

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

## **Assessing impact in higher education and development**

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

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

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

**Commonwealth Scholarships:** also known as 'general' Scholarships; available for postgraduate (Master's and PhD), and in some cases undergraduate, study at any UK university.

#### **Commonwealth Academic Staff**

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

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

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

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

#### **Commonwealth Professional Fellowships:**

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

#### **Commonwealth Distance Learning**

**Scholarships:** enabling developing country students to secure Master's-level qualifications from UK institutions through distance learning study.

#### **Commonwealth Medical Scholarships:**

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

#### **Commonwealth Medical Fellowships:**

offering up to twelve months' clinical and/or research experience at an advanced level in the candidate's field of specialisation. These awards were merged with Commonwealth Academic Fellowships in 1996.

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

This report was written by Liam Roberts, Rachel Day, and Dr Jonathan Jenkins (of the CSC secretariat) and Dr Norm J Geddes (Commonwealth Scholarship Commissioner), and published in March 2012.

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# Foreword

A recent opportunity to review the names of Commonwealth Scholars and Fellows from the University of the West Indies (UWI) over the past 50 years was striking to me because of the abundance of well-known UWI academics and scholarly leaders produced by this exceptional programme. It is in this context one understands why this publication by the Commonwealth Scholarship Commission (CSC) is so vitally important. Few programmes can boast similar achievements over such a sustained period of time, and a history such as this needs to be documented and celebrated.

For over 50 years, Commonwealth Scholars and Fellows have been at the forefront of an important global movement, creating and sustaining productive links between the higher education sector and development processes in low and middle income countries.

It is now generally accepted that higher education can play a crucial role as an engine of sustainable development. Universities foster leadership and they cultivate international networks of expertise. They generate whole cohorts of homegrown nurses, doctors, and health professionals, engineers and experts in science and technology, agriculture and the environment, and teachers and professors – all of whom carry responsibility in meeting the Millennium Development Goals.

Higher education has not always been universally recognised as being so central to the development process, but the CSC has played a consistent role in nurturing and developing new generations of highly-skilled young leaders for over half a century.

Commonwealth Scholars and Fellows return home with important new skills and knowledge, but, notably, this expertise does not continue to reside solely within these individuals. Many returning Scholars and Fellows have gone on to contribute greatly to the human capacity of their own home universities. They are able to lead new research programmes and help design new curricula, they have often founded new centres and units, and they have initiated legacies that benefit the whole institution – better positioning the university to play a lasting role in the country and region.

This report presents the impact of Commonwealth Scholars and Fellows not only on their chosen fields of study, but also on institutions of higher education themselves. In which ways can alumni help enable their home universities to grow and sustain new capacities? Through case studies and quantitative analysis, this report sheds light on how award holders play an important role in developing and maintaining bonds between higher education and the wider society it is designed to serve.

In these times of global economic crisis, countries are increasingly hard pressed to prove the value of programmes, even though they may have existed for decades. Should the lens of those who control budgets be directed at this programme, then this publication will provide ample proof of money well spent, and of Britain reaching out to the world encompassed by the Commonwealth and making a difference.

**Professor E Nigel Harris**

Vice-Chancellor

University of the West Indies





# Executive summary

*'Tertiary education institutions have a critical role in supporting knowledge-driven economic growth strategies and the construction of democratic, socially cohesive societies.'*

**World Bank, *Constructing Knowledge Societies:***

***New Challenges for Tertiary Education (2002)***

The role of higher education institutions (HEIs) and their staff in contributing to socio-economic development has received greater attention in recent years from donors and development organisations. This shift acknowledges the importance of higher education in a range of areas vital for development, from research and development and innovation to the provision of high-quality training for professionals from fields as diverse as engineering, medicine, education, and finance. The Commonwealth Scholarship Commission in the United Kingdom (CSC) has long recognised this and, with large numbers of former Commonwealth Scholars and Fellows working in higher education – the majority in developing countries – is well placed to investigate the impact that investment in higher education professionals and institutions can have on socioeconomic development.

This report, therefore, examines the impact that scholarships and fellowships can have on individuals and on HEIs, and the impact that these individuals and institutions can then have on economic and social development. It provides some context by reporting on the targeted awards offered to academic staff and students, before moving on to assess the impact of the more than 1,350 alumni working in higher education who responded to a 2008 impact evaluation survey. Alongside some data analysis, the report highlights a number of individual case studies and puts them in the context of the Millennium Development Goals, supporting the continuing relevance of such awards and their contribution to development.

Finally, the report narrows its focus to take a closer look at Commonwealth Scholarships and Fellowships in the context of three specific HEIs – namely **Makerere University** in Uganda, the **University of Dhaka** in Bangladesh, and the **University of the West Indies** in the Caribbean – and provides in-depth case studies of three individual staff members at these institutions.

The main findings of this report are:

- **Higher education professionals are able to have an impact on development issues.** Our survey respondents report many examples of relevant activity.
- **The CSC is well placed to have an impact on higher education and to work in partnership with overseas HEIs.** Alongside other programmes, it has offered over 4,100 specifically targeted scholarships and fellowships to academic staff and overseas PhD students nominated by over 340 institutions, mostly in South Asia and sub-Saharan Africa.
- **A high proportion of former Commonwealth Scholars and Fellows work in higher education.** Of the 2,226 responses to the 2008 survey, for example, 63% work in education – 61% in higher education.
- **Commonwealth Scholarships and Fellowships contribute to the career development of higher education professionals.** 87% of respondents working in higher education who had completed their studies at least 12 months before the survey reported that the award had helped them make advancements in their careers.
- **Commonwealth Scholarships and Fellowships enable individuals to acquire skills and knowledge and to pass them on.** 99% of respondents working in higher education reported gaining knowledge in their area of expertise, and 96% reported using the skills and knowledge gained on award in their workplaces.

- **Commonwealth Scholarships and Fellowships do not lead to brain drain from developing countries.** 94% of the respondents from developing countries working in higher education reported working or living in their home countries. This rises to 95% if those working in their home regions are included.
- **Commonwealth Scholarships and Fellowships are linked to the introduction of new practices and innovations in Commonwealth HEIs.** 90% of those respondents working in higher education reported that they had been able to introduce new practices and innovations in their workplaces as a result of their awards.
- **Alumni working in higher education report involvement in development-related activity.** 92% of respondents working in higher education reported having an impact in at least one of 12 key development priority areas, with 28.5% reporting influencing government policy, and 31% having an impact on socioeconomic development in at least one area.
- **Impact reaches beyond individual subject areas and affects a wide range of development issues.** Alumni working in higher education also report involvement in a wide range of development-related activities, in many cases, in priority areas unrelated to their specific course of study or area of expertise.

The report then provides some context to the role of Commonwealth Scholarships and Fellowships for specific institutions, by focusing on three key Commonwealth universities and providing some background to both the institutions and former Commonwealth Scholars who work there. Our in-depth interviews with individuals at the three universities give further insight into the benefits of Commonwealth Scholarships and Fellowships for both individual staff and their employing institutions.

In particular, it was found that:

- **Commonwealth Scholarships provide opportunities.** Awards have enabled individual staff to acquire qualifications and skills that would otherwise have been difficult or impossible to obtain. *'I wanted to go on and do my PhD, and there were not many resources available for me besides the Commonwealth Scholarship... without a PhD...there isn't room for advancement or to have impact.'*
- **The scheme offers added value through its international nature.** Studying in the UK can provide access to resources and equipment unavailable at home, as well as enabling contact with other students and peers in similar fields. *'You gain the opportunity to work with many people. I worked with one fellow from Poland who is now a minister...There were colleagues from Canada, Africa – because of the diverse population, there was a real cross-fertilisation of ideas.'*
- **There is evidence of continuing collaboration between host and home institutions after awards have ended.** The international focus of the scheme has opened up opportunities for partnerships and long-term collaboration. Almost 70% of respondents from the three focus institutions reported maintaining links with their host institutions in the UK.
- **The prestigious and unique nature of Commonwealth Scholarships can also have an impact.** The reputation and competitiveness of the programme can be a useful tool for alumni in influencing policy and practice, both within their institutions and on local and national levels. *'The Commonwealth Scholarships are some of the best regarded... I think that I have benefited from the award in part as it gave me a foot in the academic door, as well as the policymaking door.'*
- **HEIs also benefit from these awards.** All 21 respondents from Makerere University, for example, reported using the skills and knowledge gained on award in their work and that they were able to introduce new practices and innovations in their workplaces. *'I certainly would not have been inspired to pursue such a centre if not for my time at Cambridge, and seeing how the collegial structure there operates and what it is able to accomplish.'*

The report concludes that, although Commonwealth Scholarships and Fellowships are given to individuals, they have a demonstrable impact on higher education – both institutions and the sector as a whole. We have shown that alumni have returned to their home universities and not only developed and led new modules and programmes which nurture scientists and health care workers of the future, but also reached out beyond the institution gates and impacted upon policymakers at various levels of government, engaged in collaborative projects involving multiple stakeholders, and influenced wider society. It is in these links between institutions of higher learning and wider society where many Commonwealth Scholars and Fellows are able to have potentially considerable impact on development and, as such, we conclude that these awards allow for the primary objectives of the scheme to be met.



# Introduction

In their capacity as engines of research and innovation, and as centres of learning and teaching in a diverse range of fields and disciplines, universities and their staff are well placed to play a role in addressing development targets such as the Millennium Development Goals (MDGs), as well as national and global challenges such as climate change and food insecurity. In recent years, the potential impact of this role has become more widely recognised at both national and international levels.

This report builds on evaluation work already undertaken and investigates the impact of Commonwealth Scholarships and Fellowships on higher education, not only on the individual academics who were offered scholarships or fellowships, but also on their home institutions and, beyond that, on the communities and societies around them.

One of the challenges for universities in lower income countries is how to use this potential. In many cases, they are restricted by financial constraints, which often significantly limit their ability to recruit and retain world-class teaching and research staff. This latter issue, in particular, is of key importance for institutional capacity development, both for individual universities and national higher education sectors as a whole. While this is an issue for universities worldwide, the challenge is particularly acute for institutions in developing countries.

It is against this background that the Commonwealth Scholarship Commission in the United Kingdom (CSC) has been offering postgraduate scholarships and fellowships, and therefore both directly and indirectly supporting the higher education sector, since 1959. Of the more than 17,000 awards it has offered since 1959, a large number have been through programmes explicitly targeted at academic staff and, with the establishment of its alumni association in 2000, it became clear that a large proportion of those holding non-academic awards also go on to work in higher education. Of the 2,226 respondents to the impact evaluation survey undertaken in 2008, for example, 63% reported working in the education sector, and 61% in higher education.

The three broad objectives of the CSC's scholarship and fellowship programmes are:

- 1. To support talented and able individuals** by providing opportunities for study and research that might not otherwise have been available, enabling Commonwealth Scholars and Fellows to develop expertise and build networks within their fields and across borders.
- 2. To assist institutional capacity building** by offering opportunities for developing country university staff to receive training through academic staff fellowships, so that they return home with new skills to help strengthen their institutions' human capacity.
- 3. To have a wider impact on communities and societies** through facilitating an environment for the exchange of ideas and practices and enriching individuals' academic and leadership experience, while also providing them with the tools to have impact at their home institutions, and in their home countries more widely.

With this and the wider higher education and development debate in mind, this report aims to provide analysis and examples showing the breadth of impact reported by our alumni, from the introduction of new curricula and methodologies to increasing the capacity to secure external funding, as well as contributing to development targets such as the MDGs.

To do this, the report will begin by laying out the context of the higher education and development debate, before moving on in the second section to place the CSC's activities within this context by describing the programmes specifically aimed at academic staff and providing some further detail about those funded through these programmes.

In the third chapter, individual examples of activity will be presented in the form of case studies describing the impact in key development areas reported by respondents to the 2008 impact evaluation survey, and demonstrating the relevance of these activities in relation to the MDGs.

The fourth and fifth chapters will then look at individual and institutional impact, firstly by examining the responses of the 1,357 alumni working in higher education who responded to the 2008 survey, and then by narrowing the focus down to look at the impact of alumni on three specific institutions: **Makerere University** in Uganda, the **University of Dhaka** in Bangladesh, and the **University of the West Indies** in the Caribbean.

In conclusion, we will summarise the findings of this study, which we hope will show that the awards funded by the CSC do have an impact on both individual and institutional capacity development in the higher education sector, and that this funding is justified by our findings that alumni working in HE are actively contributing to internationally-recognised targets such as the MDGs and to socioeconomic development on a wider scale.

# 1. The role of higher education in development impact

## Changing perceptions of the importance of higher education in development

*'Tertiary education institutions have a critical role in supporting knowledge-driven economic growth strategies and the construction of democratic, socially cohesive societies. Tertiary education assists the improvement of the institutional regime through the training of competent and responsible professionals needed for sound macroeconomic and public sector management. Its academic and research activities provide crucial support for the national innovation system. And tertiary institutions often constitute the backbone of a country's information infrastructure.'*<sup>1</sup>

In the past decade, international donors and governments have increasingly recognised the essential role played by universities in meeting national and regional development objectives, and with good reason. Each of the eight MDGs, from improving maternal health to environmental sustainability to mitigating the devastating effects of HIV/AIDS, relies upon university-trained scientists, health practitioners, and educators if they are to be achieved. The development priorities of the UK Department for International Development (DFID), including science and technology, water and sanitation, and governance and social development, equally depend in large part upon robust higher education systems that can deliver the necessary local expertise, and nurture and retain the skills that have impact in these areas.

Development bodies did not always see the inherent links between higher education and sustainable livelihoods, however. During the 1990s, many major donors largely regarded higher education institutions (HEIs) in lower and middle income countries as divorced from the urgent developmental priorities of their countries, and international support for the education sector was largely restricted to primary education. This view was indeed spearheaded by the World Bank for many years, which helped to establish the trend among many of the world's donor bodies to prioritise primary education directly over education holistically.

Neglect of higher education led to the disfranchisement of research centres, medical schools, agricultural centres, telecommunication and technological development, business training centres, vocational and skills schools, and other areas included in the tertiary education sector – areas critical to the development of lower and middle income countries. The underfinancing of universities further contributed to the oft-quoted 'brain drain' – the long-term migration of skilled researchers and teachers, as well as skilled staff in fields of education, health, and public policy.<sup>2</sup>

In the late 1990s, the World Bank position began to move away from this compartmentalised approach, with support for education at all levels accelerating and becoming more integrated into overall policy. In 2000, the Bank commissioned a Task Force on Higher Education and Society, along with UNESCO, to draft an investigative and analytical report on the role of universities in the developing world.

1 World Bank, *Constructing Knowledge Societies: New Challenges for Tertiary Education* (2002), p.23

2 Geoff Maslen, 'Africa: Charting the decline of the social sciences', *University World News*, 29 August 2010

**Professor Josef Amuzu** held a Commonwealth Academic Fellowship in Chemical Engineering at Imperial College London in 1982. He is now Professor of Physics at the University of Ghana, having previously served as Pro-Vice-Chancellor of the institution.

*'As Pro-Vice-Chancellor, I participated in activities relating to the governance of the university. Particularly, I was involved in significant change management. This was at the time when enrolment numbers saw dramatic increases and direct fee charging was introduced.'*

**Professor Sailaja Pingali** is Professor of English at the University of Hyderabad, India. She was a Commonwealth Academic Fellow in Linguistics at the University of Edinburgh in 2003.

*'The impact of the Commonwealth Fellowship is seen at various levels – not just obvious ones. It is subtle in giving one confidence about one's own earlier work and the knowledge that one is up to date with current research. At a tangible level, my award has contributed significantly to the quality of courses I offer in my own organisation, bringing them up to international standards.'*

Concluding that higher education can ill afford to be considered a luxury for developing countries in an era of globalised knowledge and commerce, the Task Force played a key role in influencing World Bank policy into the new decade. By 2002, the Bank openly recognised 'the need to embrace a more balanced, holistic approach to...the entire lifelong education system, irrespective of a country's income level'. As one of the world's most 'influential actors in the education policy arena', the Bank's change in approach at this time had the effect of prompting new initiatives for higher education support among other international actors.<sup>3</sup>

## The role of scholarships in promoting development

With this growing acknowledgement of higher education as a tool for economic and social development, it also became evident that the analytical separation of higher education from other levels is highly artificial, and that the education system should be taken as an integrated whole rather than as sections competing for resources. Primary school teachers themselves, as well as education managers, skilled health workers, engineers, policymakers, scientists, and entrepreneurs, are almost entirely generated by HEIs and, as such, their capacity to carry out their work to the highest potential is dependent on quality training and research at the tertiary level.<sup>4</sup> Localising the capacity to deliver high-quality teacher training and postgraduate study and research is therefore a crucial component in strengthening the ability of lower income countries to address development challenges.

With funding being such a critical issue for HEIs in both developed and developing Commonwealth countries, scholarships can potentially play a pivotal role in supporting academics to advance their knowledge and skills, as well as their international exposure and experience. The CSC is proud to have consistently offered support to higher education professionals since 1959, through the provision of funding for PhDs, Master's degrees, and clinical training for talented individuals, as well as offering programmes aimed at strengthening international links and collaboration between academics and institutions, such as fellowships and split-site scholarships. These and other such funding opportunities can be seen as benefiting not only individual award holders, but also their employers, through providing a valuable tool for universities to build their human capacity and increase their potential to attract further funding and assist in the recruitment and retention of staff, which is vital.

With the CSC's selection processes placing importance on academic merit and, more recently, potential development impact, award holders are for the most part individuals who have demonstrated both exceptional academic prowess and the leadership potential essential for lasting impact. As the next section of this report will show, more than half of the 2,226 respondents to an impact evaluation survey in 2008 (see Appendix 1) indicated that they work in the field of education, with a clear majority of them working in higher education. This suggests that support given to individual academics through scholarships and fellowships has the potential to have a strong impact on HEIs themselves, as a disproportionately high contingent of alumni continue in careers focusing on education, and higher education specifically.

By providing these individuals with the means to further their education, gain access to world-class research facilities and expertise, and establish new international networks, mentors and contacts, scholarship programmes play a role in empowering them to return to their home institutions with the strengthened skills and drive necessary for the institution to grow. As we hope the rest of this report will show, it can be argued, therefore, that scholarships and fellowships have the potential to impact upon individuals, institutions, and wider society.

3 Joel Samoff and Bidemi Carrol, 'The promise of partnership and continuities of dependence', paper presented at the Annual Meeting of the African Studies Association, Washington, DC, USA, 5-8 December 2002

4 Graham Furniss, 'Higher education in Africa: the Commission for Africa', *Review of African Political Economy*, 104, Vol. 32 (2005), 446-449



## 2. Higher education: the impact of Commonwealth Scholarships

In this section, we look at the relationship between the CSC and the higher education sector, by first looking at those funded through specific programmes targeted at academics, and then moving on to look at the more than 1,300 alumni working in higher education who responded to the 2008 impact evaluation survey.

### Commonwealth Scholarships and Fellowships for academics

As previously noted, the CSC has provided support to those working in higher education since its inception in 1959. In this section, we will look briefly at those who have been funded through one of the two schemes set up in 1968 and explicitly aimed at higher education professionals: Commonwealth Academic Fellowships and Commonwealth Academic Staff Scholarships.<sup>5</sup> Separately, we will also comment on a relatively new programme – Commonwealth Split-site Scholarships – as nominations for these awards are largely made by overseas institutions, and award holders are often employed in academia both during and after their studies.

#### Academic staff awards

Candidates for Commonwealth Academic Fellowships and Commonwealth Academic Staff Scholarships are nominated by their employing institution or, in some recent cases, by other bodies such as UK universities representing DFID Research Consortia. Changes to the programme in recent years mean that academic staff are now considered for Commonwealth Scholarships alongside national agency-nominated applicants. By continuing to invite institutions to nominate candidates, universities retain the ability to prioritise staff or departments key to their capacity building. This also enables the CSC to maintain its high standards of competitiveness, academic merit, and development potential within its own objectives.

Over the past 40-plus years, over 4,100 award holders have held either a Commonwealth Academic Fellowship, allowing for a period of research or clinical work at a UK university, or a Commonwealth Academic Staff Scholarship, offering full funding for a Master's degree or PhD at a UK university.<sup>6</sup>

#### Commonwealth Academic Fellowships

Commonwealth Academic Fellowships offer an opportunity for mid-career academics not only to take some time to concentrate on their research interests, but also to foster links and collaboration with institutions in the UK, and evidence suggests that these goals are at least to some extent met.

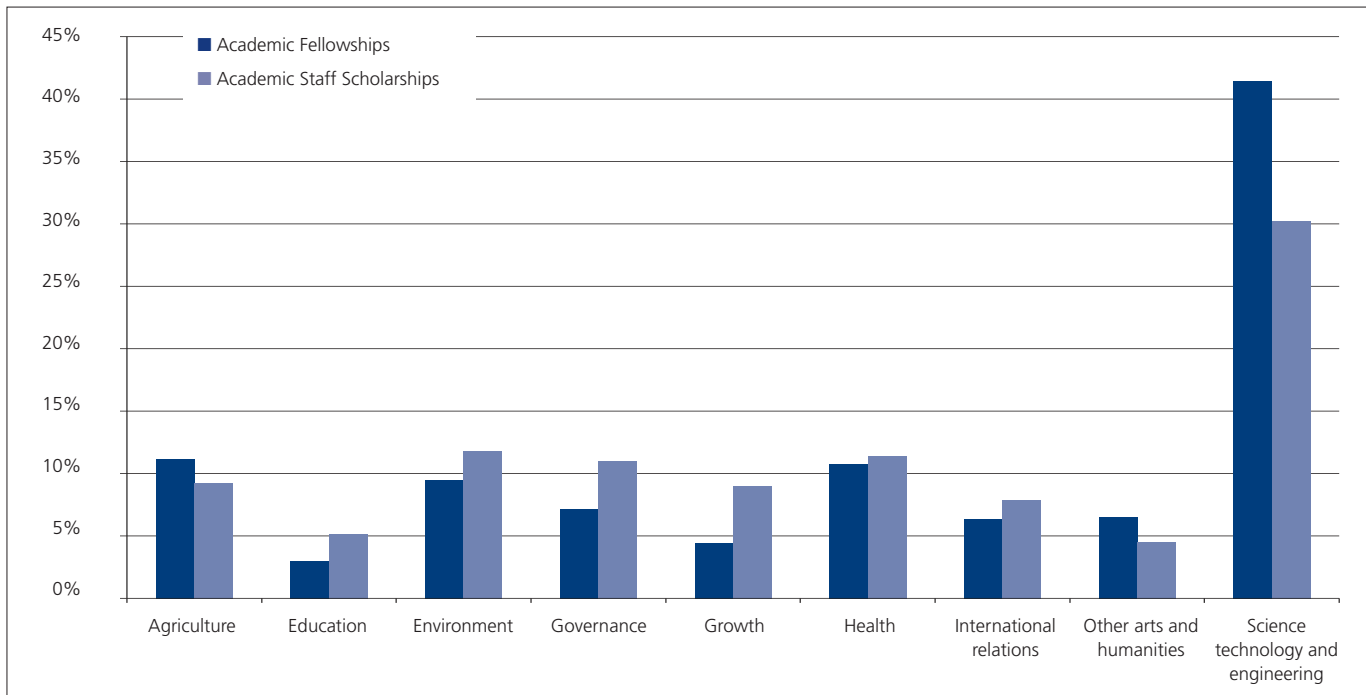
#### Professor Thusitha

**Jayasooriya** is Dean of the Faculty of Natural Sciences at the Open University of Sri Lanka. She held a Commonwealth Academic Fellowship in Molecular Biology at Cardiff University in 1996.

*'The postgraduate scholarship and fellowship...benefited me immensely in conducting collaborative research... With this collaboration I was able to receive funding from WHO [World Health Organization], the Wellcome Trust, and the Lymphatic Filariasis Support Centre at the Liverpool School of Tropical Medicine... The collaboration also produced two postgraduate students.'*

- 5 Candidates for Commonwealth Academic Staff Scholarships are nominated by their employing HEI. These scholarships are now processed as part of the main Commonwealth Scholarships scheme.
- 6 This figure is based on data from 1968 (when academic staff awards were introduced) to 2010. Commonwealth Academic Fellowships were tenable for 12 months until 2002, when this was changed to six months.

Since 1968, over 2,180 individuals from 33 countries have held Commonwealth Academic Fellowships, for work in fields as diverse as poultry nutrition, human resource management, or remote sensing. As there is such a diverse range of disciplines and subjects, we have allocated the 83 broad academic disciplines most used by the CSC into nine categories, in order to identify the areas in which our alumni have held awards. A full list of the disciplines commonly used by the CSC and the allocated categories can be found in Appendix 2. As Figure 1 shows, the majority of Commonwealth Academic Fellowships have been in areas related to science, technology and engineering, health, and agriculture.



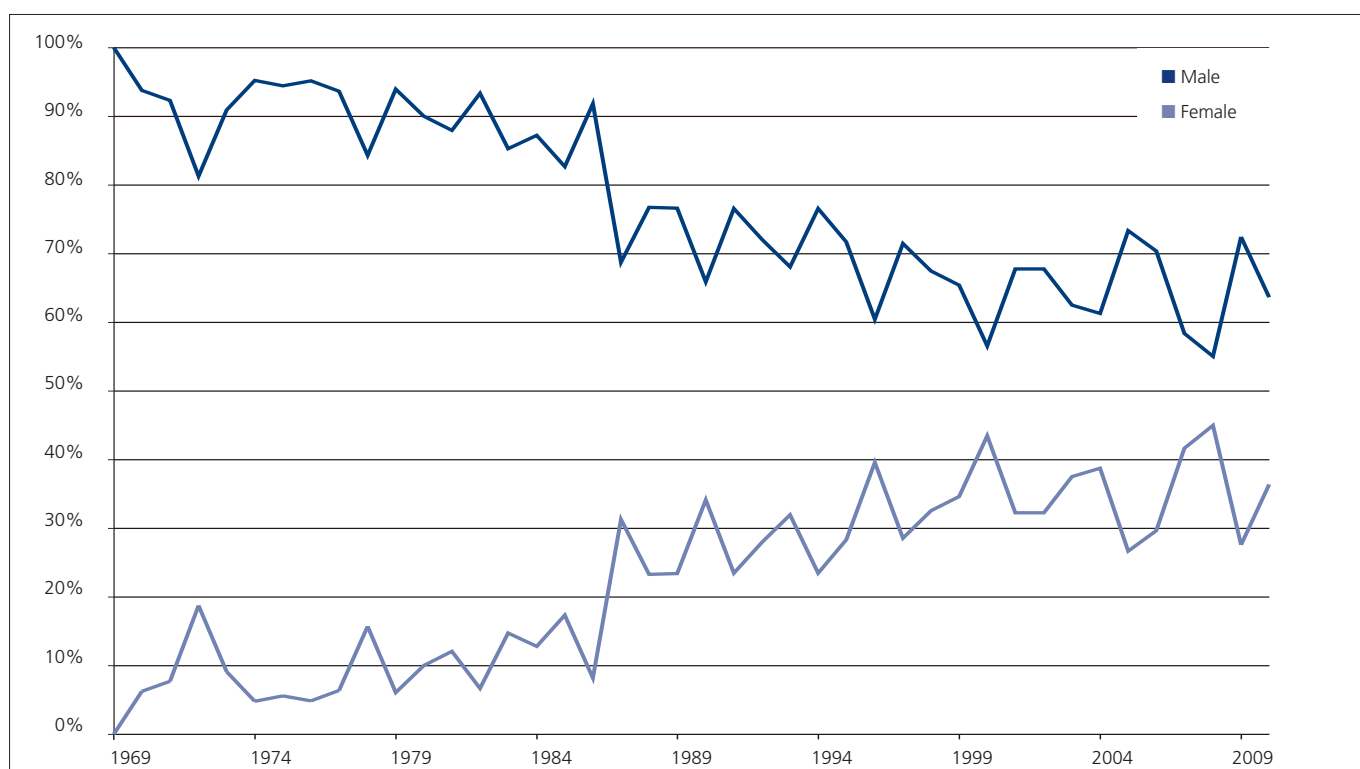
**Figure 1: Commonwealth academic staff awards, by category of study**

In terms of country of origin, as you would expect, almost two-thirds (63%) of awards were held by individuals from South Asia and 24% from sub-Saharan Africa.

With regard to gender balance, the proportion of female award holders has risen over the years, from only 20% of Academic Fellows in 1968 being women to 42% in 2006. This rise has not been sustained, however, with only 27% of the 2010 Academic Fellowship cohort being women, compared with 47% of the Professional Fellows and 46% of the Split-site Scholars in that year and 42% of the total 2010 cohort. This merits further exploration and consideration of external contributing factors, such as the fact that the proportion of women in academia and indeed in tertiary education as a whole does not approach parity in many countries. The introduction of the CSC's Electronic Application System in 2010-2011 will in time provide a useful tool for analysing gender and other application data, by giving us information about all applicants, rather than just those nominated to the CSC.

## Commonwealth Academic Staff Scholarships

Commonwealth Academic Staff Scholarships are aimed at early career academics. 1,927 individuals have held Academic Staff Scholarships during the period 1968-2010. Of these, over two-thirds (69%) studied for PhDs or DPhil qualifications, and 26% studied for Master's degrees. Completion rates for these award holders are good, with 94% of those for whom we hold data having been successful in their studies, and 2% still working towards their qualification. Broken down by level of study (again, for those for whom we have qualification data), we found that 99% of the 414 taught Master's Scholars, 69% of the 86 research Master's Scholars and 95% of the 1,323 PhD Scholars had been successful, with 2% of the latter still working at the time of data capture. The range of subjects studied was broader overall than for the Academic Fellowships, with proportionally more Academic Staff Scholars than Academic Fellows studying subjects categorised as growth, governance, and environment (see Figure 1).



Looking at the demographic details of Academic Staff Scholars, 26% are from South Asia and 55% from sub-Saharan Africa. Only 23% are female; however, as Figure 2 shows, the gap is narrowing, although there is still room for improvement if gender parity is to be achieved.

Figure 2: Gender ratios of Commonwealth Academic Staff Scholars 1969-2010

## Commonwealth Split-site Scholarships

In 1998, the CSC introduced Split-site Scholarships, which offer PhD students registered at certain universities in Commonwealth countries the opportunity to spend up to 12 months undertaking research in the UK as part of their studies. We mention it here as applicants for these awards are nominated by their home institution and, in many cases, are also employed by them. Split-site Scholarships not only open up access to scholarships for doctoral students who may not be willing or able to leave their home countries for three or more years, but they also open up possibilities for increased collaboration and links between university staff and departments, as well as supporting overseas PhDs and boosting capacity and demand for doctorates at home institutions.

**Dr Liang Lin Seow** held a Commonwealth Split-site Scholarship in 2000, undertaking research at the University of Manchester for 12 months as part of her University of Malaya PhD in Dental Sciences. In 2008, she joined the International Medical University in Malaysia as Associate Professor. She is involved in the establishment of new programmes in dental sciences, both undergraduate and postgraduate.

*'Armed with the expertise, knowledge and experience gained through my scholarship, I have conducted several research programmes at undergraduate and postgraduate levels since completing my PhD. The students have won several awards at both national and international levels. I joined the International Medical University just as it started to offer a Bachelor of Dental Surgery degree course. As part of the pioneer batch of academics, I have been tasked with drafting and implementing a unique dental degree programme, whereby the students will be transferred to various partner dental schools to complete the degree. The university has the vision of setting up a health care centre including a comprehensive dental care centre, in which I am involved. At present, this type of dental care centre is lacking in Malaysia.'*

Between 1998 and February 2009, over 300 individuals had held and completed Split-site Scholarships. Of these, 48% were registered for PhDs at universities in sub-Saharan Africa and 36% in South Asia. Split-site Scholarships have also supported a number of award holders from the Caribbean. In terms of subject areas, just over 33% studied for PhDs in subjects classified as science, technology and engineering, 13% health, 12% agriculture, and 11% environment.

It was hoped at the outset that this scheme would encourage wider access and, in terms of gender, this so far seems to be the case, with 46% of award holders overall being women. It would be interesting to examine this in more detail in the future. Even acknowledging the fact that this scheme is new and therefore numbers are not affected by the low female participation in higher education common in the 1960s and 1970s, the higher proportion of female Split-site Scholars might reflect evidence suggesting that more women are entering tertiary education, or might indicate that the flexible nature of the scheme appeals to women who may find it difficult to be away from their home country for over three years.

A further potential benefit is to long-term capacity building at home institutions through encouraging doctoral students to remain registered there, thus potentially enhancing capacity and reputation, as well as staff retention. Future evaluation work will undoubtedly look into all these potential outcomes, as more alumni from this scheme complete their PhD studies.

Alongside the specific academic staff awards mentioned above, many Commonwealth Scholars nominated by national agencies often either are already working in HEIs or go on to do so after completing their studies in the UK. The potential impact on the HE sector, therefore, extends beyond the university-targeted programmes described above. It is this impact that we will now explore further.

## The impact of Commonwealth Scholars and Fellows in the higher education sector and beyond

In 2008, as part of the CSC's Evaluation and Monitoring Programme, an impact evaluation survey was sent to over 6,000 former Commonwealth Scholars and Fellows, asking them for information about the areas in which they work, the impact they felt their awards had had on them as individuals, and the impact they felt they had been able to have on their workplaces and on a wider scale. The survey drew 2,226 responses in total – a response rate of almost 40% – with more than half from nine Commonwealth countries, namely India, Nigeria, Bangladesh, Sri Lanka, South Africa, Malaysia, Kenya, Pakistan, and Uganda. The results from this survey were published in 2009 and found, amongst other outcomes, that:

- over 99% of respondents gained knowledge in their field of expertise, 98% increased their analytical and technical skills, and 82% learned techniques for managing people and projects from their scholarship or fellowship
- the majority of respondents – 97% – were able to use the skills gained while on award in their work
- 88% of respondents were working in their home country
- 90% reported having an impact in at least one of 12 key priority areas for development, with 1,400 supplying further details on specific projects and activities<sup>7</sup>

In this section, we will take a closer look at those respondents who reported working in the education sector, and particularly those working in higher education.

7 Commonwealth Scholarship Commission in the United Kingdom (CSC), *Evaluating Commonwealth Scholarships in the United Kingdom: Assessing impact in key priority areas* (2009)

## Survey respondents working in education

In all, more than half (1,399) of the respondents to the 2008 impact evaluation survey indicated that they were working in the field of education, including 391 Academic Fellows and 174 Academic Staff Scholars. Reiterating our earlier point that not only those award holders nominated by universities work in higher education, almost half (47%) held agency-nominated scholarships (see Table 1).

| Type of award                  | Total number of respondents | Total number of respondents working in education | % of respondents working in education |
|--------------------------------|-----------------------------|--|---------------------------------------|
| Academic Fellowships           | 413                         | 391  | 95%                                   |
| Academic Staff Scholarships    | 197                         | 174  | 88%                                   |
| Distance Learning Scholarships | 29                          | 13   | 45%                                   |
| 'General' Scholarships (DFID)  | 792                         | 380  | 48%                                   |
| 'General' Scholarships (FCO)   | 474                         | 284  | 60%                                   |
| Medical Fellowships (DFID)     | 50                          | 37   | 74%                                   |
| Medical Fellowships (FCO)      | 8                           | 5  | 63%                                   |
| Medical Scholarships           | 46                          | 20   | 44%                                   |
| Professional Fellowships       | 126                         | 21   | 17%                                   |
| Senior Medical Fellowships     | 1                           | 1  | 100%                                  |
| Split-site Scholarships        | 90                          | 73   | 81%                                   |
| <b>Total</b>                   | <b>2,226</b>                | <b>1,399</b>                                     | <b>63%</b>                            |

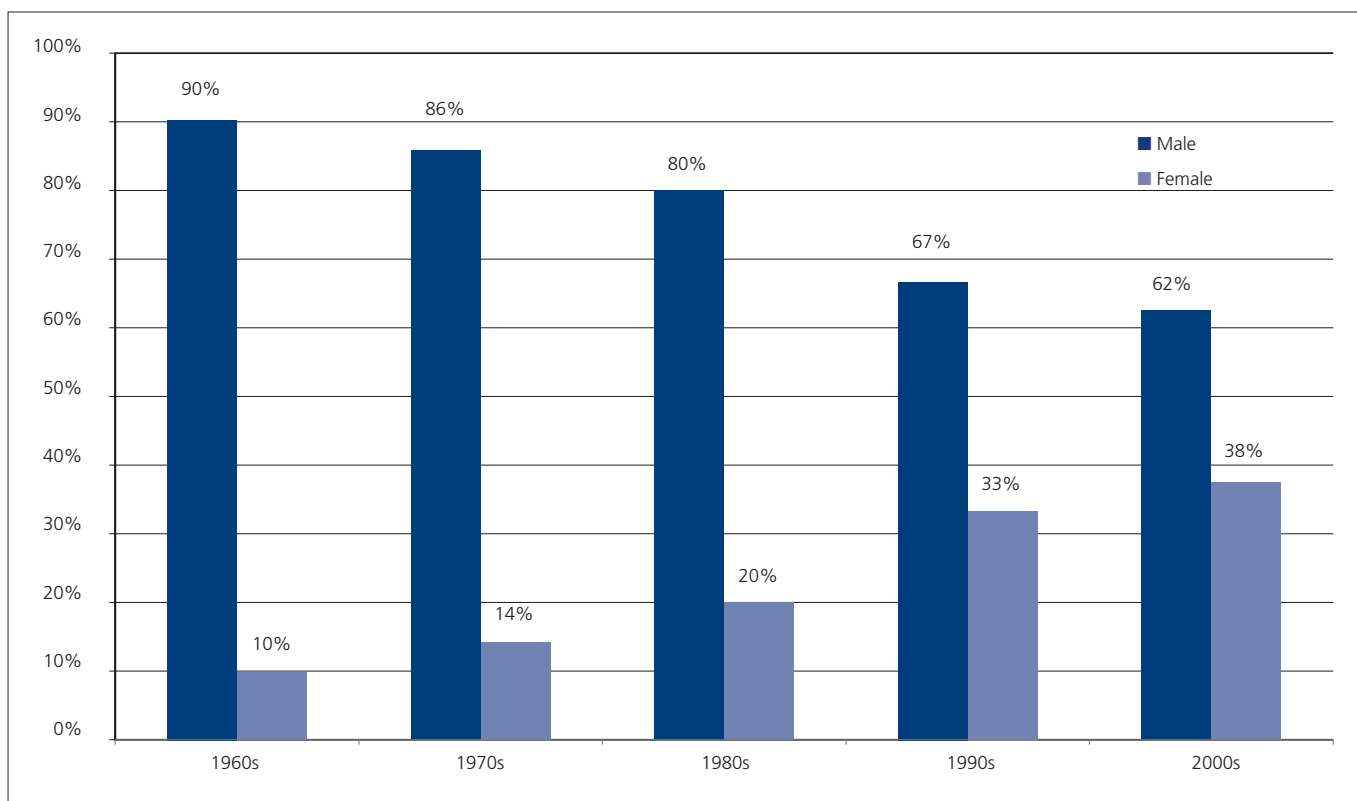
Although we acknowledge that the 2,226 respondents represent only 14% of the total alumni population at the time of the 2008 survey, they do represent a response rate of almost 40% of those for whom we held contact details at the time and who were invited to complete the survey. This, coupled with the fact that analysis of the 2,226 responses found the breakdown of gender, region, and type of award to be broadly representative of the total alumni population, means that we can perhaps reasonably assume that a good proportion of our alumni work in education once they have completed their awards.

**Table 1: Survey respondents working in education, by type of award**

### Over half of the survey respondents work in higher education

Looking at the 1,399 respondents working in education, a first point of note is that only a very small number are working outside the higher education sector. 97% – 1,357 respondents – gave employment details categorised as higher education. It is these respondents that we will focus on now. The responses given by these individuals – a mixture of early and mid-career professionals working in a variety of fields and specialisms – suggest that they are potentially very well placed to influence and perhaps initiate policy decisions at both institutional and wider levels, and to play a key role in the development of their students and institutions.

A second point is that, as might be expected, the proportion of female respondents working in higher education increases decade on decade, with only 9 of the female survey respondents who held awards in the 1960s reporting working in higher education, rising to 208 female respondents who held awards in the 2000s. This, of course, also reflects a lower number of responses from our 1960s alumni and the fact that they may be either retired or harder to trace. Nevertheless, it could also indicate that the proportion of women alumni working in higher education is rising. It is also worth noting here that, due to the timing of the survey, data for the 2000s is incomplete, as only those who had completed their awards as of 2008 were asked to complete the survey.



**Figure 3: Survey respondents working in higher education 1960s-2000s, by gender**

### Where do they come from and where are they working?

With the majority of these programmes funded by what is now DFID, it is unsurprising that the majority of award holders originate from developing Commonwealth countries. Specifically, 41% are from South Asia and 24% from sub-Saharan Africa. 21% are from Australasia and Canada, with their awards funded by the Foreign and Commonwealth Office (FCO).

A key concern for international scholarship programmes is brain drain or, more to the point, how to avoid it. A key indicator for the CSC is the number of alumni who have returned home, which is particularly important in sectors such as health and education. Data drawn from the 2008 survey shows that, of the 1,357 recorded as working in higher education, 90% are working in their home countries. Narrowing the field further by excluding alumni from Europe, Canada, and Australasia, this figure rises to 94% – and to 95% if we count those DFID-funded award holders also working in their home regions.

Those alumni who held Academic Fellowships, Academic Staff Scholarships, or Split-site Scholarships were even more likely to return home; 97% were working in their home countries as of 2008. This high number can be attributed to the type of awards held, as these award holders will have, for the most part, been nominated by their home institutions and maintained close and formal links with them during their time on award.

### What subjects did they study?

As will be seen in later sections of this report, the impact of these alumni is varied and often extends far beyond their employing institution, whether directly or indirectly. A quick look at their areas of study/research also shows the potential for development impact, with many directly related to key development priorities and targets such as the MDGs. Unsurprisingly, the largest group (31%) studied subjects categorised as science, technology and engineering. After this, 16% held awards in subjects categorised as health, 11% governance, 10% environment, and 9% agriculture.

In the following sections, we will build on this information by providing practical examples of work undertaken by our alumni and their relevance to development targets, before we move on to look at the impact of Commonwealth Scholarships and Fellowships in relation to specific institutions.

## Summary

Looking at alumni data held by the CSC and information supplied by respondents to the 2008 impact evaluation survey, we found that:

- the CSC has supported over 4,100 individual higher education professionals through awards targeted at academic staff from developing Commonwealth countries, and more through other programmes
- awards are funded in a broad range of subjects; however, over 40% of Academic Fellows and 30% of Academic Staff Scholars were in fields categorised as science, technology and engineering
- women are increasingly well represented among alumni, although there is room for improvement in terms of achieving gender parity in some programmes, particularly the academic staff awards

Looking at the responses to the 2008 survey, it was noted that:

- well over half of the 2,226 respondents indicated that they were working in the field of education, with the majority reporting working in higher education
- almost half of the respondents working in higher education held awards other than those targeted at academic staff, suggesting that the CSC can assume that a sizeable proportion of all of its alumni work in higher education
- when broken down by the decade in which they held their awards, the proportion of female respondents has risen, and we would expect this to continue as more women enter tertiary education
- concerns regarding brain drain appear to be unfounded, as 90% of respondents working in higher education reported working or living in their home countries. When excluding those from developed Commonwealth countries, this rises to 94%, and to 95% if including those working in their home regions. 98% of Academic Fellows, Academic Staff Scholars and Split-site Scholars reported working in their home countries

**Dr Srinivasan Radhika** held a Commonwealth Medical Scholarship at Imperial College London from 1996-1999, to study a PhD in Clinical Oncology. She is now Professor at the Postgraduate Institute of Medical Education and Research in Chandigarh, India.

*'Having acquired significant knowledge in medical research, I was able to set up a cancer biology/molecular pathology laboratory and undertake several projects related to the central theme of cancer research. I have been able to transfer my skills to my students, who are now independent scientists. Thanks to my research work, I have been able to publish in scientific journals related to cancer research, which has given me a lot of satisfaction and has also benefited my institute and also the country.'*



# 3. Case studies: the impact of alumni working in education

The role of the higher education sector in development and its potential contribution to targets such as the MDGs is, as we have mentioned, increasingly recognised by donors and governments around the world. The 2008 impact evaluation survey responses provided the CSC with a wealth of information about the kinds of work and activities in which alumni are involved – some with a clear development focus, others that offer less direct but still equally tangible benefits. To demonstrate the breadth of this activity and the extent to which awards for those employed in higher education can have an impact beyond both the individual and their institution, we present here a small number of case studies illustrating the developmental impact of our alumni.

The MDGs and related targets are a common indicator when considering development impact. Survey responses from our alumni working in higher education provided many examples of how their work is contributing to the achievement of these goals.

## Goal 1: Eradicate extreme poverty and hunger (Poverty reduction)

Poverty reduction is the first Millennium Development Goal, and was one of the areas explicitly mentioned in the 2008 impact evaluation survey as a key priority area for development. 29% of respondents working in higher education reported an impact in this priority area, including Dr Bernard Chove from Tanzania.

**Dr Bernard Chove** is a former Commonwealth Academic Staff Scholar from Sokoine University of Agriculture in Tanzania. He undertook his PhD in Food Engineering at the University of Reading between 1997 and 2001.

*'Upon completion of my award, I became actively involved in both basic and applied research and I have maintained links with my supervisors and the University of Reading in general. Together we have published two scientific papers after my graduation. On the applied research front I have been involved in several projects aimed at poverty reduction in lower income sectors of the population. The most successful ones include the training of pastoralists in one district on the preservation of meat by solar drying and smoking. They have now formed business groups engaged in selling preserved meat. This has reduced the losses they used to incur, as well as increasing their household incomes.*

*Another successful ongoing project involves women street food vendors in two municipalities. We have managed to train them on hygiene, basic bookkeeping, and meal planning. They too have formed business groups, and now they can undertake orders to cater for various functions, including weddings. Prior to intervention they used to serve mostly casual labourers, but now they have managed to attract more customers from the working class and as such their incomes have significantly improved.'*



With the reduction of poverty depending on issues as diverse as livelihood protection, environmental sustainability, food security, conflict resolution, and good governance, even those alumni whose research activity might not appear explicitly connected to this goal can also be said to have an impact, whether through academic or other activity. For some, academic and other connections and partnerships made or cemented through their award have also contributed.

**Dr Mohammad Nazrul Islam** held an Academic Fellowship in Fluvial Morphology at the University of Hull in 2006. During his Fellowship, he looked at the interactions between climate change, deforestation, land erosion, and flooding. In the same year, he was promoted to Professor at Jahangirnagar University in Bangladesh, where he still works and from where he maintains links with the Department of Geography at Hull. As areas of Bangladesh are particularly prone to flooding, with often devastating and far-reaching consequences for communities, his knowledge and experience in this field is highly relevant in both his professional and charitable activities.

*'Currently, I am working as an environmental expert in different projects at home and abroad. I am also involved in different professional and voluntary activities with some NGOs and sociocultural organisations. I am now leading a partnership between the Department of Geography and Environment at Jahangirnagar University, the Department of Geography at the University of Hull, and Unnayan Uddog, an NGO in Bangladesh, aiming to carry out an action research on the subject of food security through community food banks and employment generation. This work is focused on the natural disaster-prone areas in Bangladesh and is aiming to contribute to the Millennium Development Goal on food security and poverty alleviation. The project also aims to increase income and employment in the non-formal sectors by diversifying occupations through training and micro-credit, with priority for women's empowerment.'*

## Goal 2: Achieve universal primary education (Education)

The importance of education to development, and indeed to growth in both developed and developing countries, is evident and reiterated in many different ways. While most of our alumni who report working in education are employed in the tertiary education sector, a number are involved either directly or indirectly with primary and/or secondary education. Although this report is primarily concerned with higher education, it is worth taking time here to note the contribution of our alumni working in primary and secondary education, not least as both are vital building blocks for a competitive and strong national tertiary sector.

Education is one of the five priority areas for the Commonwealth Professional Fellowship scheme, and a number of Professional Fellows report having an impact on education. Our case studies of Godfrey and Esther provide very clear examples of how education and poverty reduction are intricately interlinked.

**Godfrey Sentumbwe** is a 2004 Commonwealth Professional Fellow from Uganda. A Training Officer and General Programmes Manager at the Literacy and Adult Basic Education Trust, he spent his Fellowship in the UK working with Education Action International.

*'Illiteracy is a major barrier to poverty alleviation. This is noticeable in, for instance, entrepreneurship and market transactions. By increasing literacy skills amongst poor and marginalised communities, we have contributed to strengthening the education of girls and women in eight war-affected districts of northern Uganda. The projects in this focal area have included the provision of basic literacy and numeracy skills to the mothers of out-of-school children, which has enabled these adults to engage in micro-enterprises. Poverty encompasses not only low monetary income and low consumption, but also poor health, poor nutrition, and a lack of basic education. It is also responsible for a lack of self-respect, leading to powerlessness. Through basic education provided to war-affected women and girls, we have been able*

**Esther Neromba** held a Commonwealth Professional Fellowship in 2006 at the League for the Exchange of Commonwealth Teachers. She works as an Advisory Teacher and Subject Adviser for the Programmes and Quality Assurance Department at the Ministry of Education in Namibia.

*'I have been involved in the national school external evaluations, where a number of schools have been inspected to see which level they are at. This exercise has also allowed individual teachers to judge themselves against set standards, and paved a way forward for setting up achievable targets. Working closely with the school principals and head of departments and sharing my UK experience of school leadership and management has redirected their thinking of leadership, and I see that to some extent as an achievement.'*

**Ansumana Swarray** was awarded a Commonwealth Scholarship in 2005, to study MSc Water and Environmental Management at Loughborough University. On his return to Sierra Leone, he worked as a Water Supply Supervisor for the Ministry of Energy and Power, and took up a post as a Lecturer at Njala University.

*'The provision of safe and affordable drinking water to some peri-urban communities helped reduce water-related health problems. It also contributed to an increased sense of belonging and confidence, and provided for the reduction of poverty in the near distant future by giving children the chance to go to school early instead of queuing for several hours [for water], which they had to do before.'*

*'The training of students in various aspects of environmental management will provide them with jobs, as well as contributing to environmental protection. These types of courses have not been taught in the university before, and the method I used to teach and assess them I learnt from my university in the UK, which is very unique.'*

*to contribute to conflict resolution and appreciation of the need for peacebuilding at family and community levels. Finally, by training child dropouts in embedded literacies with vocational skills and crafts, we have contributed to job creation in this largely ignored informal sector. We have also worked with the government functional adult literacy programme to provide functional English for adults, which is widening communication opportunities for such learners, since English is the official language and a language of wider communication.'*

Along with more obvious examples of teaching and curriculum development, alumni report activity that both widens and enables access to education. Respondents gave examples of practical measures that enable children – particularly girls – to attend school and to make the most of their time there.

### Goal 3: Promote gender equality and empower women (Equality)

As well as work aimed at improving opportunities for those with disabilities, many of our alumni report work that contributes to MDG 3. As can be seen from the case studies, often impact in this area has some crossover with other areas.

**Professor Taslima Monsoor** was a 1991 Commonwealth Academic Staff Scholar at the School of Oriental and African Studies (SOAS), University of London. Ten years after obtaining her PhD in Law, she returned to SOAS as a Commonwealth Academic Fellow, looking at the economic transformation of women in Bangladesh. She is currently Dean of the Department of Law at the University of Dhaka, Bangladesh.

*'I have tried to empower women in knowing their rights and through economic empowerment, as a teacher and adviser at the University of Dhaka, BRAC University, Women's Chamber, and Bangladesh Girl Guides. I have shown that the real needs of women in Bangladesh are not equality in family law, but equity which is more realistic and feasible for Bangladeshi women. The demands of Bangladeshi women are that they should not be physically violated and economically deprived, which has been highlighted in my doctoral and postdoctoral research. My work with donors on torture and organised violence also emphasised gender. I have also contributed to the Multi Sectoral Project on Violence Against Women, to show the flaws in the criminal justice system and the situation of women in it. The UNDP work on Gender and Law also projected the need to have a legal research cell for women to know about women in the legal regime.'*

Improving access to education at all levels for women and girls by 2015 is an explicit target of the third MDG. There is still some way to go in achieving this goal, but there is some movement in the right direction, and a number of our alumni, such as Dr Lenah Nakhone, report working to improve the situation in this regard.

**Dr Lenah Nakhone** was awarded a Commonwealth Scholarship in 1986, to study for a PhD in Soil Chemistry at the University of Nottingham. She is an Associate Professor in the Department of Crops and Soil Sciences at Egerton University, Kenya, and has served on a number of committees and boards, as well as being awarded a Fulbright Senior Research Scholarship in 2004.

*'As a researcher, I have coordinated various research activities in sustainable agriculture that have contributed towards food security at household level. I have contributed towards improving the status of women professionals in East and Central Africa. I am currently a mentor with the Gender and Diversity Program of the Consultative Group on International Agricultural Research (CGIAR), specifically mentoring female lecturers in agriculture to [encourage them to] move up the career ladder and also attain senior leadership positions in universities.'*

## Goals 4, 5, and 6: Reduce child mortality rates, improve maternal health, combat HIV/AIDS, malaria, and other diseases (Health)

The importance of health – and the global problems presented by poor health – is indicated by the fact that three of the eight MDGs are health-related. Our alumni are often well placed to contribute to such goals, through practical community and outreach work, knowledge transfer and the training of new health and research professionals, and scientific and clinical research aimed at resolving both the causes and symptoms of such illnesses.

**Clementine Mashwama** held a Commonwealth Scholarship in 2000 to study MSc Community Paediatrics at the University of Nottingham. She is now a Senior Lecturer and Coordinator at the Nazarene College of Nursing in Swaziland, and is also involved in other charitable projects.

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

*'The objectives of the project include ensuring that those who care for the children are prepared, empowering orphaned children with life skills, promoting normal child growth and development, and teaching HIV/AIDS awareness. The project was initiated firstly in 2005 by recruiting caregivers from the church and training them on HIV/AIDS prevention, life skills, growth, and development. Due to limited funds, the children meet twice a month. The project is supported by funds raised from overseas and locally and to date is growing well.'*

**Professor Indra Goonewardene** is Head of the Department of Obstetrics and Gynaecology at the University of Ruhuna, Sri Lanka. He held a Commonwealth Medical Scholarship at the Royal College of Obstetrics and Gynaecology in 1984, and a Commonwealth Medical Fellowship at the Royal Victoria Infirmary, Newcastle, in 1994.

*'The Teaching Hospital Mahamodera Galle, which trains medical undergraduates and postgraduates, nurses, and midwives, was the only tertiary care gynaecological and maternity hospital and referral centre for the Southern Province of Sri Lanka, serving a population of about 2.5 million people with 14 wards and 434 beds. It was badly damaged by the tsunami of December 2004 and was evacuated and abandoned. Although services did return to pre-tsunami levels, the floor space and bed strength continued to be approximately 50% of what they were before the tsunami.'*

**Professor Helen Kimbi**, from Cameroon, held a Commonwealth Academic Fellowship in Medical Parasitology (Malaria) at the London School of Hygiene and Tropical Medicine in 2002.

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

**Professor Philip Lake** is one of our earliest Commonwealth Scholars, and held his award to study for a PhD in Zoology at the University of Southampton from 1964-1967. He is Professor of Ecology in the Department of Biological Sciences at Monash University in Australia, and has worked for a variety of organisations, including the World Wildlife Fund and the Ecological Society of Australia.

*'I have served on both government and NGO committees (such as the Australian Conservation Foundation) and I've helped them deal with environmental problems and to devise some solutions. My research on freshwater ecosystems, in particular on disturbance and more recently restoration, has been used to help shape policies in conservation, pollution abatement, and resource management. In this area I've supervised 20 PhD students and numerous Honours students, many of whom have gone on to become academic ecologists, and resource planners and managers with government authorities and in the water industry.'*

*'I initiated and coordinated discussions with the Helmut Kohl Foundation and the Rotary International District 1950 of Germany, and they agreed to construct and equip a new 600-bed maternity hospital. I submitted proposals appealing for assistance to many national and international, individual and corporate donors and obtained numerous donations: medical equipment, consumables, training models for undergraduates and postgraduates, two fully-equipped mobile field hospitals, and a temporary ward. I formed the Galle Mother Care Foundation and used cash donations to facilitate the utilisation of the above donations. Now a reasonably satisfactory gynaecological and maternity tertiary care service is re-established in Galle.'*

## Goal 7: Ensure environmental sustainability (Environment and climate change)

One of the targets for MDG 7 is to halve the proportion of people without access to safe drinking water and basic sanitation. Alumni from across the Commonwealth have reported impact in this area – and not just those from developing countries. Many award holders from developed Commonwealth countries (whose scholarships were funded by the FCO) have also reported impact on various development-related issues.

**Professor Herick Othieno** was awarded a Commonwealth Scholarship in 1979, to study for a PhD in Applied Physics at the University of Strathclyde. Following his studies, he returned to Kenya and taught at Kenyatta University, before moving to Maseno University in 1990, where he is now Professor of Physics. Herick is also Secretary to the Board for the Kenya Energy and Environment Organization and OSIENALA (Friends of Lake Victoria).

*'I have written, within the last five years, project proposals that have raised more than USD 3,000,000 to address environmental problems facing Lake Victoria and its surroundings. The activities involved community capacity building to be able to effectively protect the environment while sustainably exploiting the resources to improve their socioeconomic welfare.'*

*'Objectives of the programme include poverty reduction, judicious exploitation of resources, industrial pollution control and waste management, management of HIV/AIDS-related problems, clean water provision, and promotion of ecological sanitation initiatives. I am currently coordinating the programme in the entire Lake Victoria region (covering Kenyan, Ugandan and Tanzanian territories). The programme has created jobs for a number of youths in the region and improved land-use practices, community health, and so on.'*

*'In addition to this, I have, as a university lecturer, improved quality of education in many ways and improved the knowledge base through both research and publications.'*

## Goal 8: Develop a global partnership for development

The final MDG covers topics such as developing better trading and financial systems, making new technologies available, and developing and implementing strategies for decent work for youth, as well as addressing the special needs of small island states, landlocked countries, and the least developed countries.

**Dr Atiur Rahman** was awarded a Commonwealth Scholarship in 1978, and studied for a PhD in Economics at the School of Oriental and African Studies, University of London. Alongside his position as Professor of Development Studies at the University of Dhaka, Bangladesh, he works with many other organisations.

*'I am Chairman of the Governing Body of the Credit Development Forum (CDF), the largest networking organisation on micro credit. From 1999-2001, I was Chairman of the Board of Directors of Janata Bank, one of the largest commercial banks in the public sector in Bangladesh.'*

Atiur is also formerly General Secretary of the Bangladesh Economic Association, the professional body for economists in Bangladesh. He has worked as an adviser and consultant to many international organisations, including UNDP, the International Labour Organization, UNICEF, the World Bank, the World Health Organization, and the Asian Development Bank. His work extends to involvement in post-disaster activity and environmental issues, as well as poverty reduction.

*'I am currently deeply involved in civic monitoring of the MDGs/PRSP [Poverty Reduction Strategy Paper] in Bangladesh. I have been leading studies and advocacies related to participatory budgeting for the last decade. Besides organising pre- and post-budget consultations, where members of government and civil society actively participate, I have been regularly publishing Budget Made Easy and Parntoshwar ('Voice of the Marginalised'), to advocate for pro-poor budgeting.'*

**Professor Pascal Lino**

**Briguglio** is from Malta, and was awarded a Commonwealth Scholarship in 1979, to study for a PhD in Economics at the University of Exeter.

*'I have been instrumental in the development of the Economic Vulnerability Index and the Economic Resilience Index, both of which have been developed in collaboration with the Commonwealth Secretariat in London. I have also been involved in the Small States Forum of the World Bank and have been elected chairman of the Small States Network for Economic Development, under the auspices of the World Bank.'*

*'As Director of the Islands and Small States Institute of the University of Malta, I was involved in various projects relating to small states issues, including the holding of training workshops for senior officials in small states all over the world.'*

# 4. Alumni and their home institutions: reported impact

## Key priority areas for development

- 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

*'Particularly linked to higher education and research institutes...is their potential for the improvement of government accountability, and beyond their role in producing skilled staff, their independent research can support debate and in turn improve the effectiveness of government policy and the delivery of services.'*<sup>8</sup>

There is an inherently developmental quality to higher education; preparing the next generation with the knowledge, leadership, and communications skills necessary to play an innovative and positive role in society is at the core of education's remit. There are also more explicit connections between higher education and precise development goals, as demonstrated in case studies throughout this report.

To further explore the link between Commonwealth Scholars and Fellows and capacity building in higher education, we turn now to the reported impact of those respondents to our 2008 impact evaluation survey who said they were employed in the higher education sector. By examining these responses, we hope to show the impact of awards on individuals, and that such impact can be extended and have beneficial outcomes for institutions and wider society.

In the 2008 impact evaluation survey, respondents first completed sections relating to their award(s) and employment, before answering a series of multiple choice questions aimed at establishing whether their awards had had an impact on their skills and knowledge, on their careers, and on their ability to make changes in their workplaces.

The final section of the survey asked alumni to report whether they felt they had had any impact in one or more of 12 key priority areas for development (see box on left), in one of three different ways: influencing government policy, involvement in relevant projects, or having a socioeconomic impact on a wider level. These areas were selected in part to reflect the priorities of both our funding bodies (DFID and the FCO), as well as referencing the MDGs.

This section provides analysis of the responses of the 1,357 respondents working in higher education to both the latter sections of the survey. A full description of the methodology used by the CSC in its Evaluation and Monitoring Programme can be found in Appendix 1.

## In which areas do respondents report impact?

Overall, 92% of the 1,357 respondents reported involvement in at least one of the 12 key priority areas, either through involvement in projects, influence on government policy, or having a socioeconomic impact. Government influence and socioeconomic impact are the areas that are perhaps of most interest if we are to make the case that higher education and those who work in it can have an impact on development. Figure 4 shows this in more detail; as many respondents indicated impact in more than one area, the number of total responses is higher than the number of individual respondents.

8 Kenneth King, 'The Commission for Africa: a changing landscape for higher education and capacity building in Africa?', paper presented at the Nuffic Conference 'A Changing Landscape', The Hague, 23-25 May 2005



As shown in Figures 4 and 5, Scientific and Research Applications is the area in which the highest overall number of respondents working in higher education (901) reported having an impact, with a large majority (716) reporting impact through involvement in related projects. These respondents also reported high levels of impact in Quantity and Quality of Education, with a higher proportion indicating a socioeconomic impact in this area than in Scientific and Research Applications (43%, compared with 36%).

Beyond these two priority areas, in which you might expect education professionals to report impact, a large proportion also reported having an impact in Health (35% of these indicated that they had had a socioeconomic impact).<sup>9</sup> A number of respondents also reported having an impact in Environment Protection, with 36% of them reporting a specific impact at the socioeconomic level. 395 respondents said that they had had impact in Poverty Reduction, with just less than half indicating socioeconomic impact.

## How do respondents report impact?

Looking at all these responses together, the figures demonstrate that, overall, involvement in a related project is the way in which respondents working in higher education indicated impact most frequently, at 84%. This is not surprising, as higher education professionals are perhaps more likely to be engaged first with projects at institutional level, before being in a position to have direct impact externally.

44% of respondents working in HE indicated influencing government policy in at least one key priority area for development, and 49% reported socioeconomic impact. This suggests that, outside project involvement (which may be more common across academia), there is a roughly even spread between how our alumni are having an impact beyond their working environment on government and policymakers, as well as 'out' into wider society – a suggestion which is backed up by the case studies throughout this report.

### Alumni have an impact beyond the higher education sector

Looking across all the respondents working in higher education, we see that alumni have an impact across a range of disciplines which relate directly to development goals, emphasising the far-reaching impact of HE as a sector. As Figure 5 illustrates, along with the educational and scientific areas in which you would expect to see a significant impact, 499 respondents (37%) indicated that they have had an impact in the field of Health, through either project work, influence on government policy, impact on wider society, or a combination of all three.

395 respondents (29%) reported having a direct impact in Poverty Reduction, and 351 (26%) reported impact in the area of Social Inequalities and Human Rights. 442 (33%) reported impact in Environment Protection, and 363 (27%) in Agricultural/Rural Productivity, reiterating our premise that supporting higher education leads to impact beyond the education sector.

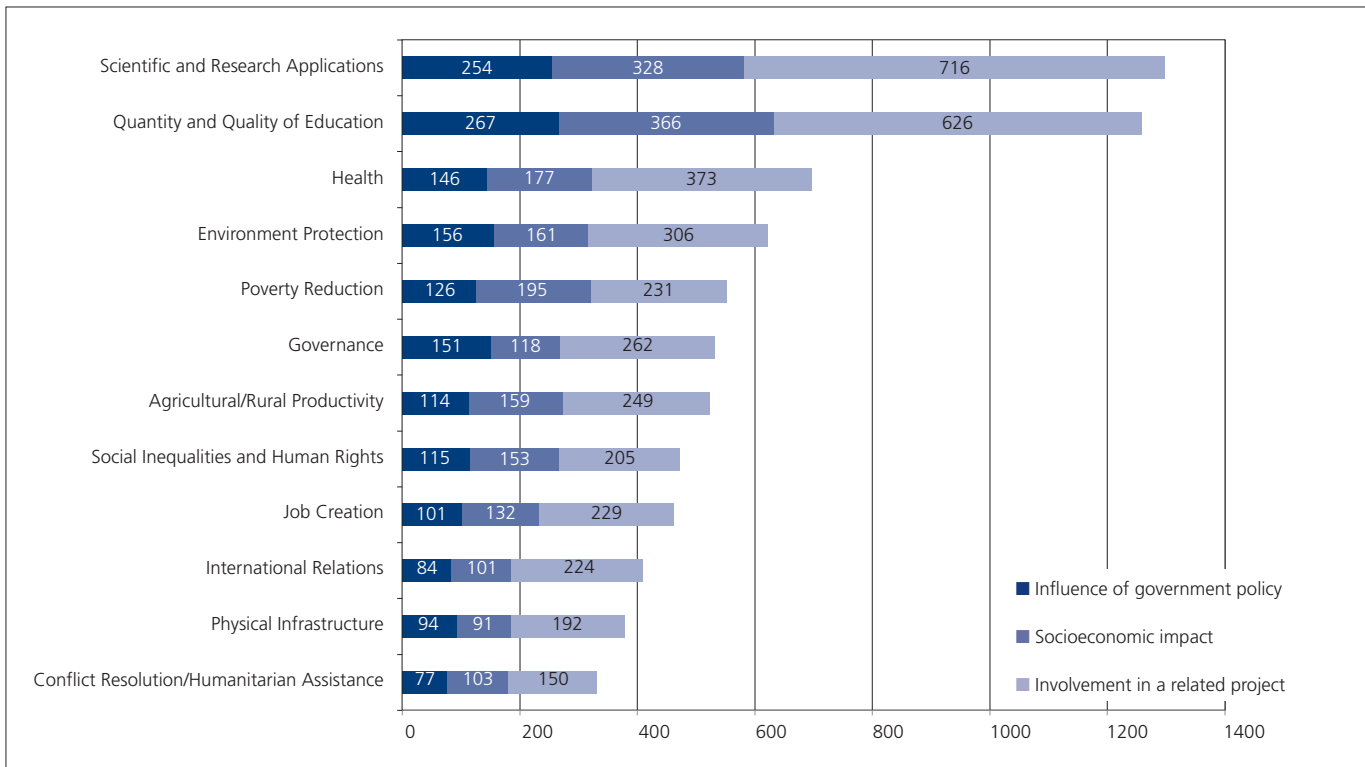
### Professor Joseph Branday

held a Commonwealth Academic Staff Scholarship from 1993-1994, to study MSc Education (Medical) at the University of Wales College of Medicine. He is now Professor of Surgery and Deputy Dean, Curricular Affairs and Medical Education at the University of the West Indies at Mona, Jamaica.

*'My main contributions have been in the areas of curriculum development, quality assurance and accreditation, and educational administration within my regional university. I was responsible for the major review and implementation of a restructured undergraduate medical curriculum in Jamaica in 2001. Three cohorts of students have now graduated from the revised curriculum.'*

*'My newest responsibilities relate to curriculum harmonisation across four geographically-distant campus sites (Jamaica, Trinidad, Barbados, and the Bahamas). I am also Director of the Faculty's Medical Education Unit in Jamaica, with responsibility for the training of academic staff in various aspects of medical education (teaching/learning, assessment and evaluation, and course development).'*

9 CSC, *Evaluating Commonwealth Scholarships in the United Kingdom: Assessing impact in the health sector* (2010)



**Figure 4: Reported impact of higher education professionals in key priority areas for development, by type of impact**

**Professor Mohammed Saleem Khwaja**

held a Commonwealth Medical Scholarship in 1965, at the Royal College of Surgeons, Edinburgh. He is now Professor of Surgery at King Faisal University, Saudi Arabia.

*‘My major involvement has been in medical education, where I have been able to innovate in developing and writing curricula. I have influenced to a major degree both undergraduate and postgraduate professional training. My specific contributions are in the field of training in surgery and I am closely involved in life-learning techniques of education in surgery at all levels.’*

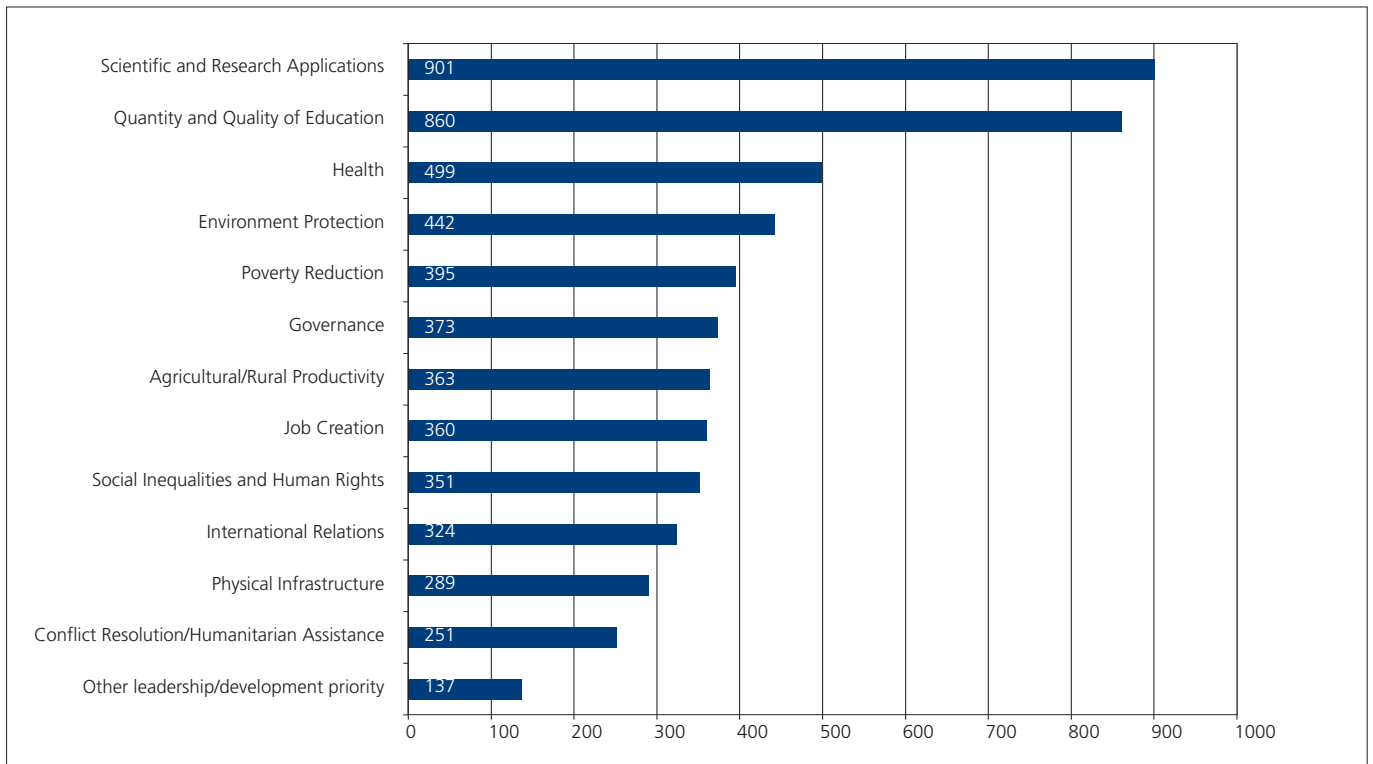
**Lydia Mirembe** was awarded a Commonwealth Scholarship in 2002, and studied MA International Communication at the University of Leeds. She is an Assistant Lecturer in the Department of Mass Communication at Makerere University in Uganda, and has been involved in a number of outreach projects. As such, she demonstrates how those working in higher education contribute to development targets through activities other than teaching and research.

*‘I am the coordinator for a strategic communications project which primarily focuses on health communication – HIV/AIDS, immunisation, nutrition, water sanitation and hygiene, reproductive health, and so on. Through this project, we’re training health communication practitioners in order to achieve better health and accelerate development. In terms of agriculture, I’ve been working with the Development Network of Indigenous Voluntary Associations since 2005 to profile the challenges and prospects of rural cotton farmers in Kasese district, western Uganda. This has mainly been for advocacy purposes.’*

*‘I am part of the outreach team of the Department of Mass Communication, which educates communities about environmental conservation and protection. This team has also trained numerous rural journalists on how to report on environment issues. Today, there is increased coverage of the environment in the Ugandan media.’*

Lydia has also worked for both the UN Council for Humanitarian Affairs and the Ugandan Red Cross, helping to highlight the plight of war-affected communities through projects such as the production of a documentary on pregnant women in northern Uganda.





## Do Commonwealth Scholarships and Fellowships have an impact?

Before moving on to focus on institutional impact, it is important to consider the contribution of Commonwealth Scholarships and Fellowships to this reported impact. We acknowledge that attribution is problematic, not least as it is difficult to assess what the impact might have been without the award. However, we are able to consider the extent to which alumni believe that their awards have helped.

One area of particular interest is the extent to which awards assist with career development. Without further data, care needs to be taken with regards to attribution. However, it is worth noting a couple of findings from the survey responses of those working in higher education. Of the 458 who were students prior to their scholarship or fellowship, over three-quarters reported finding work within 12 months of completing their award. Of those who were already employed, 59% reported obtaining a more senior post within the 12 months following their award. Most importantly, from an attribution perspective, when asked the extent to which their award had helped them obtain advancements after this 12-month period, 88% (of these respondents who had completed their awards more than a year prior to the survey) responded positively – 63% saying it had helped significantly, and 25% to some extent.

We can now briefly consider some other indicators, such as knowledge and skills obtained on award and whether respondents have been able to make changes in their work and in their workplaces. In terms of skills gained on award, we found that 99% of those working in higher education reported gaining knowledge in their area of expertise (92% significantly) and 91% gained access to equipment and expertise not available at home (69% significantly). Beyond specialist areas, 97% reported gaining analytical and technical skills and 80% learned techniques for managing people and projects.

Figure 5: Reported impact of higher education professionals, by key priority area for development

**Dr Hebron Ndlovu** held a Commonwealth Academic Fellowship at the School of Oriental and Asian Studies, University of London, in 2001. He is Dean of the Faculty of Humanities at the University of Swaziland, and reports many developments that can be said to have added to both institutional and individual staff capacity at his home institution.

*'I have made significant contributions to the advancement of higher education in Swaziland in three main areas. Firstly, staff development – i.e. the training of Swazi nationals abroad with a view to strengthening the capacity of the Swazi to plan and manage curriculum development in the Faculty of Humanities at the University of Swaziland.*

*'Secondly, the expansion of programmes; I have played a leading role in the establishment of new programmes in the faculty. In 2006, a Department of Journalism and Mass Communications was established. From 2009, Portuguese Language and Literature will offered at the University of Swaziland, in collaboration with academic staff at Eduardo Mondlane University, Mozambique.*

*'Thirdly, promoting the affiliation of (local) degree awarding institutions with the University of Swaziland. I was personally tasked with the responsibility of developing a university-wide policy for facilitating links between the university and local colleges. In 2005, one college, which was previously affiliated to a Canadian university, became affiliated to the University of Swaziland. More colleges have indicated their willingness to follow suit.'*

Moving on to the application of skills, 96% reported using the specific skills and knowledge gained during their award in their work (80% significantly) and 93% felt that their award has enabled them to make changes and influence their work (67% significantly). 90% reported that they had been able to introduce new practices or innovations in their organisations as a result of the skills obtained on award, to at least some extent (47% significantly). In many cases, these changes or new practices have the potential to benefit institutions and, by extension, national tertiary education sectors.

A final point of note relates to the capacity for international scholarship and fellowship programmes to both create and maintain international links, which can have many positive benefits for individual academics and their career development, and for their departments and institutions. Of the respondents working in higher education, 79% reported maintaining links with universities in the UK, to at least some extent (35% significantly). When broken down by type of award, these figures were proportionally higher for those alumni who had held Academic Fellowships or Split-site Scholarships, with 83% and 92% respectively maintaining links with UK universities. As encouraging international links and partnerships are key objectives of these particular awards, this is a positive finding.

In the fifth and final section of this report, we will look at the impact of awards on three specific institutions, before moving on to interview individual alumni in more depth.

## Summary

In this section, we looked at the broad impact of those respondents to the 2008 impact evaluation survey who reported working in higher education. In particular, it can be noted that:

- of the 1,357 respondents working in higher education, 92% reported impact in at least one of the 12 key priority areas for development
- 44% reported being able to influence government policy and 49% having a wider socioeconomic impact
- unsurprisingly, the highest number of incidences of reported impact were in the areas of Scientific and Research Applications and Quantity and Quality of Education. However, large proportions also reported impact in other areas, such as Health and Environment Protection
- we found that awards frequently have an impact on careers in higher education, with 88% of these respondents reporting that their award enabled them to make advancements in their career
- Commonwealth Scholarships and Fellowships do have an impact on skills and knowledge acquisition for those in higher education. 99% reported gaining skills and knowledge in their field of expertise, and 97% gaining analytical and technical skills
- alumni report that they are able to use their skills in their workplaces, suggesting that the impact of awards extends to their employing institutions and thus the higher education sector as a whole. 96% report being able to use the specific skills and knowledge gained on award in their work
- almost four-fifths of respondents working in higher education report maintaining links with UK universities to at least some extent, including 83% of Commonwealth Academic Fellows and 92% of Commonwealth Split-site Scholars

**Simon Karume** is a 2004 Commonwealth Distance Learning Scholar from Kenya. He obtained his MSc in Computer Based Information Systems from the University of Sunderland in 2007.

*'I work in an agriculture and technology university, in a department mostly dealing with soil water and environmental engineering. My work involves interacting with students during their practical sessions and in the proposal and implementation of their final-year research projects. The skills that I acquired [during my scholarship] on project management and planning are very useful to me and to the students, as it is easier to guide them through the proposal writing, implementation, and final report writing.'*

*'Sometimes, during my annual leave and free time, I work with self-help women groups on a voluntary basis. Most of these groups are involved in medium-scale agricultural activities for income generation to improve their standards of living. They require knowledge on proposal writing to solicit funds from donors and well-wishers, as well as proper project planning and management.'*

# 5. The impact of Commonwealth Scholarships on specific institutions

In this next section, we will narrow our focus down to the institutional level by taking a closer look at three specific Commonwealth universities: Makerere University, the University of Dhaka, and the University of the West Indies (UWI). As noted earlier in this report, the choice of these three institutions was influenced by both the central role that each institution plays in its national and regional contexts and also the relatively high number of former Commonwealth Scholars and Fellows who count one of these universities as their home institution, enabling us to draw from a broader range of alumni to develop a more comprehensive narrative regarding the activity of returning award holders.

It is worth noting here that the CSC does not have a policy of favouring candidates from larger institutions, as many academic award alumni hail from smaller institutions. Appendix 3 lists those institutions with more than 25 alumni from the Academic Fellowship, Academic Staff Scholarship, and Split-site Scholarship schemes. In total, staff from over 330 developing country HEIs in over 30 countries have held such awards. In deciding upon 'focus institutions' for the purposes of this report, however, it was decided that, within this limited scope, we should compare institutions that are similar in nature and numbers of alumni, as opposed to drawing out trends between institutions of very different character.

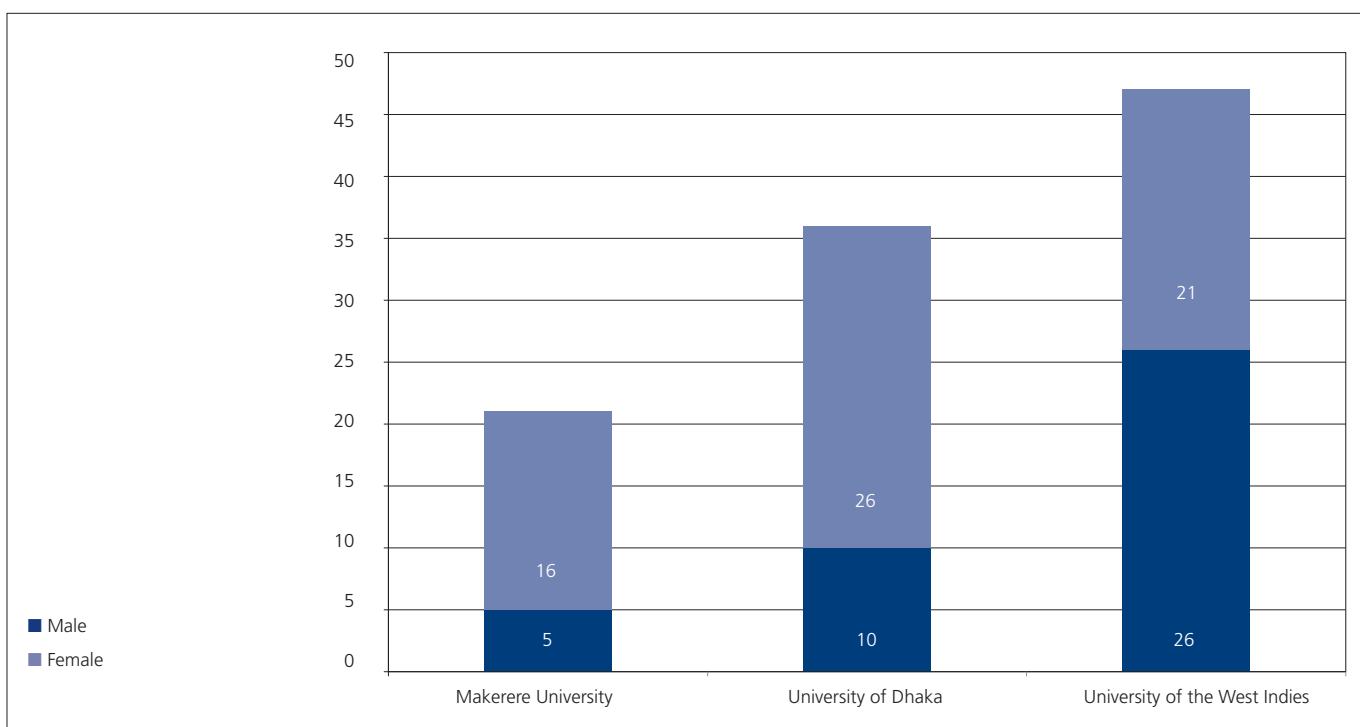
As previously noted, the CSC funds several types of award aimed at directly benefiting academic staff and students and, by extension, their home institutions. 634 of the 1,357 respondents to the 2008 impact evaluation survey working in the higher education sector held Academic Fellowships, Academic Staff Scholarships, or Split-site Scholarships, and so are likely to have maintained close links with their home institution during their time on award. As has also been noted, a number of alumni holding 'general' scholarships open to all also return home to work in academic institutions, and we include these in our analysis where possible.

Looking at the numbers of respondents employed by the three institutions in question, 104 of the total 2,226 respondents were nominated or employed by one of the three focus HEIs, including 85 who were employed by these institutions at the time of the survey. Table 2 shows the specific numbers of respondents employed or nominated by the three institutions, as well as the types of award held.

| Type of award                  | Makerere University | University of Dhaka | University of the West Indies |
|--------------------------------|---------------------|---------------------|-------------------------------|
| Academic Fellowships           | 2                   | 8                   | 6                             |
| Academic Staff Scholarships    | 2                   | 6                   | 3                             |
| Distance Learning Scholarships | 0                   | 0                   | 0                             |
| 'General' Scholarships (DFID)  | 11                  | 22                  | 21                            |
| 'General' Scholarships (FCO)   | 0                   | 0                   | 0                             |
| Medical Fellowships (DFID)     | 1                   | 0                   | 1                             |
| Medical Fellowships (FCO)      | 0                   | 0                   | 0                             |
| Medical Scholarships           | 1                   | 0                   | 1                             |
| Professional Fellowships       | 0                   | 0                   | 1                             |
| Senior Medical Fellowships     | 0                   | 0                   | 0                             |
| Split-site Scholarships        | 4                   | 0                   | 14                            |
| <b>Total</b>                   | <b>21</b>           | <b>36</b>           | <b>47</b>                     |

We had a total of 21 alumni responses to the survey from Makerere, 36 from Dhaka, and 47 from UWI. 85 of these were from alumni working in higher education (20 from Makerere, 34 from Dhaka, and 31 from UWI), with the remainder working for a range of organisations, from the Commonwealth Secretariat to the Central Bank of Trinidad and Tobago to the Natural History Museum in Jamaica. Two were, at the time of responding, undertaking doctoral studies. Overall, out of the 104, all 21 of those from Makerere had returned to their home institution, as had 30 of those from Dhaka and 45 of those from UWI.

Table 2: Survey respondents at focus institutions, by type of award



The gender representation of award holders from Makerere University and the University of Dhaka is relatively similar, with 24% and 28% of respondents respectively being female. UWI had a much higher proportion of women alumni responding to our survey, as women account for 45% of respondents from the institution.

Figure 6: Survey respondents at focus institutions, by gender

Across the 104 respondents from these three focus institutions, 94% indicated that their award had had a positive impact on their professional development, 72.5% significantly and 27.5% to some extent.

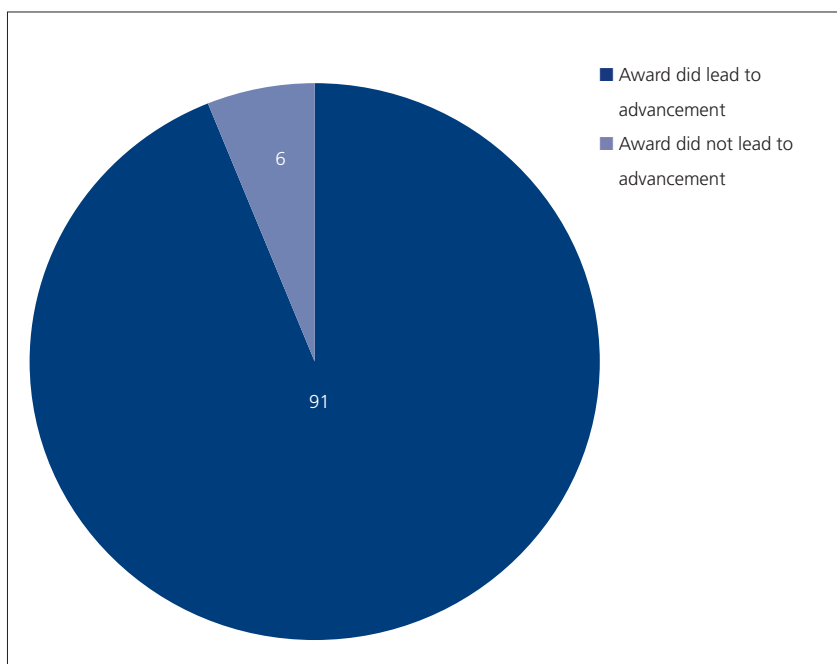


Figure 7: 'To what extent did your award allow you to obtain advancement at your institution?' – survey respondents at focus institutions

the areas of Quantity and Quality of Education and Scientific and Research Applications – natural for alumni with careers in higher education. Poverty Reduction is addressed by a higher proportion of respondents from the focus institutions than across all institutions, while Agricultural/Rural Productivity is focused on to a lesser degree.

As noted in the second section of this report, as well as assessing the impact on individuals, we also asked for information regarding activity and potentially long-term impact beyond institutional and individual benefits. In particular, we asked alumni to note whether they had, in their view, been involved in a specific project, influenced government policy and thinking, and/or had wider socioeconomic impact in any of 12 key priority areas for development, as discussed previously. Table 3 shows the number of respondents working in each of the three focus institutions, broken down by area of reported developmental impact.

The highest levels of impact were in

| Key priority area for development            | Makerere University | University of Dhaka | University of the West Indies | Total |
|--|---------------------|---------------------|-------------------------------|-------|
| Quantity and Quality of Education            | 13                  | 19                  | 29                            | 61    |
| Scientific and Research Applications         | 16                  | 15                  | 23                            | 54    |
| Health                                       | 14                  | 13                  | 17                            | 44    |
| Poverty Reduction                            | 9                   | 13                  | 12                            | 34    |
| Governance                                   | 6                   | 12                  | 19                            | 37    |
| Social Inequalities and Human Rights         | 6                   | 11                  | 10                            | 27    |
| Job Creation                                 | 9                   | 11                  | 7                             | 27    |
| Environment Protection                       | 7                   | 10                  | 12                            | 29    |
| Physical Infrastructure                      | 7                   | 4                   | 7                             | 18    |
| Agricultural/Rural Productivity              | 10                  | 5                   | 12                            | 27    |
| International Relations                      | 10                  | 6                   | 12                            | 28    |
| Conflict Resolution/ Humanitarian Assistance | 6                   | 8                   | 8                             | 22    |

Table 3: Survey respondents at focus institutions, by reported area of impact

## Summary

As with other alumni who responded to the 2008 survey, those working at the three focus institutions have reported impact on individual, institutional, and wider levels. Having noted this broader impact on the individuals and institutions, we will now move on to look in greater detail at reported alumni impact by interviewing individual staff members from each of the three focus institutions.

## Focus institution: Makerere University

### Why did we choose Makerere University?

Makerere University was first established as a technical school in 1922. Since then, it has grown to become the largest university in Uganda, one of five autonomous public universities in the country, and, until 1989 when Mbarara University of Science and Technology was founded, the only public university in the country. Kyambogo University and Gulu University, both established in 2002, and Busitema University, established in 2007, have brought the current number of Ugandan public and autonomous universities to five, but the defining nature of Makerere in the Ugandan higher education landscape cannot be understated.

Another no less important reason for selecting Makerere for this study, along with the other two institutions under consideration here, is that, as the only university in the country, and indeed the region, for so many years, the number of Commonwealth Scholars and Fellows from this institution is naturally higher than at younger and smaller institutions in East Africa. Alongside the alumni who held 'general' scholarships (some of whom are quoted in this section), 42 Makerere employees and students held academic awards. This enables us to draw upon a greater amount of data to inform our analysis, although it is noted that, with so many other countries and institutions represented amongst our alumni, numbers are still relatively limited.

### Background

Makerere offered its first postgraduate certificate courses in 1937, and became a University College affiliated with the University of London in 1949, leading to the provision of University of London degrees. With national independence and decolonisation across Africa, the institution became part of the new University of East Africa in 1963, awarding its own degrees through campuses in Uganda, Tanzania, and Kenya.

It has been argued that the implementation of tuition fees and the entrepreneurial tint to Makerere's growth in the 2000s helped to bring about not only a new source of external revenue, but also a greater internationalisation of its student body, which corroborates with figures that shows the number of foreign students attending the university more than doubled from 2.7% in 2004 to 6.2% 2005.<sup>10</sup> In 2010, the number of international students at Makerere made up 8.6% of the total student body, with students coming from ten countries within and outside Africa.<sup>11</sup> This has had an impact on the institution itself, as it has been argued that 'Ugandan universities have been compelled to develop more relevant and more modern curriculum...(in) encouraging international education'.<sup>12</sup>

These first steps towards the internationalisation of Makerere's student body have created stresses on the institution, as increasing demand on the university's services has led to pressures on existing resources. However, the trend of internationalisation, and the role of the institution in serving the wider region as well as the country, has also helped to highlight the importance of the institution's academics and administrators having adequate exposure to international norms in curriculum design, teaching and learning, and communication pedagogy and globally relevant research management policies and procedures, as well as maintaining contacts and project partners in a range of developed and developing countries.

10 A. B. K. Kasozi, 'The development of a strategic plan for higher education in Uganda 2001-5: the interplay of internal and external forces in higher education policy formation in a southern country', paper presented at the Nuffic Conference 'A Changing Landscape', The Hague, Netherlands, 23-25 May 2005

11 Makerere University, 'Facts & Figures' <[http://mak.ac.ug/index.php?option=com\\_content&task=view&id=41&Itemid=64](http://mak.ac.ug/index.php?option=com_content&task=view&id=41&Itemid=64)>

12 Peter Scott, 'Massification, internationalization and globalization', in *The Globalization of Higher Education* (1998), pp. 108-130



| Category                   | Number of students | % of total |
|----------------------------|--------------------|------------|
| Undergraduate student body | 34,968             | 94.82%     |
| Postgraduate student body  | 1,910              | 5.18%      |
| Annual graduating cohort   | 5,000              | 13.56%     |
| Female students            | 16,337             | 44.3%      |
| International students     | 3,172              | 8.6%       |

**Table 4: Makerere University student figures 2010<sup>13</sup>**

**Euzobia Mugisha Baine** is a 2003 Commonwealth Scholar, and studied for a PhD in Gender and Teacher Education in Uganda at the University of Birmingham. She is now an Assistant Registrar at Makerere University.

*'I have been involved in activities to increase female access to higher education in Uganda, making my university more gender-responsive than it currently is, formulating gender-responsive policies, and being involved in knowledge transfer partnerships both in Uganda and beyond. I have been an active member in an NGO, Action for Development, which champions the promotion of women's rights through its family life education, life skills, and reproductive health and rights [education].'*

In the 2000s, besides being able to attract international students, the university's researchers and research administrators have been better able to attract parcels of international funding to support research activity and recruit skilled staff. One example is a SIDA block grant, through its Bilateral Collaborative Research Support Programme, worth the equivalent of £18,284,000.

'It is important for the researcher to have an environment conducive to research, otherwise it leads to frustration', said Hannah Akuffo from SIDA's programme office responsible for overseeing this programme. It has enabled, in part, the recruitment and retention of postdoctoral researchers, for the first time in some departments.<sup>14</sup>

### Makerere and development

Makerere University has been active in international development partnerships, participating in a wide range of initiatives that link higher education with wider society. The Development Partnerships in Higher Education (DePHE) programme (funded by DFID and administered by the British Council, with assistance in south-south partnership brokering from the ACU) awarded funding for 200 university partnerships between 2005 and 2010. Of these, 17 projects involved Makerere as a project partner.

The International Development Research Centre (IDRC) in Canada has maintained a steady engagement with Makerere in further enabling its development capacity.

*'IDRC support has helped researchers break with financial and other constraints, such as weak project planning and management skills, or the absence of crucial research infrastructure like bibliographic material, that often makes research undoable. In policy terms, Makerere has had strong intentions to increase its reputation as a research centre, and the government has flagged the institution's specialization in areas such as appropriate technologies, economics and biotechnology as potentially contributing to Uganda's Poverty Eradication Action Plan. Still, this "research for development" agenda has not been accompanied by increased funding from the State. So, while many academics struggle with heavier teaching loads (as Makerere looks towards increased enrollment and tuition for financial stability), the study concludes that third-party funding from organizations like IDRC assumes a crucial role. Not only does it allow academics to leave the lecture hall to pursue research; it moves Makerere closer to its goal of being a beacon of innovation by providing the technical support needed to build a corps of motivated and knowledgeable researchers.'*<sup>15</sup>

It can be argued that, without experience in securing and managing external funds and developing research practices, policies, and systems that give international donors confidence, such grants would be much more difficult to secure. The necessary experience in grant management, research systems, and the internationalisation of higher education is drawn, in no small part, from university staff at the university who have had academic experience in international institutional contexts.

<sup>13</sup> Makerere University, 'Facts & Figures'

<sup>14</sup> Peter Wamboga-Mugirya, 'Makerere University – rebuilding a reputation', SciDev.Net, 11 March 2009

<sup>15</sup> Charles Lusthaus, Anette Wenderoth and Miranda Cobb, 'Re-building Prestige in Research: Organizational Case Study of Makerere University' (2008)



International support to individuals within the institution, it is suggested, is essential for any institution to develop in-house capacity and to enable academics at these institutions to seek out and obtain other project funding and to take a leading role in bolstering new partnerships.

### The CSC and Makerere: responses from alumni

Of the total 21 respondents from Makerere, 13 reported having been involved in projects, influencing government policy, and/or having an impact on wider society – and only 4 of these said that it was likely or very likely that they would have been able to find other ways to undertake the same UK programme. When asked if they would have found a way to undertake a similar programme outside the UK, however, 9 of the 13 said that it would have been likely or very likely that they would have pursued a similar programme in a different country. This could suggest a perception that a Commonwealth Scholarship or Fellowship is seen as an essential component of studying in the UK and that, without it, individuals were generally more likely to seek other opportunities outside the UK.

When asked to what extent they continue to use specific skills and knowledge gained during their time on award, all 13 respondents from Makerere who reported making an impact stated that they do make use of these skills, 12 significantly.

There was also a correlation between respondents citing significant impact in Quantity and Quality of Higher Education and other fields. 11 of these 13 respondents also reported having significant impact in Scientific and Research Applications, and 9 each in Job Creation and Health.

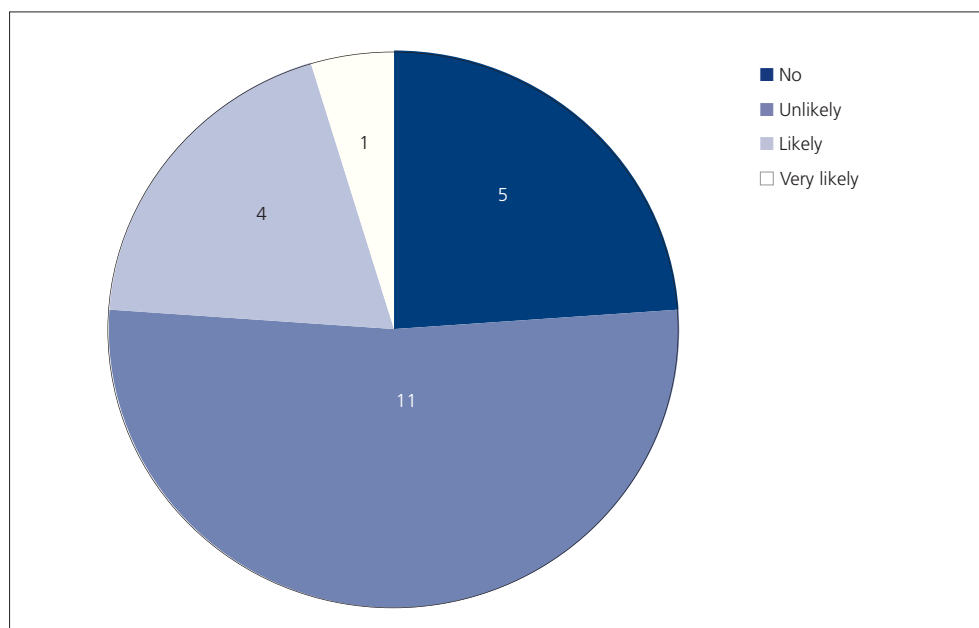


Figure 8: 'Without your Commonwealth Scholarship or Fellowship, would you have found another way to take the same UK programme?' – survey respondents from Makerere University

Looking at respondents from all employment sectors, there were 5 women and 16 men from Makerere. 6 respondents from Makerere did live in a different country after their award in the UK, but they have all now returned to Uganda. Over three-quarters of respondents from Makerere did not think it likely that they would have had the opportunity to undertake the same UK programme if they had not received their Commonwealth Scholarship or Fellowship.

### Robinah Nakawunde

**Kulabako** was awarded a Commonwealth Scholarship in 1999, to study MSc Environmental Engineering at the University of Manchester. She is an Assistant Lecturer in the Department of Civil Engineering at Makerere University.

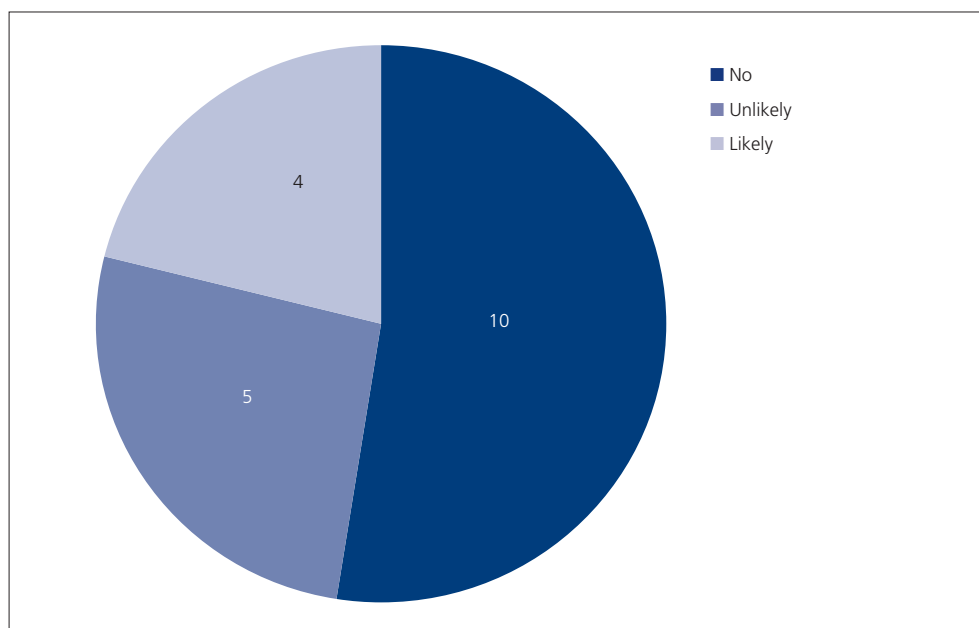
*'I am currently working as a Core Researcher on an applied research study on community-based solid waste management with resource recycling in a peri-urban settlement in Kampala. This project not only seeks to improve the environmental sanitation of the settlement, but also to create awareness and enhance community skills on resource recovery/recycling from garbage. Subsequently the communities are able to generate an income through selling the by-products (charcoal briquettes, compost, bags made from plastics).'*

### Dr Anthony Geoffrey Kerali

studied for a PhD in Engineering (Natural Resource Development) at the University of Warwick on a Commonwealth Scholarship from 1998-2001. He is now a Senior Lecturer in the Department of Civil Engineering at Makerere University.

*'As an academic, I have contributed to the creation of a new department at Makerere University now responsible for three undergraduate degree programmes: BSc Quantity Surveying, BSc Land Economics, and BSc Construction Management. There are currently 474 pioneering students. Until 2004, all these professionals were previously trained outside the country.'*

Figure 9: 'Without your Commonwealth Scholarship or Fellowship, would you have been able to take a similar programme in your home country?' – survey respondents from Makerere University



When comparing Figures 8 and 9, we see both similarities and differences. In answering both of these questions, just over three-quarters of respondents from Makerere indicated that they believed it to be unlikely or not possible to undertake a similar programme without their award, whether in their home country or in the UK. One key difference is that, of these negative responses, 'No' was the most common response to the question about studying a similar programme in their home country, as opposed to more respondents saying it was unlikely that they would have been able to access their desired programme in the UK. This suggests a greater certainty among respondents that opportunities to undertake similar programmes at home did not exist and, while finding another source of funding for their programme in the UK may have been quite difficult, they were at least convinced that it was not impossible.

Looking at the impact on the institution, all 21 of the respondents from Makerere reported being able to use the skills and knowledge gained on award in their work (20 significantly), and all reported having been able to introduce new practices and innovations following their award (12 significantly). A further example of possible benefit to the institution is implied by the fact that 16 stated that they had maintained links with universities in the UK to at least some extent (5 significantly) – an example of international activity that, as we have noted, can have potential benefits for both funding and reputation.

#### Case study interview: Professor Elijah S K Muwanga-Zake

Professor Elijah S K Muwanga-Zake is an agricultural statistician at Makerere University, and held a Commonwealth Scholarship to pursue a PhD in Agricultural Statistics at the University of East Anglia (UEA) from 1983-1987. He worked at the Central Bank of Uganda and the Ministry of Agriculture, before returning to Makerere as a Professor of Agricultural Statistics.

### **What were some of the specific reasons why you applied for a Commonwealth Scholarship?**

'Commonwealth Scholarships at that time were one of the only schemes that were available to me in Uganda, in the early days after the Amin government. I was in the academic world, but there was little in the way of support for PhD studies, either at Makerere or externally. I had had an African Graduate Fellowship Program scholarship for the Master's degree, which I did at Kansas State University in the Midwest [USA]. That was in 1976. But I wanted to go on and do my PhD, and there were not many resources available for me besides the Commonwealth Scholarship. I also thought that going to the UK would be a good next step after having been in the US.'

### **What were your alternative plans if the Commonwealth Scholarship had not been there?**

'I got my Commonwealth Scholarship in 1983. For those seven years since my Master's, I had wanted PhD training, but there was nothing. Without the chance to pursue my PhD, there was nothing I could do – I could have returned to the US, or stayed in Uganda, but without a PhD there is really nothing you can do, there isn't room for advancement or to have impact.'

### **How did you identify your UK institution?**

'After the award of the scholarship, the CSC identified the right university for me in the UK, based on the field of study I was interested in. They had identified the School of Development Studies at the University of East Anglia, and the Institute for Development Studies at the University of Sussex.

'I chose to pursue my studies at the former, as there were professors there who had experience in Uganda and specifically at Makerere. These were very useful links, not only as they had experience and linkages with Makerere, but also because they had a strong interest in what I was doing. Specifically, Professor Belshaw, one of my supervisors at the School of Development Studies, had done a lot of work in agricultural statistics in Uganda and was therefore very interested in my work. In fact, in 1986, when the current Ugandan government first came to power, he contributed to a Commonwealth report on the revival of the economy in Uganda. He invited me to write a background paper regarding agricultural data problems and data management. That was a great opportunity and fortunate timing to be involved, [given] where I was in my academic career at that particular time.'

### **In your opinion, what aspects of your award have helped the most in having an impact in Uganda overall?**

'In 1987, I returned home to my institution for one year, but soon I moved to the Central Bank in Uganda, working on agricultural data systems, as well as working with the Ministry of Agriculture on a census of agriculture. All of this was building on the work of my PhD training which enabled me to get to this point, where I was working at the highest policymaking level. I was advising agriculturally-oriented bodies within the government, leading on data collection, and having input into agricultural policy.'

### **In what ways did the ideas, methods or practices in your subject at UEA differ from those in Uganda and at Makerere in particular?**

'Makerere is designed on the model of the British system but, in terms of resources, its library, and access to information, UEA was so much better for me. My undergraduate training in the US was also handy for me to prepare for that environment.'

'At UEA, there were more people doing PhDs – more sounding boards for me, more people to talk with and to consult. I was with 30 or 40 PhD students, so even when we were going to tea or out on a Friday night together, we were always basically doing work – everybody was interested in helping each other. You give seminars and there are people there who can criticise you, or show you an angle that maybe you hadn't seen before.'

### **How did your Commonwealth Scholarship help you to get your current position at Makerere?**

'A PhD is the minimum requirement, so I was directly appointed as a result of my award. Agricultural statistics was not taught as any module at the university at that time, so it was up to me to design the curriculum for both the undergraduate and postgraduate levels. After a couple of years, I moved to government, but my PhD training helped with this as well; it gave me the background to be able to get the position, and to be able to have impact. In this country, agricultural statistics was a very rare and valuable skill. And at government, I was also able to learn about policymaking systems, which allowed me to build on this knowledge.'

### **How difficult was it for you to return to Makerere and implement a new curriculum – was the institution receptive?**

'It was not at all difficult. They completely accepted the knowledge that I'd gained was essential, and that it was important that I get to the work of designing a curriculum in this area. And it is not only important for Uganda, but also for the whole sub-Saharan region. We train people from Nigeria, from Zambia, from across the whole sub-region.'

### **Have any of your colleagues at Makerere shown interest in Commonwealth Scholarships as a result of your own experiences, so far as you can tell?**

'The Commonwealth Scholarships are some of the best regarded, even if this is not down to me. I think that I have benefited from the award in part as it gave me a foot in the academic door as well as the policymaking door, and it gave me a lot of room to have input into policy.'

### **In your view, how has your Commonwealth Scholarship enhanced or contributed to your awareness and ability to engage in the wider community?**

'The international experience definitely opens up your horizons – you have many contacts and many new possibilities. The contacts I've made have been quite useful – there are some people in the UK that I'm still in touch with, and we meet occasionally at conferences and the like. It's a big eye opener, that's for sure. The experience of seeing how they do what they do is enough to make it useful. I was already married at the time I came to UEA, and for three months of my time there, my family joined me. So living there didn't only impact me personally, but actually impacted my whole family, and that impact lasts with us even now.'

### **Interview summary**

While Elijah foresaw a few other alternatives to pursue doctoral studies, coming to the UK enabled him to engage with academics at his host institution who were experts in his field, which allowed for unique and fruitful collaborations. He was able to engage in research projects and contribute to major papers – specific opportunities that would not otherwise have been made available.

Being in an environment with dozens of other PhD candidates was encouraging for Elijah, and provided him not only with direct support for his work, but also with sounding boards amongst his peers and motivation to strive towards new perspectives.

Elijah's success during his time on award also served as a springboard for a professional stint in the Ugandan Ministry of Agriculture when he returned home, which gave him the opportunity for direct impact on policymakers at the most senior levels of government. His experience in the ministry would also prove valuable once he returned to Makerere as a professor, as he brought with him intricate knowledge of the workings of government systems and the channels for continued social engagement.

Elijah's professional achievements and international academic experience helped enable him to take a leadership role at his home institution, designing new graduate modules in agricultural statistics and helping to lead on a programme that attracts students from across Africa.

## **Focus institution: University of Dhaka**

### **Why did we choose the University of Dhaka?**

Since its establishment in 1921, the University of Dhaka has maintained its position as the largest and most influential institute of higher learning in Bangladesh. In 1947, after the partition of India, the university assumed academic authority over all tertiary education institutions in East Bengal, until the independence of Bangladesh in 1971. As the university is the oldest and one of the largest in the country, a relatively high number of Commonwealth Scholars and Fellows have been nominated by this institution. 58 former Academic Fellows, Academic Staff Scholars, or Split-site Scholars were nominated by the University of Dhaka – a number second only to the University of the West Indies.

### **Background**

The University of Dhaka was established in 1921 in what was then called East Bengal, now Bangladesh. Political changes in the East Bengal and Assam area, then under the authority of the Indian imperial government, were one of the original motivations behind the establishment of the university. The region had initially been partitioned to allow for a degree of self-government but, after this partition was annulled in 1911, it was decided that the establishment of an institute of higher learning might help contribute to the development of the region, and would serve as a means of 'compensation' for the decision.

The university has more than 30,000 students and 1,600 academic staff members across 13 faculties. An estimated 18% of all research publications in Bangladesh are produced by the University of Dhaka, while its academics are significantly engaged with international research activity, the majority of them having obtained degrees abroad. The highly-internationalised nature of the staff at the university contributes to the large number of international research collaborations into which it has entered into – more than 90 research and project collaborations with international universities.

### **Dhaka and development**

In 2002, Dhaka established a Department for Development Studies to help strengthen the university's role as an agent for development research and poverty reduction in Bangladesh, carrying out research in areas of poverty analysis, microcredit, and the development of small and medium enterprises. The university collaborates with major international development bodies, including the IDRC, the World Bank, USAID, and DFID, in managing poverty alleviation projects, as well as research into gender equity.

Research into the role of entrepreneurialism and small and medium enterprises, as well as the pioneering of microcredit, as means to address widespread rural poverty are key elements of development activity in Bangladesh. Dhaka's leading role in these areas of research illustrates the capacity for HEIs to engage with national development needs, aided by the experience of highly-internationalised academic staff.

**Professor Golam Mohammed**

**Bhuiyan** was a 1990 Commonwealth Scholar, and studied for a PhD in Physics at the University of East Anglia. He is a Professor at the University of Dhaka.

*‘Being a teacher at the university, I am always trying to enhance the quality of teaching at the undergraduate and graduate levels. To this end, I sometimes get involved in the training programme for college teachers. I try there to make the teachers more efficient in teaching physics. I wrote some textbooks in this regard, so that students in our country can learn physics most effectively.*

*‘In addition, I lead a research group in the Physics Department at the University of Dhaka. Here we encourage young students and teachers to do scientific research to update their scientific knowledge.’*

**The CSC and Dhaka: responses from alumni**

There were 36 respondents to the 2008 survey from the University of Dhaka. 19 of these reported having impact in Quantity and Quality of Education, through project management and design, influencing government policy, and/or wider society – 5 reported impact through all three ways.

When asked if they would have been able to find a way to undertake a similar programme in the UK without their Commonwealth Scholarship or Fellowship, 18 out of the total of 36 respondents from Dhaka indicated that it would have been either unlikely or not possible. 14 indicated that it would have been likely or very likely (6 did not answer).

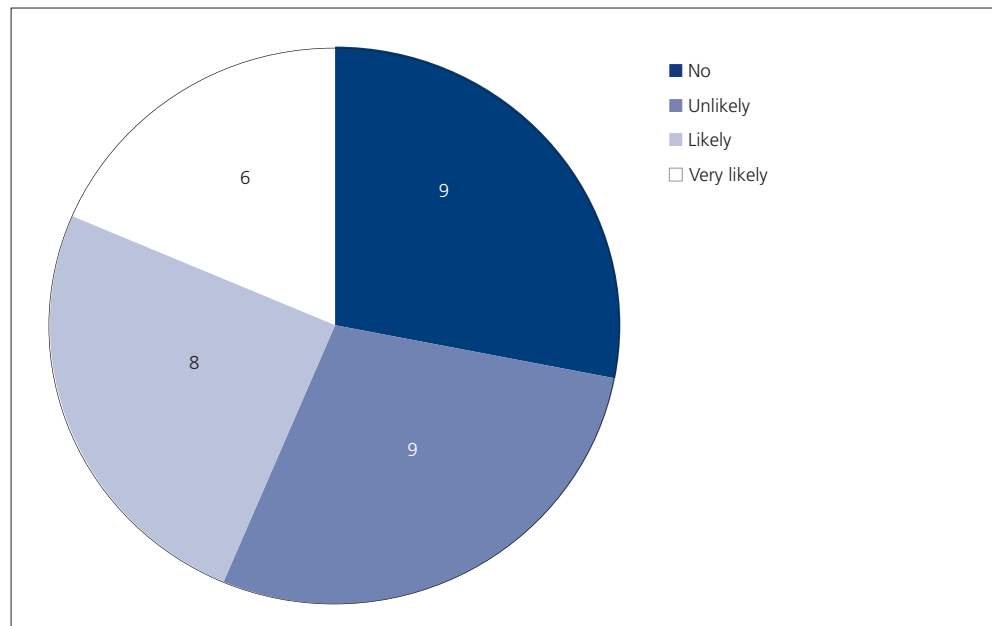
Of the 19 respondents from Dhaka who reported an impact in the Quantity and Quality of Education, 9 said that it would have been not possible or unlikely for them to have undertaken their programme in the UK without their Commonwealth Scholarship or Fellowship. The same number – 9 – also said that it would have been likely or very likely.

A higher majority of respondents expressed negative views on their prospects of undertaking a similar programme in their home country. 19 out of the total of 36 respondents from Dhaka indicated that they would have been unable to undertake a similar programme at home, with a further 4 finding the prospect unlikely. 7 respondents thought it either likely or very likely.

This suggests that, while there is a slim majority of Dhaka respondents who doubt that they could have pursued their academic careers in a similar fashion in the UK without a Commonwealth Scholarship or Fellowship, a much larger majority believe it would not have been possible in their home country. This may be due to a lack of both funds and a programme available in Bangladesh which would meet their requirements.

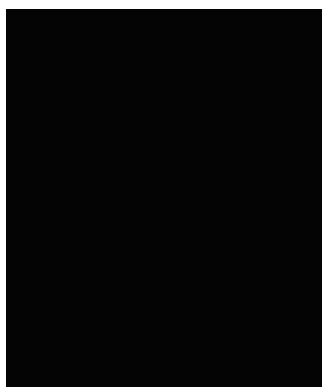
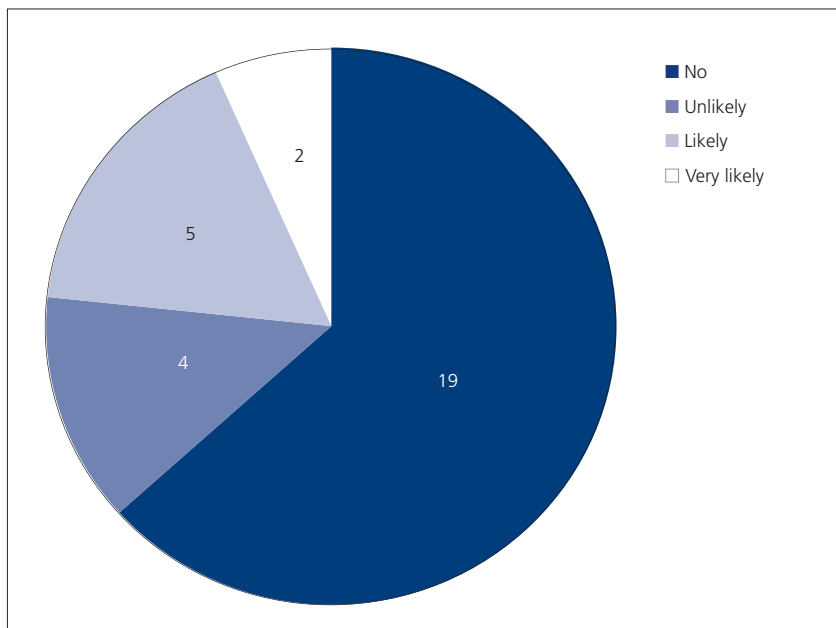
Of the 19 respondents from Dhaka who reported an impact in the Quantity and Quality of Education, all indicated that they had gained significant knowledge in their fields of expertise during their time on award, and all also indicated that they had increased their analytical and technical skills. 13 reported improving their techniques for managing and organising people and projects significantly, while a further 6 reported this to some extent. 18 respondents use the specific skills and knowledge gained on award in their careers significantly (1 respondent did not answer).

**Figure 10: ‘Without your Commonwealth Scholarship or Fellowship, would you have found another way to take the same UK programme?’ – survey respondents from the University of Dhaka**



Again looking at these 19 respondents, 7 reported maintaining contact with their UK universities significantly, and 8 to some extent. 4 respondents indicated that there is not much contact at this stage in their careers.

When asked to what extent they have been able to introduce new practices or innovations in their organisations as a result of skills or knowledge acquired through their award, 12 of the 19 respondents felt they had done this significantly, and a further 7 to some extent. No respondents indicated low or no levels of impact in developing new practices at their institutions.



Professor Mohammad Mannan

**Case study interview: Professor Mohammad Mannan**

Professor Mohammad Mannan is a Professor in the Faculty of Business Studies at the University of Dhaka. He held a Commonwealth Academic Fellowship in Small Business Development at the University of Manchester in 1990. He served as Vice-Chancellor of the Royal Dhaka University following its establishment in 2003, before returning to the University of Dhaka.

**What were some of the specific reasons why you applied for a Commonwealth Academic Fellowship?**

'I was attracted to studying at a British university – there are excellent universities in the UK, and it was clear for me that this was what I wanted to do. The quality of

the educational experience and the method of teaching in the classroom in the United Kingdom were very attractive.'

**What were your alternative plans if the Commonwealth Scholarship had not been there?**

'I did not apply for other scholarship schemes, actually. In my country, the Commonwealth Scholarships are a very popular choice, and very well regarded. They are seen as rather prestigious, and it was my only choice. If I hadn't been successful, I considered going to the US, as there are the Fulbright Scholarships and other programmes that I could have applied to.'

**In what ways did the ideas, methods or practices in your subject at Manchester differ from those at Dhaka?**

'The major differences between Dhaka and the method in Manchester were classroom practice and the conduct of research. In our university, classroom work is mostly lecture-based. When I returned [to Dhaka], there was no such practice as research, or of a research-based participatory classroom. It has changed now, though.'

Figure 11: 'Without your Commonwealth Scholarship or Fellowship, would you have been able to take a similar programme in your home country?' – survey respondents from the University of Dhaka



‘Teachers were very friendly in the classroom at Manchester. This is something that I learned – if the teachers are too strict and are only lecturing, and there is not a participatory environment, then the students are too afraid to ask questions. So how are the teachers balancing their role as motivators? That has an effect on the learning.’

**Did you hold a seminar at Dhaka on the teaching and learning practices you had learnt while at Manchester?**

‘Yes, and in seven or eight departments, they have adopted these practices. We didn’t know, for example, anything about multimedia in the classroom before, but thankfully I was able to convince them to find the funds for this. We hadn’t had a real relationship with alumni before; at Manchester, alumni were playing a role – they were helping with donations and so on. In Dhaka, I helped to engage them and get some funding from alumni who could play a role. Initially, there was some resistance to this, and there was also suspicion about multimedia and its utility, but now it is used.’

**Can you tell us more about your chosen field of study, and why you pursued the career path you did?**

‘My focus was on small business models and small enterprise models. I had an appreciation to learn more about the UK way of sustaining small businesses and IDPM [the Institute for Development Policy and Management at the University of Manchester] had a lot of connections and good information on NGOs and such. I was very keen to pursue the approach of small enterprises, and the policy implications and development of small enterprises. I was able to gain an understanding of the way in which government can address societal problems both in the UK as well as in Bangladesh, to help develop small businesses.’

**How did your Commonwealth Academic Fellowship contribute to this process?**

‘After returning from the UK, I was made a full professor within two years. That is the highest position. So the award has an impact when you return. We have many scholars who have participated in other schemes, and they have been to Europe, the US, Canada, the UK – we have 1,600 teachers, and I would say about 80% of them are foreign-trained. In my department, there are four Commonwealth Scholars.

‘Many students are interested in coming to the UK. They have a high interest in the UK, so we have extensive knowledge of the system there. I was very interested in the history of the Industrial Revolution – how were the British people behaving at that time? History is the thing.’

**What kinds of leadership skills did you develop during your Commonwealth Academic Fellowship and how have you applied these at Dhaka?**

‘As a Fellow at Manchester, I wasn’t involved directly in classes. I didn’t have coursework. But my supervisor did encourage me to audit classes, and that is something I took advantage of. Out of that, I developed a sense of communication between the teachers and the students. What kind of skills can be developed to communicate with people of different backgrounds? I hope I’ve been able to strengthen the level of human relations at my university.

‘These administrative skills and the importance of communication skills apply to university management at the strategic level, as well. When I came back, I was elected to the University Senate. So [I combined] academic and administrative – the planning of the administration, and the planning of academic programmes. I learnt that every university should have a distinct vision that they can develop into a mission, with objectives, strategies, and how to liaise with the outside world.’



### **Can you tell us more about your micro-library project and its impact?**

'The micro-library was inspired from rural experience. I was raised in a small village, about 300 kilometres away from where I am now in Dhaka. I thought that, if people are to develop, we have to go beyond microcredit. We need to also support the villagers with a knowledge resource.

'The concept is to create one micro-library per village. It would feature information about what rural people need: agriculture, modern technologies, marketing and promotional skills, small business management, sanitation, fertilisation. There would be a computer and cellular phone centre, so they can learn how these technologies work and how they can use them. They can help to make libraries a centre of commerce and education in rural areas.

'Lack of education and knowledge is as important as a lack of capital. There is unequal distribution of wealth, as well, and issues about freedom of women, which are issues of knowledge and education. We are trying to finance this initiative; at the moment, we are active in one village, with an experimental micro-library, but the plan is to expand the programme.'

### **When did you first perceive the need for this kind of initiative?**

'I had colleagues in Manchester who were dealing with Malawi, and they were mystified about why these people were suffering despite the microcredit available. I then thought about the micro-library concept, about educating people about marketing, education, health, sanitation, and how to use mobile phones, all of which is so important.'

### **In your view, how has your Commonwealth Academic Fellowship enhanced or contributed to your awareness and ability to engage in the wider community?**

'You gain the opportunity to work with many people. I worked with one fellow from Poland who is now a minister and, in 1989, the situation in Poland of course was very precarious. There were colleagues from Canada, Africa – because of the diverse population, there was a real cross-fertilisation of ideas.'

### **Interview summary**

During his Commonwealth Academic Fellowship, Mohammad was impressed by the teaching methodology and participatory culture in the classroom at his host institution. He has helped to grow a similarly motivating environment at his home institution, which has, in turn, nourished research capacity.

Mohammad sees a strengthened level of engagement with Dhaka's alumni as one of the consequences of his experience in the UK, where universities strive to maintain lifelong relationships with their graduates. This has helped result in new alumni donations to the university, and has strengthened the institution's role as an international network.

The cross-fertilisation of ideas between international students and staff during his time on award has contributed to Mohammad's advances in micro-libraries, development and engagement, and relationships between government, enterprise, and society.

## Focus institution: University of the West Indies

### Why did we choose the University of the West Indies?

Uniquely among the focus institutions in this report, the University of the West Indies (UWI) is a multinational institution established across the Caribbean region, supporting the higher education needs of 15 countries. The central role of UWI in the region has helped it to generate a high number of Commonwealth Scholars and Fellows, making for a more natural comparison with the other two focus institutions than might smaller or younger institutions.

### Background

Designed as a college of the University of London in 1948, the original University College of the West Indies was established at Mona in Jamaica – one of the principal UWI campuses today. The University College became an independent institute of higher learning in 1962, after which the university began consolidating other colleges and institutions in the Caribbean under the UWI framework. The Imperial College of Tropical Agriculture in Trinidad was established as the St Augustine campus of UWI in 1960, followed by the Cave Hill campus in Barbados in 1963. Besides these three physical campuses, UWI operates an Open Campus, which brings together the former Distance Education Centre and School of Continuing Studies into a single virtual learning platform.

Today, UWI sustains over 36,000 students, with an academic staff of approximately 1,000, across five faculties. These faculties are represented across different campuses in most cases, with Humanities, Education, Social Sciences, and Pure and Applied Sciences available at both Mona and Cave Hill campuses. As the principal institute of higher learning in the region, most Caribbean national leaders are alumni of UWI, including numerous prime ministers and governors-general. A high proportion of academic staff at UWI have studied abroad, with an estimated 70% having at least one degree from the USA, Canada, or Europe.

### UWI and development

UWI plays a central role in development studies in the region, with a focus on climate change, crime and violence in society, environmental sciences, business studies, and poverty reduction. The university engages with many international universities in the implementation of joint projects addressing development needs, including several dozen projects with Canadian universities through the Association of Universities and Colleges of Canada (AUCC) University Partnerships in International Development programme.

In 2006, UWI established its Institute for Sustainable Development, which maintains a research agenda focusing on climate change, business development, technological innovation, policing strategies and criminality, urban planning and housing, and mapping disaster risk from natural hazards. The university also supports a Centre for Gender and Development Studies, which directs research towards issues of gender equity and promotes interdisciplinary links and outreach to the Caribbean community.

The university recently announced the establishment of a new Caribbean Competitiveness Centre, with support from DFID and the Inter-American Development Bank. This centre is designed to support small and medium businesses in the Caribbean and to 'help upgrade the technical capacity of academics and public and private sector officials in cutting edge approaches to competitiveness, business climate reforms, clustering and small and medium-sized enterprises development'.<sup>16</sup>

16 Inter-American Development Bank, 'University of the West Indies to establish Caribbean Competitiveness Center with support from IDB and the United Kingdom', press release, 1 October 2010

### The CSC and UWI: responses from alumni

When survey respondents from UWI were asked if they would have been able to find a way to undertake a similar programme in the UK without a Commonwealth Scholarship or Fellowship, 22 out of 43 respondents (from the total of 47 from UWI) indicated that it would have been either unlikely or not possible. 21 thought it would have been likely or very likely, while a further 4 did not answer.

As with the other focus institutions, a higher majority of respondents expressed negative views on their prospects of undertaking a similar programme in their home country, if a Commonwealth Scholarship or Fellowship had not been available. 17 of the 47 respondents from UWI indicated that it would not have been possible, and a further 10 indicated it would have been unlikely. 12 respondents thought it either likely or very likely.

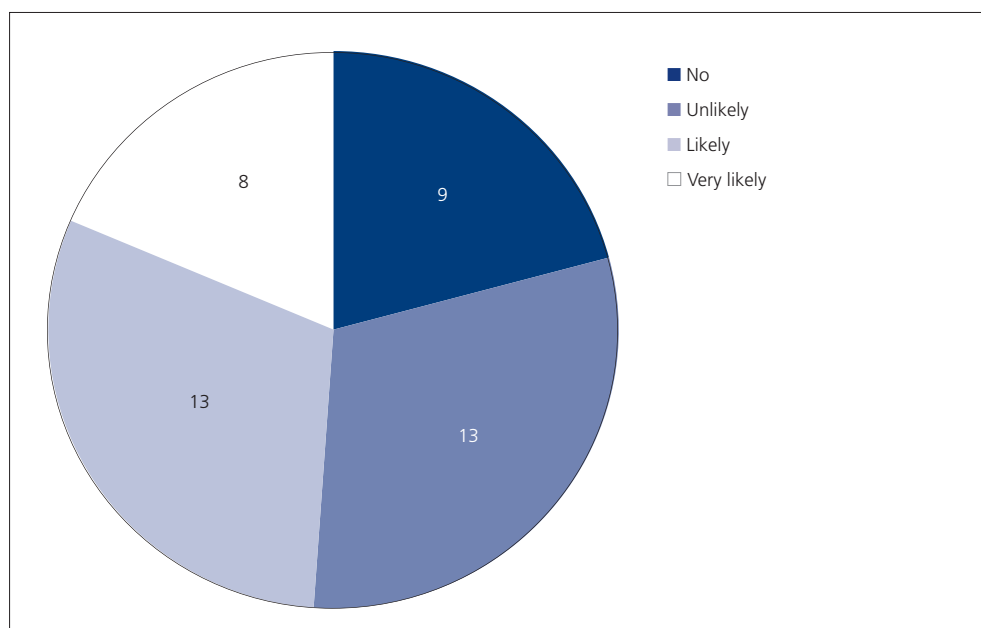


Figure 12: 'Without your Commonwealth Scholarship or Fellowship, would you have found another way to take the same UK programme?' – survey respondents from the University of the West Indies

As with earlier findings, it appears that finding a similar programme in the UK seemed more possible for respondents than staying in their home country for the full duration of their studies – possibly due to a lack of funds, combined with a lack of relevant academic programmes.

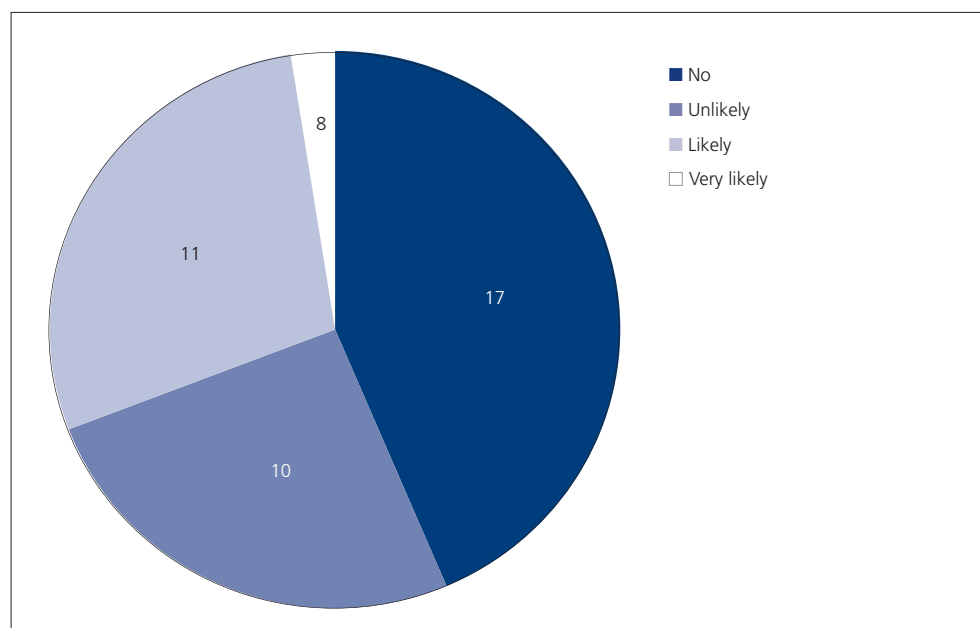
24 respondents from UWI reported impact in Quantity and Quality of Education – 21 through project involvement, 11 through wider socioeconomic impact, and 4 through influencing government policy.

When asked how likely it would have been that, without a Commonwealth Scholarship or Fellowship, they would have been able to undertake the same programme in the UK, 9 of these 24 respondents indicated it was likely or very likely; 12 indicated that it would have been unlikely or not possible.

Of these 24 respondents, 9 thought it likely or very likely, and 11 unlikely or not possible, that they would have been able to pursue a similar programme in a country other than the UK. When asked about whether they might not have pursued their desired programme at all without a Commonwealth Scholarship or Fellowship, 7 thought it likely or very likely, with 14 finding it unlikely or answering no. This suggests some confidence among respondents that they would have pursued their desired programme in some way, either in the UK or abroad, and that they were not likely to have easily abandoned further pursuit of this.

23 of the 24 respondents from UWI who reported impact in Quantity and Quality of Education said that they had gained significant knowledge in their field of expertise during their time on award, with 1 reporting this to some extent. 12 of the 24

Figure 13: 'Without your Commonwealth Scholarship or Fellowship, would you have been able to take a similar programme in your home country?' – survey respondents from the University of the West Indies



respondents indicated that they had learned techniques for managing and organising people and projects to a significant level, 8 to some extent. 4 respondents felt that they did not obtain these skills during their time on award.

When asked if they have been able to introduce new practices or innovations in their organisations as a result of skills/knowledge acquired through their award, 14 of the 24 respondents indicated that they have been able to do so to at least some extent. Looking at all 47 respondents from UWI, 41 reported that they had been able to introduce new practices – 19 significantly – suggesting that even those not reporting impact in this specific development area had been able to influence their institutions.

#### Case study interview: Professor Brian Meeks

Professor Brian Meeks is Director of the Sir Arthur Lewis Institute for Social and Economic Studies at the University of the West Indies. After holding a Commonwealth Academic Fellowship in 1989 in the Department of Latin American Studies at the University of Cambridge, he returned to Jamaica, where he founded the Centre for Caribbean Thought at UWI. Also a renowned Caribbean poet, he is engaged with both government and the media as an adviser on political and social change.

#### What were some of the specific reasons why you applied for a Commonwealth Academic Fellowship?

'I had finished my PhD before going on award, and I was advised by my colleagues at the time to pursue postdoctoral studies, as well as to get the opportunity to get out of UWI and spend time elsewhere. It is very common for people from Jamaica to spend time in the US, especially, as well as in Canada. I was an assistant lecturer at the time, and had spoken with other Commonwealth Scholars.'



Professor Brian Meeks

### **Was there anything specific about studying in the UK that appealed to you?**

'Colleagues of mine from the UK had helped make it clear to me that studying at Cambridge was a unique opportunity. I was at the Centre for Latin American Studies while I was there, and I received so much support and encouragement from colleagues. The collegial atmosphere at Cambridge was something new for me – collegial in the sense of attitudes, but also having different colleges at the institution, with people pursuing different lines of enquiry but with whom you can engage. That was also a major feature of studying in the UK overall. You have this community of institutions within close proximity to each other that you have phenomenal opportunities to travel and visit, to meet new people, to collaborate and present at conferences. On a small island like Jamaica, where there is only one institution, you do not have those kinds of opportunities.'

### **In what ways did the ideas, methods or practices in your subject at Cambridge differ from those at UWI?**

'Cambridge is obviously endowed with tremendous resources, which was very important for someone doing research in the social sciences. At the library, I was like a kid in a candy store. The materials for research are incredible; the fact that the library is a repository for all the publications and journals published in the UK was incredibly useful.'

### **How did you become interested in your field of study, and how did you see this having a development impact in Jamaica?**

'When I was at Cambridge, there was tremendous debate; post-Marxism, post-modernism – all political theory was being challenged, from the right and from the left. There was this up-swelling of ideas. The debates at Mona [when I returned], I felt, were a little behind on this. So I started a course on "Theories of the State", which I taught for 15 years.

'It was important to stick students here into that debate, as I felt it was otherwise lacking. It also helped undergraduates as they pursued graduate studies abroad; they were up to speed on these debates, and in many cases were able to meet the figures who we had been studying. This gave them tremendous confidence to be engaging with these issues.'

### **Do you draw any correlations between your work at UWI on curriculum design and your Academic Fellowship?**

'I was certainly influenced by my time in the UK. One initiative at Mona was to establish the Centre for Caribbean Thought, which I founded in 2000. We would focus on the big thinkers of the Caribbean – Stuart Hall and others who have contributed to politics and to a global culture.

'One of the things we would ask is did these characters express themselves by virtue of their individual intellect, or was there something uniquely Caribbean about their contributions? Every year, we had conferences that would focus on different people and different aspects of this. I certainly would not have been inspired to pursue such a centre if not for my time at Cambridge, and seeing how the collegial structure there operates and what it is able to accomplish.'

### **How important is it for your academic career that you have an international background?**

'Of 350 to 400 faculty members here, I would say that 70% did one degree or another outside the West Indies, mostly in the US. I probably would have done the same, if not for the Commonwealth Fellowship.'

### **How do you feel you have been able to make a social impact in Jamaica?**

'Of course, any academic with students has a social impact, through mentoring and preparing young people to go out into society and to have an impact. It is indirect, and it is up to my students to say whether I have succeeded in this! Also, I provide commentary in national, regional, and sometimes international media, regarding political events. For ages, we were the only university on the island, and the media needs talking heads, so this is something that I have done for quite a few years. If there is an election, if there is upheaval or a crisis or any major social issue that comes to the fore, I have always been open to speaking about these issues, and to trying to provide something of a long-term view of these events, as opposed to something for quick partisan effect. So in that regard I do have something of a national profile.

'I've also written reports for this purpose. In 2007, the PNP [People's National Party], which governed at the time, had lost the election, and they commissioned me to write a report on why they lost and what they might need to do to improve their image. This became a public document, which everyone could see. It wasn't only advice for this party – it related to how parties need to function in a healthy democracy and what they need to do to be able to better engage with the public on a range of issues that are affecting them. The university has been very helpful and encouraging – they do not stand in the way of this. We are all free to speak with open minds, as academics.'

### **In what ways have you been able to take a leadership role at UWI?**

'I am now Director of the Sir Arthur Lewis Centre for Social and Economic Studies. It has been around in one form or another since the founding of the university in 1948. It is a highly interdisciplinary centre, focusing on Caribbean research. I now have the opportunity to help develop the kinds of graduate students that we want, and to help direct our research direction. We have seven research fellows and three branches, in Trinidad, Mona [Jamaica], and Barbados. I direct the Mona branch of the Centre.

'As regards leadership, any chance that you have to be able to go away and to reflect upon yourself and on your work is going to contribute to your leadership capacity. I was extraordinarily lucky, as Cambridge is a tremendous environment, with the resources and the world-class facilities. Even short of that, though, the simple act of being away is so important to helping build leadership qualities.'

### **Interview summary**

The collegial atmosphere at his host institution and the opportunity to engage with academics and peers from a range of universities across the UK were a strong founding for Brian. Access to these human resources, as well as to the library and research and information resources at his host institution, were critical aspects of his Commonwealth Academic Fellowship.

Returning to UWI with a desire to develop a research centre, Brian founded the Centre for Caribbean Thought, exploring the impact of Caribbean philosophers, sociologists, and writers on the evolution of public institutions and social change.

# Conclusion

Over the past half-century, many promising young academics from around the Commonwealth have benefited from Commonwealth Scholarships and Fellowships at universities in the UK. There are myriad examples of how these graduates, upon returning to their home countries, have not only benefited personally, but also, more importantly, have played strong leadership roles and have lent their knowledge and experience to their home institutions and have had an impact on their countries' development.

This impact takes many forms. The development needs of Commonwealth countries can vary enormously, and the dynamics of different universities and colleges – from large regional universities to smaller further education and technical colleges – also naturally vary. While the development challenges and opportunities for growth are diverse, Commonwealth Scholars and Fellows have the potential to bring necessarily varied skillsets and experiences to meet the needs of their home countries.

This report has illustrated a select few aspects of how this can be true. By focusing our attention on respondents who work in the field of education, we have seen a cohort of alumni with a strong impact on the development of education systems and, in particular, on universities themselves. As is widely understood in contemporary development discourse, strong universities in lower and middle income countries are essential engines of sustainable, in-house human capacity, which is essential for durable development at the national and regional level. With this in mind, the institutional impact of individuals with international academic experience, well-recognised world-class education, and global networks to engage with for new, cutting-edge research, cannot be underestimated.

While this report has focused further on the impact on three universities in particular – Makerere, Dhaka, and UWI – we recognise that universities of all shapes and sizes in a range of developing countries have their own specific and crucial functions in contributing to the public good and to meeting development challenges. Our focus institutions happen to be large and regionally influential, and with a comparatively large pool of former Commonwealth Scholars and Fellows to use in our sample. The size and the regional importance of these universities specifically translates into unique social responsibilities for them, but it is also useful to know in which ways these universities have been transformed and strengthened by former Scholars and Fellows who have gained critical international experience.

We see here how successful graduates have returned to their home institutions not only to develop and lead new modules and programmes which nurture scientists and health care workers of the future, but also how they have reached out beyond the gates of their home universities and impacted upon policymakers at various levels of government, engaged in collaborative projects involving multiple stakeholders, and influenced wider society. Many Commonwealth Scholars and Fellows have demonstrated considerable impact. These links between institutes of higher learning and wider society are where development processes must be strengthened further, and where we feel the Commonwealth Scholarship Commission is well placed to assist.



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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, 27,000 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>17</sup>

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

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

The CSC's Evaluation and Monitoring 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.

17 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 around 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 impact 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. Phase Three of the evaluation programme involves both further analysis of this data, drilling down into regions and sectors, and also the gathering of further data, case studies and third-party views.

This report forms part of the third phase of our evaluation programme, and offers an insight into the impact of Commonwealth Scholarships on the higher education sector, as well as the impact that alumni working in higher education report having on their institutions and on wider society. To do this, it largely focuses on the responses of the more than 1,300 respondents to the 2008 survey who reported working in higher education, and then narrows the focus to look at alumni employed at three key Commonwealth institutions. Alongside the more general survey responses, we have also attempted to consider detailed individual case studies, in particular by interviewing three alumni by telephone to obtain a more personalised and in-depth picture of impact.

## Appendix 2

### Disciplines and categories

A quick glance at just some of the specific topics studied and researched by our 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 in some there may be some crossover or duplication, and bear these factors in mind during the evaluation process.

| Categories                              | Discipline of study                      |
|---|--|
| <b>Agriculture</b>                      | Agriculture                              |
|   | Food science and technology              |
|   | Veterinary science                       |
| <b>Education</b>                        | Education                                |
| <b>Environment</b>                      | Archaeology (physical science)           |
|   | Built environment                        |
|   | Earth sciences                           |
|   | Environmental studies                    |
|   | Geography (physical science)             |
|   | Town and country planning                |
| <b>Governance</b>                       | Anthropology                             |
|   | Geography (social studies)               |
|   | Law                                      |
|   | Social policy and administration         |
|   | Sociology                                |
|   | Theology, divinity and religious studies |
|   | Other social science                     |
| Some politics and international studies |  |
| <b>Growth</b>                           | Accountancy, banking and finance         |
|   | Business and management studies          |
|   | Communication and media studies          |
|   | Economics and econometrics               |
|   | Tourism                                  |

|  |  |
|--|--|
| <b>Health</b>                              | Anatomy  |
|  | Clinical laboratory sciences                         |
|  | Community-based clinical subjects                    |
|  | Dental sciences                                      |
|  | Hospital-based clinical subjects                     |
|  | Nursing  |
|  | Other studies allied to medicine                     |
|  | Pharmacology   |
|  | Pharmacy   |
|  | Physical education and sports studies                |
|  | Physiology   |
|  | Psychology (biological science)                      |
|  | Psychology (social studies)                          |
|  | Other medicine                                       |
|  | <b>International relations</b>                       |
| American studies                           |  |
| Celtic studies                             |  |
| East and South Asian studies               |  |
| French studies                             |  |
| German and Scandinavian studies            |  |
| Italian studies                            |  |
| Linguistics                                |  |
| Middle Eastern and African studies         |  |
| Some politics and international studies    |  |
| Russian, Slavonic and related studies      |  |
| Spanish and Portuguese studies             |  |
| <b>Other arts</b>                          |  |
|  | Art and design                                       |
|  | Classics   |
|  | Drama, dance and performing arts                     |
|  | English language, literature and comparative studies |
|  | History  |
|  | History of art, architecture and design              |
|  | Music  |
|  | Philosophy   |
| <b>Science, technology and engineering</b> | Applied mathematics                                  |
|  | Biochemistry   |
|  | Biology  |
|  | Chemical engineering                                 |
|  | Chemistry  |
|  | Computer science                                     |
|  | Electrical and electronic engineering                |
|  | General engineering                                  |
|  | Information technology                               |
|  | Library and information management                   |
|  | Manufacturing engineering                            |
|  | Mechanical and aeronautical engineering              |
|  | Metallurgy and materials                             |
|  | Minerals technology                                  |
|  | Physics  |
|  | Pure mathematics                                     |
|  | Statistics and operational research                  |
|  | Other pure science                                   |
|  | Other technology                                     |

## Appendix 3

### Academic awards: home institutions

Commonwealth Academic Staff Scholars, Academic Fellows, and Split-site Scholars are usually nominated by their home institution and are, for the most part, employed by them both before and after their awards. Over 340 institutions are represented; the list below includes the top 25 in terms of how many staff and/or PhD students have held academic awards. Please note that further members of staff may have held 'general' (agency-nominated) awards and that data for some academic years is incomplete.

| Home institution                                       | Country/<br>Region | Total number<br>of academic<br>award alumni |
|--|--------------------|---|
| University of the West Indies                          | Caribbean          | 65  |
| University of Dhaka                                    | Bangladesh         | 58  |
| Makerere University                                    | Uganda             | 42  |
| University of Malawi                                   | Malawi             | 39  |
| University of Dar es Salaam                            | Tanzania           | 35  |
| University of Zambia                                   | Zambia             | 31  |
| Bangladesh Agricultural University                     | Bangladesh         | 30  |
| University of Ghana                                    | Ghana              | 30  |
| University of Rajshahi                                 | Bangladesh         | 28  |
| University of Sierra Leone                             | Sierra Leone       | 27  |
| Moi University   | Kenya              | 26  |
| University of Cape Coast                               | Ghana              | 26  |
| Bangladesh University of Engineering<br>and Technology | Bangladesh         | 26  |
| Universiti Sains Malaysia                              | Malaysia           | 25  |
| University of Peradeniya, Sri Lanka                    | Sri Lanka          | 25  |
| Mbarara University of Science<br>and Technology        | Uganda             | 25  |
| University of Nairobi                                  | Kenya              | 25  |
| University of Malaya                                   | Malaysia           | 25  |
| University of Mauritius                                | Mauritius          | 24  |
| University of Pretoria                                 | South Africa       | 23  |
| Sokoine University of Agriculture                      | Tanzania           | 23  |
| University of Delhi                                    | India              | 22  |
| University of Colombo, Sri Lanka                       | Sri Lanka          | 22  |
| National University of Singapore                       | Singapore          | 21  |
| Obafemi Awolowo University                             | Nigeria            | 21  |

## Appendix 4

### Academic awards: host institutions

One of the aims of the Commonwealth Scholarship and Fellowship Plan is to encourage international partnerships and collaboration, and the CSC's academic awards are well placed to do so. In this table, we list those UK institutions that have hosted 50 or more Commonwealth Academic Staff Scholars or Academic Fellows. Please note that further members of staff may have held 'general' (agency-nominated) awards or Split-site Scholarships.

| <b>UK institution</b>  | <b>Total number of Commonwealth Academic Staff Scholars and Academic Fellows</b> |
|--|--|
| University of Reading  | 190  |
| School of Oriental and African Studies, University of London | 162  |
| University of Leeds  | 149  |
| University of Manchester                                     | 148  |
| University of Birmingham                                     | 141  |
| University of Edinburgh                                      | 125  |
| Imperial College London                                      | 121  |
| University of Cambridge                                      | 119  |
| Newcastle University   | 109  |
| University of Nottingham                                     | 107  |
| University College London                                    | 100  |
| University of Oxford   | 97   |
| University of Strathclyde                                    | 91   |
| University of Liverpool                                      | 90   |
| University of Sheffield                                      | 87   |
| University of Aberdeen                                       | 86   |
| University of Glasgow  | 83   |
| University of Bristol  | 76   |
| University of Southampton                                    | 76   |
| University of Sussex   | 74   |
| Loughborough University                                      | 73   |
| University of Warwick  | 70   |
| Lancaster University   | 68   |
| London School of Economics and Political Science             | 66   |
| King's College London  | 64   |
| Bangor University  | 60   |
| Cardiff University   | 50   |

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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