenging tasks as [I am] responsible for charting policy directions for the nation. I work across public (ministries/agencies at federal and state level) and private (industries) sectors, as well as cooperating with multilateral institutions such as the World Bank and the International Monetary Fund. I am looking forward to playing a more significant role for Malaysia and her regional development.'*

Noor received the honours of Darjah Mulia Sri Melaka (DMSM) and Johan Setia Mahkota (JSM) in 2007.

Tourism

Tourism is a relatively new area of development focus for the sub-region. South East Asia is home to the one of the world's oldest rainforests on the island of Borneo (part of which forms the state of Brunei Darussalam), marine biodiversity sites such as Sulu in Malaysia, and two world heritage sites: Mount Kinabulu and the Mulu Caves (both in Singapore). Tourists are also attracted to the region's natural landscape and prospects for both adventure and relaxation.

It is always a concern with tourism, as with any use of natural resources, that development is sustainable and areas of natural interest are protected, so this sector can contribute to economies for years to come.

Dr Junaida Lee Binti Abdullah came to the University of Surrey from Malaysia on a Commonwealth Scholarship in 1999, to study a PhD in Management Studies. She is currently Director of the Ministry of Tourism in Malaysia, where she has the responsibility as *'Head of the Policy, Planning and International Affairs Division to formulate tourism policies and strategic plans for the tourism industry. I undertake tourism studies and conduct auditing on the tourism products and the infrastructure of the country. I have worked with industry players and non-profit organisations to find solutions to certain issues hampering the sustainable growth of the tourism industry. I am also involved in bilateral and multilateral negotiations for the tourism industry at the international levels'*.

Junaida was Assistant Director of the Malaysian Ministry of Culture, Arts and Tourism from 1994-1999, and previously Assistant Director of the State Economic Planning Unit in Penang. She believes that she has had and will continue to have a positive impact on developing tourism for growth in Malaysia.

'I am in the position to recommend policy directions in the development of tourism activities that benefit local communities through the identification of niche areas, such as health tourism, education tourism, the homestay programme (which involves participation of youth and students from overseas countries), and the long stay programme (which relates to health and educational tourism). Greater focus is now given to development ecotourism, which provides job opportunities for local people who are located near ecotourism sites through various support schemes including microfinancing and training programmes. Through hotel rating schemes, I have encouraged hoteliers to use more local products and produce, as well as to employ more local people to work in the industry.'

Education

Education is seen by ASEAN as essential to create a successful workforce that is able to compete in global markets. The Asian Development Bank sees education as 'crucial to human development' yet, from 1970 to 2010, only 11% of the funding it has provided in this sector has been directed at higher education.⁴³ Education must be both inclusive and accessible in order to achieve the development and economic strategies that countries across South East Asia have in place.

There has been a renewed focus on international scholarships to provide the educated workforce necessary to move national strategies forward. Many ASEAN countries offer scholarships for citizens of member states, and both Australia and New Zealand offer Development Scholarships. Commonwealth Scholarships have an important role to play here, as they provide awards for both developed and developing country citizens, thereby offering international education to the developed nations of Brunei Darussalam and Singapore.

60% of South East Asian respondents reported an impact in the area of Quantity and Quality of Education. 41% reported this impact through working on projects, 14% through having an influence on governmental policies, and 12% in a socioeconomic form. Alumni from the region have often returned to teach at institutions in their home countries; building upon the skills and knowledge gained through their awards, some have used their abilities to foster new global partnerships and further increase access to education.

43 ADB, 'Education in the Asia and the Pacific'

Professor Abdul Halim Shamsuddin was awarded a Commonwealth Fellowship in 1989, to work on the Incineration of Toxic Wastes at the University of Leeds. Having returned to Malaysia after his award, he is now Head of the Centre for Renewable Energy (CRE) at Universiti Tenaga Nasional. CRE is actively involved in renewable energy research and development, with biomass energy as one of its main focus areas. *'CRE is a solution provider for renewable energy from biomass, and also involved in the production of bio-fuel briquette from palm oil mill solid wastes. We advise and provide renewable energy solutions to our clients and also [advise] on clean development mechanisms and carbon credit trading under the Kyoto Protocol'.* He believes that his research into *'alternative and renewable energy from solid waste from the palm oil milling industry has contributed to the commercial production of bio-fuel briquette supplementing the current fossil fuel utilisation'.*

Abdul has also been able to have an impact in education. He was a Professor at the Universiti Kebangsaan Malaysia (UKM) from 1983-2007, and was Dean of the Faculty of Engineering there from 1994-2000. *'I developed an international cooperation between UKM and the University of Duisburg-Essen, Germany, in implementing student exchange and double degree programmes. With funding under the EU-Asialink Programme, we developed the EU-ASEAN Credit Transfer System for wider implementation of the student exchange and double degree programmes between the ASEAN and EU regions. The programmes have been running since 2002.'*

Health

39% of respondents from South East Asia reported an impact in the area of Health. 32% made an impact through projects, such as governmental consultations, state-funded research projects, curriculum development in universities, and sitting on committees such as the UNESCO Scientific Committee or that of the Commonwealth Health Development Programme. 14% reported having an influence on governmental policy, and we can see from the types of projects that there is considerable crossover between these areas.

The World Health Organization (WHO) recently stated that poor practices are damaging health research, and that developing countries in particular 'have inadequate governance and management systems for health research'.⁴⁴ Commonwealth Scholars and Fellows such as Dr Tong Lan Ngiam (see case study box) have been able to take the opportunities afforded by their awards to further their research interests on a global stage, as well as in their home countries.

Dr Tong Lan Ngiam was awarded a Commonwealth Scholarship in 1967, to study a PhD in Pharmaceutical Chemistry at the University of London. Originally from Singapore, he was an Associate Professor at the National University of Singapore from 1970 until his retirement in 2003, as well as Head of the Department of Pharmacy at the university from 1994-1996.

Tong Lan was a member of the Medicines Advisory Committee and the Singapore Pharmacy Board within the Ministry of Health, and also had two periods of tenure as the Vice-President of the Pharmaceutical Society of Singapore.

'As a member of the Medicines Advisory Committee, I helped to safeguard the safety, efficacy, and quality of medicinal products registered in Singapore. When a member of the Singapore Pharmacy Board, I helped to formulate policies on the pharmaceutical profession and the practice of pharmacy. As Principal Investigator, I supervised and completed major research projects in the following areas: antimalarial drugs (supported by the World Health Organization (WHO)), long-acting contraceptive steroids (also supported by WHO), and novel neuroactive drugs (supported by the National Science and Technology Board of Singapore).'

44 World Health Organization, 'Poor research practices hampering health work, WHO warns', press release, 17 August 2011

Historical perspective: Hong Kong

Hong Kong was part of the Commonwealth, as a British Dependent Territory, until 1997, when sovereignty was transferred and Hong Kong became a Special Administrative Region of the People's Republic of China. Although candidates from Hong Kong are no longer eligible for Commonwealth Scholarships or Fellowships, awards were made to Hong Kong residents from 1960 to 1997, and so will be briefly considered here.

371 individuals from Hong Kong have been selected for Commonwealth Scholarships and Fellowships in total. 82% of awards have been held by men, and 18% by women. As can be seen from Table 9, the gender gap has been consistent across the decades, although the proportion of female award holders did rise from 1990 to 1997.

Decade	Female	Male
1960s	17%	83%
1970s	10%	90%
1980s	18%	82%
1990-1997	37%	63%
Total	18%	82%

Table 9: Gender of Hong Kong award holders 1960-1997, by decade

74 alumni from Hong Kong were asked to complete the 2008 survey, and there were 41 responses – a good response rate of 55%. 78% of these responses came from men and 22% from women. All respondents from Hong Kong felt that they had gained skills and knowledge as a result of their award, and that they were able to access equipment and experience not available in their home country. 83% of respondents reported that they were able to secure a more senior position in the 12 months immediately following their award, and 86% felt that their award contributed to the long-term advancement of their careers.

Commonwealth Scholarships and Fellowships have had a direct impact on organisations and institutions in Hong Kong. 80% of respondents reported that they were working in their home country. 95% felt that their award has increased their ability to have influence and make changes in the workplace. All the respondents reported that they were directly using the skills and knowledge gained through their award in the course of their employment.

Overall, most (83%) Hong Kong respondents reported making an impact through projects, 49% through having influence on government, and 32% through socio-economic impact. The most common area in which Hong Kong alumni have had an impact is Scientific and Research Applications (51%). Just under half (49%) of respondents also reported an impact in the area of Health, and 21% reported an impact in the Quantity and Quality of Education.

Professor Ching Lung Lai, from Hong Kong, was awarded a Commonwealth Medical Scholarship in 1974, to study MRCP Medicine/Gastroenterology at the University of Edinburgh.

'I have been in the forefront of hepatitis B research, a disease that affects 400 million people on earth. I was the Principal Investigator of three of the four licensed nucleoside analogues for the treatment of chronic hepatitis B, a group of agents that has changed the treatment completely. Furthermore, by studying the natural history of the disease, I have also helped to revolutionise the endpoints of treatment of this disease.'

Dame Rosanna W M Wong was awarded a Commonwealth Scholarship in 1982, and studied MSc Social Policy and Planning at the London School of Economics and Political Science. She returned to Hong Kong after her award and, amongst several notable positions, was Chair of the Social Welfare Advisory Committee from 1988-1991, and Chair of the Education Commission from 2001-2007.

'I have been fully involved in the all-round development of young people as part of my work. I have not only been involved in specific projects, but have also influenced policy and had a wider impact in this area.'

Conclusion

This report covers the Asia-Pacific region, and has considered the impact of Commonwealth Scholarships and Fellowships in 15 countries in total. The region includes both developed and developing nations, and is collectively challenged by climate change, economic uncertainty, and its own geography. Knowledge, skills, and expertise are required to develop strategies to combat these issues. Higher education and international scholarships are pivotal to providing these skills. As part of the CSC's Evaluation and Monitoring Programme, we have analysed the awards made to citizens of the region since 1960, and looked at the impact of our award holders in contributing to sustainable development.

- Specific challenges to development in this region include the geographical location and susceptibility to climate change and natural disasters. There is a need to grow economies through better use of natural resources and refocusing on trade, building on the already well-established principles of regional cooperation.
- We have argued that graduates are better able to be productive and help grow their national economies. Using the skills and expertise that have been developed throughout their awards, our alumni go on to make an impact individually, through research and through institutions.

All awards made to Asia-Pacific individuals since 1960

- 2,548 Commonwealth Scholarships and Fellowships have been awarded to candidates from the Asia-Pacific region since 1960.
- The majority (63%) of these awards have been made to Australians and New Zealanders, 29% to South East Asians, and 8% to Pacific Islanders.
- The proportion of female candidates selected for awards has risen over the decades, from 16% in the 1960s to 52% in the 2000s.
- The majority of awards are for 'general' Scholarships, although a high number of individuals also undertake Academic Staff Scholarships and Academic Fellowships.
- Areas of study are largely similar across the region, with science and health consistently emerging as the most popular choice. The arts and humanities subjects also account for a large number of award holders, and the number of those choosing to study subjects related to governance has also risen over the years.

Survey respondents confirmed their ability to make an impact as a result of their award

- The majority of our alumni are utilising their skills through employment in their home countries. Of the 391 alumni for whom we have up-to-date employment details, all Pacific Islanders, 97% of South East Asians, and 75% of Australians and New Zealanders are working in their home country.
- Most alumni would describe themselves as professionals and are currently working within the education sector. However, in many cases, they have impacted a wide variety of other sectors throughout their careers, as seen in the case studies.
- In terms of the impact of our award on individuals and institutions, 99% of survey respondents from the region confirmed that they have gained skills and expertise, and 86% reported having accessed equipment and expertise that would not have been available to them at home.
- 85% of Asia-Pacific respondents confirmed that their scholarship contributed to the advancement of their careers. 92% confirmed that they were able to use their new skills and expertise in the course of their employment, and 86% were able to have influence and make changes in their workplace as a result of these skills.

- Respondents from the Asia-Pacific region have reported engaging in 12 key priority areas for leadership and development. 86% of respondents reported an impact in one or more of these priority areas, the majority in Scientific and Research Applications, Health, Quantity and Quality of Education, Environment Protection, and Governance.
- 44% of respondents reported having influenced government through one or more of the impact areas. The majority (78%) reported an engagement through projects, and 41% confirmed that they were able to have a wider socioeconomic impact.
- There are 25 case studies throughout the report, demonstrating the impact our Scholars and Fellows have been able to have in their home countries, often as a direct result of their awards.
- It has been challenging to attempt to confine alumni to one particular area of impact. For example, there are those who have been primarily employed in education, but who have also often been engaged in developing government policy and some instances of international cooperation as well.
- Many of our alumni have continued to contribute at local, national, and international levels and, for those who are just starting their careers, we would expect that impact to continue as their careers progress.

The evaluation process has provided us with the evidence to show that our programmes are meeting their objectives. We have been able to demonstrate through an analysis of all award holders and through an extensive survey of alumni that Commonwealth Scholarships and Fellowships provide individuals with the opportunity to access skills, expertise, and knowledge that may otherwise be unavailable. Our award holders are then returning home to put these new skills into practice, and have reported back to us detailed information of their impact.

Through this report, we have been able to document the awards received by citizens from the region, and the hard work our alumni are now undertaking at home. We have shown that the impact of award holders has been relevant to the national priorities of their home countries, with engagement being reported in areas of science and innovation, the environment, governance, agriculture, and international relations. From this report we can conclude that Commonwealth Scholarships and Fellowships are providing training which is relevant to sustainable development, economic growth, climate change, and regional cooperation. Impact in these areas is strongly reflective of the priorities of our funding bodies and nominating countries. The CSC Evaluation and Monitoring Programme will continue to move forward to analyse and verify the impact of our awards. This ongoing evaluation ensures that our impact and objectives are consistently reviewed, allowing us to improve our programmes to continue their beneficial impact through future decades.

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Appendix 1

Evaluating scholarships: the Commonwealth Scholarship Commission's approach

The Commonwealth Scholarship Commission in the UK (CSC) is responsible for managing the UK's contribution to the Commonwealth Scholarship and Fellowship Plan (CSFP), which was established in 1959, based on the principles of mutual cooperation and sharing of education experience. Under the CSFP, as of 2011, over 29,000 individuals from all over the Commonwealth have held awards – mainly scholarships for postgraduate study and fellowships at postdoctoral level – in over 20 host countries. At the time of its establishment, the focus of the CSFP was on supporting individuals, and awards were intended to 'recognise and promote the highest level of intellectual achievement'.¹

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

Evaluating scholarships is both challenging and necessary. Meaningful impact evaluation can tell us whether scholarship schemes are meeting their objectives and the nature of their short-term and long-term impacts, and allow us to examine the effects of new policies and practices. It can provide a stimulus to adapt and improve their schemes and can demonstrate their worth to funders and other stakeholders. Some of the challenges include the difficulty of objectively measuring socioeconomic impacts, and untangling attribution and assessing the contribution of the award, along with the more general demands on time and resources and reliance on the participation of award holders and alumni.

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

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

The CSC recognises, however, that on-award and immediate post-award monitoring is not sufficient to properly evaluate the impact of the scheme. The imperative for such evaluation was emphasised by an external review of the DFID Commonwealth Scholarship schemes, commissioned by DFID in 2006-2007, which recommended that funding be provided to undertake further impact evaluation work as soon as possible. In 2007, the CSC designed a comprehensive and strategic evaluation programme, added to existing work, with the main thrust being the evaluation of the impact of alumni.

The Evaluation Programme has three phases, the first of which was to build a database of as much baseline data as possible. This has been completed, and we now have basic details for all of the approximately 17,000 former award holders to the UK since 1960. This database has provided the foundation for initial statistical analysis of the programme over time (allowing us to describe trends in countries receiving awards, gender, subject studies, level of study and so on), and has enabled us to compare our subsequent surveys to the population as a whole. In addition, we have traced and have recent addresses (and in many cases employment details) for nearly 6,000 of these alumni. Phase Two of the programme involved sending an evaluation survey to these 6,000 in 2008; over 2,000 responded, providing detailed information on their career and achievements and their contribution to development priorities. This data formed a major part of the *Assessing impact in key priority areas* report, published in June 2009, and provides much of the data for Chapter Three of this report. Phase Three of the evaluation programme involves both further analysis of this data, drilling down into regions and sectors, and also the gathering of further data, case studies and third-party views.

Our process of defining and evaluating 'impact' is covered in more detail in our *Assessing impact in key priority areas* report. Impact is interpreted as both broad and multi-faceted, and ranges from government influence to maintaining contact with professional associations joined whilst on award.

Appendix 2

Most popular UK institutions for Asia-Pacific alumni

Institutions in the United Kingdom that have hosted over 50 alumni from the Asia-Pacific region since 1960¹

UK institution	Number of Asia-Pacific alumni
University of Oxford	435
University of Cambridge	398
Imperial College London	102
London School of Economics and Political Science	99
University College London	92
University of Edinburgh	89
University of London	77
University of Sussex	64
University of Manchester	55
King's College London	53
University of Birmingham	51

1 The term 'alumni' here refers to those Commonwealth Scholars and Fellows who had completed their awards between 1960 and the date this report was printed.

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 700 awards annually. Awards are funded by the Department for International Development (for developing Commonwealth countries), and the Foreign and Commonwealth Office, the Department for Business, Innovation and Skills and the Scottish Government (for developed Commonwealth countries), in conjunction with UK universities. 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 administration services for award holders are provided by the British Council.

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





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