



# **Evaluating Commonwealth Scholarships in the United Kingdom:**

**Assessing impact in building  
and sustaining Commonwealth  
principles on democracy**

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.

# **Evaluating Commonwealth Scholarships in the United Kingdom:**

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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 Sarah Hinz, Rachel Day, and Michael Sherry (of the CSC secretariat) and Dr Norm Geddes and Sir Brian Donnelly (Commonwealth Scholarship Commissioners), and published in October 2011.

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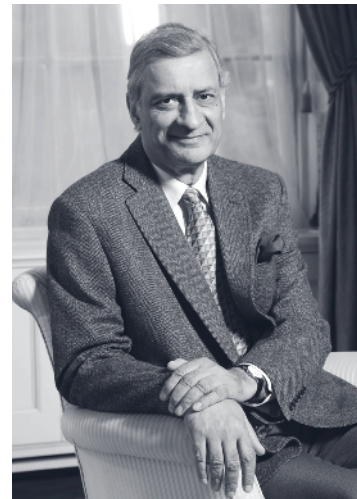
# Foreword

This study was commissioned as part of the Evaluation and Monitoring Programme of the Commonwealth Scholarship Commission (CSC), which celebrated its 50th anniversary in 2009. In that same year, the Affirmation of Commonwealth Values and Principles was agreed at the Commonwealth Heads of Government Meeting in Trinidad and Tobago. Both the Affirmation and the work of the CSC reflect the continuing centrality of democracy, development, and diversity to the vision, ambition, and practical action of the Commonwealth. Throughout its 50-year history, the CSC, as part of the wider Commonwealth Scholarship and Fellowship Plan, has built on those core principles as a partner in opening up opportunities for Commonwealth citizens, especially the young, to study and train with the ultimate goal of achieving a more equitable and sustainable future for all.

Commonwealth Scholarships and Fellowships provide invaluable opportunities to broaden the horizons, extend the experience, and enhance the skills of individuals. By also helping to strengthen the capacity of institutions of learning, they promote the social and economic development of the Commonwealth as a whole.

This study reminds us of the wide range of contributions that alumni of the CSC have made to international peace, the protection of human rights, the maintenance of the rule of law, gender equality, and good governance, to name only a few chosen fields of Commonwealth endeavour.

I congratulate and thank the CSC and its alumni for all they have brought, and continue to bring, to the Commonwealth family. Knowing that there will be many more Scholars and Fellows to follow in their footsteps in years to come fills me with hope and confidence for what the Commonwealth will achieve as we chart our course through the 21st century.



A handwritten signature in blue ink, which reads "Kamallesh Sharma". The signature is written in a cursive style and is positioned above the printed name and title.

**Kamallesh Sharma**  
Commonwealth Secretary-General

# Executive summary

The Commonwealth Scholarship Commission in the UK (CSC) is responsible for managing and evaluating Britain's contribution to the Commonwealth Scholarship and Fellowship Plan (CSFP), established in 1959. In all, around 17,000 awards have been given by the CSC to citizens from all over the Commonwealth, with alumni returning for the most part to their home countries to work in a variety of fields, including academia, government, and international organisations.

In recent years, the CSC has placed increasing emphasis on tracing its alumni and evaluation. Effective evaluation allows us to determine whether the objectives of our scholarship and fellowship schemes are being met, what their impact is, and how effective our policies and procedures are. To date, a number of reports have been published examining the impact of Commonwealth Scholarships and Fellowships on activity in several key development-related sectors, and regions.

This paper introduces a report assessing the impact of our alumni on governance and democracy, principles which lie at the heart of the Commonwealth. The report takes as its main source the responses of a subset of the over 2,200 alumni who completed an in-depth impact evaluation survey in 2008. This subset consists of 1,035 alumni who reported having impact in at least one of four key priority areas for development – and democracy: Governance, International Relations, Social Inequalities and Human Rights, and Conflict Resolution/Humanitarian Assistance. In addition, the report includes in-depth interviews with four former Commonwealth Scholars and Fellows.

Overall, the findings of this report support the increasing recognition of the benefits of higher education, and by extension postgraduate scholarships and fellowships, for development as a whole and for activity leading to good governance, equality, and stability for communities and countries across the Commonwealth. Many examples of this activity can be seen at grassroots level, and alumni are also reporting impact at national and global levels.

## **Impact on democratic principles is not limited by discipline or professional background**

As with previous evaluation studies, it was found that field of study does not constrain the capacity of Commonwealth Scholars and Fellows to have influence in other areas. 20% of those involved in supporting democratic principles through impact in at least one of the four key areas outlined above studied subjects categorised as Science, Technology and Engineering, 13% studied health-related subjects, and Environment and Agriculture subjects accounted for 9% each.

A further point of note is that the ability to influence democratic principles and related issues is not limited by an alumnus' category of employment. Of the 1,035 respondents, 61% work in education – 97% of those in higher education, reinforcing the argument that academics and their universities have the potential for far-reaching impact on development and on their societies.



### **Commonwealth Scholarships and Fellowships enable individuals to gain skills and experience**

Of the 1,035 survey respondents, 100% reported gaining knowledge in their area of expertise. Specific skillsets have also been obtained, with almost 100% reporting increases in their technical and analytical skills while on award, and 86% acquiring management and organisational techniques.

As well as obtaining these skills, alumni have to be able to put them into practice. We found that 91% of the 1,035 respondents were working in their home countries, while others were working in their home regions or for international organisations. Almost all have been able to use their skills in their jobs, with 96% reporting using the skills and knowledge gained on award in their work, and 96% saying that their award had enhanced their ability to have influence and make changes in their workplaces.

### **Awards have led to positive influences on democratic principles and governance**

The knowledge and skills gained on award often encompass all four key priority areas for building and sustaining democracy. 62% of the 1,035 respondents reported impact through specific projects, influencing government policy, and/or wider socioeconomic impact in the field of Governance. 52% reported the same in the field of International Relations, 58% in Social Inequalities and Human Rights, and 41% in Conflict Resolution/ Humanitarian Intervention.

The interviews highlight the importance of public policy in the field of supporting democratic principles, and the significant contribution each interviewee has made in this regard. In addition, awards have a 'multiplier effect' through capacity building by way of course development, lecturing, or training given by the awardees. This further confirms the strong long-term impact and value-for-money investment that scholarships represent for international development efforts.

### **Commonwealth Scholars and Fellows are able to challenge existing practices and perceptions**

Key outcomes emerge from the cutting-edge research conducted during awards, as well as further work building on this afterwards. Commonwealth Scholarships and Fellowships enable alumni to identify problems, formulate recommendations, and stimulate debate that, in many instances, lead them to become pioneers of new strategies and policies and respected leaders in their fields.

From the analysis in this report, we conclude that Commonwealth Scholarships and Fellowships add value to development activity throughout the Commonwealth, through the provision of awards and international experience. This supports the findings of other reports, and demonstrates that our survey respondents have, in many cases, been able to have an impact in the areas of good governance, constructive international relations, protection of human rights, elimination of social inequalities, prevention of conflict, and assistance in humanitarian crises – thus contributing not only to socioeconomic development but also to some of the fundamental principles of the Commonwealth.



# Introduction

The Commonwealth Scholarship Commission in the United Kingdom (CSC) is responsible for managing the UK's contribution to the Commonwealth Scholarship and Fellowship Plan (CSFP), the international programme under which member governments of the Commonwealth offer scholarships and fellowships to citizens of other Commonwealth countries. Candidates are selected on the basis of academic merit and their potential to contribute to the needs of their home countries. In the UK, the overall objectives of Commonwealth Scholarships and Fellowships are to contribute to the UK's international development aims and wider overseas interests, support excellence in UK higher education, and sustain the principles of the Commonwealth.

One sector of central importance to both the UK and the wider Commonwealth is that of building and sustaining democracy. The Commonwealth places great emphasis on democracy, democratic processes, and democratic governance and has set out its position clearly in both the 1991 Harare Declaration and the Affirmation of Commonwealth Values and Principles adopted at the 2009 Commonwealth Heads of Government Meeting (CHOGM). The UK Department for International Development (DFID), the CSC's principal funding body, also gives priority to the support of democratic institutions in developing countries and cites strong governance, conflict prevention, and social equality in the field of gender as key components of development.

It is against this background that this report aims to identify and evaluate the contribution that UK-funded Commonwealth Scholars and Fellows have made to building and sustaining democracy, both in their home countries and internationally. It is the third in a series of sectoral and regional reports published by the CSC's Evaluation and Monitoring Programme that aim to improve our understanding of how international scholarships can contribute to wider society, and to demonstrate the benefits of the programme to those who fund it, as well as to the wider stakeholder community.

Evaluating the impact of Commonwealth Scholars and Fellows in this sector in particular has not proved to be a straightforward task. Notwithstanding the shared common values and principles, the practice of democracy varies widely across the Commonwealth, influenced by a range of political, economic, and social considerations, as well as history and culture. Consequently, the identification of uniform indicators and measures of impact has proved more challenging than in some other sectors we have studied, such as health.

Our approach is based on our 2008 evaluation survey, in which we asked alumni to report on their perceived impact in one or more of 12 areas identified by the CSC as development and leadership priorities. Over 2,200 former Commonwealth Scholars and Fellows submitted responses; the initial findings were published in 2009. In this report, we narrow the focus and take a closer look at those 1,035 respondents who claimed to have had an impact in at least one of the four key priority areas that have a direct relationship with building democracy: Governance, International Relations, Social Inequalities and Human Rights, and Conflict Resolution/Humanitarian Assistance. In selecting these four areas, we are conscious that democracy cannot be built or sustained in isolation, and that impact in several of the other priority areas, such as Poverty Reduction or Quantity and Quality of Education, can also have a part to play. But we believe that these issues are better looked at separately, and have concentrated on the four areas identified.

The report begins by looking at the role of higher education, and specifically international scholarships, in addressing challenges to building and sustaining democratic principles and development. Chapter Two provides contextual data on the type of awards offered by the CSC and the range of subjects studied. Chapter Three provides a more detailed analysis of the responses of those alumni who reported impact in this area. Chapter Four then presents a series of short case studies covering the four priority areas chosen for close examination before, in Chapter Five, we look in more detail at four individual case studies with the aim of showing the full potential of Commonwealth Scholars and Fellows to make a lasting impact on their societies. We conclude with a summary of our findings.

# 1. Higher education, scholarships, democracy, and development

*'The more democracy countries have, the more development they will get. If people are confident about their own country and invest in it, foreign investment will follow.'*

Don McKinnon, former Secretary-General of the Commonwealth<sup>1</sup>

All over the Commonwealth, higher education (HE) fulfils a crucial development need across many disciplines, through both research activity and the training of professionals. Within HE, international scholarships can play a specific role by enabling the acquisition of qualifications and skills, and through intangible benefits such as the confidence and exposure that often comes with international experience and collaboration. As such, scholarships can be seen as a key element of development activity, particularly in relation to HE and also on a wider level.

The Commonwealth Scholarship Commission in the United Kingdom (CSC) has been providing scholarships and fellowships to Commonwealth citizens for over 50 years, as part of the wider Commonwealth Scholarship and Fellowship Plan (CSFP).<sup>2</sup> As with other scholarship schemes, the motivation for offering awards can be seen as three-fold:<sup>3</sup>

**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 the provision of opportunities for international research collaboration.

**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 democratic processes and 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 democratic development.

The CSC particularly focuses on the first motivation – supporting talented and able individuals – not least as it believes this focus in turn assists institutional capacity building and, as a consequence, has an influence on the wider community and society.

In recent years, however, 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 Millennium Development Goals, and leadership, as well as international collaboration and partnerships, and has aimed to ensure the relevance of its awards to scholars' home

- 1 Commonwealth Secretariat, 'Democracy, trade and mid-Atlantic relationships' (7 September 2007) <<http://www.thecommonwealth.org/news/169033/070907sgmidatlantic.htm>>
- 2 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. Over 17,000 of these had held awards offered by the CSC at the time of the evaluation programme's initial Phase Two analysis in 2009.
- 3 This three-fold approach is widely shared among academics, who define capacity development through international scholarships as the process by which individuals, organisations/institutions, and societies develop abilities to perform functions, solve problems, and set and achieve objectives through better skilled individuals and more effective institutions aiming at poverty alleviation. See Karen Medica, 'International Students – Understanding the Motives for Higher Education as Development Aid', paper presented at 21st ISANA International Education Association Conference, Melbourne, Australia, 3 December 2010

countries. The CSC explicitly takes potential in these areas into account, alongside academic merit, in selecting candidates, while retaining the bilateral nature of the programme and enabling institutions and governments in home countries to nominate candidates in areas which they themselves prioritise. It is against these objectives that the CSC is undertaking the evaluation programme of which this report forms part.

## The importance of democratic principles and development

Democracy is 'the inalienable right of the individual to participate by means of free and democratic political processes in shaping the society in which they live; ...not only governments but all political parties and civil society also have responsibilities in upholding and promoting democratic culture and practices as well as accountability to the public in this regard; ...parliaments and representative local government and other forms of local governance, are essential elements in the exercise of democratic governance'.<sup>4</sup>

As well as this definition of democracy, Commonwealth Heads of Government, recalling earlier statements such as the 1971 Singapore Declaration and the 1991 Harare Declaration, have reiterated their commitment to the following core values, which support democratic principles in a wider sense:

- International peace and security
- Human rights
- Tolerance, respect and understanding, strengthening democracy and development
- Separation of powers
- Rule of law
- Freedom of expression, enhancing democratic traditions and strengthening democratic processes
- Removal of wide disparities and unequal living standards and economic and social development, enhancing the sustainability of democracy
- Gender equality

The UK government explicitly endorses the concept of democratic principles and seeks to provide support where required through mechanisms such as development aid. This can be seen, for example, in the objectives of the Department for International Development (DFID), which aims 'to support the development of local democratic institutions, civil society groups, [and] the media', as well as 'strengthen[ing] governance and security in fragile and conflict-affected countries'.<sup>5</sup>

## Challenges for democratic principles and development

As part of its Evaluation and Monitoring Programme, the CSC sent a survey to 6,000 alumni in 2008, inviting them to report on whether their award had had an impact on them, and in turn whether they had been able to have an impact on their institutions and societies (see Appendix 1). In particular, respondents were asked to report whether they had had an impact on one or more of 12 key priority development areas (see Box 1), in one or more of the following ways: involvement in a project, influencing government policy, or having a wider socioeconomic impact.

For this study, which focuses on the potential impact of scholarships on supporting democratic principles and governance, four of the priority areas were selected for further analysis:

- Governance
- International Relations
- Social Inequalities and Human Rights
- Conflict Resolution/Humanitarian Assistance

4 Trinidad and Tobago Affirmation of Commonwealth Values and Principles, Commonwealth Heads of Government Meeting, Port of Spain, Trinidad, 27-29 November 2009

5 DFID, *Business Plan 2011-2015* (2011)

It should be noted that, although we focus here on only four of the key priority areas, many – if not all – of the others might have been included. Poverty Reduction and Job Creation, for example, could be considered as necessary foundations for solid stable societies and for the reduction of social inequalities. We decided, however, that these areas deserve separate consideration, and so have limited this study to the four selected areas.

## Governance

This priority area is perhaps the most obvious to include, although interpretations of what it means can vary. What seems clear, however, is that, without a stable government, democratic decision-making bodies, such as parliaments and local governments, and functioning implementation agencies, the delivery of public services and democratic participation cannot be assured.

Strong governance and an efficient public sector are therefore essential for a country to achieve the stability and security which foster economic growth and provide ongoing support for developing infrastructures and the provision of quality education and health services. These are all activities that rely not only on trained professionals, but also on an active civil society led by individuals who often contribute in both professional and personal capacities at levels ranging from grassroots to global. This study found many examples of such individuals, as the following pages will demonstrate.

## International Relations

As the forces of globalisation make states and peoples more politically and economically integrated and interdependent than ever before, the importance of international relations has never been more apparent. Not only is international cooperation necessary to tackle global challenges, such as the effects of climate change or global public health issues, but constructive and non-violent international relations also help promote regional and international peace and stability – both of which are vital elements of building and sustaining democratic principles.

Commonwealth Heads of Government have committed themselves to ‘an effective multilateral system based on inclusiveness, equity and international law as the best foundation for achieving consensus and progress on major global challenges’.<sup>6</sup> With member states in every region in the world and representing varying levels of socioeconomic development and size, the Commonwealth is particularly well placed as a multilateral entity to provide assistance and support. The UK Foreign and Commonwealth Office (FCO), for example, has previously noted the strong potential of the Commonwealth to enhance democratisation and development processes, and the links and collaboration encouraged by Commonwealth Scholarships and Fellowships can be said to contribute to this.<sup>7</sup>

A final point of note is that good international relations contribute to good trade relations, which in turn can boost the investment potential and capacity of lower income countries to improve economic progress. Regional cooperation is also crucial for economic development, as it provides for both greater stability and improved competitiveness through economies of scale and increased capacity resulting from free movement of labour, goods, services and money, as well as cooperation in education and training.

### Box 1: CSC development and leadership priorities

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

**Andrew Lavali** completed an MSc in Development Studies at the School of Oriental and African Studies, University of London as a Commonwealth Scholar in 2004. Currently, he is based at the Parliament of Sierra Leone as Programme Manager for the Westminster Foundation for Democracy, working on strengthening democracy in the country after the civil war, through capacity building of both the parliament and political parties. Andrew is the lead consultant for a UN study on elections and diversity management, and has worked on DFID and World Bank-funded programmes on decentralisation, poverty reduction, and civil society engagement in fragile states.

6 Trinidad and Tobago Affirmation of Commonwealth Values and Principles  
7 Lord Howell, ‘Why it is Time to put the C back into FCO’ (31 December 2010) <<http://ukinnigeria.fco.gov.uk/en/news/?view=Speech&id=529067582>>



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

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

*'My work on and in South Africa involved helping to shape the direction of Canadian policy towards South and southern Africa in governance and conflict resolution, recommending specific policy initiatives, and consulting other public and private sector and NGO individuals involved in South Africa. As head of the Commonwealth section at DFAIT, I provided direction to Canada's involvement in the Commonwealth, including on the scope and priorities of Commonwealth governance and technical assistance programmes, with a particular focus on the Commonwealth's role in Zimbabwe, Fiji and Pakistan.'*

## Social Inequalities and Human Rights

The third priority area under review, Social Inequalities and Human Rights, is closely linked to the principles of democracy and participation. In addition to 'traditional' civil and political rights such as freedom of speech, to worship, to vote, and so forth, citizens also have economic, social, and cultural rights. The right to education and the right to basic health care, for example, are instruments for overcoming social inequalities and thus fundamental to poverty alleviation and sustainable development.<sup>8</sup>

Gender equality and empowerment also fall into this category, as they address social inequalities with regard to human development based on gender. As highlighted earlier, it is widely acknowledged, including within the Commonwealth, that the advancement of women's rights is a critical precondition for the effective and sustainable development of a nation as a whole.<sup>9</sup> Its importance is noted explicitly in the Millennium Development Goals, with Goal 3 being 'Promote gender equality and empower women'.<sup>10</sup>

## Conflict Resolution/Humanitarian Assistance

The argument for intervening in conflicts and humanitarian emergencies is not simply a moral one. The 2009 CHOGM declared that 'international peace and security...and development...are essential to the progress and prosperity of all', reflecting the global implications of conflict and humanitarian emergencies for the international community as a whole. Though the majority of contemporary conflicts are internal, they frequently have major regional and international effects, in the form of 'spill-over' conflicts, the spread of social and political unrest and potentially communicable diseases, and displaced people seeking refuge abroad.<sup>11</sup> Furthermore, natural disasters such as floods or earthquakes can have severe consequences for both individual communities and socioeconomic progress.

With many Commonwealth countries having experienced violence, natural disaster, or instability of some kind in recent history, and many sharing borders with countries in conflict, this priority area is not only vital for long-lasting stability and peace globally, but is also of great relevance to many of our alumni and their societies.

## Summary

As the role of higher education in development is increasingly well recognised, so too is the potential for universities and academic staff to influence the political, economic, and social conditions necessary to support democratic principles throughout the Commonwealth. In the following sections, we will explore further how Commonwealth Scholarships and Fellowships, through the men and women who have held them, have contributed to this influence.

8 Trinidad and Tobago Affirmation of Commonwealth Values and Principles

9 Trinidad and Tobago Affirmation of Commonwealth Values and Principles

10 See [www.un.org/millenniumgoals/gender.shtml](http://www.un.org/millenniumgoals/gender.shtml)

11 World Bank, *World Development Report 2011 – Working Title: Conflict, Security and Development*, concept note (2010)



# 2. Commonwealth Scholarships – can they support democratic principles?

As noted in the previous section, as well as previous evaluation reports, higher education can influence socioeconomic development in developed and developing countries in many ways, from the transfer of particular skills and knowledge to carrying out new and potentially innovative research. As well as contributing to these more obvious benefits, postgraduate scholarships can also potentially have an impact on more intangible outcomes, such as supporting good governance, promoting good international relations, and encouraging sound processes at local and national levels. This is borne out by responses from our alumni to the 2008 evaluation survey, and demonstrated later in this report.

In this section, we set later chapters in context by providing some background information on the nature and breadth of CSC alumni activity in this area, by taking a brief look at those individuals who have held Commonwealth Scholarships and Fellowships in the UK, and specifically those who have held awards in the fields of governance and international relations.

## Commonwealth Scholars and Fellows: who are they?

Over 17,000 individuals had been awarded Commonwealth Scholarships or Fellowships tenable in the UK, as of 2009. As reported in previous publications, the majority come from South Asia and sub-Saharan Africa (approximately 33% and 32% of the total respectively), and they have held a variety of awards, ranging from scholarships for PhD study or medical training to awards offered for Master’s study by distance learning. Figure 1 shows the number and different type of awards offered over the years.<sup>12</sup>

12 For further information relating to the different types of awards, please see the inside front cover of this report. Please also note that 2005-2009 data is not comparable, as some award holders would not have finished their courses at the time of data capture.

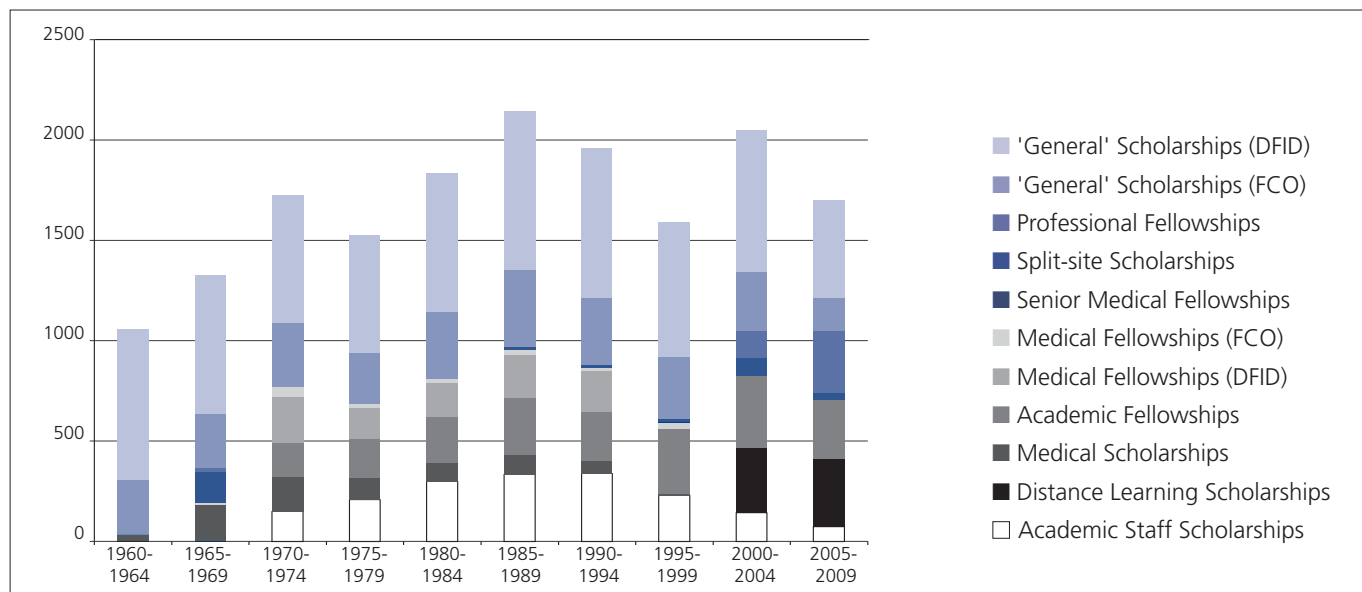


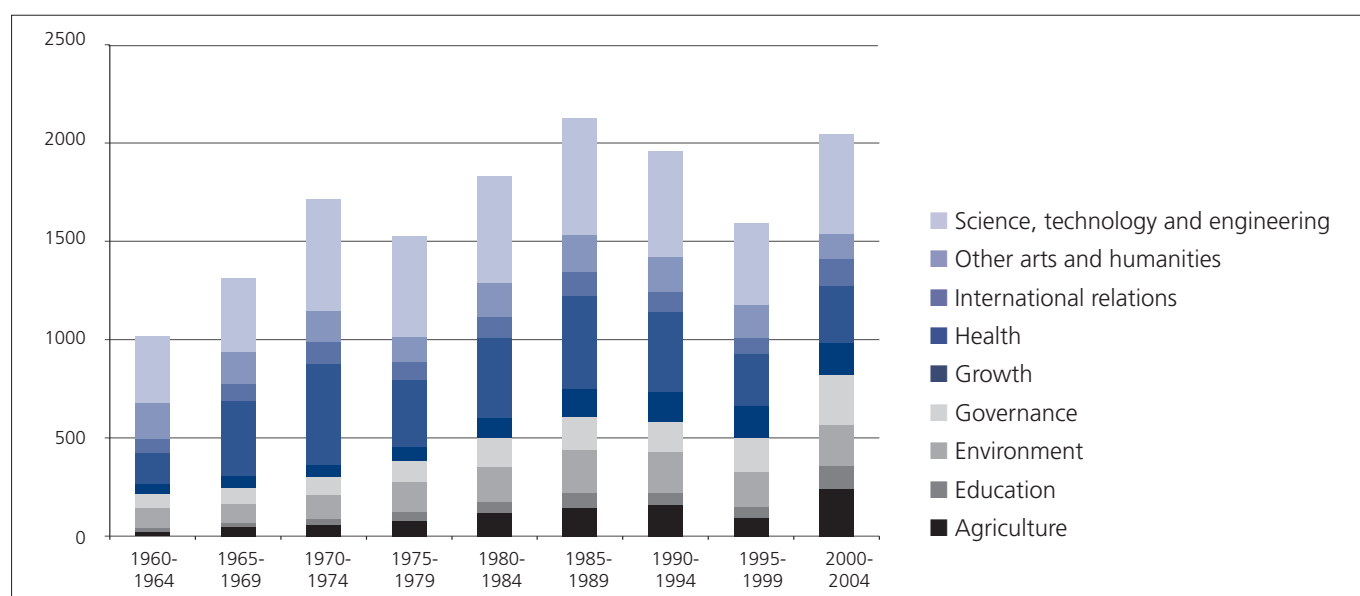
Figure 1: All alumni 1960-2009, by type of award

## What do they study?

The CSC is one of the few international scholarship providers offering full funding for PhD study and, over the years, close to 50% of Commonwealth Scholars have undertaken doctoral study, with a further 35% studying for other postgraduate qualifications, mostly at Master's level. From a gender perspective, 76% of these alumni are male; however, the figures available for the 2000-2004 and 2005-2009 cohorts show that the proportion of women has risen to 41% and 42% respectively.

As part of the *raison d'être* of these awards is bilateral partnerships, the primary emphasis has always been on the nominating agencies and institutions in applicants' home countries to nominate those candidates who they feel work in areas of importance and relevance to their national and institutional needs. The CSC itself has never operated any subject quotas, although, as noted in the previous section and as can be seen reflected in the data below, recent years have seen an increasing focus on development issues in particular.

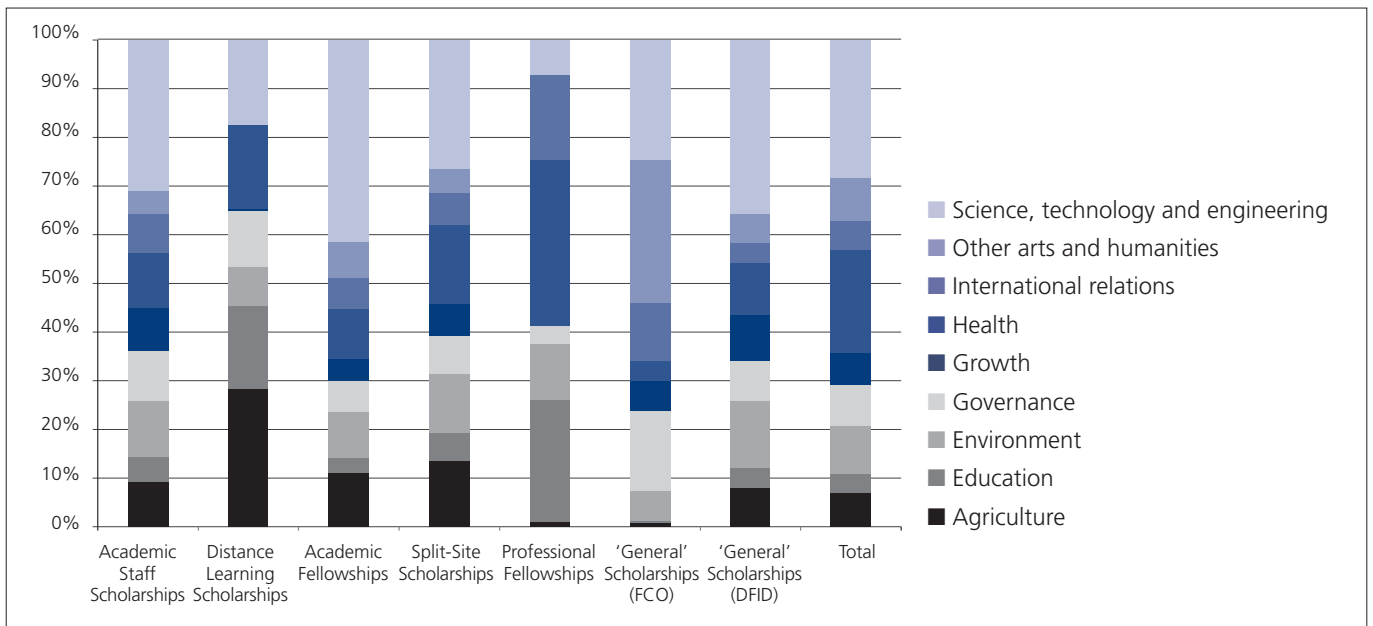
This can be seen to some extent in our total alumni data. In order to identify the subject areas in which our alumni held awards, we allocated the 83 broad academic disciplines most used by the CSC into nine categories. It should be noted that the categorisation here is fairly broad, and that care should be taken before making too many assumptions. However, this does give us an idea of the breakdown of subject areas studied by our alumni, and enables us to make some comparisons of trends over time.



**Figure 2: All alumni 1960-2004, by broad area of study**

In the 1990s, the CSC began to place more emphasis on development targets – a focus that is now explicitly promoted to applicants and part of the published selection criteria. Of relevance to this report is that, as Figure 2 demonstrates, while science, technology and engineering and health have remained key areas of study for award holders, there has been an increasing trend towards awards in disciplines that we have broadly categorised as governance-related, and an overall decrease in the less obviously developmental subjects included in the category of 'other arts and humanities'.

These trends are also influenced by the priorities and aims of new schemes such as Commonwealth Distance Learning Scholarships, and Commonwealth Professional Fellowships, which support fellowships for those working in five key areas, including education and governance. The breakdown of subject categories by scheme is shown in Figure 3.



**Figure 3: All alumni 1960-2009, by scheme and category**

Breaking this down further by looking at those who studied subjects in disciplines that we broadly categorised as governance and international relations, we found, for instance, an increase in those studying sociology (which includes development-related subjects), with 2% studying these subjects from 1960-1964, compared to 33% from 2005-2009.

Alumni who studied these disciplines now work for employers as diverse as universities, community organisations, industrial companies, national governments, and global multilateral organisations.

An important finding from previous evaluation reports is that impact in key priority areas is not dependent upon having held an award in a related sector. 42% of all respondents holding awards in agriculture, for example, reported impact in the priority area of Health and, as can be seen in the third section of this report, a large number of alumni from all sectors report impact in the four areas covered in this study.

In the next section, we will look at the broad responses of those alumni reporting impact in one or more of the areas of Governance, International Relations, Social Inequalities and Human Rights, and Conflict Resolution/Humanitarian Assistance. We will then move on to focus on some specific examples of activity and impact reported by these respondents. These examples will demonstrate that Commonwealth Scholarships and Fellowships have not only had an impact on the individuals who held them, but also on wider levels – in this case, in areas that support good governance and stability, and ultimately democratic institutions.

**Khamisi Tokunbo** completed an LLB at the School of Oriental and African Studies, University of London in 1987, on a Commonwealth Scholarship. Originally from Bermuda, he has been Assistant Cabinet Secretary responsible for Legislative Affairs, Director of Public Prosecutions, and is now a Magistrate.

*'I was responsible for the setting-up of the first Office of the Director of Public Prosecutions in Bermuda. Inter alia, this involved developing training and development programmes for in-office legal professionals. Training was provided and developed both in-house and through overseas and external professional programmes or workshops.'*

**Professor Ernest Mallya** is a former Commonwealth Academic Staff Scholar, who completed a PhD in Public Policy and Administration at the University of Manchester in 1993. He is an Associate Professor in the Department of Political Science and Public Administration at the University of Dar es Salaam, Tanzania, where he teaches and carries out research and consultancy for the Tanzanian government, NGOs, and other agencies. He also writes for and presents radio and television programmes.

*'I trained Rwandan senior government officials in public administration and have undertaken research and consultancy on good governance, corruption, ethics, and election monitoring in Tanzania and we have had an impact on the government and other societal actors. We run radio programmes on civil education educating people on their rights and obligations.'*

# 3. Assessing impact on democratic principles: survey responses

In this section, we provide some qualitative analysis of the impact reported by respondents to the 2008 evaluation survey, before moving on in following chapters to provide some specific examples of activity given by individual respondents.

In the 2008 survey and subsequent reports, we have sought to examine the impact of awards upon individuals – measured by the knowledge and skills they gained – and also whether they had been able to apply these skills and have an impact on their workplaces, and on wider society. It should be recognised that these are responses to a survey, and as such alumni were themselves making a judgement about what impact they have had. The responses do not, therefore, represent an independent assessment, but they nevertheless provide an extremely valuable insight into the work and impact of our respondents and of our awards.

## Who reported an impact?

Of the 2,226 respondents to the 2008 evaluation survey, 1,035 (47%) reported having had an impact in at least one of the CSC's four priority areas of interest to this report (Governance, International Relations, Social Inequalities and Human Rights, and Conflict Resolution/Humanitarian Assistance). Analysis of the 2,226 responses as a whole has been previously published, so here we will focus on the responses of these 1,035.<sup>13</sup>

Looking at the numbers, there has been strong growth in the number of respondents reporting an impact in the four priority areas from the 1960s to 2000s (see Figure 4). Whereas there was a 28% increase between the 1960s and 1970s, this figure rose to 60% between the 1970s and 1980s, and 89% between the 1990s and 2000s. The increase in respondents reporting an impact in supporting democratic principles can be seen as reflective of the evolution of the Commonwealth itself, as former British colonies

<sup>13</sup> See Commonwealth Scholarship Commission in the United Kingdom (CSC), *Evaluating Commonwealth Scholarships in the United Kingdom: Assessing impact in key priority areas* (2009)

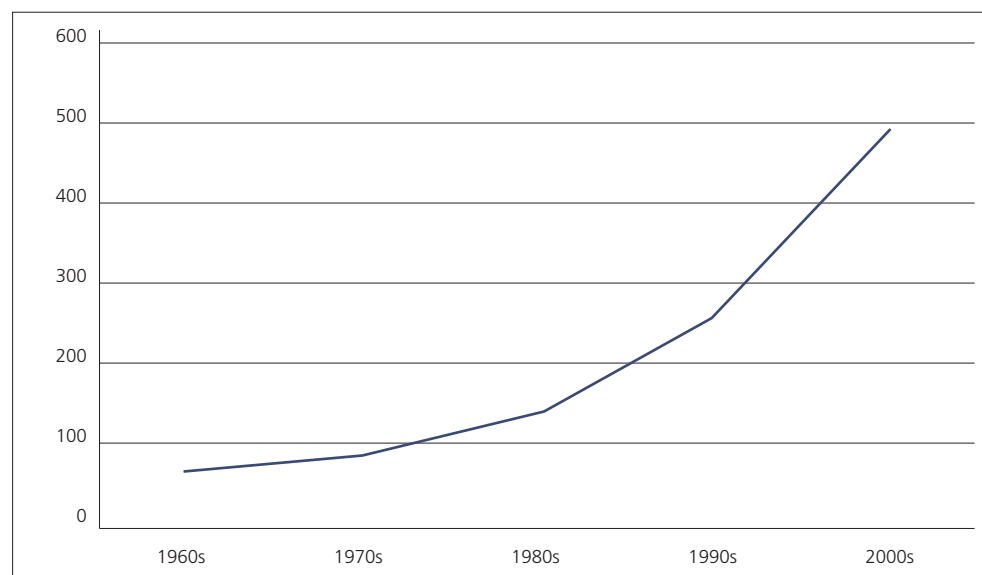


Figure 4: Number of respondents reporting impact in areas identified as supporting democratic principles, by decade

became independent states and started placing increasing value on these principles. It is also possibly indicative of the proliferation of university courses covering democratic governance and international relations, across a range of disciplines, and the growing interest of Commonwealth Scholars and Fellows in these topics, as noted in Chapter Two of this report.

As can be seen in Figure 5, nearly two-thirds of the 1,035 respondents reporting impact in building and sustaining democracy came from either South Asia (32%) or sub-Saharan Africa (33%), which broadly reflects the proportions of overall respondents to the evaluation survey from the same areas (32% and 29% respectively).

### Respondents in a range of disciplines report having an impact in supporting democratic principles

As in other reports, we found that respondents reporting an impact came from a range of disciplines, here grouped into categories of study. Although the greatest absolute number of alumni reporting an impact in building and sustaining democracy had studied disciplines classed by the CSC as falling under the category of governance (21%; 214 individuals), almost as many respondents came from disciplines grouped into the category of science, technology and engineering (20%; 209 individuals). Moreover, other categories of study with a relatively large number of respondents reporting an impact were health (13%; 131 individuals), environment (9%; 99 individuals), growth (9%; 93 individuals) and agriculture (9%; 91 individuals), as seen in Figure 6.

As mentioned in Chapter Two, a higher number of awards has been made overall in science, technology and engineering subjects than in governance subjects. Therefore, in addition to considering the absolute number of respondents for each category, as above, it is also interesting to consider the actual *proportion* of those within each category of study who reported an impact in one of the areas identified as supporting democratic principles. As we can see in Figure 7, education (63%), agriculture (48%), growth (47%), and environment (41%) scored particularly highly, in addition to the more obvious disciplines categorised as governance (75%), which includes subjects such as law and social policy, and international relations (73%).

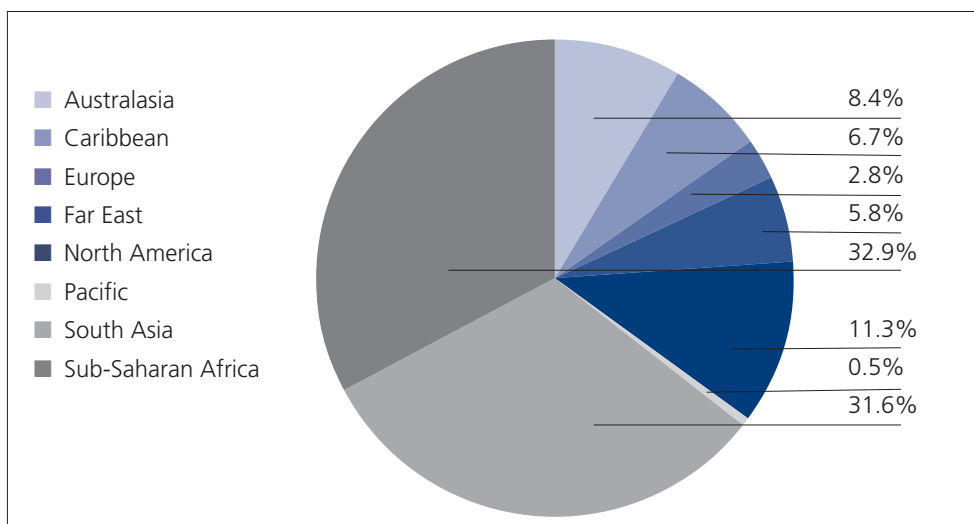


Figure 5: Reported impact in areas identified as supporting democratic principles, by region

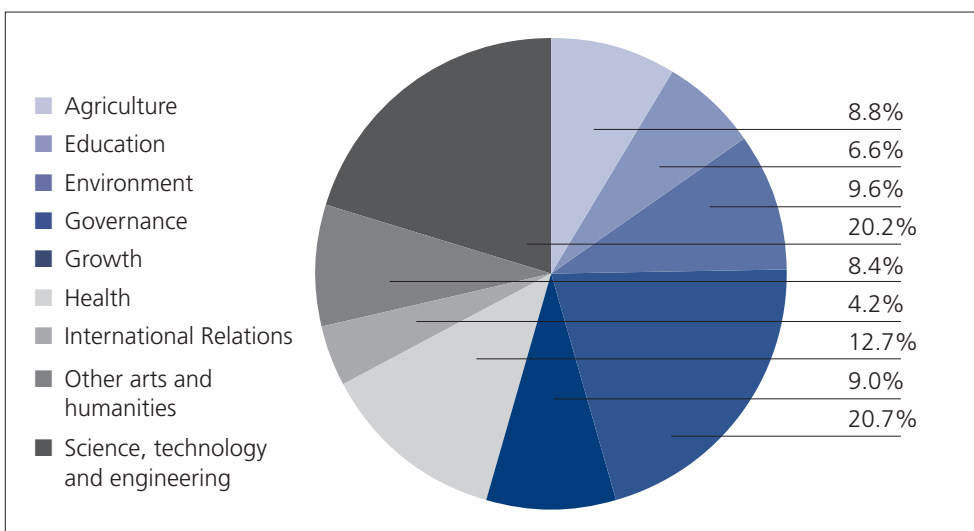
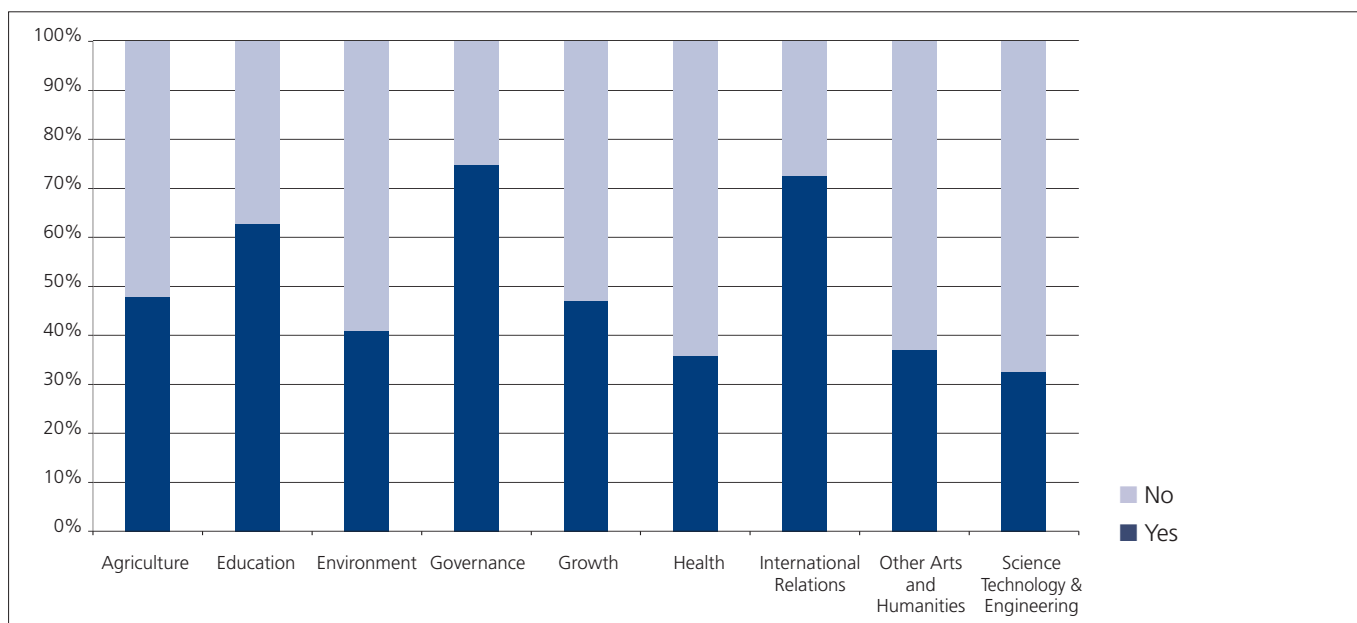


Figure 6: Reported impact in areas identified as supporting democratic principles, by category of study



**Figure 7: Proportion of respondents reporting impact in areas identified as supporting democratic principles, by category of study**

### Ability to have an impact is found across professional sectors

As with area of study, we found that alumni from a variety of employment backgrounds reported the ability to have an impact in the areas identified as supporting democratic principles. One indicator of this is the variety of awards represented, from national agency-nominated scholarships open to all, to academic staff awards targeted at early and mid-career academics, to Commonwealth Professional Fellowships, to medical awards.<sup>14</sup>

The diverse background of alumni reporting an impact is further exemplified by the different sectors in which they are employed. Using the ISIC system to categorise their employment, respondents reporting an impact were working in at least eight different fields, as shown in Figure 8.<sup>15</sup> 11% were engaged in professional, scientific and technical activities; equally, 11% were working in the public administration, defence and compulsory social security sector. Human health and social work activities were conducted by 6% of respondents, while 2% were each employed in the information and communication sector, involved in the activities of extraterritorial organisations and bodies, and undertaking financial and insurance activities.

At 61%, however, the largest group of respondents reporting on the areas under review here were employed in the education sector. This is concurrent with the fact that 63% of all survey respondents work in this sector. 97% of both of these sample groups work in higher education, reflecting the fact that the CSC funds awards targeted at academic staff, as well as doctoral research degrees. This also reinforces findings in previous evaluation reports that demonstrate the potential for those in the higher education sector to have an influence beyond their institutions.

<sup>14</sup> It should be noted that (Senior) Medical Fellowships and Scholarships, funded by DFID and the FCO, were merged with other Commonwealth Scholarship schemes in 1996.

<sup>15</sup> This data was first classified using the United Nations International Standard Industrial Classification of All Economic Activities (ISIC) classification system, to determine the industrial sectors within which alumni are employed; see Appendix 4.

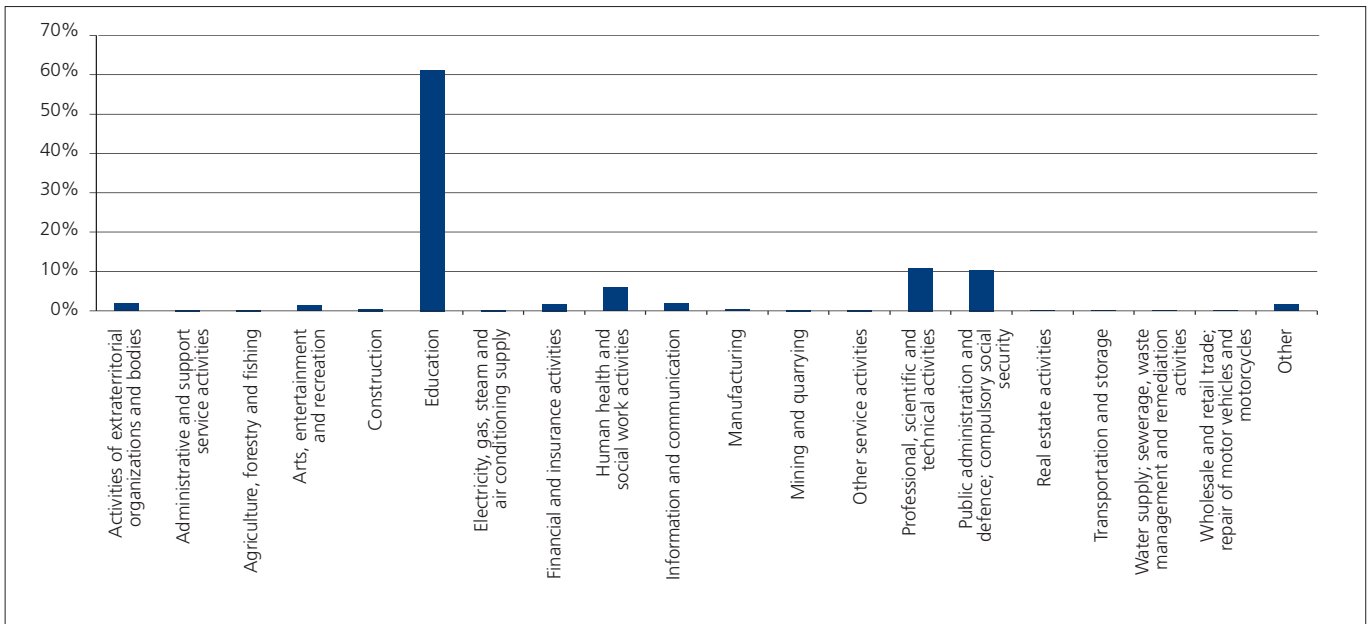


Figure 8: Respondents reporting impact in areas identified as supporting democratic principles, by sector of employment

## Did the awards have an impact?

Having looked at the characteristics of those reporting an impact in supporting democracy, we now move on to look at how their awards enhanced their ability to have an impact.

### High levels of respondents report acquiring knowledge and skills

In the 2008 survey, alumni were asked to assess the extent of knowledge gained during their studies or research projects. The results are as follows:

- 100% of respondents stated that they gained some knowledge in their field of expertise as a result of their studies, with 961 out of 1,035 (93%) reporting that they had done so significantly.
- 95% of respondents also reported having access to equipment and expertise not available in their home country.

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

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

**Catherine Mugambi** was awarded a Commonwealth Professional Fellowship at SCOPE, the leading UK disability charity for children and adults with cerebral palsy, in 2007. She is now the District Special Education Coordinator for the Kenyan Ministry of Education, and works on increasing social equality for disabled people. She is responsible for the early identification, assessment, and educational placement of children with disabilities, as well as training teachers and parents as trainers. As well as embarking upon distance learning programmes, she raises public awareness and supervises teachers. Catherine also provides strategic direction with a case-based reasoning approach and networks with partners locally and internationally.

*'Through this strategy I was provided with the opportunity to continually practice what I learnt, but also to share at the organisational level and among other partners through training of stakeholders, teachers, and parents, which resulted in replication of good practice and adoption of better working strategies. I have improved the quality of education in special programmes, and developed much higher leverage and confidence in working with adults through empowering.'*



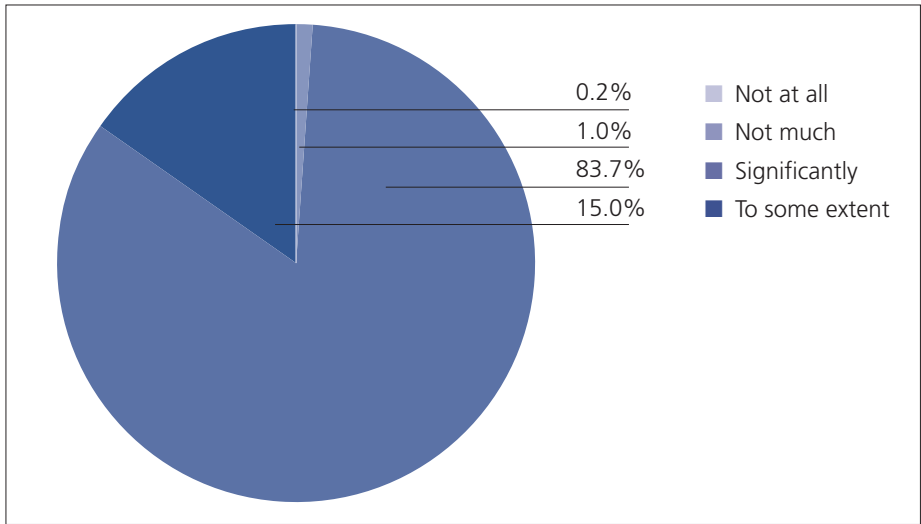


Figure 9: 'I increased my analytical/technical skills'

If impact is to be had, then the ability and willingness of alumni to use the skills, knowledge, and experience gained on award in their home countries is vital. With brain drain a very real concern for international scholarship programmes, it is worth noting here that over 91% of respondents reporting impact in supporting democratic principles are now working in their home country. Of the 9% that are not, a number are working in their home regions, with some others – as might be expected for those reporting impact in international relations – working for international organisations.

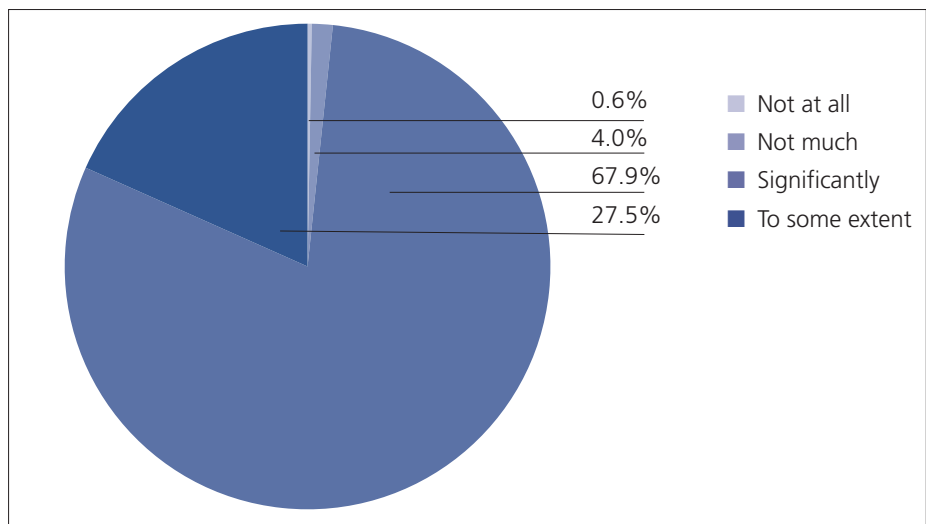


Figure 10: 'The award increases my ability to have influence and make changes in my work'

ment within 12 months of completing their award. Furthermore, 94% reported that they believe their award helped them to obtain advancement *after* this 12-month period. This suggests that knowledge and skills gained on award can be beneficial for many years, not only immediately upon return. This is complemented by evidence that respondents are able to influence their workplaces.

**Have awards had an impact on workplaces?**

Figure 10 shows that 96% of respondents felt that their award increased their ability to have influence and make changes in their workplace. Additionally, the overwhelming majority of this group of respondents who reported an impact in areas identified as supporting democratic principles (98%) actually use the skills and knowledge gained from their award in their work, as illustrated by Figure 11.

There was also evidence that additional skills were acquired, with similarly positive responses:

- Almost 100% answered that they had increased their analytical and technical skills – 84% significantly, 15% to some extent, as seen in Figure 9.
- 86% reported that they had acquired techniques for managing and organising people and projects – 52% significantly and 34% to some extent.

**Are respondents able to use the knowledge and skills obtained?**

**Has the award had beneficial outcomes on careers?**

Looking now at the employment status of those responding to this section of the survey, 63% of those who were employed before their Commonwealth Scholarship or Fellowship obtained a more senior post within 12 months of finishing it. Of those who were students before their award, 80% obtained employ-



### Do awards encourage links with the UK and international collaboration?

Another potential benefit arising from the international nature of Commonwealth Scholarships and Fellowships is the fostering of international links, collaboration, and partnerships. Nearly three-quarters of respondents reporting an impact in areas related to building and sustaining democracy said that they had maintained links with UK universities significantly or to some extent (73%). 56% said the same of work contacts in the UK, while 54% maintained contact with professional associations, and 79% maintained social contacts. Respondents also reported anecdotal evidence of continued partnerships and collaboration; this is an area that would benefit from further investigation in future evaluation work.

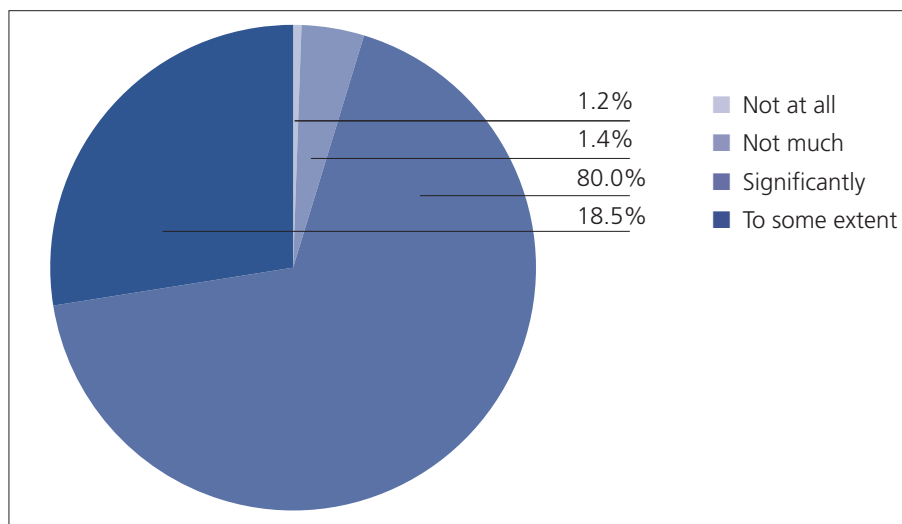


Figure 11: 'I use the specific skills and knowledge gained on award in my work'

### Is there an impact on wider society and is there a link with the support of democratic principles?

In the final section of the alumni survey, we requested information about wider impact, asking respondents to identify whether they had been able to make changes in their workplaces, as well as whether they had been involved in a specific project, helped government thinking and policy, and/or contributed to wider socioeconomic impact in one or more of the 12 key priority areas relevant to the development and leadership objectives of our funding bodies.

In order to gauge this contribution to wider society, we asked respondents if they had been able to introduce new practices or innovations in any positions that they have held since their award, whether voluntary or professional. 94% have done so significantly or to some extent (Figure 12).

### Who reported having an impact on areas that build and sustain democratic principles?

As we have already explored, 'democracy' is a difficult term to define. This chapter has shown that one of the strengths of such a broad concept is that it allows us to measure the impact of a large variety of alumni. In order to avoid the study becoming too lengthy and abstract, we have focused on reported impact in just four of 12 key priority areas: Governance, International Relations, Social Inequalities and Human rights, and Conflict Resolution/ Humanitarian Assistance.

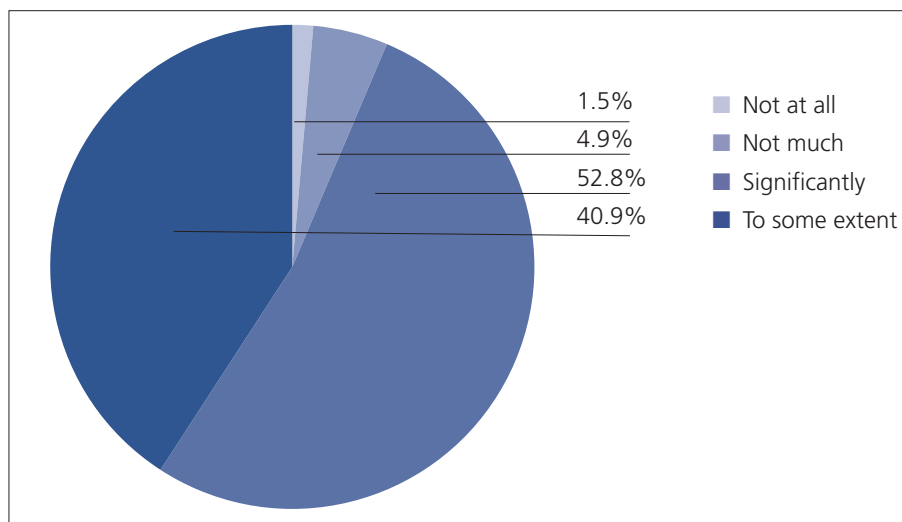
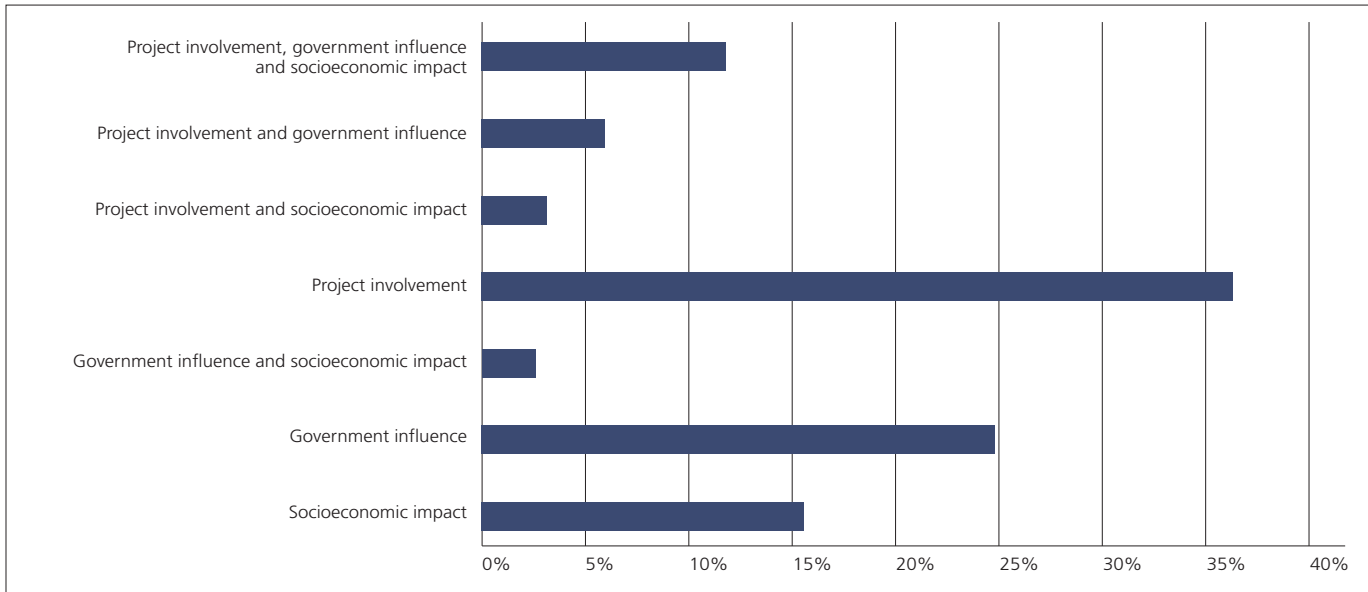


Figure 12: 'I have been able to introduce new practices or innovations in my organisation(s) as a result of my award'

To measure the impact of our alumni in these four priority areas, we used three impact indicators: project involvement, government influence, and socioeconomic impact. Respondents were asked to indicate their level of involvement in the priority areas, including both professional and voluntary activities, by agreeing with one or more of the following statements for each priority area, as applicable:

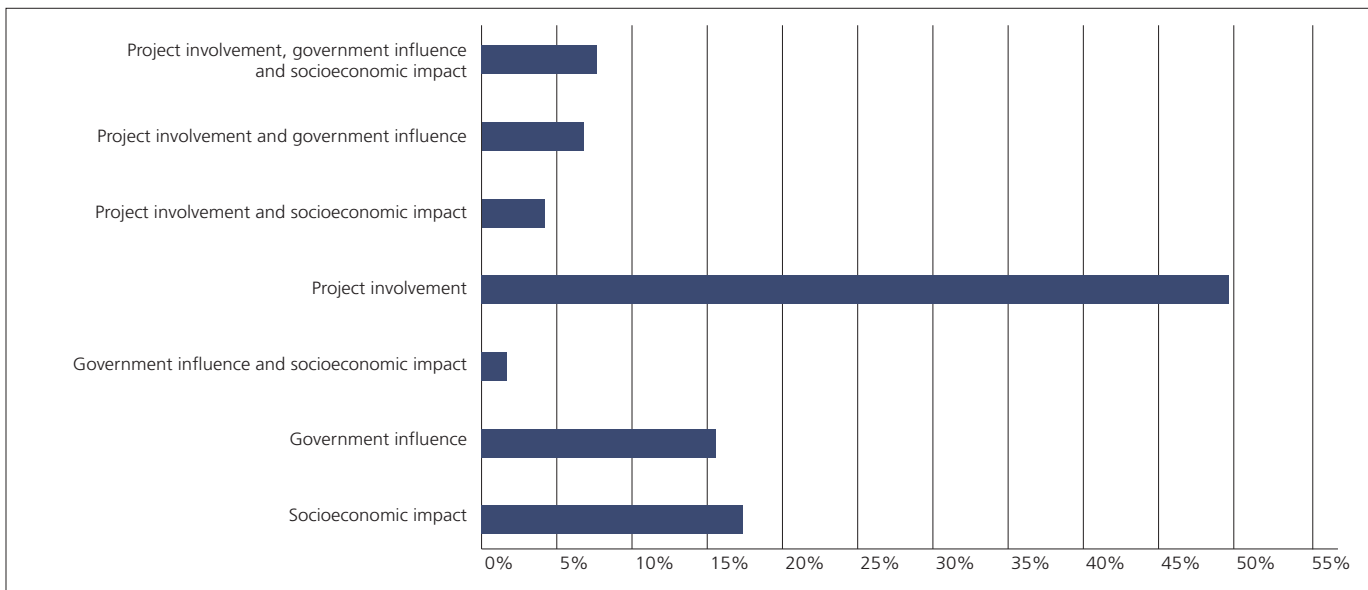
- 'I have been involved in one or more specific projects in this field'
- 'I helped influence government thinking and policy in this field'
- 'I have contributed to wider socioeconomic impact in this field'



**Figure 13: Reported impact in the key priority area of Governance, by impact indicator**

**Governance**

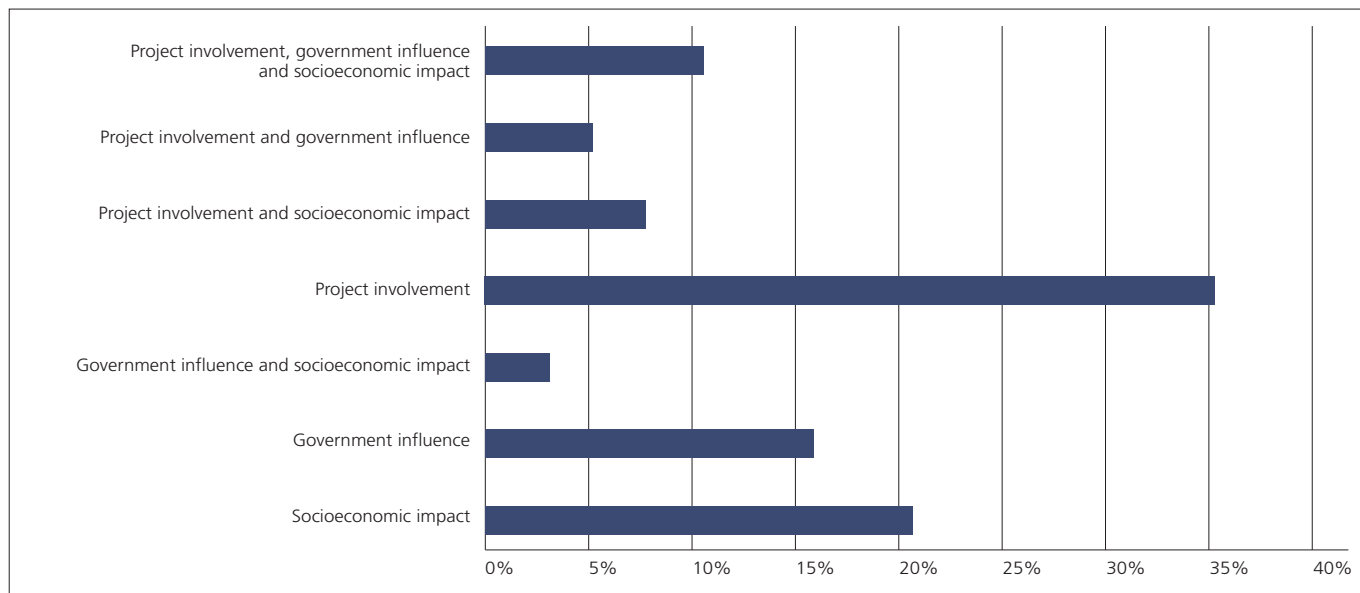
The largest of the four priority areas, 62% (642) of the 1,035 respondents reported an impact in the key priority area of Governance. Perhaps unsurprisingly, it was in this field that the largest proportion of respondents reported influencing government thinking and policy, at 45%. This is also higher than those reporting socioeconomic impact (33%); a finding which was reversed for the areas of Conflict Resolution/Humanitarian Assistance and Social Inequalities and Human Rights. 57% of these respondents were involved in a specific project in this field, which is almost 10% lower than those in International Relations (see Figure 13).



**Figure 14: Reported impact in the key priority area of International Relations, by impact indicator**

### International Relations

52% (536) of the 1,035 respondents reported an impact in the key priority area of International Relations. Nearly two-thirds (65%) were involved with a specific project in this field, which is the highest project involvement out of all four priority areas. While the other three priority areas had either a relatively strong socioeconomic impact or strong influence on government thinking, only 30% contributed to wider socioeconomic impact in the field of International Relations, and 31% helped influence government thinking and policy (see Figure 14).



### Social Inequalities and Human Rights

58% (596) of respondents reported an impact in the key priority areas of Social Inequalities and Human Rights. This is the priority area with the highest socioeconomic impact (43%), which might be explained by its nature, addressing society-wide issues such as gender inequality and human rights abuses. While 35% reported influencing government thinking and policy, 60% were involved with a specific project in this field (see Figure 15).

Figure 15: Reported impact in the key priority area of Social Inequalities and Human Rights, by impact indicator

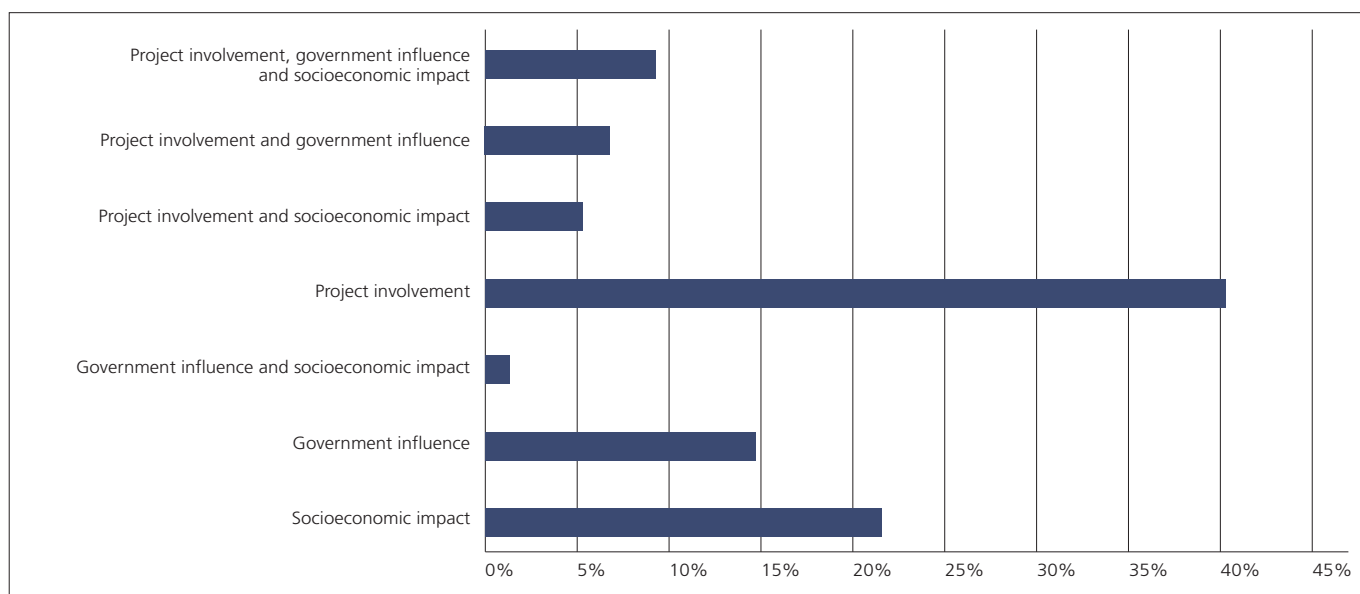


Figure 16: Reported impact in the key priority area of Conflict Resolution/ Humanitarian Assistance, by impact indicator

### Dr Judith Henry-Mowatt's

Commonwealth Scholarship, awarded in 1998, funded her PhD studies in Toxicology at the University of Manchester. She is now the Director of the Forensic Science Laboratory at the Ministry of National Security in her home country, Jamaica. She has participated in drafting the terms and conditions for the operation of Jamaica's first sexual offenders' register, and has written the proposal and submitted the relevant arguments for the establishment of a national DNA database. She has also been instrumental in the reorganisation and restructuring of the island's Rape Units.

*'I represented Jamaica regionally as a delegate at conferences held by CARICOM [Caribbean Community] institutions such as IMPACS [Implementation Agency for Crime and Security], and internationally at conferences held by INTERPOL and the Forensic Sciences Society (UK). The Forensic Laboratory, Kingston, now does forensic analysis, examinations, and expert witness testimony for cases submitted by other Caribbean countries, thereby directly impacting their justice system.'*

*'With regards to social inequalities, my work as a forensic analyst involves the examination and analysis of exhibits submitted for all murder cases, including those involving the security forces. The forensic evidence provided may sometimes be the only tangible evidence available, in the absence of eyewitnesses. This impacts on human rights, because the production of scientific and impartial evidence promotes justice and the protection of the rights of the individual, which are enshrined in our constitution.'*

### Conflict Resolution/Humanitarian Assistance

By far the smallest of the four key priority areas, a still-sizeable 41% (422) of respondents reported an impact in Conflict Resolution/Humanitarian Assistance. Tackling large-scale issues such as war and natural disasters, a relatively high proportion (38%) contributed to wider socioeconomic impact in this field. Similarly to the area of Social Inequality and Human Rights, 33% helped influence government thinking and policy, and 61% were involved with a specific project in this field (see Figure 16).

### Summary

From analysing the survey data of those alumni who reported an impact in areas connected with the support of democratic principles, we found that:

- 95% had access to equipment and expertise not available in their home country through their Commonwealth Scholarship or Fellowship. Moreover, almost 100% of respondents reporting an impact had gained knowledge as well as skills through their awards, which 98% have used in their work. 61% of respondents reporting an impact are employed in the sector of education – 97% of these in higher education.
- 94% found that their Commonwealth Scholarship or Fellowship helped them obtain career advancement within 12 months of finishing their award, suggesting knowledge gained during the award is beneficial for many years.
- 47% of respondents who held a variety of awards indicated that they had an impact in at least one of the four key priority areas supporting democratic principles, with a strong upward trend over the last 50 years. While in absolute numbers the largest group of respondents reporting an impact had studied disciplines falling under the categories of governance and science, technology and engineering, categories of study with a large proportion of alumni also reporting an impact are education (63%), agriculture (48%), growth (47%), and environment (41%), in addition to the more obvious disciplines categorised as governance (75%) and international relations (73%). Moreover, respondents reporting an impact came from all regions of the Commonwealth. Hence, our awards have a geographically-wide, cross-disciplinary, and growing impact, up to the present day.
- Over 91% of democracy-related respondents are working in their home country.
- Governance is the largest of the four priority areas in which respondents reported an impact. In addition, the largest proportion of respondents who were able to influence government thinking and policy (45%) was in this field, while only 33% had a socioeconomic impact. This trend was reversed for the fields of Social Inequalities and Human Rights (43% socioeconomic impact, 35% influencing government thinking and policy) and Conflict Resolution/Humanitarian Assistance (38% socioeconomic impact, 33% influencing government thinking and policy). Interestingly, respondents in the field of International Relations had the highest project involvement (65%) among all four priority areas, but a low socioeconomic impact (30%), as well as rather low influence on government thinking and policy (31%).

**Dr Mwaka Chulu** was nominated by her employer, Copperbelt University in Zambia, for a Commonwealth Academic Staff Scholarship in 2001, and she obtained a PhD in Corporate Governance in Public Companies from the University of Exeter. She is now a Senior Lecturer at the School of Business at the Department of Business Administration at Copperbelt University.

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

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

**Dr Rekha Chowdhary** was awarded a Commonwealth Fellowship in Gender Theory at the University of Oxford in 1997. She is now a Professor in the Department of Political Science at the University of Jammu, India.

*'Living in conflict-ridden Jammu and Kashmir State, I have been involved in various activities related to conflict resolution. Having been part of various governmental and non-governmental activities, seminars and face-to-face contact, I also intervene in the ongoing discourse through my writings in newspapers. I am involved in human rights issues, mainly through my writings and participation in various seminars and radio and TV programmes.'*

# 4. Individual case studies

This section presents a selection of case studies of individual alumni which demonstrate in further detail the kind of activity that can have an impact on building and sustaining democracy. These case studies show the striking diversity of our alumni, in terms of geographical and professional locations. Although the majority of these Commonwealth Scholars and Fellows originate from sub-Saharan Africa and Asia, others come from the Caribbean, Australasia, and North America. This section also reflects the mix of respondents, completing different courses and placements on a range of different awards, and studying subjects as diverse as Engineering and English Literature. Although each alumnus has often had a particularly strong impact in one of the four key priority areas, most of the following alumni have been involved in more than one priority area. Hence, these case studies exemplify how interlinked and mutually reinforcing those four areas are in building and sustaining democratic principles.

## Governance

**Dr Godfred Frempong** was a Commonwealth Professional Fellow at the Institute of Policy Research in Engineering, Science and Technology, University of Manchester, in 2005, where he gained evaluation skills and was exposed to critical thinking. These skills and exposure are crucial for policy research, and he applied them to his follow-up research work and progression. Currently, he is Deputy Director of the Council for Scientific and Industrial Research (CSIR) Science and Technology Policy Research Institute in Ghana.

*'I have conducted studies that sought to improve the deployment of ICTs [Information and Communication Technologies] to support e-government in Ghana. Currently, I am the research coordinator for an IDRC [International Development Research Centre] project with the aim to improve university research governance so that university research addresses societal needs.'*

**Saidu Dumbuya** completed an MSc in Governance and Development Management at the University of Essex as a Commonwealth Scholar in 2005. As an Implementation Officer at the Sierra Leone Anti-Corruption Commission, he is responsible for informing the public about corruption and implementing the National Anti-Corruption Strategy.

*'I have participated in the drafting of the Poverty Reduction and Strategy Paper (PRSP) for the Sierra Leone government, on behalf of the Anti-Corruption Commission. I am also presently heading a team monitoring the utilisation of donor funds countrywide. This is to ensure that donor funds are used for their intended purpose and beneficiaries get value-for-money products or services.'*

**Professor Hanri Mostert** was a Commonwealth Academic Fellow at the University of Reading in 2007. Currently, she is a Professor of Private Law at the University of Cape Town in South Africa.

*'The project which I pursued with the support of the CSC forms part of a larger project about property and globalisation, on which I am now again working in my home country. It analyses government policy and legislation to map the development of a new land law in my home country, and to assess the impact of foreign law on such development. In the course of this project I have dealt with various aspects of leadership and development priorities, and have had the opportunity to create jobs. The work already done has positioned me to be invited to form part of a large-scale action, driven by the SA [South African] Law Commission, to revise all existing land laws to check for consistency with the democratic goals of our state.'*

## International Relations

As a Commonwealth Professional Fellow in 2006, **Anna Maembe** was attached to the Environment Agency, where she learnt how the agency develops programmes for working with the private sector companies it regulates. She also gained experience in environmental regulation and permitting, which helps her to monitor environmental investments and develop databases of investors and their environmental management plans. She is now Director of Environmental Information and Outreach at the National Environment Management Council in Tanzania.

*'I convinced two local communities to enact bylaws which ban farming on river banks below 60 metres from the high water and a fine for those who set forests on fire. I also negotiated on behalf of Tanzania during the preparation of the Conference of Parties agenda of business of the Convention on Conservation of Biodiversity. Moreover, I work with colleagues in areas of residence to educate each other on waste sorting and recycling techniques.'*

**Professor Fannie Lafontaine** is a former Commonwealth Scholar who completed her LLM at the University of Cambridge in 2004. Her studies laid the foundation for her obtaining a PhD afterwards. Currently, she is a Professor at the Law Faculty at the Université Laval in her native Canada.

*'As a professor, I conduct research and teach in the fields of international criminal law, international and Canadian human rights law, and Canadian criminal law. My current main area of research concerns the prosecution of war criminals before Canadian courts. As a member of the immediate office of the High Commissioner for Human Rights, I provided policy and legal advice. I contributed to ensuring that the High Commissioner maintains her leadership role in the promotion and protection of human rights worldwide. I conducted research to advise the High Commissioner, accompanied her on field missions, provided guidance, and drafted mission reports, as required. I also drafted substantive and policy speeches and lectures for the High Commissioner. As Special Assistant to the Chairman of the International Commission of Inquiry on Darfur, and as a member of the staff, I assisted the Commission in its investigations in the field, both in Sudan and in Darfur, and in the drafting of internal briefing notes, correspondence, missions reports, and of the final report (both on factual findings and legal analysis). The mandate of the Commission was to investigate violations of international humanitarian law and human rights law, determine whether or not acts of genocide had occurred, and recommend accountability mechanisms before which those allegedly responsible would be held to account.'*



**Dr Mohammad Kisubi** was awarded a Commonwealth Scholarship to study an MSc in Industrial Relations at the University of Bath in 1984. He was appointed as the first Ethics Officer at the African Development Bank, and is now Head of the Ethics Office, training and creating awareness at the bank and in 26 field offices across Africa. As a member of Transparency International, he was a founding member of Transparency Uganda, promoting good governance and the rule of law, and he also helped to establish the Office of Inspector General of Government. In addition, he helped the Malawian government to redefine its policy concerning the rule of law, as well as establishing disability policy.

*'The primary function of the Ethics Officer is to provide advice as well as guidance to the Bank's management and staff on matters of ethics and conduct in the workplace. A commitment to integrity and the highest ethical standards is fundamental to the Bank. Thus, the Ethics Officer is the anchor of a successful corporate ethics culture and ensures awareness and understanding of the Bank's core values and ethical standards. The principal aim is to provide assistance in resolving ethical matters in a manner that contributes to the good governance of the Bank and helps to maintain its reputation for probity, integrity, and impartiality.'*

## Social Inequalities and Human Rights

**Professor Mary Jane Mossman** was a Commonwealth Scholar in 1970, and completed her LLM at the London School of Economics and Political Science. Currently, she is a Professor of Law at the Osgoode Hall Law School at York University, Canada.

*'I am regularly involved pro bono with the Women's Legal Education and Action Fund in Canada regarding women's equality and Charter rights, as well as with the Canadian Bar Association regarding access to justice and legal aid services in Canada. I am also the Chair of the Administrative Committee of the CAW [Canadian Automobile Workers] Legal Services Plan, providing free legal services to employees of GM [General Motors], Ford, and Chrysler. Moreover, I am a member of the Friends of Community Legal Clinics in Ontario, a community-based system of legal aid clinics providing law services.'*

**Gaye Sowe** completed an LLM in International Human Rights Law at the University of Essex as a Commonwealth Scholar in 2004. He is now a Legal Officer at the Institute for Human Rights and Development in Africa in his home country, The Gambia. Prior to joining the institute in November 2005, he worked with the Gambian judiciary as a Principal Magistrate and Acting Judicial Secretary. Gaye is also an Adjunct Lecturer in Constitutional and Criminal Law at the University of The Gambia. In addition, as Director of Research for the Foundation for Legal Research and Empowerment, he gives free legal aid and advice to those who cannot afford the services of a lawyer.

*'The Institute for Human Rights and Development in Africa is a pan-African organisation that is working towards strengthening the African human rights system through litigation, capacity building, and human rights training. I have represented and continue to represent victims of human rights violations across the African continent before national courts, such as the Federal High Court in Nigeria, and regional bodies, such as the African Commission on Human and Peoples' Rights and the African Committee of Experts on the Rights and Welfare of the Child. I also take part in all human rights trainings we conduct for individuals and organisations across the continent.'*



Commonwealth Scholar **Dr Carol Fonseca-Galvez** completed an MA in English Literature at the University of Leeds in 1995. She is an Assistant Professor at Guam Community College, Guam, USA, where she teaches English writing classes. She previously worked for the Women's Department of the Government of Belize.

*'As Director of the Women's Department, I was very involved in developing and implementing projects that benefited women throughout the country. Programmes ranged from creating job opportunities, providing technical and practical skills training for women, educational workshops that focused on gender-based violence and HIV/AIDS, and programmes for female inmates.'*

## Conflict Resolution/Humanitarian Assistance

**Hilary Kimeli Limo** was awarded a Commonwealth Professional Fellowship to study Public Health and Environment at the Chartered Institute of Environmental Health (North East) in 2007. He works as a Public Health Officer at the Kenyan Ministry of Health, where he coordinates the weekly surveillance of communicable diseases in a region of the country. His skills were called upon two weeks after returning to Kenya, during the violence in the wake of the election at the end of 2007.

*'[The] Ministry of Health constituted a team to coordinate health and nutrition issues in internally displaced people (IDP) camps and I was nominated to be part of the team. With fresh ideas from the Tyne and Wear Emergency Planning Unit, I led the team in establishing various sub-committees to deal with shelter, sanitation and hygiene, safe water, and psychosocial support. The IDPs are still in the camps, but at least they are able to access their basic needs as we plan to reconcile the communities. I personally feel that the award opened a new chapter in my work and I thank the Commonwealth for the sponsorship. I am proud to be associated with you.'*

**Harshani Wijeratne** was a Professional Fellow in 2005, hosted by the Commonwealth Telecommunications Organisation. She is currently Head of the Legal Section of Sri Lanka Telecom. She is an Attorney-at-Law and has an LLM from the University of Colombo, Sri Lanka, and intends to start a PhD in the near future. She is also a member of the Women Lawyers Association in Sri Lanka, and the International Development Law Organisation. Harshani feels that her award contributed significantly to her work, and also to the area of conflict resolution – in her case, involving her contribution to legal disputes.

*'The programme I undertook on my Commonwealth Professional Fellowship was to establish an Alternative Dispute Resolution (ADR) Centre for the Commonwealth Telecommunications Organisation. Through this programme, I was able to gather knowledge on various mechanisms of dispute resolution other than litigation, which is commonly used in Sri Lanka. I was able to replicate this knowledge in the work I do in my home country, particularly through participating in domestic arbitrations as the instructing attorney, handling litigation, and also drafting and scrutinising a large number of complex agreements, most of which entail cross-border transactions, in which I have proposed the best source of dispute resolutions mechanisms through the practical experience I gained while in the UK.'*

**Dr Janki Andharia** is Professor and Chair of the newly-created Centre for Disaster Management at the Tata Institute of Social Sciences in India, where she has taught for over 23 years. A former Commonwealth Academic Staff Scholar, who completed her PhD in Environment, Gender and Development at the University of East Anglia in 1993, Janki reports having particular impact in the area of humanitarian assistance, as well as social and environmental justice.

*'I also led the disaster response work of the Institute each year, which has culminated in initiating a robust Master's programme in Disaster Management in a newly-created Centre for Disaster Management, which I now head. The humanitarian work is well acknowledged by the National Disaster Management Authority, where I serve as a member of several committees. I evolved the post-tsunami response work (since 2005) in the Nicobar district of the Andaman and Nicobar Islands with indigenous communities, with an explicit focus on deepening democracy through citizenship training and establishing knowledge centres on remote islands to facilitate the assertion of rights and entitlements. Much of our current work is located within the broader framework of social and environmental justice.'*

### **An alternative perspective: the view from a host organisation**

Cooperating with its sister law societies and bar associations across the Commonwealth, the **Law Society of England and Wales** has hosted 15 Commonwealth Professional Fellows – through four intakes – from Barbados, Botswana, Malaysia, Namibia, Nigeria, OECS (Organisation of Eastern Caribbean States), Pakistan, Rwanda, South Africa, Swaziland, Tanzania, Trinidad and Tobago, and Uganda.

While the scale and capacity of the Law Society's corresponding organisations abroad may differ, the organisations do share similar challenges, which are reflected in the comprehensive programme provided for the Professional Fellows. This includes hands-on experience of the regulatory and representative functions of law societies and bar associations, the sharing of best practice, bespoke training opportunities, and, perhaps most importantly, the opportunity to make direct contacts with the legal and regulatory profession in the UK – relationships which continue to grow long after the Professional Fellows have returned home.

*'The [Professional Fellowship] programme is an invaluable opportunity for the Law Society and the participating Commonwealth bars and law societies to build links with the profession globally, and to provide shared positive support to the development of the rule of law and good governance through capacity building of our sister organisations. The programme provides a varied and stimulating insight into the roles and capacities of legal regulatory and representative institutions, and enables the Professional Fellows to focus on key areas of development in their own organisations.'*

**Judy Ann Prescod**, a 2004 Commonwealth Professional Fellow from Trinidad and Tobago hosted by the Law Society, was able to see immediate benefits from the award – even while still in the UK: *'Staff here at the Society have given us great support and we've learnt so much about their work. I feel that the management skills training has empowered me and will benefit both my colleagues and lawyers. It has been rewarding to learn more about client care and the emphasis that the Society puts on it. I am discussing with the Society some help in drafting guidelines for accounting rules for lawyers, and I hope this is just the beginning of our working relationship.'*

# 5. Assessing impact on democratic principles: interviews with individuals

Phase Three of the CSC's Evaluation Programme seeks to better understand what changes in individual award holders' careers and professional lives, as well as their impact on wider society, can be attributed to their Commonwealth Scholarship or Fellowship. To do so, we interviewed four alumni who had reported having an involvement in at least two of the four key priority areas supporting democratic principles – Governance, International Relations, Social Inequalities and Human Rights, and Conflict Resolution/Humanitarian Assistance – and who had said that they would have been unlikely to undertake a similar programme to that of their award in their home country. The interviews highlight the wide range of roles in the democracy field in which our alumni are involved, and a number of recurring themes concerning the impact of their awards. This section begins by profiling the alumni who were interviewed, and then explores these themes in more depth.

## Who did we interview?

### Dr Philip Osei – Ghana

Philip received his MA in Development Administration and Management from the University of Manchester in 1992, as a Commonwealth Shared Scholar, and he was also a Commonwealth Academic Fellow at the University of Birmingham in 2005. Originally from Ghana, he is currently a Senior Fellow at the Sir Arthur Lewis Institute of Social and Economic Studies at the University of the West Indies in Jamaica, where he initiated the teaching of policy analysis and management. Besides teaching, Philip has trained senior managers in the public services, acted as a researcher and adviser on institutional strengthening to Caribbean governments, and served on the National Advisory Council on Local Government Reform in Jamaica. He also reviewed the contract system of employment for senior public service officers in eight Commonwealth countries in the Caribbean and Africa, for the Commonwealth Secretariat. Moreover, Philip contributes to social justice through his engagement in an NGO focusing on community development, and his interventions for street children.



### Shamba Phiri – Zambia

As a Commonwealth Scholar, Shamba obtained an MA in Education and Development from the Institute of Education, University of London in 1993. Originally from Zambia, she was previously the Gender Officer at the UN Mission in Liberia, where she worked with governments and civil society organisations to identify gaps in gender policies. Currently, she is employed as the Training Officer at the UN Mission in Sudan, where she develops and conducts training and capacity building for mission staff. Prior to these posts, Shamba worked as an External Relations and Resource Mobilisation Officer for the United Nations Development Programme (UNDP) in Sierra Leone on election-related matters, as a Monitoring and Evaluation Officer for the World Food Programme in Malawi, and as Head of Programmes for the Zambian Red Cross Society, working on elections.





### **Professor Stephen Vasciannie – Jamaica**

Stephen completed his DPhil in International Law at the University of Oxford as a Commonwealth Scholar in 1987. Between 2002 and 2007, he was Deputy Solicitor General of Jamaica and advised the Government of Jamaica on diverse subjects, such as human rights questions, the establishment of the Caribbean Court of Justice, and other issues related to the Caribbean Community (CARICOM). As a Professor of International Law at the University of the West Indies, he influenced matters pertaining to education in the field of law, both at policy level and through his interaction with students. Stephen is currently Principal of the Norman Manley Law School in Jamaica, a member of the UN International Law Commission, advising the United Nations on legal matters, and Editor of the *West Indian Law Journal*.



### **Professor Helen Borland – Australia**

Helen was a Commonwealth Scholar at the University of Edinburgh, where she completed her PhD in Applied Linguistics in 1984. As Director of Postgraduate Research at Victoria University in Australia, she conducts research addressing social inequalities and promoting social inclusion in the context of cultural and linguistic diversity within Australian society. In particular, her work focuses on language, communication, access, and empowerment of migrant groups. For instance, she worked on a project on African migrants, which examined African language diversity, knowledge, and use in Melbourne, supporting access to appropriate language services and contributing to more informed decision-making by government.

## **What did we find?**

### **We found that awards can have a positive influence on democratic principles and governance**

The benefits of a single scholarship can ultimately reach many people. One theme that emerged from the interviews was the ‘multiplier effects’ of an award through capacity building by way of course development, lecturing, or training given by the awardees. This further confirms the strong long-term impact and value-for-money investment that scholarships represent for international development efforts. The potential catalytic effects of awards in the field are further reflected by the proportion of the 1,035 survey respondents who recorded a high impact in the area of job creation (45%).

In addition, the interviews highlight the importance of public policy in the field of supporting democratic principles, affecting a community, society, or region as a whole, and the significant contribution each interviewee has made in this regard.

Upon returning from his fellowship at the University of Birmingham, Dr Philip Osei identified some gaps in the Master’s-level programmes offered by the University of the West Indies. Hence, he introduced programmes in public policy analysis and a course in development cooperation and aid effectiveness, which have had a good take-up – the number of students has tripled over the years. ‘I took some inspiration from Birmingham. When I was there, they were evaluating what we call multi-donor budget support programmes in the developing world, which were new aid modalities. There were presentations, staff seminars, and I gathered some knowledge from there.

**“ I have attempted in many ways to share the skills and knowledge that I have gained from my fellowship and scholarship programme. ”**

‘Moreover, I have attempted in many ways to share the skills and knowledge that I have gained from my fellowship and scholarship programme, through the training we were able to offer to the senior management in the public services.’ Philip is the coordinator of the MSc programme in Governance and Public Policy, and says that the ‘training which I give to public sector employees on the MSc programme has an exponential effect when they go back to their places of work’.

**Training which I give to public sector employees has an exponential effect when they go back to their places of work.**

Generally, Philip attributes his existing skills to his Commonwealth Academic Fellowship and Commonwealth Shared Scholarship. ‘The awards have helped quite a lot. As I hinted earlier, the analytical and management skills I acquired were basically acquired through my studies in the UK.’ He has used these skills in the field of governance by contributing to policymaking and public administration in Jamaica and the Caribbean as a whole. Recently, he completed a decentralisation policy for regional services in Jamaica for the National Advisory Council on Local Government Reform, which is under review; Philip is very confident that it will be implemented.

As Gender Officer at the United Nations Mission in Liberia (UNMIL), Shamba Phiri has shaped government policies and actions, by participating ‘in the formulation of the Truth and Reconciliation Commission’s (TRC) gender policy, monitoring the implementation of the TRC Act from a gender perspective and engendered advocacy materials’. Since women and young people are commonly excluded from the policy decision-making process, Shamba also strengthened the capacity of the civil society organisation Women NGO Secretariat of Liberia (WONGOSOL), through a constitution formulation process, strategic planning, programming, and advocacy, so that WONGOSOL’s concerns are taken into consideration and it can become an effective watchdog and provide education and training, as well as ‘enabl[ing] them [to] lobby in parliament for the rights of women and children’.

Shamba ‘also offered technical and advisory support to government and civil society organisations through conducting training in gender, designing a reporting framework on the Convention on the Elimination of All Forms of Discrimination against Women [CEDAW] and the [UN] Security Council Resolution 1325. Also I developed a comprehensive dissemination strategy for women’s human rights. The CEDAW was simplified, while the rape law was amended and simplified further. The two were printed and distributed to the communities – this way all would know what their rights are’.

**I also offered technical and advisory support to government and civil society organisations through conducting training in gender.**

Currently, Shamba is the Training Officer at the Integrated Mission Training Centre at the United Nations Mission in Sudan (UNMIS), where she is in charge of training UN staff, and, as a consequence, is influencing Sudanese society as a whole. ‘The training that is given to our staff here in conflict management, resolution and peace building, leadership and gender in peace operations, Sphere training [on humanitarian action and disaster response], and organisational leadership, just to mention a few, is indirectly impacting their counterparts who are the people of Sudan.’ Moreover, Shamba has made some significant changes to UNMIS’s training policy: ‘When I came, there were no procedures and guidelines on training, so I had to embark on those to have a direction in the way they should conduct or participate in the training or building their capacities’. She has developed guidelines and procedures for conducting training both within UNMIS and at other external institutions.

When Professor Stephen Vasciannie returned to Jamaica after his Commonwealth Scholarship, he started teaching at the University of the West Indies as a Senior Lecturer in International Law, restructuring several courses. He was also ‘the first lecturer in another course, called Law, Governance, Economy and Society, which really pulled together international and local law in explaining the world to students. So that I think came indirectly out of my international law experience and international exposure’. Now at the Norman Manley Law School, Stephen contributes to development in the field of governance by preparing lawyers to operate in the Jamaican justice system.

**That I think came indirectly out of my international law experience and international exposure.**



**I can trace it almost directly back to my scholarship, because there I learned the techniques that I was able to use in various negotiations and giving legal advice.**

For several years, Stephen was the Deputy Solicitor General of Jamaica, and in this capacity he was also Head of the International Affairs Department of the government, advising the Attorney General on matters relating to international law in the Caribbean. He was involved in negotiating bilateral agreements, as well as in litigation in two cases, and advised on the establishment of the Caribbean Court of Justice and the mandatory death penalty in the Caribbean. 'I can trace it almost directly back to my scholarship, because there I learned the techniques that I was able to use in various negotiations and giving legal advice.'

Furthermore, Stephen worked as a consultant for the Commonwealth Secretariat on law of the sea matters for around two years, advising several African governments. 'I gave presentations on access to the sea for landlocked countries and this can be linked directly to the Commonwealth Scholarship, because my PhD thesis was about landlocked countries. So I completed my thesis about 1990, and then about 16 years later I was called upon to run these seminars on landlocked countries and actually drafted a treaty for the southern African landlocked countries and the neighbouring countries.' Stephen was also the Jamaican representative on the Inter-American Juridical Committee, the legal advisory body for the Organisation of American States. 'That one had, at the time I was a member, seven members, so the possibility of influencing the deliberations is more significant. So I think that I exercised some influence there.'

Professor Helen Borland's PhD at the University of Edinburgh enabled her to develop her interest and specialisation in the social inclusion of humanitarian migrants and other disadvantaged groups, in the context of language and communication. 'What I was mainly interested in was learning a second language and why is it so difficult for people to learn a second language well, and in particular looking at future employability. I decided to look at the learning of English as a second language because, in the Australian context at the time, when we had large influx of migrants and the government...starting to look seriously at immigration, but also if you are taking a lot of migrants you also have to make sure that they have the opportunity to learn English so they can be successful in the society.' Building on this research, Helen's main field of impact currently is social inequality and social inclusion, particularly related to cultural and linguistic diversity, as 'the work that I have done was...about how to deliver appropriate settlement and support services for newly arrived refugees and established migrant communities'.

One way in which she has contributed to social inclusion and social justice is through developing various courses at the Western Institute, which has since been integrated into Victoria University. 'The challenge was to develop a kind of model of education that would make education accessible for people who maybe traditionally haven't thought about going to university... So I was very much involved in the initial design of the Bachelor of Arts degree at the Western Institute. We actually developed a Major, which was called Communication Studies [which] was of a newer and accessible approach to developing skills and knowledge about language and communication in different social contexts... That was something that was probably quite new in those days.' Extending her work on an international scale, Helen also supported the development of a Master's programme in Linguistics at a university in Indonesia, where she was an International Visiting Professor.

In addition, Helen also strongly advocated the internationalisation of Victoria University. As Associate Dean International of her faculty, she was 'very much involved' in activities such as negotiating exchange agreements, running programmes in other countries, or hosting foreign students at her university. 'My interest in internationalisation and connecting with people from different countries...developed significantly through that international experience in Edinburgh, where I got to know people from all different parts of the world, that being something that I will always be very passionate about. I think the value that you get from having those opportunities to connect with people from different countries, from different contexts in terms of levels of development of the countries, is enormous.'

**I think the value that you get from having those opportunities to connect with people from different countries, from different contexts in terms of levels of development of the countries, is enormous.**

## **We found that our awards help Commonwealth Scholars and Fellows challenge existing practices, knowledge, and perceptions**

The interviews brought to light the important role of key outcomes that emerge from the cutting-edge research conducted during awards, as well as further work building on this afterwards. Awards have allowed Commonwealth Scholars and Fellows to identify problems, formulate recommendations, and stimulate debate that, in many instances, enable them to become pioneers of new strategies and policies and respected leaders in their fields.

Philip believes that ‘The skills, analytical skills, and knowledge and all that [I acquired in the UK] have been employed in my research work, article writing, and book chapter writing...and have been very useful in helping me to turn out the kind of outputs I am required to produce as part of my work’. He has recently developed a community leadership framework model, ‘to capture the process...[of] country ownership of development [in] the international development context’. By developing this framework, Philip has helped to challenge the dominant assumption that ‘developing countries don’t have the capacity, so development partners are trying to do development hands-on, publishing their own implementation systems parallel to governmental systems’. Instead, his framework shows how country ownership can be achieved at a grassroots level, where communities are engaged in using aid resources and ‘doing development’ on the ground.

Philip was also commissioned by the Commonwealth Secretariat to investigate approaches to public service reform and the outcomes of implementation in four Caribbean and four African countries. He presented his findings for the Caribbean region at an annual meeting of Cabinet Secretaries, where his findings were ‘well accepted and...generated a discussion and follow up work’.

Upon her return to Zambia after her Commonwealth Scholarship, Shamba worked as an Editor for Macmillan, an educational publishing company, for which she found her study in the UK very useful. ‘I did very well actually. I did appreciate working there because my Commonwealth Scholarship [or rather] part of the courses that we did was on educational publishing.’ She tailored educational materials to be culturally appropriate in different settings. ‘Some pictures which were to appear in the reading materials were not appealing to the Zambian culture. Then I was saying “If you want this book to sell, you better remove this picture or change that thing and put that one”. So it was done.’ Shamba was also keen to challenge gender stereotypes in education, and in society as a whole. ‘The English reading materials exposed to me had a lot of stereotypes of the roles and responsibilities of boys and girls, e.g. a boy kicking the ball and a girl sweeping the floor... In all this, it symbolised that a girl only can clean the house and join the nursing profession, and boys would be footballers, doctors, and not the other way round. In other words, with high-speed changes in the global world, the country needed to come out of cocoons if it were to match its current needs in development, and it has to start with educational policies and curriculum.’

Moreover, most of Shamba’s work has an impact on public knowledge and perceptions. ‘In Liberia, the immigration, the police, the security sector’s image was improved as I, for instance, mobilised UNMIL military and police for an open discussion or to play football at a school or orphanage... Also the women were sensitised on their rights to participate in the security sector. Initially, there were no women, so to speak, neither as military police nor any private company security guards. But once they came to know that this is something they needed to do – it is their right, not because they are women they can’t do it – they are able to participate. Also the women are able to participate in the political [sphere]. They were given these skills to be able to campaign successfully, to become members of the legislative caucus because they had the skills and knowledge. It is not only the men that are meant to be in parliament to be lawmakers.’

**The skills, analytical skills, and knowledge have been employed in my research work, article writing, and book chapter writing...and have been very useful in helping me to turn out the kind of outputs I am required to produce as part of my work.**

**Also the women are able to participate in the political [sphere]... It is not only the men that are meant to be in parliament to be lawmakers.**

**I believe I have taken an active role in the pursuit of that debate and the drafting of the rules.**

Stephen was motivated to do a PhD on the law of the sea when he identified a lack of Caribbean academics negotiating at the 3rd United Nations Conference on the Law of the Sea. His study enabled him to become one of the first specialists in the region. 'I also felt that it was a good area to study because the law of the sea is central to international law and the techniques you learn...are the same techniques for international law more generally. So the law of the sea provided a microcosm of the kind of work that I expected to do in international law in later life.' Currently, Stephen sits on the UN International Law Commission, formulating treaties for ratification by UN Member States. As a leader in the field, Stephen has a strong influence on the commission's work. 'Within the UN International Law Commission, there is an ongoing debate concerning humanitarian assistance, and in particular in what circumstances will humanitarian assistance obligations arise... That debate is still on but I believe I have taken an active role in the pursuit of that debate and the drafting of the rules.'

**We try to publish things that can influence public policy in the Caribbean or internationally.**

Stephen actively aims to change public perceptions and influence policymakers through contributing to a range of publications, including writing a weekly column on political, legal, and social issues in *The Gleaner*, the oldest newspaper in Jamaica, for over ten years. As well as sitting on the editorial board of the *Commonwealth Law Bulletin*, Stephen is also Editor of the *West Indian Law Journal*. 'We try to publish things that can influence public policy in the Caribbean or internationally. I most recently wrote about the Caribbean Court of Justice – what I think the next steps should be in getting countries involved, and so forth. Through publications I think I exercise some influence over public policy.' Stephen believes that this is crucial, as 'for smaller developing societies, powerfully-written journal articles which are given due publicity can have some influence over policymakers'.

Helen has had an impact on public policy through recommendations in reports commissioned by the Australian government. One such report, on the social inclusion of migrant communities with regard to access to public services provided by new technologies, identified shortfalls and suggested alternatives. 'Everything is moving towards technology-based delivery of information, like e-health... Unless there is some really good work done by government into improving the way they deliver their communication to make it accessible for all, basically you are cementing certain disadvantages for some people, like many people from refugee backgrounds, if they don't have English as their language.' Helen identified 'the basic principles that need to be imbedded in the way that you think about planning communication if you are really trying to be inclusive in the way that you give these messages'.

**I think the report that I did for that project really has contributed to the government having a better understanding about the fact that it wasn't straightforward to deliver quality language services.**

Another of Helen's reports looked at the social inclusion of African migrants, specifically their language diversity, language understanding, and service provisions. 'I think the report that I did for that project really has contributed to the government having a better understanding about the fact that it wasn't straightforward to deliver quality language services. They were already battling with those things, but the report probably helped them more to understand what the nature of those problems were, and to think through how they are going to deal with that.' Helen's work has also contributed to public debate on social inclusion and social justice in the field of linguistics. 'I think it has promoted some discussion... A lot of the work has more effect at community level and community advocacy work, and also in subtle ways messages get across, but particularly if this relates to language education...pushing for the importance and value, for example, of children from migrant backgrounds...using their first language at home and maintaining those connections between culture and heritage... I think we have impact at various times.'



## **We found that Commonwealth Scholarships ‘open doors’, and that Commonwealth Scholars and Fellows are highly sought after**

The knowledge, skills, and experience gained by alumni on award can often be put to use with immediate effect upon their return home, in other Commonwealth countries, or within international organisations. As exemplified by our four interviewees, Commonwealth Scholarships and Fellowships often lead to a promotion, general career advancements, or other professional opportunities.

For Philip, his Commonwealth Shared Scholarship for Master’s study built the foundation for a PhD, and his ensuing academic career. His Commonwealth Academic Fellowship led directly to a promotion at the University of the West Indies. ‘My plan was to apply for my Senior Fellowship as soon as I returned from Birmingham, which I did. Things went according to plan. The Fellowship was useful in this regard.’ His awards also created other opportunities, such as widening the breadth of work he was subsequently asked to undertake. ‘The seniority I have acquired has been helpful in letting me gain access to that kind of work.’

Equally, Shamba’s Commonwealth Scholarship helped her to progress in her professional career. ‘They [employers] consider the qualifications one has, which I acquired through the help of the Commonwealth award, and to a greater extent the skills I did acquire during my study, which helped me excel in my former job performance, to qualify for a promotion.’

Stephen’s academic career also benefited from his Commonwealth Scholarship. ‘I believe the award got me the job as Senior Lecturer at the University of the West Indies, which ultimately opened the door to my current job.’ The award also led to further professional prospects. ‘There have been opportunities which I have been exposed to [partly] as a result of recommendations from my supervisors... Secondly, I believe that I have had interaction with institutions in Britain which I wouldn’t have been exposed to before. For example, I was a Visiting Fellow at Wolfson College in 2002-2003, and I think that I got that position on the strength of my prior education at Wolfson, including my PhD. So, in a significant way, I have been able to “keep up” with what has happened in the wider world of international law, through foundations which were put in place when I did the DPhil.’

For Helen, her Commonwealth Scholarship enabled her to be quickly promoted in the early years of her career. ‘I think the fact that I got the first job that I got as a Lecturer – it probably made a difference that I had a PhD, even if I didn’t have a large number of publications at that stage. I was really young, I got a lecturing role, and in quite a short time I got promoted... It probably impacted on my career that I was promoted very quickly in the institution, and in quite a short time I was in academic leadership roles such as Head of School.’

## **We found that study in the UK has several important advantages**

Study in the UK allows many Commonwealth Scholars and Fellows access to specialised expertise and academic infrastructure that may not be readily available in their home country. The benefits can also be more subtle; studying outside one’s home country can offer a fresh and international perspective, and can provide the environment to be both constructive and critical.

Philip found that experiencing different approaches to teamwork and collegiality was one important benefit of studying in the UK, as was the availability of the library, learning facilities, and materials, compared to the University of Ghana or the University of the West Indies at the time. He also highly values the analytical skills he gained from his interactions with professors and colleagues. ‘There is a specific way [of] doing a programme in the UK [that] equips you to be a critical thinker. That was quite helpful indeed.’ Philip absorbed certain things merely by being based in the UK, as he ‘learned

**“The seniority I have acquired has been helpful in letting me gain access to that kind of work.”**

**“I believe that I have had interaction with institutions in Britain which I wouldn’t have been exposed to before.”**

**“There is a specific way [of] doing a programme in the UK [that] equips you to be a critical thinker. That was quite helpful indeed.”**

quite a lot in terms of how to govern from listening to these [parliamentary] debates on the radio and TV'. In addition to learning from renowned scholars whose work he had already read and whom he looked up to while in Ghana, Philip is still in contact with his former professors at Manchester and colleagues at Birmingham. He has invited them to speak at conferences in the Caribbean, and they have invited him to conferences in the UK.

**To me, studying outside one's country just blows one's mind wide open to other cultures as well.**

For Shamba, studying a Master's in the UK meant that she was able to enjoy the benefits of studying outside Zambia, while still using a familiar language of instruction. 'To me, studying outside one's country just blows one's mind wide open to other cultures as well. It erases all those stereotypes you would have about other people.' Shamba also very much appreciated the availability of academic literature in the UK, both at her university and outside it. 'The resource library in the UK is well stocked, and even in private bookshops you can easily buy and refer to them to make sure you have your work done appropriately.'

**The level of international law activity in Britain and the access of information in Britain are unique.**

Stephen identifies four distinctive advantages of studying in the UK: 'Availability of facilities, especially in respect of the libraries – the Bodleian Library at Oxford was outstanding... Secondly, there is a great degree of international exposure, which is important in international law. Thirdly, the cross-fertilisation of ideas. There were people doing postgraduate degrees from all different parts of the world... I was able to engage with them within the classroom and outside, which I wouldn't have in the Caribbean at all. Fourthly, I was able to work with Ian Brownlie, who at the time was the Professor of International Law at Oxford and who was active as a practitioner in international law. So I was exposed to practical aspects in a way that I would never have been exposed in the Caribbean'. He makes clear that one can also learn international law in the Caribbean, 'but the level of international law activity in Britain and the access of information in Britain are unique. So I would say that is a significant benefit.'

**They would challenge my ideas in a way I don't think I would have experienced in the Caribbean.**

Moreover, Stephen recognises the strength of critical thinking among academics in the UK. 'I would say that they are more detailed in Oxford. They were more people in Oxford who were experts. I mentioned my supervisor already but there were other international law experts around. They would challenge my ideas in a way I don't think I would have experienced in the Caribbean.'

Helen particularly valued attending an institution that was highly specialised in her field, the University of Edinburgh 'at that time being the top place internationally in applied linguistics. I think I got an enormous amount from the award. The main thing...that maybe I hadn't expected was the sort of learning and the excitement of being in that very well-developed academic environment where you got people who really are the top people in the world in their field.' This also allowed Helen access to a diverse group of high-profile staff and students with different areas of expertise. 'It actually meant that I got to mix with quite a lot of people who had an interest... That very specific training in applied linguistics wasn't available in Australia in those days.'

**Spending some time overseas when you study is incredibly valuable.**

Helen also appreciated the international environment at the university, and believes that 'spending some time overseas when you study is incredibly valuable... I do think that, if you are doing a doctorate, the networks you develop are incredibly valuable and important'. She has maintained links with current and former staff and students at her host institution, through visiting scholarships, student exchange programmes, and conferences.

## **We found that awards often cover all four democracy areas, cut across disciplinary boundaries, and help develop a wide set of transferable skills**

As said previously, there is a great deal of overlap across the four key priority areas supporting democratic principles and, as our interviewees demonstrate, there is also much interaction between disciplines, for example, curriculum planning and applied linguistics. Furthermore, Commonwealth Scholarships and Fellowships encourage the development of transferable skills, as well as the ability to contribute significantly beyond one's immediate area of expertise in various contexts, ranging from academic to charitable and corporate.

Having worked with the Permanent Secretary of Health, the Ministry of Transport and Work, and a wide range of other stakeholders, Philip would disagree with being categorised into a single academic discipline or impact area on democracy. 'My work is all encompassing, it cuts across... I am a free atom and able to work accordingly.' As an academic, his primary field of influence is universities and research institutes, and other important stakeholders include 'from a functionalist perspective... local government and NGOs and civil society'.

Shamba's Commonwealth Scholarship gave her the perfect opportunity to acquire a wide set of transferable skills. 'The Institute of Education offered the exact line of study that I wanted...and I knew that, apart from maybe getting a job within my Ministry of Education as a Curriculum Planner, I could use the same skills to plan any other work I would be given in the corporate world.' Her flexibility and therefore employability are reflected by the variety of organisations for which she has worked, ranging from the Zambian government to international organisations, an NGO to the private sector. As such, Shamba's work cuts across all four areas of building and sustaining democracy. 'Peacekeeping missions implement activities related to all of the [four] items...to bring peace to a ravaged nation. As a trainer, through the training needs assessment, with sections implementing all those [areas] – social inequalities, human rights, conflict resolution – you design, develop, deliver, coordinate, and evaluate training programmes for those staff so they are able to implement [them] on the ground to bring in social equality, and sensitise the populace of the nation on their rights to fight for their freedom.'

Stephen also believes that his impact is not confined to one particular area of support for democratic principles. 'I continue to make a contribution to governance, because the justice system is one of the central areas of governance in the country. That relates also to human rights functions, because my perspective is that lawyers are first and foremost defenders of human rights, and I try to convey that within the Law School.' Through his Commonwealth Scholarship, he acquired a broad range of techniques and skills that he applies in a range of situations. 'I think that, coming out of the Oxford experience, I had a degree of confidence about my teaching and research skills that I wouldn't have [had] otherwise.'

Helen was able to acquire transferable research skills through her award. 'Quite probably I wouldn't have had the chance to learn some of those things if I had been in Australia.' She has been able to apply these fundamental skills in a wide academic context since returning to Australia. 'I think what [the award] gave me was a really strong background in being able to research. Because my research was in migrant communities, it also gave me that interest in language in the social context and the capacity to do work on the ground with migrant communities. Probably for me that has been the most important way that I have been able to have an impact with my work.' Helen now calls herself a 'sociolinguist' rather than 'applied linguist', as 'social justice and addressing disadvantages is really my focus, but using my knowledge and interest in language to specifically look at the language and communication side of those sorts of problems'.

**My work is all encompassing, it cuts across... I am a free atom and able to work accordingly.**

**I knew that I could use the same skills to plan any other work I would be given in the corporate world.**

**My perspective is that lawyers are first and foremost defenders of human rights, and I try to convey that within the Law School.**

**I think what [the award] gave me was a really strong background in being able to research.**

## Summary

### **We found that having a Commonwealth Scholarship or Fellowship made a difference in achieving impact in supporting democratic principles**

In each of the four areas of building and sustaining democracy, Commonwealth Scholarships and Fellowships have made a difference by achieving impact. Whether through three years of PhD study, a one-year Master's degree, or a six-month Fellowship, awards provide the opportunity to gain transferable skills, which can be applied in various contexts. Awards also have a catalytic effect that far outlasts the time spent studying and researching, and this often produces outcomes that challenge existing knowledge and perceptions, as well as stimulate debate, often on a scale that reaches beyond national boundaries.

**I couldn't afford it; my dad was a poor farmer. I had to win a scholarship to go abroad... The awards made me what I am.**

For many alumni, the opportunity to study a degree at a UK institution would have been difficult without a Commonwealth Scholarship or Fellowship. Philip would have found it impossible to obtain a Master's degree from a UK university, due to the high fees: 'I couldn't afford it; my dad was a poor farmer. I had to win a scholarship to go abroad'. Access to this first award paved the way for his second, as he found out about Commonwealth Academic Fellowships while on his Commonwealth Shared Scholarship. Coming to the UK was essential for Philip, as he would not have gained the same level of knowledge and involvement in Ghana. 'It was the experience and exposure mainly. The UK's relations with Ghana are going far back. The natural place to go for a second degree was the UK. It was the first choice... The awards made me what I am.'

Shamba's Commonwealth Scholarship was important for both her professional and personal life. 'I thought it was long overdue to do my follow-up programme for me to progress further... It was funding which was limiting, because...coming from a peasant family, I could not have managed.' Shamba would have been unable to undertake a similar one-year programme in Zambia, as such courses were generally much longer in duration, the public universities were closed at the time due to protests, and other colleges charged high fees.

Stephen would have been unable to study for a doctorate in international law, as it 'was not readily available in the Caribbean at the time'. Without a Commonwealth Scholarship, he 'would have gone, I believe, into the practice of law in Jamaica primarily on domestic legal matters. I do not believe I would have become an international lawyer'.

**Unless I had some sort of scholarship, I wouldn't have been able to afford to go overseas.**

A Commonwealth Scholarship gave Helen the opportunity to pursue her academic interests. 'Unless I had some sort of scholarship, I wouldn't have been able to afford to go overseas... [But] there really weren't any well-established applied linguistics programmes in Australia.' Having lived in the UK as a child and with British heritage, 'the UK probably was always my first choice... I had this UK link'.

# Conclusion

The Commonwealth, as well as many other international and national stakeholders, places great emphasis on building and sustaining democracy as a key element of maintaining stability and encouraging socioeconomic development and poverty reduction. Higher education, and international scholarships in particular, can play an effective role in this, by providing access to expert knowledge, skills, and experience that often cannot be obtained in award holders' home countries, as well as by increasing capacity and stimulating research in democracy-related fields.

As part of the CSC's Evaluation Programme, we have, in this report, examined the scope of award provision in democracy-related sectors over the past 50 years, and looked at evidence of more than 1,000 alumni reporting impact in the related fields of Governance, International Relations, Social Inequalities and Human Rights, and Conflict Prevention/Humanitarian Assistance.

One of the main conclusions of this report is that impact in supporting democratic principles is not limited to certain disciplines and schemes. Alumni who studied in the fields of science, technology and engineering or English literature, for example, as well as more obvious fields such as politics or public administration, report impact in building and sustaining democracy. Furthermore, as our case studies illustrate, impact in this area has been reported by alumni from a variety of professional and geographical backgrounds, covering sub-Saharan Africa, Asia, the Caribbean, and Australasia, as well as professions ranging from university professors and gender officers to lawyers and science and technology researchers. We have found, therefore, that a diverse and large group of our alumni actively contribute to democratic development all over the Commonwealth.

As in our previous studies, we have found that:

- **Commonwealth Scholarships and Fellowships can act as a catalyst for development.** The benefits of a single scholarship can ultimately reach many people. One theme that emerged from the interviews was the 'multiplier effects' of an award through capacity building by way of course development, lecturing, or training given by alumni. This further confirms the strong long-term impact and value-for-money investment that scholarships represent for international development efforts. In addition, the interviews highlight the importance of public policy in the field of supporting democratic principles, affecting a community, society or region as a whole, and the significant contribution each interviewee has made in this regard.
- **Awards help Scholars and Fellows challenge existing practices, knowledge and perceptions.** The interviews brought to light the important role of key outcomes that emerge from the cutting-edge research conducted during awards, as well as further work building on this afterwards. Awards have allowed Commonwealth Scholars and Fellows to identify problems, formulate recommendations, and stimulate debate that, in many instances, enable them to become pioneers of new strategies and policies and respected leaders in their fields.
- **Commonwealth Scholarships 'open doors', and Commonwealth Scholars and Fellows are highly sought after.** The knowledge, skills, and experience gained by alumni on award can often be put to use with immediate effect upon their return home, in other Commonwealth countries, or within international organisations. As exemplified by our four interviewees, awards often lead to a promotion, general career advancements, or other professional opportunities.

- **Study in the UK has several important advantages.** Study in the UK provides many Commonwealth Scholars and Fellows with access to specialised expertise and academic infrastructures that may not be readily available in their home countries. The benefits can also be more subtle; studying outside one's home country can offer a fresh and international perspective, and can provide the environment to be both constructive and critical.
- **Awards often cover all four democracy areas, cut across disciplinary boundaries, and help develop a wide set of transferable skills.** As frequently indicated, there is a great deal of overlap across the four key priority areas supporting democratic principles and, as our interviewees demonstrate, there is also much interaction between disciplines. Furthermore, Commonwealth Scholarships and Fellowships encourage the development of transferable skills, as well as the ability to contribute significantly beyond one's immediate area of expertise in various contexts, ranging from academic to charitable and corporate.

Our Evaluation Programme to date has provided us with considerable evidence that our programmes are meeting their objectives. Our respondents confirm that they acquired relevant skills and expertise which would not otherwise have been available, and that they have subsequently put these skills into use, with many survey respondents giving detailed examples of the impact that they have had.

From the data in this report, we conclude that we are providing access to training which is relevant to building and sustaining democracy across the Commonwealth, and that our survey respondents have, in many cases, demonstrated how they are putting this training into practice through influence on the areas of good governance, constructive international relations, protection of human rights, elimination of social inequalities, prevention of conflict, and assistance in humanitarian crises. The next stage is to continue to further quantify and verify the nature of this impact, in this and other priority areas, and to inform the continuous review and improvement of the CSC's scholarship and fellowship schemes, so that they can continue to have a positive impact for decades to come.



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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'.<sup>1</sup>

In the UK, since the late 1990s in particular, CSC policy has emphasised both development impact, largely in relation to the Millennium Development Goals, and leadership, as well as international collaboration and partnerships, and 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.

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.

<sup>1</sup> Report of the Commonwealth Education Conference, Cmnd. 841 (1959)



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

### All alumni and survey participants, by scheme and year of award

	All alumni	Survey population	All respondents	Democracy respondents
<b>Academic Staff Scholarships</b>				
1960-1964	1	0	0	0
1965-1969	5	1	0	0
1970-1974	148	30	11	4
1975-1979	208	36	13	7
1980-1984	298	81	19	8
1985-1989	333	65	26	14
1990-1994	338	106	46	24
1995-1999	229	180	34	16
2000-2004	134	111	44	22
2005-2007	19	6	4	2
<b>Total</b>	<b>1713</b>	<b>616</b>	<b>197</b>	<b>97</b>
<b>Distance Learning Scholarships</b>				
2000-2004	267	96	28	12
2005-2007	96	1	1	0
<b>Total</b>	<b>363</b>	<b>97</b>	<b>29</b>	<b>12</b>
<b>Medical Scholarships</b>				
1960-1964	33	2	0	0
1965-1969	179	22	11	4
1970-1974	175	21	9	2
1975-1979	111	17	3	1
1980-1984	96	14	7	3
1985-1989	97	23	8	4
1990-1994	63	18	7	2
1995-1999	9	3	1	0
<b>Total</b>	<b>763</b>	<b>120</b>	<b>46</b>	<b>16</b>
<b>Academic Fellowships</b>				
1965-1969	13	2	0	0
1970-1974	171	13	4	1
1975-1979	192	12	3	2
1980-1984	227	20	9	7
1985-1989	287	98	22	17
1990-1994	244	91	31	20
1995-1999	323	234	92	47
2000-2004	362	347	174	87
2005-2007	179	108	78	40
<b>Total</b>	<b>1998</b>	<b>925</b>	<b>413</b>	<b>221</b>
<b>Medical Fellowships (DFID)</b>				
1960-1964	1	0	0	0
1965-1969	154	15	2	1
1970-1974	228	19	6	2
1975-1979	153	28	8	4
1980-1984	172	42	11	6
1985-1989	212	12	3	0
1990-1994	203	35	13	5
1995-1999	29	14	7	3
<b>Total</b>	<b>1152</b>	<b>165</b>	<b>50</b>	<b>21</b>

**Medical Fellowships (FCO)**

1965-1969	15	0	0	0
1970-1974	53	8	3	0
1975-1979	20	5	2	2
1980-1984	19	4	2	1
1985-1989	24	2	1	0
1990-1994	17	0	0	0
1995-1999	2	0	0	0
<b>Total</b>	<b>150</b>	<b>19</b>	<b>8</b>	<b>3</b>

**Senior Medical Fellowships**

1985-1989	20	0	0	0
1990-1994	15	6	1	0
1995-1999	3	0	0	0
<b>Total</b>	<b>38</b>	<b>6</b>	<b>1</b>	<b>0</b>

**Split-site Scholarships**

1995-1999	21	18	5	0
2000-2004	121	119	58	27
2005-2007	67	39	27	11
<b>Total</b>	<b>209</b>	<b>176</b>	<b>90</b>	<b>38</b>

**Professional Fellowships**

2000-2004	137	137	50	35
2005-2007	186	143	76	51
<b>Total</b>	<b>323</b>	<b>280</b>	<b>126</b>	<b>86</b>

**'General' Scholarships (FCO)**

1960-1964	272	78	44	17
1965-1969	273	56	32	16
1970-1974	317	68	34	15
1975-1979	259	66	27	13
1980-1984	332	96	49	20
1985-1989	379	83	35	10
1990-1994	333	99	51	22
1995-1999	306	221	64	23
2000-2004	286	277	104	48
2005-2007	101	63	34	15
<b>Total</b>	<b>2858</b>	<b>1107</b>	<b>474</b>	<b>199</b>

**'General' Scholarships (DFID)**

1960-1964	752	87	33	13
1965-1969	690	88	34	18
1970-1974	632	110	36	16
1975-1979	586	111	41	19
1980-1984	693	152	52	25
1985-1989	792	138	51	26
1990-1994	747	194	69	34
1995-1999	670	470	131	59
2000-2004	687	645	241	92
2005-2007	262	167	104	40
<b>Total</b>	<b>6511</b>	<b>2162</b>	<b>792</b>	<b>342</b>

<b>TOTAL</b>	<b>16078</b>	<b>5673</b>	<b>2226</b>	<b>1035</b>
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## Appendix 3

### Disciplines and categories

A quick glance at just some of the specific topics studied and researched by our approximately 17,000 alumni demonstrates the enormous breadth and variety of individual subject areas involved. In order to manage this information in a practical way, the CSC allocates a broad academic discipline to each application nominated for one of its awards. The purpose is partly to help identify suitable expert academic advisers during the selection process, and partly to enable us to keep a record of the fields of study in which our award holders are involved.

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

Categories and Discipline of study	All alumni	All respondents	Democracy respondents
<strong>Agriculture</strong>			
Agriculture	728	125	66
Food science and technology	96	20	9
Veterinary science	212	27	16
<strong>Agriculture total</strong>	<strong>1036</strong>	<strong>172</strong>	<strong>91</strong>
<strong>Education</strong>			
Education	572	110	68
<strong>Education total</strong>	<strong>572</strong>	<strong>110</strong>	<strong>68</strong>
<strong>Environment</strong>			
Archaeology (physical science)	38	5	2
Built environment	139	16	5
Civil engineering	535	66	26
Earth sciences	316	32	12
Environmental studies	287	71	30
Geography (physical science)	60	17	9
Town and country planning	170	25	15
<strong>Environment total</strong>	<strong>1545</strong>	<strong>232</strong>	<strong>99</strong>
<strong>Governance</strong>			
Anthropology	81	17	10
Geography (social studies)	168	18	13
Law	553	103	77
Social policy and administration	212	47	40
Sociology	321	36	28
Theology, divinity and religious studies	57	10	5
Other social science	2	0	0
Some politics and international studies	338	56	41
<strong>Governance total</strong>	<strong>1732</strong>	<strong>287</strong>	<strong>214</strong>

## Growth

Accountancy, banking and finance	157	25	12
Business and management studies	298	54	26
Communication and media studies	51	10	8
Economics and econometrics	511	86	43
Tourism	26	6	4
<b>Growth total</b>	<b>1043</b>	<b>181</b>	<b>93</b>

## Health

Anatomy	33	2	1
Clinical laboratory sciences	740	63	16
Community-based clinical subjects	481	95	40
Dental sciences	163	22	11
Hospital-based clinical subjects	1155	84	28
Nursing	40	4	1
Other studies allied to medicine	276	22	9
Pharmacology	121	14	5
Pharmacy	150	21	9
Physical education and sports studies	10	1	0
Physiology	79	9	1
Psychology (biological science)	47	7	3
Psychology (social studies)	111	15	7
Other medicine	8	0	0
<b>Health total</b>	<b>3414</b>	<b>359</b>	<b>131</b>

## International relations

African and Asian studies	80	3	1
American studies	15	3	2
Celtic studies	2	0	0
East and South Asian studies	104	8	4
French studies	31	2	0
German and Scandinavian studies	16	1	1
Italian studies	3	0	0
Linguistics	228	26	15
Middle Eastern and African studies	19	2	0
Some politics and international studies	120	22	20
Russian, Slavonic and related studies	8	0	0
Spanish and Portuguese studies	5	0	0
<b>International relations total</b>	<b>631</b>	<b>67</b>	<b>43</b>

## Other arts and humanities

Archaeology (humanities)	32	6	4
Art and design	57	6	2
Classics	63	7	4
Drama, dance and performing arts	53	5	4
English language, literature and comparative studies	503	64	27
History	396	52	27
History of art, architecture and design	64	9	1
Music	79	18	4
Philosophy	192	32	14
<b>Other arts and humanities total</b>	<b>1439</b>	<b>199</b>	<b>87</b>

**Science, technology and engineering**

Applied mathematics	115	24	6
Biochemistry	161	26	9
Biology	1015	141	59
Chemical engineering	208	33	11
Chemistry	499	54	19
Computer science	388	53	11
Electrical and electronic engineering	588	76	20
General engineering	116	16	8
Information technology	20	6	5
Library and information management	84	9	5
Manufacturing engineering	42	6	3
Mechanical and aeronautical engineering	195	15	3
Metallurgy and materials	158	23	12
Minerals technology	34	2	2
Physics	477	65	19
Pure mathematics	278	37	5
Statistics and operational research	192	26	7
Other pure science	9	1	0
Other technology	12	6	5
<b>Science, technology and engineering total</b>	<b>4591</b>	<b>619</b>	<b>209</b>
No record	75	0	0
<b>TOTAL</b>	<b>16078</b>	<b>2226</b>	<b>1035</b>

## Appendix 4

### ISIC categories

Current or most recent occupations of survey respondents reporting an impact in areas identified as supporting democratic principles, where there was sufficient information, were categorised according to the United Nations International Standard Industrial Classification of All Economic Activities (ISIC).

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

ISIC description	Respondents
Activities of extraterritorial organizations and bodies	20
Administrative and support service activities	3
Agriculture, forestry and fishing	3
Arts, entertainment and recreation	14
Construction	5
Education	633
Electricity, gas, steam and air conditioning supply	3
Financial and insurance activities	18
Human health and social work activities	62
Information and communication	20
Manufacturing	4
Mining and quarrying	3
Other service activities	3
Professional, scientific and technical activities	113
Public administration and defence; compulsory social security	108
Real estate activities	1
Transportation and storage	2
Water supply; sewerage, waste management and remediation activities	2
Wholesale and retail trade; repair of motor vehicles and motorcycles	1
Not categorised	17
<b>Total respondents</b>	<b>1035</b>





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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