



COMMONWEALTH
SCHOLARSHIPS



Annual Report

For the year ending
30 September 2022

Annual Report

For the year ending 30 September 2022

63rd Annual Report to the Secretary of
State for Foreign, Commonwealth and
Development Affairs

For the year ending 30 September 2022

Presented to Parliament pursuant to Paragraph 5 (2) of
Schedule 2 of the International Development Act 2002

OGL

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Foreword

As the new Chair of the Commonwealth Scholarship Commission, I must first acknowledge the outstanding service and work of my predecessor, Richard Middleton, who served the Commonwealth Scholarship Commission for over 12 years, first as a Commissioner from 2009, then as Chair from 2015. His contribution was rightly recognised in the New Year Honours 2022 List, in which he was appointed an Officer of the Order of the British Empire, for services to the Commonwealth and to Higher Education.

I am absolutely thrilled to be taking on the role of CSC Chair, especially in a year of such significance for the Commonwealth. I and all my fellow Commissioners share an absolute passion for the transformative effect of education, on individuals, societies, and countries. We are committed to the importance of scholarships in providing opportunities for young people with outstanding talent and motivation who could not otherwise afford them. And we are very proud of the role that the Commonwealth Scholarship Commission has played over many decades to enable outstanding Scholars from across the Commonwealth to further their skills, abilities, and potential, to make a real and lasting difference in their home countries. These Scholars have also enriched the UK's international research capacity and networks.

Following the relaxation of COVID-19 restrictions, much more has become possible this year. The Commission has been grateful for more opportunities to hold in-person events for Commonwealth Scholars and various stakeholders, and we have built on the success of last year's online engagement strategy. In February 2022, Commonwealth Scholars enjoyed the first large in-person CSC event since 2019 – the Connect & Collaborate event in London. Over 400 delegates from 34 universities across the UK gathered for a day of talks, discussions, and networking sessions based around the six CSC development themes. Those who participated testified to the great energy and enthusiasm of all who took part.

The 2021/22 academic year also saw an enhanced development training programme for Scholars, delivering a total of 23 online and in-person workshops across the UK. This programme built upon our foundation online training course 'Understanding Development Impact' for Scholars hosted on the FutureLearn platform (see pages 16 and 17 for more information).

In the October 2021 to September 2022 reporting year, we concluded one Time Limited Programme and began another, both of which feature in this publication.

The Girls' Education Time Limited Programme welcomed 29 mid-career Professional Fellows from 11 Commonwealth countries to the UK earlier this year for a three-month programme enhancing their skills, knowledge, and network in the area of Girls' Education. This was in support of the UK government's ambitious agenda to get 40 million more girls in low and lower middle income countries into primary and secondary schools by 2026, as well as to improve learning levels, so girls can achieve their full potential and lead the transformation of their communities.

In the wake of COP26, countries across the Commonwealth are collaborating to achieve some of our biggest common goals: protecting natural resources, building resilience, and tackling climate change. Our new Time Limited Programme for 2022, on Clean Energy, Air and Oceans, is providing a group of mid-career professionals with the opportunity to build their knowledge and skills in these areas, and apply them to their workplaces and communities. The programme aims to impact development by building capacity in climate-related fields focused on SDG 14; 'Life Below Water', supporting the aims of the Commonwealth Blue Charter. It also aims to support SDG 7, 'Affordable and Clean Energy', which aligns well with the UK Government's 'Clean Green Initiative'.

The climate challenge has also featured in our alumni activities. Among other activities, the CSC Alumni Team hosted 13 webinars as part of our CSC Climate Action webinar series, allowing Commonwealth Alumni to share their work, research, and contributions to tackling climate crises in different parts of the world. These events covered a range of climate-related issues – from climate finance to water resource management. In March, on behalf of the CSC, the British Council hosted Interchange 22, a two-day online conference designed to connect over 250 Commonwealth Scholars and Alumni and enable them to learn about each other's work and impact across two themes: access to public health and climate change.



Professor Robin Mason, pictured here at the Farewell Event 2022 together with Commonwealth Scholars.

Commonwealth Scholars consistently demonstrate their dedication to enabling positive change through innovation and by finding more effective ways of working.

On page 30 of this Report, we learn how alumnus Henry Agbe has collaborated with a hospital in Canada to test new technology which combats the spread of harmful surface bacteria, and how he plans to bring this technology back to his home country, Ghana. In addition, Henry's new role as a senior lecturer at Kwame Nkrumah University of Science and Technology will provide a means to strengthen the institution's collaboration with his alma mater—the University of Cambridge. Ancois Carien De Villiers shares, on page 38, how combining her work in ecology with the social science knowledge gained through her Commonwealth Scholarship has enabled her to address both the scientific and social aspects of promoting resilience against climate change and increasing biodiversity in the Olifants River Basin bordering South Africa and Mozambique. On page 40, Joham Aziz describes how she has been helping to introduce interventions to improve women's economic participation and social status in Punjab since completing her Commonwealth Scholarship, and how she is currently investigating the social and economic wellbeing of Pakistan's transgender community.

Each year in this Annual Report, we try to give a flavour of the positive change being made by Commonwealth Scholars and Alumni. In this year's Report, the account of these activities is structured around the three objectives that form the basis for all our work: providing a world-class scholarship scheme that contributes to sustainable development; promoting equity, inclusion and widespread access; and supporting cutting-edge research, innovation, and knowledge exchange across the Commonwealth.

Inevitably, we give only a partial picture. With over 30,000 people having taken up Commonwealth Scholarships since the first group of 175 Scholars arrived in the UK in 1960, the work, reach, and impact of the CSC can only be hinted at by a few (truly impressive) examples. What is exciting is that each year, the CSC family continues to grow, and hence so does the extent of our Scholars' and Fellows' impact. We are making a particular effort to demonstrate this impact in new and innovative ways. I look forward to being able to tell even more stories about our Scholars and Fellows in next year's Annual Report.

Professor Robin Mason
Chair
Commonwealth Scholarship Commission in the UK



About us

The Commonwealth Scholarship Commission in the UK (CSC) provides the UK government's scholarship scheme led by international development objectives. It supports the co-creation of research, innovation, and solutions to enact sustainable development priorities across the Commonwealth and beyond.

Our work drives forward global sustainable development objectives by supporting innovators and leaders from across the Commonwealth, while simultaneously attracting outstanding talent to Britain's universities.

Our objectives are three-fold:

1. To provide a world-class scholarship scheme that contributes to sustainable development across the Commonwealth.
2. To ensure that our programmes promote equity and inclusion, reward merit, and deliver widespread access, especially to those from disadvantaged backgrounds.
3. To support and encourage cutting-edge research, innovation, and knowledge exchange throughout the Commonwealth.

Throughout this Report, we have demonstrated how these objectives were met in the year ending September 2022.

2021-2022

Key Performance Indicators

As agreed in the 2021-2022 Business Plan

The CSC agreed seven key performance indicators for assessing the progress of our objectives and priorities.

1. The highest number of FCDO-funded scholarships will be awarded under the 'Science and technology for development' and 'Strengthening health systems and capacity' themes, with all FCDO-funded scholarships awarded under 6 development-related themes.

69% of FCDO-funded scholarships were awarded under the 'Science and technology for development' and 'Strengthening health systems and capacity' themes, with all FCDO-funded scholarships awarded under six development-related themes.

2. 90 to 95% of new FCDO-funded awards will be made to citizens of least developed and lower middle income countries and fragile states as recognised by FCDO.

95% of 2021 FCDO-funded awards taken up were for citizens of least developed and lower middle income countries and fragile states.

3. Selection committees will ensure that, all other things being equal, excellent candidates demonstrating social or economic disadvantage or who are from marginalised or underrepresented communities receive preference, with an increased proportion of candidates from a disadvantaged background being selected year on year.

100% of 2021 applicants declared that they could not afford to undertake the programme of study without the support of the CSC.

4. Priority for awards will be Commonwealth Split-Site, Master's, Shared, and Distance Learning Scholarships, with the balance of funding allocated to FCDO-funded Commonwealth PhD Scholarships held at or below 2018 and 2019 levels.

12% of Scholarship awards taken up were for Split-site PhD scholarships (6%, 8% and 6% in 2020, 2019 and 2018 respectively)

15% of Scholarship awards taken up were for Master's Scholarships (16%, 20% and 22% in 2020, 2019 and 2018 respectively)

29% of Scholarship awards taken up were for Shared Master's Scholarships (28% in 2020, 31% in 2019 and 2018 respectively)

30% of Scholarship awards taken up were for Distance Learning scholarships (40%, 31% and 29% in 2020, 2019 and 2018 respectively)

14% of Scholarship awards taken up for 2021 were for PhDs (10% in 2020 and 2019 respectively, 12% in 2018)*

5. That the gender balance of candidates selected for a FCDO-funded Scholarships will be at least 45% female and 45% male.

50% of all candidates selected for FCDO-funded scholarships were female.

6. At least £5 million in 2020/21 in matching contributions will be generated through partnerships with UK universities.

£5.58m was generated in 2021/22 in matching contributions through partnerships with UK universities.

7. The Alumni Strategy will ensure alumni are engaged in activities designed to demonstrate their impact at a local, national, and international level as well as the contribution of their Commonwealth Scholarship or Fellowship in achieving positive change for the intended communities and end users.

See pages 18-20 for more details of alumni engagement activities delivered in 2021/22.

*Additional Grant in Aid was received late in the placement process at the point where only PhD candidates were available for placement.

Consolidated statement of income and expenditure

	2021/2022 Actual Spend		2020/2021 Actual Spend	
	£000	% of total income/ costs	£000	% of total income/ costs
FCDO Grant-in-aid programme	27,797	98%	24,555	97%
FCDO Grant-in-aid admin	343	1%	423	2%
DFE Grant-in-aid programme	158	1%	335	1%
Total Grant-in-aid to CSC	28,298		25,313	

Scholarships and Fellowships Expenditure (FCDO)				
PhD research	8,326	29%	7,472	29%
Agency Master's	3,639	13%	3,885	15%
Split-site PhD	2,073	7%	1,024	4%
Shared Scholarships	4,222	15%	4,425	17%
Distance Learning	3,843	14%	3,275	13%
Medical Fellowships	14	0%	75	0%
Professional Fellowships	-	0%	25	0%
Total Direct Award Costs	22,117		20,181	
Other Scholarship Costs	2,231	8%	1,281	5%
Total Scholarships and Fellowships Expenditure (FCDO)	24,348		21,462	

Other Programme Expenditure (FCDO)				
Evaluation	297	1%	282	1%
Communications	508	2%	405	2%
Alumni	497	2%	522	2%
Recruitment and Outreach	294	1%	400	2%
Time Limited Programme	366	1%	95	0%
VAT	248	1%	245	1%
Total Other Programme Expenditure (FCDO)	2,210		1,949	

	2021/2022 Actual Spend		2020/2021 Actual Spend	
	£000	% of total income/ costs	£000	% of total income/ costs
OGD Programme Expenditure				
DFE Grant-in-aid (PhD research)	81		375	
BEIS Grant-in-aid (Postdoc research)	(1)		23	
Total OGD Programme Expenditure	80	0%	398	2%
Total CSC Administrative Expenditure (FCDO)	330	1%	424	2%
Total Programme Management Costs	1,353	5%	1,240	5%
Total Expenditure	28,321		25,473	
Cash Spend				
Scholarships and Fellowships Expenditure (FCDO)	24,348	86%	21,462	83%
Other Programme Expenditure (FCDO)	2,210	8%	1,949	8%
OGD Programme Expenditure	80	0%	398	2%
CSC Administrative Expenditure (FCDO)	330	1%	424	2%
Programme Management Costs	1,353	5%	1,240	5%
Total Expenditure	28,321		25,473	
Increase in Cash and Cash Equivalents	1,007		1,063	
Increase in Trade Payables	(1,030)		(1,223)	
Total	28,298		25,313	

Expenditure breakdown

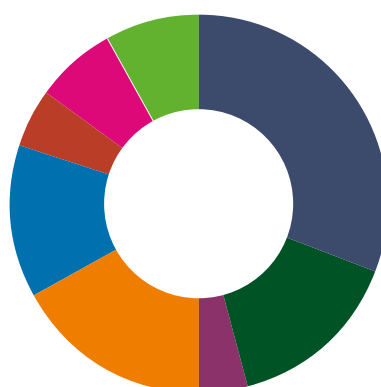
2021/2022

PhD research	30%
Agency Master's	13%
Split-site PhD	7%
Shared Scholarships	15%
Distance Learning	14%
Other Scholarship Costs	8%
Evaluation, Engagement, R&O, TLP and IHS	7%
Administration, programme management costs and irrecoverable VAT	7%
Fellowships	0%



2020/2021

PhD research	31%
Agency Master's	15%
Split-site PhD	4%
Shared Scholarships	17%
Distance Learning	13%
Other Scholarship Costs	5%
Evaluation, Engagement, R&O, TLP and IHS	7%
Administration, programme management costs and irrecoverable VAT	8%
Fellowships	0%



Notes

1. These figures were consolidated in FCDO's audited Annual Report and Accounts 2021/22.
2. The CSC engaged independent auditors to inspect the statement that were submitted to FCDO. No matters were brought to the attention of the Commission.
3. This activity is managed by the Commonwealth Scholarship Commission in the United Kingdom.
4. In 2021/22, funds from DfE were channelled through FCDO, in line with government practice.
5. The CSC holds no fixed assets.
6. The CSC employs no staff.
7. The contribution of UK Universities to CSC programmes, through maintenance payments and tuition fees, was a further £5.58m. Such partnership contributions increase the number of awards available.
8. Having no VATable outputs, the CSC is not registered for VAT so cannot reclaim VAT on any of its inputs.

Key:

9. TLP: Time Limited Programmes
10. R&O: Recruitment and Outreach



Our programmes

Objective 1: To provide a world-class scholarship scheme that contributes to sustainable development.

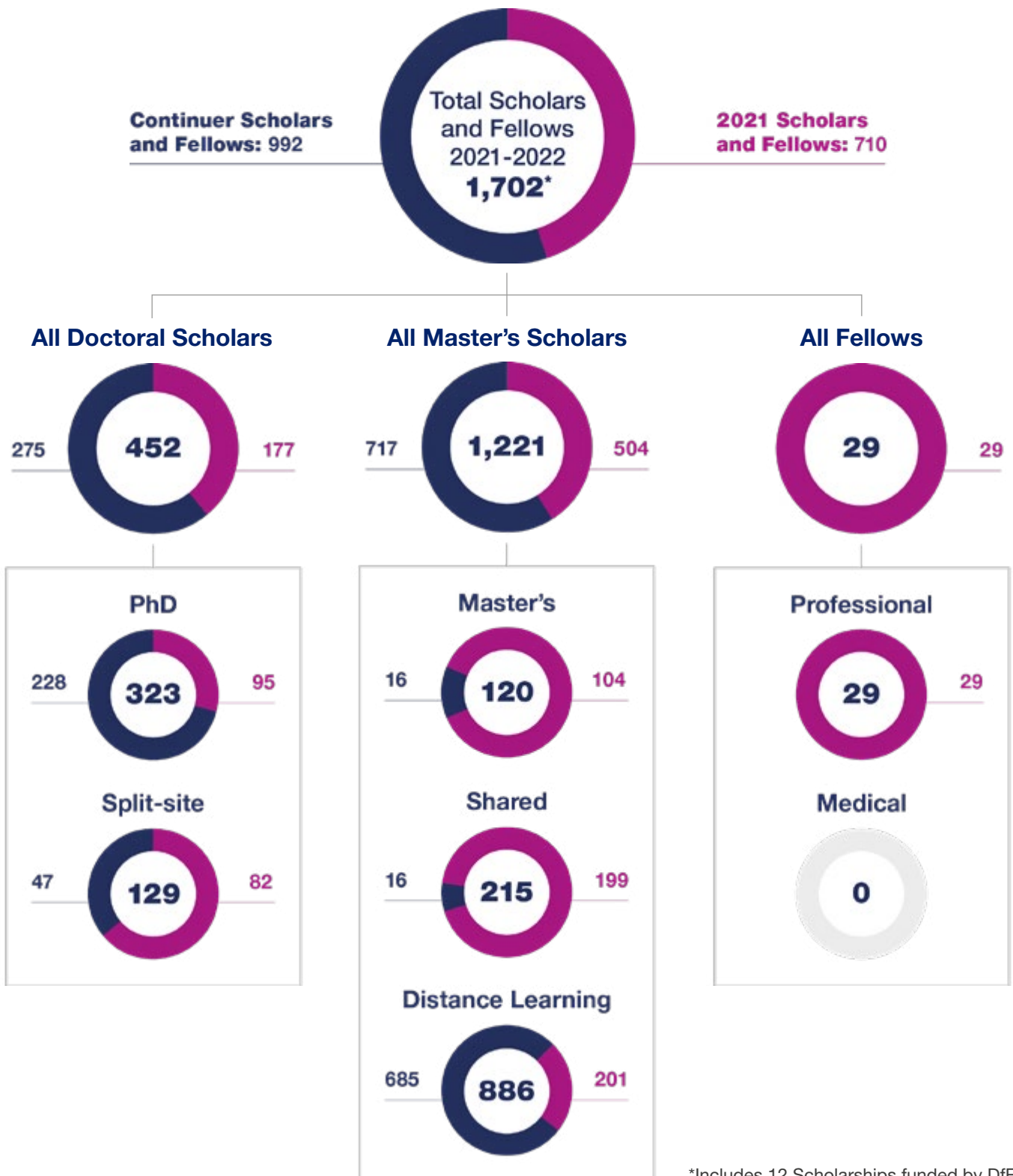
The following pages demonstrate how the range of study, research and professional development programmes we provide, alongside the Scholar and alumni engagement activities from the past year, helped to build an engaged community of Scholars and alumni each with the potential to make real and lasting change in the development areas they choose to focus on.

Our programmes in numbers

The CSC offers a variety of unique study, research and professional development programmes to nations across the Commonwealth and to individuals of outstanding ability who are selected for their potential to enact development impact in their country.

Below you can see an overview of the number of Scholars and Fellows taking part in each of our programmes in the 2021-2022 academic year. This includes the new 2021 Scholars and Fellows and continuing Scholars and Fellows.

All Scholars and Fellows



*Includes 12 Scholarships funded by DfE

The Sustainable Development Goals and CSC Development Themes

The CSC is guided by international development objectives. As part of their application, Commonwealth Scholars select at least 3 UN Sustainable Development Goals that they aim to impact post-award in order to answer the UN's global call to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030.

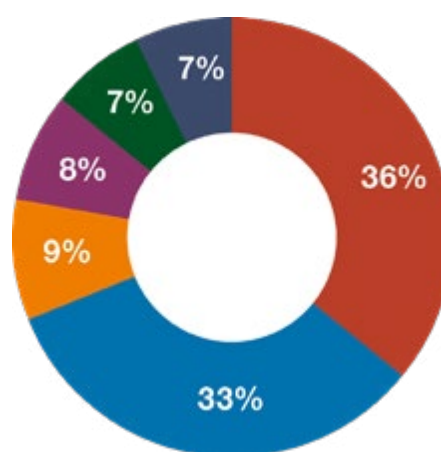
All Commonwealth Scholarships funded by the Foreign, Commonwealth and Development Office (FCDO) are offered under six key development themes chosen specifically to align with the UK government's international development priorities.

The data below demonstrates the percentage of 2021 Scholars targeting each of the UN Sustainable Development Goals and the CSC Development Themes.

Percentage of 2021 Commonwealth Scholarships applicable to each Sustainable Development Goal



Percentage of 2021 Commonwealth Scholarships applicable to each CSC development theme





Building an engaged community of Scholars

Providing a world-class scholarship scheme that contributes to sustainable development across the Commonwealth means providing Scholars and Fellows with the opportunities they need to build up the knowledge, skillset, and network that will enable them to achieve their development goals when they return to their home country. We are pleased to share a snapshot of these opportunities from the past year with you.

The Leaders in Sustainable Development Programme

Between October 2021-July 2022, 200 Scholars attended the 19 virtual workshops and 9 face to face regional workshops hosted by the CSC under the Leaders in Sustainable Development Programme. The programme is an extension of the online training 'Understanding Development Impact' and introduces Scholars to contemporary development issues alongside enhancing their skills in sustainable development practice and networking by focusing on areas such as research project management, writing for development, communicating research, research proposal and grant writing, and research impact.

'The training prepares you to become an effective leader which will enable me to carry out future development work I intend to implement after completion of my studies'

Leadership Models and Decision-Making participant

Connect & Collaborate

In February, over 400 PhD and Master's Scholars from 34 universities across the UK attended the Connect & Collaborate event - the first in person event hosted by the CSC since 2019. The event was a fantastic opportunity for Scholars to discuss their ideas and research with fellow Scholars, and hear from inspirational speakers involved in the work of the CSC and the wider Commonwealth.

Professional Fellows' Welcome Event

In March, all 29 Professional Fellows from 11 Commonwealth countries came together at Birmingham University for two days of networking, cross-organisation engagement, and learning focused on the theme for this year's programme: Girls' Education. This was the first in a series of 6 events bringing the Fellows together during their 3-month stay in the UK.

Maximising your Impact: training for development workshops at Cumberland Lodge

In April, the CSC welcomed 44 Commonwealth Master's and Shared Scholars to the first residential workshop of 2022 held at Cumberland Lodge in Windsor Great Park as part of the CSC's Leaders in Sustainable Development programme. The three-day workshop focused on current international development issues and how, as agents of change, Scholars can contribute towards solving them.

We returned to Cumberland Lodge in May to host the residential workshop for 27 Commonwealth PhD and Split-site Scholars. Scholars examined how to present their research to decision makers and how to increase engagement amongst stakeholders and the public to achieve their development aims.

'Before this workshop, I faced difficulties in explaining to people what my research was all about... Now, I am confident and ready to talk about my research with a much broader audience... Like all CSC events, this event was also quite helpful in building a plethora of connections. Not only did I network with people with similar research interests but also people from my region who were on the voyage to address similar issues.'

Maximising your Impact participant



Maximising your Impact training for Master's Scholars at Cumberland Lodge.

Parliamentary Reception for Commonwealth Scholars



37 Scholars attended the Parliamentary Reception event in June, organised by the Council for Education in the Commonwealth's Commonwealth Scholarship and Fellowship Plan (CSFP) Support Group and co-sponsored by the Commonwealth Parliamentary Association UK (CPA UK) and the CSC.

The event presented a unique opportunity for Scholars to hear from UK Parliamentarians and gain an insight into the workings of the UK Parliament as well as providing a forum for wider discussions on governance, democratic process, and the role of research in policymaking within the modern Commonwealth.

Farewell Event 2022



In July, the CSC welcomed over 120 Commonwealth Scholars and an array of special guests to the Foreign, Commonwealth and Development Office for the annual Farewell Event. The event marked an important moment to celebrate what Scholars had achieved during their time in the UK, to look ahead at the impact they hoped to make on returning to their home countries, and to further expand their networks in order to help them with their next steps.



Engaging the global alumni community

A Commonwealth Scholarship is for life. Upon finishing their Scholarship or Fellowship, Scholars and Fellows join a thriving community of over 30,000 alumni, who are working across a range of sectors and fields, effecting real change at a local, national, and international level. To help harness the power of this network to drive forward sustainable development across the Commonwealth, and to amplify the amazing work that Commonwealth Alumni do, the following alumni engagement activities were delivered over the last year.

HMG Scholarships Alumni Climate Change Hackathon

Between September and October 2021, the Chevening, CSC and Marshall scholarship programmes brought 150 of their global alumni together from over 50 countries and territories and tasked them to develop innovative policy solutions to some of the most pressing global challenges our planet faces. You can find out more about this activity on page 42 of this Annual Report.

Climate Action webinar series

To coincide with COP26, between October and December 2021, the CSC delivered 13 webinars exploring climate action. You can find out more about this activity on page 42 of this Annual Report.

Between April 2021-March 2022, **713** alumni were added to the database.



Professor Robin Mason, Chair of the CSC, welcoming participants to Interchange 22.

Interchange 22

Between 15 and 16 March, on behalf of the CSC, the British Council delivered a two-day online conference: Interchange 22. The conference brought together over 250 Commonwealth Scholars and Alumni from 46 countries and focused on two themes: access to public health and climate change.



Commonwealth Alumna Proscovio Alando presenting at Interchange 22 as part of the panel discussion on Climate Change: Clean Energy, Air and Oceans.

How Africa can utilise these technologies for sustainable development



Source: Giphy



Source: African Union

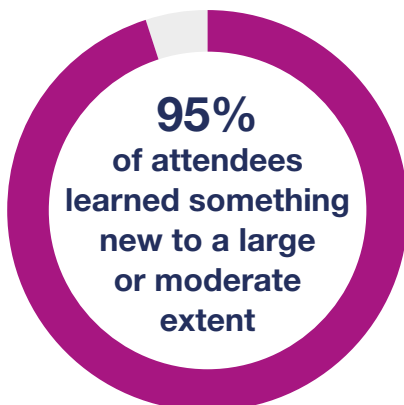


Development in Action webinar on Machine learning, blockchain technology & sustainable development in Africa by Commonwealth Alumnus Faithful Onwuegbuche.



Development in Action webinar series

In April, the CSC launched the Development in Action webinar series with the aim of highlighting the work and research of Commonwealth Alumni across a variety of development impact areas. Monthly webinars have covered a range of topics, including social entrepreneurialism in gender equality and peace education, machine learning, blockchain technology and sustainable development in Africa, and inclusive mobility.



CSC Mentoring Programme

The CSC's Mentoring Programme connects Commonwealth Scholars and Alumni to support knowledge and skills development and a practical understanding of how these can be implemented post-scholarship to achieve development impact.

In 2021-22, the programme is supporting 148 active mentoring pairs.

99% of participants in the 2020-2021 programme reported they would take part again

Key areas of impact reported by 2020-2021 participants:



‘My Mentor kept in touch with me throughout my studies and most important of all, we kept in touch even after completion of my studies. My overall mentoring experience was good, it helped me keep going during my studies. I had a Mentor who I always explained my mind to and even gave me the much-needed encouragement.’

Matia Alinaitwe, 2020 Commonwealth Split-site Scholar from Uganda, Mentee

Alumni Advisory Panel

The Alumni Advisory Panel provides a platform for Commonwealth Alumni to support the future of CSC programmes and Scholars by sharing personal insight and expertise. Appointed in September 2021, the 2021-2023 panel comprises 98 members, representing 26 Commonwealth countries.

In the report year, the panel have consulted on the Alumni Engagement Strategy 2022-2025, reviewed the CSC's Pre-Departure Briefing materials, contributed to a scoping exercise on the CSC Mentoring Programme, and shared insights as part of the CSC's gender project. See the members of this year's Alumni Advisory Panel on pages 57-58.

'Being a part of the panel has helped me to connect the importance of what is being done behind the scenes to coordinate the CSC and allowed me to extend myself further and see how important my role is to the next batch of CSC students.'

2019-2021 Alumni Advisory Panel member

Alumni Community Engagement Fund

Small changes implemented at the community level can lead to big impact over time. The CSC's Alumni Community Engagement Fund (ACEF) is an annual fund which seeks to support Commonwealth Alumni in raising awareness of key development issues at the community level through the organisation of an engagement activity.

The themes selected for activities in 2021-2022 were girls' education and climate action. 13 activities were delivered by alumni from 9 countries. Find out more about these activities on pages 42-47 of the Annual Report.



Research Impact Awards

The CSC Research Impact Awards (RIA) celebrate the research and publication endeavours of Commonwealth Scholars and Alumni at the early and mid-career researcher stages, and its value to international development. The awards are sponsored by Taylor & Francis.

In 2021, winning articles addressed prison conditions in the Jamaican context, public bike sharing schemes in Bangladesh, and the impact of multi-scale modelling on renewable biohydrogen production.



Prof. M. Shafiq-Ur Rahman, winner of the 2021 Taylor & Francis CSC Research implementation and uptake stream for his article 'Public bike-sharing schemes (PBSS): Prospects in Bangladesh'.



Dr Dacia Leslie, winner of the 2021 CSC Research output stream for her article 'Reassessing Conditions of "Prison" in Jamaica'.



Bovinille Anye Cho, winner of the annual topical prize for climate change for his article 'Synergising biomass growth kinetics and transport mechanisms to stimulate light/dark cycle effects on photo-production systems'.

British Council in-country event delivery



Epiphania Kimaro speaking at Tanzania Welcome home event; Zambia alumni climate dialogue.

The British Council supports some pre-award and alumni engagement activities in 13 countries. In the report year, they delivered 23 events on a range of topics, including a workshop on inclusion and digital accessibility of persons with disability, climate governance, and the impact of COVID-19 on girls' education.



Our Scholars and Fellows

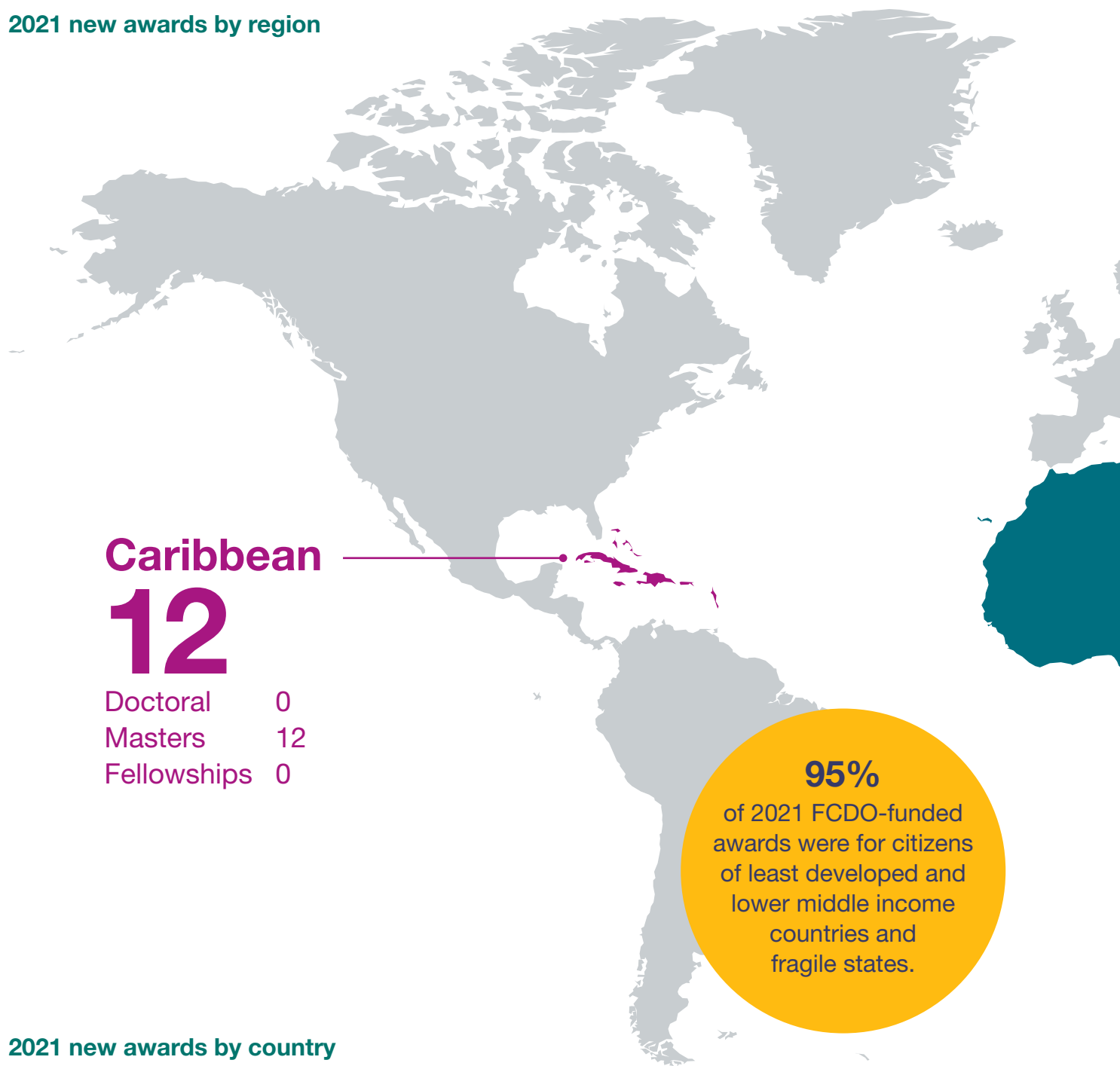
Objective 2: To ensure that our programmes promote equity and inclusion, reward merit, and deliver widespread access, especially to those from disadvantaged backgrounds.

This section of the Annual Report demonstrates how we reach a wide pool of applicants from across the Commonwealth, with a particular focus on low and middle income Commonwealth countries and how we work with our nominating partners to ensure, all other things being equal, candidates from disadvantaged or marginalised backgrounds are chosen.

Commonwealth Scholars and Fellows: The 2021 cohort

We were delighted to welcome 710 new Scholars and Fellows from 31 Commonwealth countries in the 2021-2022 academic year to take part in our programmes. This cohort joined 81 universities and host organisations spread across the UK.

2021 new awards by region



Caribbean

12

Doctoral 0
Masters 12
Fellowships 0

95%
of 2021 FCDO-funded awards were for citizens of least developed and lower middle income countries and fragile states.

2021 new awards by country

Antigua and Barbuda	2	eSwatini	6	India	91	Malawi	31
Bangladesh	40	Fiji	1	Jamaica	2	Malaysia	2
Belize	1	Ghana	69	Kenya	55	Maldives	1
Cameroon	18	Guyana	3	Lesotho	1	Mauritius	2

91%

of Scholars would have been unlikely to study the same programme in the UK without the support of a Scholarship.

Asia

204

Doctoral 90
Masters 111
Fellowships 3

Pacific

1

Doctoral 0
Masters 1
Fellowships 0

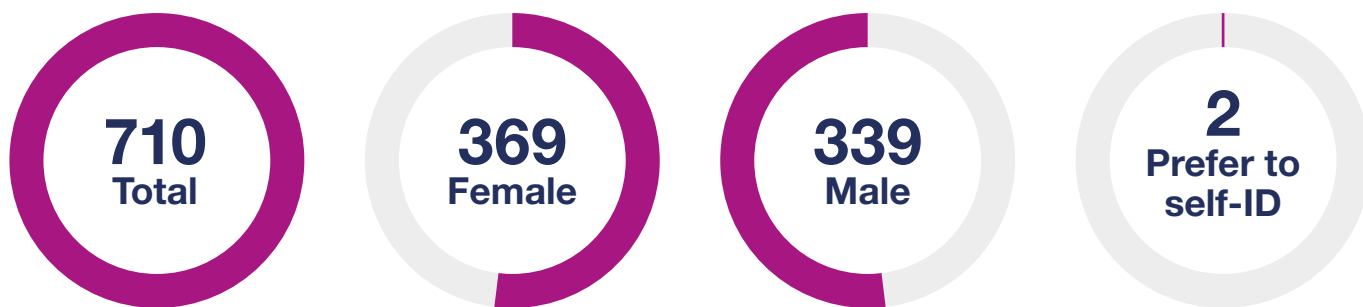
Africa

493

Doctoral 87
Masters 380
Fellowships 26

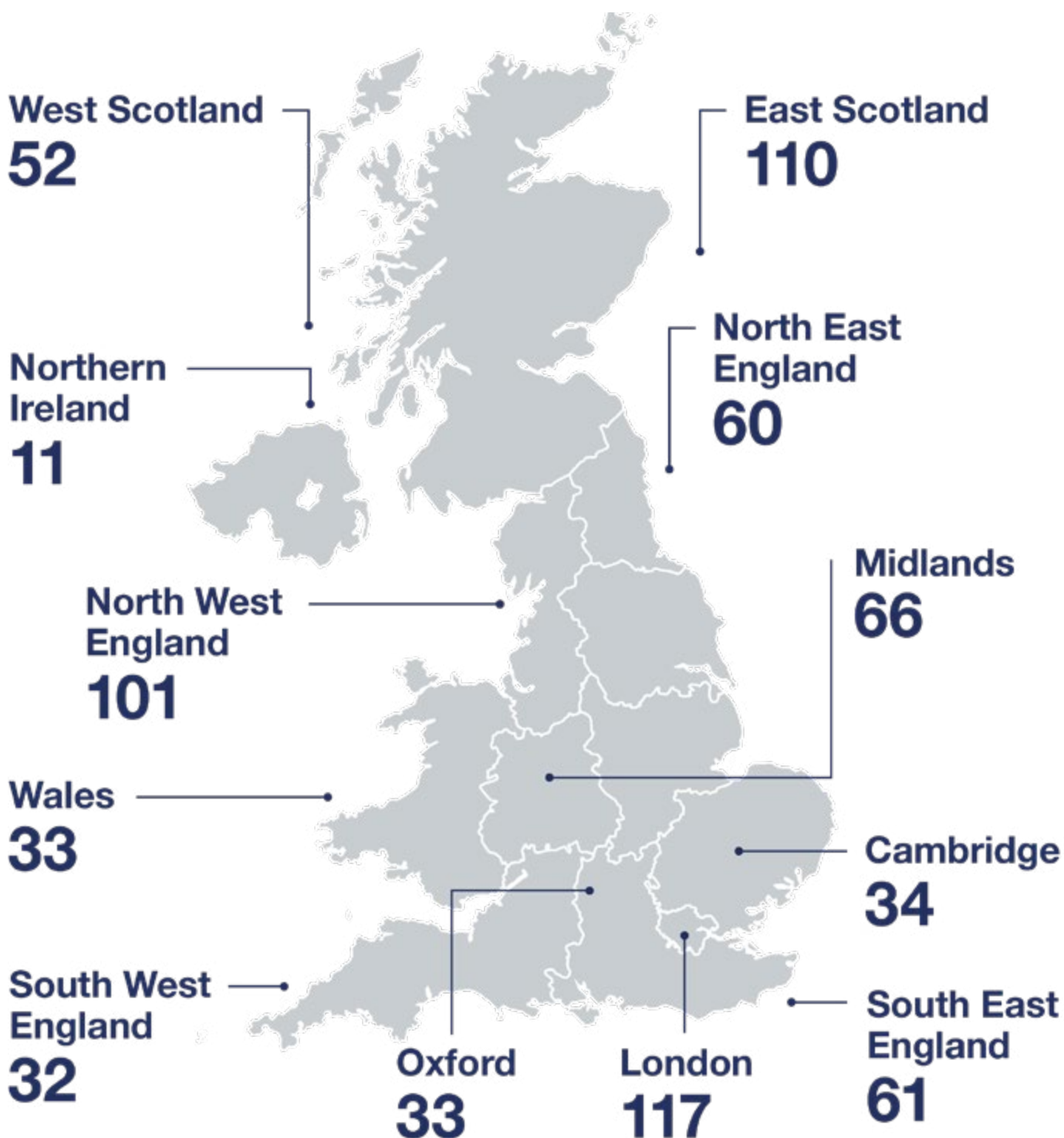
Montserrat	1	Pakistan	54	Sri Lanka	16	Tanzania	14
Mozambique	3	Rwanda	9	St Lucia	2	The Gambia	5
Namibia	8	Sierra Leone	6	St Vincent and Grenadines	1	Uganda	54
Nigeria	173	South Africa	12			Zambia	27

2021 new awards by gender*



*Includes all new Scholarships and Fellowships taken up in 2021/2022

2021 new awards by UK institution region





Widening access to Commonwealth Scholarships

Higher education can have a transformative effect on individuals and wider society. However, postgraduate study can remain out of reach for many people due to the barriers they face within their community or society. To ensure that our programmes promote equity and inclusion, reward merit, and deliver widespread access, especially to those from disadvantaged backgrounds, we work with National Nominating Agencies and Non-Governmental Organisations (NGOs) and Charitable Trust Nominating Agencies across the Commonwealth to recruit Scholars.

Our partnerships with NGOs and Charitable Trusts are particularly important to help us reach out to specific underrepresented populations and break down the barriers that applicants from disadvantaged backgrounds often face. We have partnered with the following NGOs and Charitable Trusts working across multiple countries with a proven track record of widening participation to higher education:



Canon Collins Educational Trust and HALI Access Network - focused on recruiting applicants with a low socio-economic status



Wellcome Trust - offer science and research focused awards for least developed countries in East Africa



Windle Trust International - recruit refugees and internally displaced people in Kenya and Uganda



Forum for African Women Educationalists (FAWE) - open for applications from women working in education in sub-Saharan Africa



Commonwealth Disabled People's Forum - offer an application route for people with disabilities across the Commonwealth

54 Scholars were selected from nominations by NGOs and Charitable Trusts in 2021, up from **43** in 2019.



Widening access for women

The **Forum for African Women Educationalists (FAWE)** is a pan-African Non-Governmental Organisation established in 1992 to champion education rights for girls in Africa. Headquartered in Nairobi and with a presence in 33 African countries, FAWE uses a three-pronged holistic approach to transform girls' education and to achieve gender equity and equality in education across Africa through: demonstrative interventions, advocacy, and research. FAWE supports applications from female candidates in 14 Commonwealth countries in Africa.

The CSC introduced FAWE as a nominating agency for the 2013 academic year and since then has welcomed 117 FAWE scholars and has worked with FAWE to help advance our goal of achieving gender parity in nominations.

Widening access for refugees

Worldwide, only 5% of refugees have access to higher education.

Windle Trust International is working to lift these barriers and help more people from refugee backgrounds attend university. Since 1988, they have supported over 1,000 people reach higher education through scholarships at undergraduate and postgraduate levels by supporting scholarship opportunities for conflict-affected students from Eastern and Central Africa at universities and colleges in the UK, South Sudan, Sudan, and Uganda. Their scholarships support the development of leadership and skills in African communities.

Windle Trust International supports the CSC in offering awards for Master's candidates resident in Kenya and Uganda. The CSC has worked with Windle Trust International for 20 years, and in that time has welcomed over 100 Windle Scholars.

Widening access for people with disabilities

The **Commonwealth Disabled People's Forum (CDPF)** brings disabled people from all countries of the Commonwealth, regardless of type of impairment, gender, age, race, indigenous & geographical background, religion or political affiliation, together with a view to having one voice to advocate for the promotion and equalisation of opportunities for all disabled people.

CDPF offers a CSC application route for disabled candidates from 41 Commonwealth countries. Candidates must also be able to demonstrate how their studies will lead to an improvement in the position of disabled people in their country.

After introducing CDPF as a Nominating Agency, we saw a seven-fold increase in the number of Scholars with a declared disability. Since then, the CSC has maintained a consistent number of disabled scholars. In recognition of the additional challenges that disabled people often face in their education journeys, the CSC has also developed a contextualised nomination policy which enabled CDPF to identify and nominate candidates who have not met the CSC's academic criteria but have demonstrated themselves as an otherwise excellent candidate for a Commonwealth Scholarship.



Development impact

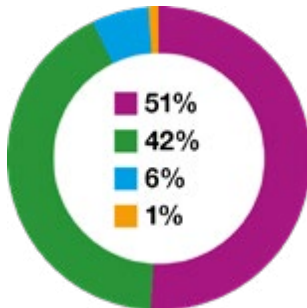
Objective 3: To support and encourage cutting-edge research, innovation and knowledge exchange throughout the Commonwealth.

The following pages demonstrate some of the ways in which our programmes, Scholars and alumni have fulfilled this aim in the report year, creating development impact at the community, country and international levels across the six CSC Development Themes and beyond.

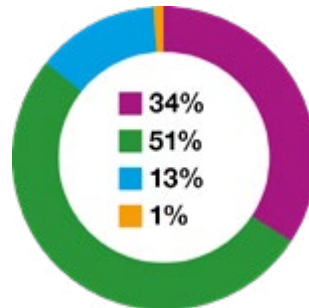
Impact in numbers

How Commonwealth Alumni use the skills gained from their award

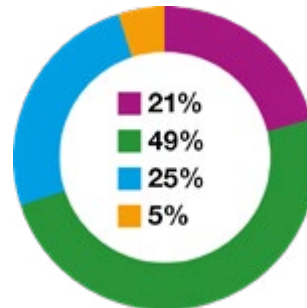
Applying knowledge or skills at work



Transferring skills to others



Advocating change



- All the time
- Often
- Rarely
- Never

99%

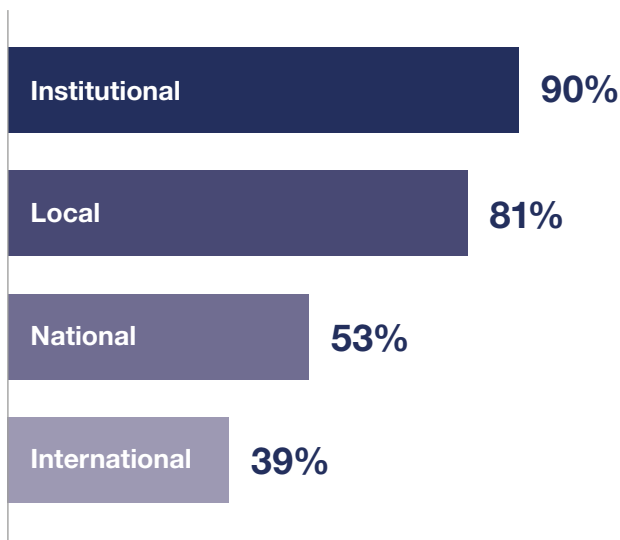
of Scholars and Fellows have used the skills and knowledge gained and/or made changes in their workplace as a result of their award

94%

of Scholars and Fellows used the skills gained as a result of their award in their employment 'all the time' or 'often'

How Commonwealth Alumni are having an impact

Alumni are having an impact at a variety of levels



This impact happens in different ways



76%
Social development



64%
Policy making



60%
Civic engagement



55%
Economic development



48%
Protecting the environment and climate

94%

of Scholars and Fellows across all FCDO-funded programmes finishing awards in the report year returned to live/work in their home country or another low or middle income country

Targeting national development priorities

Our mix of application routes enable governments in low and middle income countries to nominate Scholars and Fellows in line with their national development priorities. In this report year, these priorities included:



Health & Medicine



Education



Agriculture, Forestry & Fisheries



Infrastructure & Engineering



Economic Development



Climate Change, Environment & Conservation



Science & Technology



Security



Good Governance & Public Service



Tourism

93%

of Scholars and Fellows think their award is relevant to the needs of their home country

Building lasting ties

94%

of Alumni report continued contact with UK institutions and/or professional networks in the UK

How do Commonwealth Alumni and Scholars rate their experience?



94%

of Scholars and Fellows think Commonwealth Scholarships and Fellowships are prestigious



93%

of Scholars and Fellows would recommend applying for a Commonwealth Scholarship or Fellowship



97%

of Scholars and Fellows would recommend studying in the UK



81%

of longitudinal post-award survey respondents reported a substantial change to their capacity for critical thinking as a result of their Commonwealth Scholarship

Science and technology for development

'Science, technology, and innovation are becoming ever more central to the policy and practice of international development. Targeting and prioritising of resources requires an ability to work through complex data. Designing appropriate interventions requires an ability to work across disciplines and debates. Unpicking the drivers of inequality requires nuance and contextualisation. Commonwealth Scholars gain these critical skills and will make a huge contribution to placing knowledge rightly at the centre of international development and meeting the SDGs.'

Professor James Smith, CSC Commissioner



Henry Agbe

2010 Commonwealth Shared Scholar; 2016 Commonwealth Split-site Scholar

Ghana

MPhil in Micro and Nanotechnology;
PhD in Materials Science
University of Cambridge and University
of Ghana



Designing innovative technology to combat the spread of harmful surface bacteria

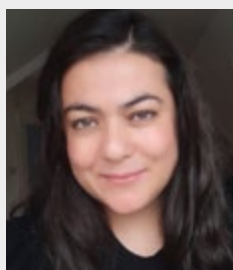
Globally, healthcare associated infection (HAI) is the fourth leading cause of death. On average, up to 7% of patients in high income countries will suffer from HAIs, and the prevalence is higher in lower-income countries, such as Ghana. Frequently touched surfaces in healthcare settings that are contaminated with bacteria are one common cause of HAIs.

My PhD research explored surface modification for water purification by developing coatings which can serve to disinfect surfaces. Following my PhD, I have applied my research to stop the spread of bacterial infections through surface modification of frequently touched surfaces in hospitals and hygiene critical environments. Working with researchers at the University of Quebec and University of Sherbrooke, I have successfully developed the technology to fabricate water repellent and antibacterial aluminium surfaces. Results have demonstrated an anti-biofouling property of 99.9% against MRSA, and 99% against E. coli and Pseudomonas aeruginosa – a bacterium which can cause serious infection in people with a weakened immune system.

During the COVID-19 pandemic, some of my technologies were deployed in a prototype project at a hospital in Canada. The project proved that they were effective in killing SARS-CoV-2, the Coronavirus that causes COVID-19. This marks a significant step towards further research in this area and the adoption of similar technology in medical and other settings.

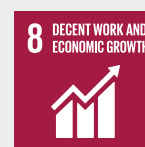
Whilst the technology has been developed and tested in Canada, I am excited to see my research applied in my home country to help reduce HAIs. Recently, I presented my research to Kwame Nkrumah University of Science and Technology (KNUST) for potential implementation and received encouraging feedback on applying this research in medical settings in Ghana.

I will also be taking up a senior lecturer position at KNUST in early 2023. My new role will provide a platform to strengthen collaboration with the University of Cambridge, building on my ties with the Cambridge researcher network and demonstrating the enduring legacy of my Commonwealth Scholarship.



Sonia Alam
2019 Commonwealth Scholar

Pakistan
PhD in Economics
University of Reading



Tackling the challenges of climate risk monitoring in rural Northern Pakistan

In Pakistan, agricultural communities in the mountainous north are often the hardest hit by climate change and the least reported on, while receiving little economic protection. In addition, the challenges are compounded by longstanding inequalities, varying constitutional rights for individuals, lack of basic facilities in health, education, and infrastructure, and barriers to research, all of which hinder the implementation of a wide-ranging and effective development strategy. My PhD particularly focuses upon the scientific reasons as to why climate change is harming the production of major crops (wheat, maize, rice, cotton, and sugarcane), and I intend to increase awareness and understanding among the community on these impacts.

Before my PhD, I was involved in a project with the Food and Agriculture Organization (FAO) of the United Nations in Pakistan, working directly with farmers to understand the issues they faced. Any anomalies in local climate trends risk pushing farmers into a poverty trap where they face malnourishment. Through guided discovery and learning, I aimed to help them gain practical skills and build preparedness and resilience to overcome these challenges and ensure food security.

The learning opportunities and research skills I have gained during my Scholarship so far have given me the confidence to take my research forward. To effectively respond to climate-related threats, we need an appropriate framework for measuring climate vulnerability based on exposure, sensitivity, and adaptive capacity metrics. Access to accurate data from different sectors of the economy is essential for this analysis; however, this data is not always available to researchers due to limited engagement with the relevant communities and their perception of climate change on their social and economic life.

My research aims to bridge this gap to help support policies and interventions.

My initial findings show that Pakistan's diverse geography, temperature, and rainfall means that the impact of climate change is experienced differently across its regions. An increase in temperature, for example, favours crop production in the northern region, while it reduces crop yields in the south. Some examples of strategies adopted to cope with these variations, such as crop switching, occur on a small-scale whereby farmers adapt their individual behaviour as the climate changes. However, some coping strategies require government responses to facilitate region-specific adaptation to climate change. Research findings are key to formulating policies for efficient and sustainable adaptation at local, regional, and national levels.

Strengthening health systems and capacity

'The COVID-19 pandemic demonstrated the undeniable interconnectivity of our world. We witnessed first-hand how viruses have no respect for borders and how we must mirror this with an equally global approach to scientific research and healthcare. In this way we are proud to enable our Commonwealth Scholars to contribute to the essential, sustainable transformation of their communities as part of this global effort. Through participation in the Commonwealth Scholarship programme, individuals encounter transformative ideas, collaborate with others, and ultimately strive to take actions for the global good.'

Professor Parmjit Jat, CSC Commissioner



Chima Amadi
2020 Commonwealth Shared Scholar
Nigeria
MSc Global Public Health
Newcastle University



Harnessing technology to improve access to healthcare in Nigeria

Prior to COVID-19, healthcare facilities in Nigeria reported more than a 40% shortage of bed spaces whilst 50% of healthcare patients reported they had poor access to high-quality, affordable healthcare services. This increased to 52% and 59% respectively during the pandemic.

Following my Commonwealth Scholarship, I set out to address this public health need and, in 2021, I successfully launched a digital health service application, Hspace, through my start-up, Clemac Digital Health. Hspace is a digital platform that helps patients in Nigeria who require emergency health services to identify healthcare facilities with available beds to receive treatment.

The application currently supports over 10,000 patients to access healthcare in over 1,500 facilities. It also enables healthcare facilities to efficiently manage patient treatments and bed spaces by monitoring availability and supports pharmacies in managing medicine stock.

Clemac Digital Health aims to leverage new and existing technology to ensure Nigerians have timely access to high-quality and affordable healthcare whenever they need it. Through Clemac, I have secured partnerships with organisations in the UK and United States to develop a digital health insurance system for suburban residents in Nigeria to support greater access to healthcare. When implemented, this insurance will reduce out of pocket payments for medicines and healthcare services, especially amongst those least able to afford them, and thus reduce disease morbidity and mortality from preventable illnesses.

By improving my understanding of the global public health landscape and how technology can expedite treatment and care services for patients, my Scholarship has propelled me to connect patients in Nigeria with the healthcare they desperately need.



Jonathan Nsamba

2021 Commonwealth Split-site Scholar

Uganda

PhD Public Health and Community Medicine
Brunel University and Central University
of Kerala



Closing the knowledge gaps surrounding insulin therapy in Uganda

Non-communicable diseases such as diabetes are a major obstacle to the realisation of the Sustainable Development Goals because of the social and economic devastation they cause in reducing life expectancy and productivity. In Uganda, the loss of life owing to diabetes, especially among young children and adolescents, is still unacceptably high and there is an urgent need for enhanced routine treatments to prevent premature deaths and enable people living with the condition to participate in meaningful economic activity.

My Scholarship research focuses on the effects of insulin therapy on body composition in children and adolescents diagnosed with type 1 diabetes mellitus to better understand the potential risks of weight-gain observed in those receiving the treatment. On a biochemical level, insulin therapy is known to produce increases in fat mass and non-fat mass, for example in the form of muscle mass. While increased fat mass within body composition correlates with higher cardiovascular risks, increased non-fat mass has fewer associated health risks. My research seeks to address this weight-gain phenomenon by examining specific changes in body composition when patients begin insulin therapy to enable the effective use of insulin for glycaemic control at the same time as monitoring and managing how these changes impact patients' longer-term health.

The critical challenge remains the high cost of specialised medical equipment for body composition analysis which often presents a barrier for countries such as Uganda. However, the advancement of bioelectrical impedance analysis, a relatively cheap, non-invasive, reliable, and widely accepted method of body composition estimation, is a cause for hope for diabetic clinics in low resource settings.

My Scholarship research will contribute to evidence-based recommendations for policymakers in Uganda on adopting such technologies for routine diabetes treatment. It will also demonstrate the need for a standardised practice of care to deliver equitable health outcomes for people whose health and wellbeing are affected by diabetes. Lastly, with the support of the partnerships developed during my Scholarship, this research will evolve into a long-term study into population-specific predictive data to facilitate the use of bioelectrical impedance machines in low-resource settings across Africa.

Promoting global prosperity



‘We only have one earth and there is not a chance to reboot the system. There is only so much air, water, and other resources available; they are finite. As the world’s population grows we have to take drastic, and unpopular, steps to restore a balance that is in equilibrium with nature. Not only do we need young scientists who understand these issues and are undertaking active steps to alleviate the situation, we need informed Scholars who have credibility in their own countries and internationally to inform policy makers and the general public about the consequences of their decisions. The issues are urgent and the time is now. There is no second chance.’

Professor John Wood, CSC Commissioner



Margret Mauricia Nambatya
2014 Commonwealth Shared Scholar

Uganda
MPhil Engineering for
Sustainable Development
University of Cambridge



Building a more sustainable future in Uganda: One brick at a time

With a rapidly expanding population, a youth population of more than 75% and correspondingly high unemployment rates, Uganda is facing significant resource challenges to improve livelihoods. Many Ugandans do not have the means to build houses using quality materials, which has meant that they have become more reliant on cheaper, less sustainable methods of construction, leading to increased pressure on natural resources and serious environmental degradation.

I am offering novel solutions to these diverse challenges using Interlocking Stabilised Soil Block (ISSB) technology. ISSB has been proven effective in preventing deforestation and reducing carbon dioxide emissions, providing sustainable school buildings and facilities, and creating youth employment opportunities.

As a manager at Haileybury Youth Trust (HYT), I steer the strategic direction of the sustainable construction organisation and create partnerships with other NGOs to construct using ISSB. I also support my staff of 13 trainers to lead youth training on innovative and carbon-saving building technology and construction skills, which

has resulted in improved environmental education, employment opportunities, and livelihoods. While contributing to preserving Uganda's landscape, HYT has also transformed communities by building low-cost school buildings and installing rainwater storage tanks and sanitation facilities.

I have successfully led several sustainable construction projects in Uganda and currently oversee four major school projects conducted in partnership with other local stakeholders, including Street Child Uganda, Children on the Edge, African Revival, and One Community at a Time. Most of these projects are located in three refugee settlements in Uganda. HYT contributes towards these projects through hands-on youth training and the construction of low-cost school buildings, childhood development centres, rainwater storage tanks, and sanitation facilities, all of which use ISSB technology.

During my Scholarship, I explored the effectiveness of using ISSB in tropical housing projects, using Uganda as a case study. My investigation established that there were both technical and social barriers to the acceptance of ISSB in my community. Upon joining HYT Uganda, I have been able to conduct further fieldwork in my local community, which has allowed me to address some of these concerns and enabled an increased uptake of ISSB technology in construction.



James Terkura Ihum
2021 Commonwealth Scholar

Nigeria
PhD in Economics
Newcastle University



The dynamics between renewable energy innovation, stock market performance, and carbon emission reduction

Carbon emissions resulting from energy use are universally understood to be a major driver of climate change, which is endangering our world. Energy use is responsible for at least 75% of current carbon emissions (IEA, 2020) and the richest 1% of the world's population may be responsible for half of global carbon emissions (Oxfam, 2021). Alternative energy innovation is a potent tool for increasing renewable energy consumption and reducing carbon emissions. Nevertheless, little research to date has focused on the confluence between innovation, carbon emissions, and energy transition. In the United States for instance, while green innovations are growing tremendously, its carbon emissions remain amongst the highest globally. My Commonwealth Scholarship is enabling me to carry out research into how the United States (as a country whose carbon emissions, although declining erratically in the last 10 years, remain high) is using technological innovation to transition from its reliance on fossil fuels to making greater use of renewable energy sources.

My study uses climate change abating innovations or patents (CCP) as a proxy for technological innovations in renewable energy. CCPs are the number of patents or exclusive invention or innovation rights granted in the US relating to climate change reduction or adjustment. On this basis, the current study will use quarterly data from the US to examine the impact of climate change abating and adapting technological inventions (measured by the number of CCPs granted in the US between 1970q1 and 2021q4) on carbon emission, energy transition (measured by the intensity of green energy use), and the renewable energy stock index.

It is my goal to use the findings in my study to influence policymaking in my home country of Nigeria and to influence households and businesses to adopt alternative energy generated from renewable and zero carbon sources rather than fossil fuels. Policies focusing on renewable energy technology (RET) transfer could greatly impact Nigeria's economy positively. Ensuring a stable power supply using RET sources will significantly decrease business mortality rates, and create more jobs and wealth, thus reducing the poverty rate and mitigating current economic losses.

Strengthening global peace, security and governance



'In a world in which conflict, failed states, absence of the rule of law, and weak or ineffective government institutions threaten global security, Commonwealth Scholars are developing skills that are central to the maintenance of international peace and security. Scholars are studying politics, economics, law, human rights, anti-corruption, gender-based violence, and public administration, and alumni hold key positions in national and international organisations and in the field. Our Scholars are selected for their academic excellence and their ability to drive forward international development. Their impact is clear: regionally, nationally, and internationally they are spear-heading change and facilitating dialogue that will serve for many generations to come.'

Dr Catherine McKenzie, CSC Commissioner



Olaoluwa Halimat Abagun
2018 Commonwealth Shared Scholar
Nigeria
MA Gender and Development
University of Sussex



Empowering religious leaders to help prevent sexual violence in Nigeria

In 2019, I co-led the design, resource mobilisation, and implementation of the project 'Zero Tolerance to Sexual Violence in Religious Communities' through my NGO, Girl Pride Circle (GPC). The project aimed to enable religious leaders in Lagos State, Nigeria to embrace the critical role they can play in eradicating sexual violence, as central community figures looked up to by many.

To reach Christian and Muslim religious leaders, my team and I utilised existing GPC networks to engage with organisations including the Lagos State Domestic and Sexual Violence Agency (DSVA) and interfaith group, Nigeria Inter-Religious Council (NIREC). By approaching religious leaders in this way, GPC became a trusted organisation with which religious leaders were willing to engage in discussions on how best to introduce information on sexual violence within their communities.

To support their communications, we developed materials providing information on what constitutes sexual and gender-based violence, the mechanisms to report cases, and how victims can access support services. GPC also facilitated workshops to foster conversations between different faith leaders on how they had or potentially could raise awareness of sexual violence.

Through the project, we recruited around 120 religious leaders to raise awareness about sexual violence in their communities. Prior to the project, religious leaders did not feel equipped to talk about this, but with our support and guidance I have been overwhelmed by the ways in which religious leaders have subsequently chosen to raise the topic of sexual violence, such as through religious TV channels and lectures.

Following on from this project, in March 2022 I was appointed the Executive Director of the ATHENA Network. I look forward to bringing my knowledge, experience and relationships in the gender and development fields to help this global network of individuals and organisations ensure that gender equality and human rights are at the forefront of the global HIV and AIDS response.



Siaosi Sovaleni
1992 Commonwealth Scholar
Tonga
MSc Computer Science/Mathematics
University of Oxford



Commonwealth Alumnus elected Prime Minister of Tonga

In December 2021, Siaosi Sovaleni was elected Prime Minister of Tonga. Prior to his election, he served as the interim education minister and deputy prime minister of Tonga.



Bright Kadwo Sowa
2012 Commonwealth Shared Scholar
Ghana
MPhil in Development Studies
University of Cambridge



Tackling Chronic Corruption in Ghana

In Ghana, challenges such as poverty and economic stagnation have been strongly exacerbated by chronic corruption. The prevalence of dishonest or fraudulent conduct by those in power, typically involving bribery, extortion, nepotism, or fraud, can be seen at various levels of society. Meanwhile, there have been unfortunate setbacks in the implementation and enforcement of Ghana's anti-corruption legislative framework. There is a pressing need for collective anti-corruption efforts to ensure that adequate and effective laws are developed and enforced, that institutional accountability is strengthened, and that there is a high level of transparency in the country's governance.

I realised that going to Cambridge to study Development Studies would allow me to tackle these issues at a national or international level by providing a firm understanding of socio-economic issues across various subjects, such as migration, corruption, and economic development. It was clear from my Scholarship and subsequent work that there is a direct link between practical development issues and development theory.

Now, as the Head of Programmes for the Ghana Anti-Corruption Coalition (GACC), and working in partnership with other vital stakeholders, I have contributed to the passage of two key pieces of legislation in Ghana, the Right to Information Act and Public Financial Management Regulations. Both are important steps towards effectively reducing corruption and promoting good governance at a national level.

I have also contributed to increased implementation of the recommendations made by financial auditors in 70 institutions across Ghana, including local government institutions. Finally, I helped establish, train, and support 38 citizen groups across 38 local governments in Ghana, empowering them to hold their leaders accountable. This work has directly led to an increase in reporting of instances of corruption as well as the effective resolution of complaints.

Strengthening resilience and response to crises

'Global communities continue to face great challenges from the COVID-19 pandemic, in addition to suffering crises from recurring natural disasters and threats from climate change. These challenges are complex with multiple effects, and solutions require innovative, often multi-systemic approaches. The research undertaken by Commonwealth Scholars plays a crucial role in devising novel approaches and interventions to support vulnerable communities' resilience in the face of crises.'

Dr Christine Thuranira-McKeever, CSC Commissioner



Ancois Carien De Villiers

2014 Commonwealth Scholar

South Africa

MSc Environmental Anthropology
University of Kent



Developing a holistic approach to conservation ecology in the Olifants River Basin

Between 2015-2019, I was a Climate Change Adaptation Researcher with the South African nonprofit organisation the Association for Water and Rural Development (AWARD), on the USAID funded RESILiM-Olifants Programme (RESILiM-O). The Programme focuses on strengthening climate change resilience and increasing biodiversity in the transboundary Olifants River Basin between South Africa and Mozambique.

In this role, I applied my experience working in ecology with my knowledge of social science gained through my Commonwealth Scholarship to address both the scientific and social considerations of the project. This involved conducting research on projected and localised climate change impacts to develop responsive adaptation programmes that responded to the needs of a variety of stakeholders. It also involved creating a communication toolkit to strengthen climate literacy amongst practitioners working across the RESILiM-O programme, thereby supporting them to incorporate climate change insights into the different adaptation strategies.

To communicate the findings to stakeholders, I utilised my social science expertise and emerging research from psychology and neuroscience on how people think about risk to formulate an effective communication strategy illustrating the implications of the research and why it matters to communities living in the ORC region. This included holding a series of dialogues to clarify climate concepts and working with stakeholders to identify local language translations of the information shared to increase understanding.

Through the project, the team and I reached more than 400 individuals representing 88 institutions. Since the dialogues, the project has had a direct impact at the policy level by contributing to the climate change adaptation strategies of two provinces in South Africa. At the municipal level, we have worked with government leaders to produce development management plans, which included providing climate change information on disaster management and land-use planning to influence policy and project development.



Ambika Nand Hiranandani
2021 Commonwealth Scholar

India
MPhil in Public Policy
University of Cambridge



Advocating for stronger solutions to climate change

Research suggests that 73% of the population of India is protein deficient. There is a clear need to solve this nutrition deficit sustainably while adhering to the COP26 pledge to reduce methane emissions. Prior to my Scholarship, I worked with the Good Food Institute where we advocated for alternative proteins (plant-based meats made of climate-hardy crops like millets and cultivated meat) to feed the world nutritious food sustainably.

During my Master's, I was able to leverage the extraordinary resources of both the University of Cambridge and the Commonwealth (ranging from lectures, societies, and conferences) to showcase my work, further my research in these critical areas and study how to support the development of novel innovations in bolstering our fight against climate change.

I originally focused on climate action from an environmental and animal rights perspective. One of the projects I worked on was advocating against industrial animal agriculture. These farms attracted pests, emitted untreated effluents, caused a tremendous odour, and turned the surrounding areas, once thriving villages, into ghost towns. This led me to the realisation that in our fight against climate change we need holistic solutions that benefit all living beings.

My strongest skill is building meaningful collaboration. Recently, I've been facilitating partnerships between charities that have developed cooperatives of artisans working on ethically sourced, low carbon, sustainable products with international lifestyle brands. This is a win-win solution that helps brands get closer to net zero targets and helps artisans earn a fair wage sustainably.

Ultimately, I intend to make the most of my skillset and education by establishing a research and advocacy organisation. It will focus on resolving seemingly unresolvable problems by advocating for pioneering solutions (such as alternative proteins) and building collaboration and consensus around them. It will strengthen our response to climate change by engaging with governments, the corporate sector, and non-profits.

Access, inclusion and opportunity



'Across the globe, there are stark inequalities in gender, race, disability, and sexuality caused by institutional systems and structures. Commonwealth Scholars have a vital role to play in identifying the key issues that perpetuate these inequalities and discrimination. Their knowledge, skills, and unique approaches to analysing previously ignored or overlooked data will help inform state-level policies, and breakdown social and institutional barriers. Furthermore, by increasing understanding of the impact of exclusion, their contributions help transform and safeguard the rights of individuals to secure equity, inclusion, and access for all.'

Emma Judge, CSC Commissioner



Joham Aziz

2016 Commonwealth Shared Scholar

Pakistan

MSc in Impact Evaluation and International Development
University of East Anglia



Advancing women's and transgender rights in Pakistan

Following my Commonwealth Scholarship, I joined the Punjab Commission on the Status of Women (PCSW) as a Program Associate on a DFID* funded and UNFPA sponsored project to introduce interventions that could improve women's economic participation and social status in Punjab.

I was involved in the generation of baseline data on the economic and social status of women to inform national and provincial-level policies. Whilst this data has been collected previously, this programme marked the first in-depth survey of women's experiences and status and was the first survey predominantly developed and led by women.

As a core member of the technical team, I was involved in developing the survey questions and ensuring it captured data on aspects of women's lives previously ignored or overlooked. This included questions recognising women's contributions as carers, which affects most women in Pakistan, their health, including mental and reproductive health, awareness of their rights and citizenship, and gender-based violence. As a predominantly female team, our lived experiences played an important role in identifying these areas.

*DFID merged with the FCO to create the FCDO in 2020.

The data from the survey has not yet been released, however I look forward to the publication of the findings and opportunities to use this data to inform state-level policies for women.

Currently, I am the Principal Investigator on a UCLA funded project investigating the social and economic wellbeing of Pakistan's transgender community, known as Khawaja Sira. The research gathered will contribute to the development of the first comprehensive socioeconomic profile for this community in Pakistan. It will also help us understand the impact of The Transgender Persons (Protection of Rights) Act 2018 on the transgender community and what additional policies and programmes are needed to safeguard the rights of transgender people in Pakistan.



Christine Wanjala

2014 Commonwealth Scholar

Kenya

PhD International Education & Development
University of Sussex



Securing the right to an education for all children in emergency settings

Schools are more than places of learning. In emergency settings, they can provide a lifeline to other important services, including food, Water, Sanitation and Hygiene (WASH), and they can provide a safe space for children.

As an Education Manager for UNICEF, I provide education programmes in emergency settings, including during and post-disaster, and in the early recovery phase. As part of this work, I developed an integrated national education programme for refugees and host communities in Ethiopia to provide equal access to education for all, regardless of status.

Today, I am based in South Sudan where I manage an EU funded programme providing incentivised teacher training to approximately 8,000 teachers. Prior to this project, South Sudan's war-torn past meant there were no existing education structures in place. As such, there are very few trained teachers to help build a national education system. The project is therefore focused on strengthening existing teaching practice and school management as well as motivating and retaining qualified teachers in the most hard-to-reach areas in South Sudan.

Working in a conflict-affected country poses significant challenges, with instances of ongoing pockets of conflict presenting a serious threat to the safety of my team, as well as the children and teachers we are trying to reach. It also means that I must ensure our programme addresses the varying needs and beliefs represented across South Sudan's diverse geographical areas and ethnic groups.

It is important that our education programmes and school services are integrated to address all children's needs, including food and WASH services. Our schools must also provide a safe space for girls to access education by providing privacy and facilities during menstruation and by ensuring that female teachers are recruited who can support girls educationally and socially, and act as role models.

My Commonwealth Scholarship encouraged me to develop a broader understanding of delivering education programmes to vulnerable communities and the leadership skills required to ensure programmes achieve long-term impact. Having lost my parents at a young age myself, I use the opportunities granted through my role to speak to teachers, schools, and wider community members to give them hope in their future.



Climate action: COP26 and beyond

Kickstarted by COP26 in 2021, climate action has been a key focus of CSC activities over the last year, and it will continue to be as we seek to support Commonwealth Scholars and Alumni in producing and sharing the ground-breaking research and innovative solutions needed across the Commonwealth to tackle climate change. We are pleased to highlight some of the activities delivered in this area below.

HMG Scholarships Alumni Climate Change Hackathon

In late 2021, the CSC teamed up with the Chevening and Marshall scholarship programmes to bring together 150 global alumni from over 50 countries and territories and tasked them to develop innovative policy solutions to some of the most pressing global challenges our planet faces.

The policy ‘hackathon’ encouraged cross-scholarship collaboration at a national and transnational level to propose solutions to climate challenges and support the UK government’s environmental priorities in the year of COP26.

From coastal planning to food systems and zero-carbon vehicles, a wide range of policy proposals were presented to address the challenges covered by the COP26 goals: climate finance, mitigation, adaptation, and collaboration.

‘To achieve our climate goals, every company, every financial firm, every bank, insurer and investor will need to change.’

Joint CSC-Chevening team, Dunia Bora, on their Africa Missions Trading Scheme Policy

Climate Action webinar series

To coincide with COP26, between October and December 2021, the CSC delivered 13 webinars exploring climate action. The series provided a platform for Commonwealth Alumni to share their work, research, and contributions to tackling climate crises in different parts of the world. Speakers presented on a range of climate-related issues including climate finance, public health, clean and green energy, smart technologies, climate change governance, higher education collaboration, and water resource management.



99%
of attendees
learned something
new to a large or
moderate extent

Alumni Community Engagement Fund Climate Action Activities

In 2021/22, alumni were invited to design and deliver a climate action themed community focused ACEF activity, as part of the annual fund to support Commonwealth Alumni in raising awareness of key development issues at the community level. Two out of the eight activities delivered under this theme are listed below.

Raising awareness around climate change adaptation and mitigation in Papua New Guinea



Bensolo Ken
2017 Commonwealth
Shared Scholar
Papua New Guinea
MPhil Conservation Leadership
University of Cambridge

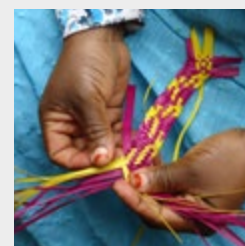
Between 24-25 February, Commonwealth Alumnus Bensolo Ken delivered awareness sessions on climate change to two communities in the Fayantina Local Level Government (LLG) of Henganofi District, Eastern Highlands Province in Papua New Guinea (PNG). PNG has been ranked the 10th most vulnerable country in the world to climate change by the 2016 World Risk Report. Being from the area, Bensolo's activity shared information on locally experienced climate change effects and practical adaptation and mitigation measures.

The short-term aim of his ACEF activity was to conduct a community awareness session on the science, threats, and impacts of climate change, and to seek community members' views on pragmatic solutions to these threats. This included holding communication consultations to gauge community insights and interest in the formation of a community-based organisation (CBO), which would in turn form a medium-term aim. The long-term aims identified by Bensolo relate to the implementation of field activities in his target communities. This includes afforestation, assisted natural regeneration of remaining montane forests, and exploring innovative agricultural techniques to address food insecurities caused by climate hazards such as drought.

Bensolo's medium term aim of establishing a CBO was well received, and members are currently registering the CBO as a community association. The ultimate vision is to promote sustainable development at the rural community level, achieving sustainable goals for the environment, climate, and people.

The impacts of climate change on forest resources used in basketry in Tanzania

Suzan Chawe
2014 Commonwealth Distance
Learning Scholar
Tanzania
MSc Integrated Environmental
Management University of Bath



On 11 February 2022, Commonwealth Alumnus Suzan Chawe organised a workshop to raise awareness around the impacts of climate change on forest resources used in the traditional art of basketry in Mlowa Village, Iringa Region, Tanzania. The workshop introduced the need to develop processes for the sustainable sourcing of grass reeds that protect both the forest ecosystem and the income of women basket weavers. Basketry is increasingly becoming a source of income for many women in Tanzania, however the materials needed for baskets are simultaneously under threat from the effects of climate change.

Activities during the workshop included a presentation on the definition, causes, impacts, and management of climate change. Suzan and the speakers presented the global discussions on climate change and different local approaches of responding to the impacts of climate change in Tanzania, with a particular focus on its impact on local forest resources.

The participants were happy with the session and as a first step committed to start using stoves that save fuel wood. In the longer term, the District Forest Officer is now making plans to protect the area where reeds are sourced. This will involve designating it as a protected area so that it can be managed under the district and potentially secure the livelihoods of women basket weavers in the Village.





Girls' Education: Time Limited Programme 2020-2021/22

In support of the UK government's ambitious initiative to get 40 million more girls in low and lower middle income countries into primary and secondary school and improve learning levels by 2026, the CSC focused its Time Limited Programme (TLP) for 2020-2021/22 on Girls' Education. The TLP is a one-year programme of activities responding to a specific priority area chosen to respond flexibly to current political or environmental challenges facing the Commonwealth.

In this section, you can read about two strands of activities that took place over the last year to support and empower individuals from across the Commonwealth who are helping girls access an education and reach their full potential. Due to the delays caused by COVID-19, some of these activities rolled into 2022.

Professional Fellowship on Girls' Education

Between March and June 2022, 29 Professional Fellows from 11 Commonwealth countries took part in a programme of professional development in the UK focused on Girls' Education. Selected from a range of professional backgrounds, roles, and fields, what unified this group was a shared passion for empowering girls and women in their home countries.

To help the Fellows build up their knowledge, skills, and networks in this area, five host organisations were chosen across England and Wales: Cardiff University's Phoenix Project, the Commonwealth

Telecommunications Organisation, Knowledge for Change, Lifegate Outreach Centre, and Windle Trust International.

Each organisation offered the Fellows an opportunity to step away from their day-to-day work and to explore some of the key challenges facing Girls' Education in their own countries and globally. In this section, three of the Fellows share how the programme helped shape their understanding of the barriers hindering girls from accessing an education and the solutions needed to empower the next generation of women.



Syeda Nazneen Jahan

2021 Professional Fellow

Bangladesh

Head of Youth Empowerment,
BRAC International

Commonwealth
Telecommunications
Organisation

‘I really liked that all the events and conversations I’ve had throughout the Fellowship demonstrated how Girls’ Education is much broader than just the institutional component. We spoke so much about life skills, citizenship, leadership – all these aspects of education that stretch much further than the school element and far beyond what I expected when I first read the Programme’s aims about getting 40 million more girls into school by 2026... I am glad that education is no longer looked at [purely] as an institutional piece but rather as lifelong learning.’



Tabemonso Tabeagbor

2021 Professional Fellow

Cameroon

Program Director of Girls’
Education, Youth
Empowerment Centre

Lifegate Outreach Centre

‘The Professional Fellowship has influenced me to acquire knowledge and best practices on how to develop educational systems that are more resilient, healthier, equitable, enterprising with greater social responsibility and more environmentally friendly, for my home country Cameroon, and for Africa. I learned about the different factors influencing Girls’ Education, their constraints, and opportunities and how I can use a Gender Base Analysis Plus in designing Girls’ Education projects, programmes and policies in my organisation... as well as how I can raise funds to support Girls’ Education even without external donor support.’



Phoebe Aluoch Ohodho

2021 Professional Fellow

Kenya

Scholarship Teacher Coordinator,
Windle International Kenya

Windle Trust International

‘[The Fellowship] taught me the need to treat each individual girl differently, and to give them time and space to express themselves and be involved in the decision-making on projects and policies that are designed for them and will affect them. I can now go back and give the students room to express their views in decision making processes, particularly on issues that involve them.’

Alumni Community Engagement Fund Girls' Education Activities

In support of the Girls' Education TLP, Commonwealth Alumni were invited to utilise this annual fund to design and deliver a Girls' Education themed community-focused engagement activity this year. Find out about two of the five activities delivered under this theme below.

'Voice It Out' event for girls and young women in Nashik, India



Sakhi Anita

2018 Commonwealth
Shared Scholar

India

MSc Gender, Development
and Globalisation
London School of Economics
and Political Science



On 9 March 2022, Commonwealth Alumnus Sakhi Anita hosted a virtual panel event titled 'Voice It Out' in Nashik, India. The event brought together girls and young women to discuss their experiences and thoughts about their education and set out to change the perception of girls from being viewed as victims to knowing and agentic individuals. The event aimed to initiate a multi-stakeholder dialogue around how marginalised girls' access to education can be supported considering the new realities and challenges of the post-COVID era.

Through the event, the five participating girls shared the challenges they faced whilst in school or college, including harassment concerns and a lack of support from their families. They also shared their own hopes, aspirations, and goals for their education, speaking about how school offered a different space away from home where they can build their confidence and a new sense of self. Following the panel discussion, the girls shared a list of demands for improving their education and lives.

Reflecting on the event, the 50 attendees representing various stakeholder groups, from civil society organisations to local government, shared their advice for improving local service delivery and applauded the girls for their courage to speak fearlessly and with clarity. As one participant shared:

'I learned about the specificities of the prevailing issues and challenges faced by girls and young women in rural India in accessing education. Listening to the girls, I understood just how deeply entrenched patriarchy and discriminatory practices are. These outdated perspectives must transform as they serve as barriers that impede girls and young women from fulfilling their right to education and from being self-sufficient and from discovering their own capacities.'



Delivering a STEM mentorship camp in Kenya



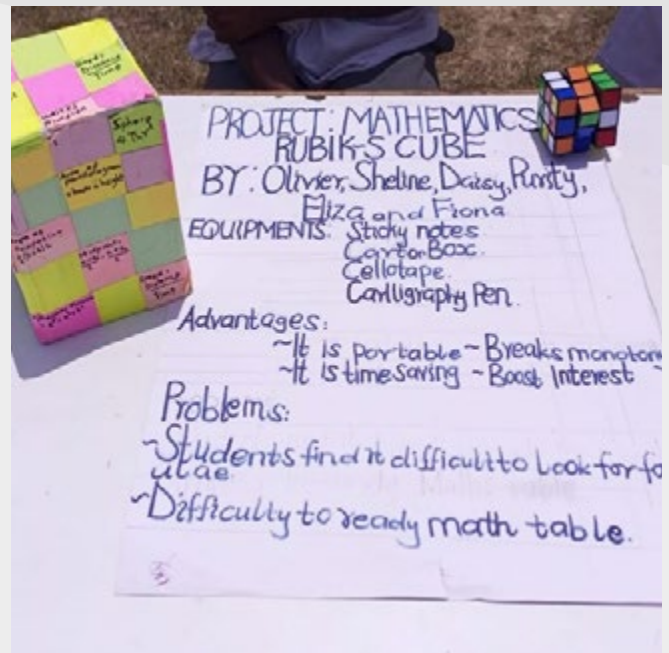
Margaret Kamau
2014 Commonwealth
Distance Learning Scholar
Kenya
MA Education and
International Development
University College London Institute
of Education



Commonwealth Alumnus and Education Technical Lead in a FCDO funded Girls Education Challenge Project, Margaret Kamau, collaborated with Our Lady Mercy (OLM) Girls Secondary School in Makadara Sub County, Nairobi, Kenya to deliver a Science, Technology, Engineering, and Mathematics (STEM) mentorship camp. Margaret took a multi-activity approach to her Alumni Community Engagement Fund (ACEF) activity, which included activities aimed at strengthening STEM education amongst both teachers and pupils at the school.

OLM was established as a public day secondary school to provide education to girls in the informal settlement of Mukuru slums in Makadara sub county. The school has been reporting an underperformance in the science subjects and is therefore falling behind the national aspiration. Using the principles of ACEF, Margaret and the Principal of OLM co-developed and hosted a two-month long STEM mentorship camp for the school, designed to target students, teachers, parents, and the wider school community, ending in a school science fair exhibition. The overall aims of the camp were to support the school in achieving its ambition to raise STEM performance amongst students.

Margaret is pleased to report that, based on the feedback gathered before and after the activities, significant positive changes have been achieved in the short term. Over 60% of students have outlined strategies and commitments to improve in STEM subjects and over 75% have a list of potential career



choices which included STEM based knowledge and skills. Regarding teacher practice, students reported that new teaching methods, including the use of projects and practical sessions, and increased support from teachers have made a positive difference in learning and experiencing science in school.

STEM teachers at OLM also reported positive changes, with 100% now feeling confident in addressing prohibitive factors in the school that prevent learners from engaging with STEM subjects. As one teacher shared:

‘In the classes I teach, I stopped teaching and now facilitate learning. I give activities that involve learners such as peer teaching, presentations, group discussions and students doing drawings and models. Teaching and learning is now interesting. For biology, it is really working. I wonder why we did not do this any earlier.’



Clean Energy, Air and Oceans: 2022-2023 Time Limited Programme

In response to the UK government's call to action at last years COP26 in Glasgow, the CSC's Time Limited Programme (TLP) for 2022-2023 is focused on Clean Energy, Air and Oceans.

As the pace of climate change quickens, our world urgently needs solutions to turn the tide on the climate crisis and adapt to its consequences. Researchers and professionals from across the Commonwealth will be vital on this path, producing and enacting world-changing research to accelerate our move towards renewable energy sources, improve our air quality and clean up our oceans.

To support individuals working in these areas across the Commonwealth, the CSC will be funding 20 Professional Fellows to spend three months at one of up to five UK Host Organisations between February and May 2023. Taking their lead from the Glasgow Climate Pact, participating Host Organisations have devised programmes that will contribute to reducing reliance on fossil fuels, lowering rates of air pollution, or promoting marine conservation. Upon completing their Professional Fellowship, Fellows will be ideally placed to apply the knowledge and skills they learn

and utilise the relationships they build to drive forward climate action within their workplaces and wider communities. The TLP will also provide legacy funding for Professional Fellowship Alumni to collaborate on future activities in the area of Clean Energy, Air and Oceans after the programme ends.

Over the next year, Commonwealth Alumni from across CSC programmes will also be supported and encouraged to take part in climate-related activities that will uphold the commitments set out at COP26. This will include a Clean Energy, Air and Oceans themed Alumni Community Engagement Fund whereby alumni will receive funding to deliver engagement activities that promote the importance of renewable energy sources, reducing air pollution and protecting marine life.



Our partners

Commonwealth Scholarships were founded on the principle of mutual cooperation.

The following pages list the nominating agencies, academic advisers, UK universities, UK fellowship host organisations and overseas organisations that help make the work of the CSC possible: by helping to select outstanding Scholars and Fellows from across the Commonwealth with the potential to enact national and international development priorities and by supporting them throughout their time in the UK. It also lists the members of the Alumni Advisory Panel who help support the development of CSC programmes and activities by sharing personal insight and expertise.

We are enormously grateful to all our partners for the work that they do.

Nominating agencies

The CSC works with governments and trusted partners across the Commonwealth to recruit and shortlist candidates for Master's and PhD study, and also to ensure that national priorities are reflected in our awards.

Asian University for Women
Bangladesh

Ministry of Education
Bangladesh

University Grants Commission
of Bangladesh
Bangladesh

Ministry of Public Service,
Constitutional and Political Reform
Belize

Ministry of Tertiary Education,
Research, Science and
Technology
Botswana

Ministry of Higher Education
(MINESUP)
Cameroon

Ministry of Education and Human
Resource Development
Dominica

Ministry of Public Service
Eswatini

Tertiary Scholarships and Loans
Board
Fiji

Ghana Scholarships Secretariat
Ghana

Human Resource Development,
Religious Affairs, and Information
Grenada

Ministry of Public Service
Guyana

Ministry of Education
India

Ministry of Finance and the
Public Service
Jamaica

Ministry of Education
Kenya

Jomo Kenyatta University of
Agriculture & Technology
Kenya

Kenyatta University
Kenya

Maseno University
Kenya

Public Service Office
Kiribati

National Manpower Development
Secretariat
Lesotho

National University of Lesotho
Lesotho

Department of Human Resource
Management and Development
Malawi

University of Malawi
Malawi

Ministry of Foreign Affairs
Maldives

Ministry of Education, and Human
Resources Tertiary Education and
Scientific Research
Mauritius

Human Resources
Management Unit
Montserrat

Ministry of Education and Human
Development
Mozambique

Eduardo Mondlane University
Mozambique

The Namibia Students Financial
Assistance Fund
Namibia

Ministry of Education
Nauru

Federal Scholarship Board
Nigeria

Abia State University
Nigeria

Abubakar Tafawa Balewa
University
Nigeria

Ebonyi State University
Nigeria

Federal University of
Technology, Akure
Nigeria

Federal University of
Technology, Owerri
Nigeria

Ladoke Akintola University
of Technology
Nigeria

Michael Okpara University of
Agriculture, Umudike
Nigeria

Nnamdi Azikiwe University
Nigeria

University of Agriculture, Abeokuta
Nigeria

University of Agriculture, Makurdi
Nigeria

University of Ilorin
Nigeria

University of Jos
Nigeria

University of Lagos
Nigeria

University of Nigeria
Nigeria

University of Port Harcourt
Nigeria

University of Uyo Nigeria	Ministry of Technical and Higher Education Sierra Leone	Ministry of Education and Training Tonga
Higher Education Commission Pakistan	Ministry of Education & Human Resource Development Solomon Islands	Department of Human Resource Tuvalu
Fatima Jinnah Women University Pakistan	Department of Higher Education and Training South Africa	Ministry of Education and Sports Uganda
Lahore College for Women University Pakistan	Ministry of Higher Education Sri Lanka	Makerere University Uganda
Department of Personnel Management Papua New Guinea	Ministry of Education, Science and Technology Tanzania	Mbarara University of Science & Technology Uganda
Higher Education Council Rwanda	Open University of Tanzania Tanzania	Ministry of Education and Training Vanuatu
Education Learning Centre Saint Helena	Sokoine University of Agriculture Tanzania	Higher Education Loans and Scholarships Board Zambia
Department of Education, Innovation and Gender Relations Saint Lucia	University of Dar es Salaam Tanzania	University of Zambia Zambia
Service Commissions Department Saint Vincent and The Grenadines	Ministry of Higher Education, Research, Science and Technology The Gambia	
Samoa Public Service Commission Samoa		

Overall top ten national development priorities

(and the percentage of Agencies that listed each as one of their top five)

Health & Medicine	69%
Education	66%
Infrastructure & Engineering	54%
Economic Development	49%
Agriculture, Forestry and Fisheries	37%
Climate Change, Environment & Conservation	34%
Science and Technology	29%
Good Governance and Public Service	29%
Security	17%
Tourism	17%

NGOs and Charitable bodies

Canon Collins Trust UK
Commonwealth Disabled People's Forum (CDPF) UK
Forum for African Women Educationalists (FAWE) Kenya
HALI Access Network Kenya
Wellcome Trust UK
Windle Trust International UK

Academic advisers

Our selections were guided by a panel of over 300 academic advisers during the report year, including internationally renowned experts in all subject areas, who receive no remuneration for reviewing applications. The CSC is enormously grateful to them.

Dr. Qammer H Abbasi	Professor David Brown	Dr. Susie Douglas	Professor Malcolm Halcrow
Dr. Purva Abhyankar	Professor Nick Brown	Professor Robert Dryfe	Professor Gerard Hamill
Professor Sinan Acikgoz	Professor Andrew Bush	Dr. Byron Dueck	Dr. Daniel Hammett
Dr. Ahmad Hassan Ahmad	Dr. Amanda Callaghan	Dr. Leslie Anne Duvic Paoli	Professor Robert Hampson
Professor Alfred Akisanya	FSB, FRES, SFHEA	Professor Caroline Dyer	Dr. Sally Hancock
Dr. Omar Al Tabbaa	Dr. Matthew Campbell	Professor Mark Eisler	Dr. Thomas Obel Hansen
Professor Ashraf Alam	Dr. Christine Campbell	Professor Sherif El Khamisy FRSC, FRSB	Professor Yannis Hardalupas
Dr. Fabrizio Alberti	Dr. Wayne Carter	Professor Robert Elliott	Professor Jenny Harding
Dr. Fadi Alkaraan	Dr. Frederick Changwony	Dr. Charis Enns	Dr. Michael Harker
Professor Stuart Allan	Professor Tracey Chapman	Dr. Hannah Ensaff	Professor Bernard Harris
Professor Tim Allen	Dr. Abdul Shakoor Chaudhry	Dr. Rob Ewing	Professor David Hassan
Professor Henrice Altink	Professor Nic Cheeseman	Dr. Raziye Farmani	Professor Oubay Hassan
Professor David Anderson	Professor John Chew	Professor Helen Fenwick	Dr. David Hassell
Professor Ivan Andonovic	Professor John Chew	Professor Eric Fevre	Professor Daniel Haydon
Professor Ruth Andrew	Dr. Ernest Chi Fru	Professor Fragkiskos Filippaios	Dr. Alan Javier Hernandez Alvarez
Professor Simon Andrews	Dr. Simeon Coleman	Professor Clare Finburgh Delijani	Professor Malcom Higgs
Professor James Annett	Professor David Collins	Dr. Johann Fortwengel	Professor Allan G. Hill
Dr. Nana Kwame Anokye	Professor David Collison	Dr. Nunzianda Frascione	Professor Mark Hodson
Dr. Salma Ayis	Dr. Kieran Michael Conroy	Professor David Fraser	Professor Michael Holdsworth
Dr. Juan Baeza	Dr. William Coombs	Dr. Lucia Garcia Lorenzo	Professor David Hopkins
Professor Liz Baggs	Dr. Alan Cuthbertson	Professor Andy Gardner	Dr. Mathew Horrocks
Dr. Hamed Bahmani	Dr. Martin Dallimer	Dr. Emanuele Giorgi	Dr. Alton Horsfall
Dr. Narasimha Balijepalli	Professor Jo Darkwa	Professor Richard Giulianotti	Dr. Mamdud Hossain
Dr. Susan Barker	Professor Gail Davey	Professor Jon Gluyas	Dr. Stephen Hurt
Dr. Ali Kashif Bashir	Professor Simon Davies	Dr. Hugh Gong	Dr. Jaci Huws
Dr. Kashinath Basu	Professor Simin Davoudi	Dr. Cristina Gonzalez Longo	Professor Munir Iqbal
Professor Paul Beaumont	Professor Jonathan Dawes	Professor Jonathan Goodhand	Dr. Md Mofakkarul Islam
Professor Steve Beeby	Professor Susan Dawson	Professor Nandini Gooptu	Dr. Venkat Iyer
Dr. Derrick Bennett	Dr. Micael de Andrade Lima	Dr. Neil Gordon	Dr. Mona Jaber
Dr. Bibek Bhatta	Professor Baukje De Roos	Professor Francisco Goycoolea Valencia	Professor Nick Jenkins
Professor Richard Birtles	Professor Antonella De Santo	Professor Paul Gready	Dr. Michael Jennings
Dr. Richard Blanchard	Dr. Nicola Desmond	Professor Richard Grose	Dr. Catherine Jere
Dr. Barbara Bompani	Professor Prasanta Kumar Dey	Professor Geoff Haddock	Professor Ian Jones
Dr. Christine Bosch	Dr. Xavier Donadeu	Dr. Reinmar Hager	Professor Robert Kalin
Professor Michael Bowe	Professor Han Dorussen		Professor Uma
Professor Chris Bowen	Dr. Alex Douglas		

Kambhampati	Dr. Alison McFadden	Dr. J. Arjuna Ratnayaka	Professor Ian Thompson
Dr. Nazmul Karim	Professor John McGrady	Professor Paul Rea	Professor Allen Thurston
Dr. Mohammed Shamsul Karim	Professor Jim McGuirk	Professor Emily Reid	Professor GuiYun Tian
Professor Kevin Keasey	Dr. Christopher McHugh	Professor Nigel Richards	Professor Iain Todd
Dr. Jonathan Kennedy	Dr. Binuraj Menon	Professor Jane Rickson	Professor David Toll
Dr. Tristan Kershaw	Dr. Florence Mgawadere	Professor Joseph Robson	Dr. Liam Turner
Dr. Mohamed Khamis	Professor Anne Marie Minihane	Dr. Robert Rogerson	Dr. Saeed Ul Hassan
Professor Hafiz Khan	Professor Artem Mishchenko	Professor Sudipta Roy	Professor Elaine Unterhalter
Dr. Habib Khan	Dr. Paula Misiewicz	Professor Jonathan Rushton	Dr. Isabelle Uny
Dr. Janine Kirby	Professor James Mitchell	Dr. Wilber Sabiiti	Dr. Masood Ur Rehman
Dr. Charles W. Knapp	Dr. Alex Money	Dr. Mahdieh Sadabadi	Dr. Heini Vaisanen
Professor Richard Kneller	Professor Stephen Morris	Dr. Monower Sadique	Dr. Cees Van der Land
Dr. Geoffery Zain Kohe	Dr. Joanne Murphy	Dr. Juan Sagasetta	Dr. Hans Vandierendonck
Professor Paul Kong Thoo Lin	Dr. Sadegh Nadimi	Professor Neil Sandham	Dr. Aleksandar Vasilev
Professor Jozef Konings	Professor Arumugam Nallanathan	Professor Mark Sandler	Dr. Kumar Vinod
Professor Panicos Kyriacou	Professor Richard Napier	Dr. Gurchathen Sanghera	Dr. David Vitale
Professor Ilias Kyriazakis	Dr. Talat Nasim	Professor Gregory Sankaran	Dr. Brigitte Vollmer
Dr. Ka Po Lam	Dr. Dali Nayak	Dr. Neetesh Saxena	Professor Zia Wadud
Dr. Emma Lane	Dr. Vahid Nick Pay	Dr. Sean Semple	Dr. Catriona Waitt
Dr. Gloria Chepngeno Langat	Professor Sarah O'Brien	Professor Bhaskar Sengupta	Professor David Walker
Professor Hadi Larijani	Professor Catherine O'Sullivan	Professor Lion Shahab	Dr. Darren Walter
Dr. King Hang Aaron Lau	Dr. Haruko Okamoto	Dr. Graeme Shannon	Dr. Oliver Walton
Professor Mike Lean	Dr. Tjeerd Olde Scheper	Professor Suleiman Sharkh	Dr. He Wang
Dr. Susan Levy	Dr. Bukola Onarinde	Dr. Tania Sharmin	Dr. LiLiang Wang
Dr. Yuhua Li	Dr. Josue Ortega	Dr. Avinash Shenoy	Professor Richard Washington
Dr. Antonio Miguel Loureiro	Professor Bikash Pal	Dr. Siddharudha Shivalli	Dr. Bethany Waterhouse Bradley
Professor Daniel Mackay	Dr. George Palattiyil	Professor Javed Siddiqui	Professor Andrew Waters
Dr. Sean Mackay	Dr. Laxmi Pant	Dr. Sajid Siraj	Dr. Andrew Watson
Professor Douglas C MacMillan	Dr. Donald Maxwell Parkin	Dr. Tom Sizmur	Dr. Emily Webb
Professor Gopal Santana Phani Madabhushi	Dr. Edoardo Patelli	Professor Lesley Smith	Dr. Landis Jared West
Dr. Annemie Maertens	Dr. Chris Paterson	Dr. Jake Snaddon	Dr. Gaston Yalonzky
Professor Koushik Maharatna	Professor Helen Petrie	Dr. Panos Sousounis	Dr. Fred Yamoah
Professor Wolfgang Maier	Professor Richard Phillips	Dr. Tanya Stathers	Dr. Junli Yang
Ms. Karen E. Makuch	Dr. Kim Picozzi	Professor Stephen Sturzenbaum	Dr. Longzhi Yang
Dr. Baljinder Mankoo	Professor Kypros Pilakoutas	Dr. Hongjian Sun	Dr. Kyari Yates
Dr. John Mason	Professor Prasad Potluri	Dr. Sirin Sung	Dr. Pamela Yeow
Dr. Amanda Mason Jones	Professor Martin Powell	Dr. Adnan Syed	Dr. Gabriela Zapata Lancaster
Dr. Gerard McCann	Dr. Stefanie Pukallus	Professor Peter Taylor	Dr. Sharif Zein
Professor Peter McEleavy	Professor David Pyle	Dr. Kasim Terzic	Dr. Jinwei Zhang
	Dr. Aleksandar Radu	Dr. Vijay Kumar Thakur	Professor David Zhang
	Dr. Mahfuzur Rahman	Dr. Chandra Thapa	Professor Peilin Zhou
	Professor Vivek Ranade		

UK universities

The CSC plays an important role in attracting the best and brightest talent to UK universities. In return, universities support the CSC's activities through part funding all scholarship awards, providing matching contributions of £5.58 million. In the report year, Commonwealth Scholars studied at 90 UK universities.

Aberystwyth University	London School of Economics and Political Science	Swansea University	University of Liverpool
Aston University	London School of Hygiene and Tropical Medicine	The Open University	University of Manchester
Bangor University	London South Bank University	Ulster University	University of Nottingham
Birkbeck, University of London	Loughborough University	University College London	University of Oxford
Birmingham City University	Manchester Metropolitan University	University of Aberdeen	University of Plymouth
Brunel University	Newcastle University	University of Bath	University of Portsmouth
Cardiff University	Nottingham Trent University	University of Birmingham	University of Reading
City, University of London	Oxford Brookes University	University of Bradford	University of Salford
Coventry University	Queen Margaret University	University of Brighton	University of Sheffield
Cranfield University	Queen Mary University of London	University of Bristol	University of South Wales
Durham University	Queen's University Belfast	University of Cambridge	University of Southampton
Edge Hill University	Royal Agricultural University	University of Central Lancashire	University of St Andrews
Glasgow Caledonian University	Royal Holloway, University of London	University of Chester	University of Stirling
Goldsmiths, University of London	Royal Veterinary College	University of Dundee	University of Strathclyde
Harper Adams University	School of Advanced Study, University of London	University of East Anglia	University of Surrey
Heriot-Watt University	Sheffield Hallam University	University of Edinburgh	University of Sussex
Imperial College London	SOAS, University of London	University of Essex	University of the West of England
Keele University	Staffordshire University	University of Exeter	University of the West of Scotland
King's College London		University of Glasgow	University of Warwick
Lancaster University		University of Greenwich	University of Westminster
Leeds Beckett University		University of Huddersfield	University of Wolverhampton
Liverpool John Moores University		University of Hull	University of Worcester
Liverpool School of Tropical Medicine		University of Kent	University of York
		University of Leeds	
		University of Leicester	
		University of Lincoln	

UK fellowship host organisations

By hosting Professional Fellows, UK organisations support early and mid-career professionals to develop key skills, as well as building relationships and opening up areas for collaboration with colleagues across the Commonwealth. In the report year, Commonwealth Fellows were hosted by 5 UK Host Organisations.

Cardiff University
Commonwealth Telecommunications Organisation
Knowledge for Change
Lifegate Outreach Centre UK
Windle Trust International

Overseas organisations

Through Commonwealth Scholarships and Fellowships, overseas organisations benefit from better-qualified staff with increased knowledge and skills, as well as access to international collaboration and partnerships. In the report year, 110 overseas organisations either nominated candidates for or partnered with a UK university on Commonwealth Scholarships and Fellowships.

Asian University for Women, Bangladesh	Indian Institute of Management Calcutta, India	Panjab University, India
Khulna University, Bangladesh	Indian Institute of Management, Kozhikode, India	Sree Chitra Tirunal Institute for Medical Science and Technology, India
Sylhet Agricultural University, Bangladesh	Indian Institute of Science, India	Symbiosis Institute of Technology, India
University of Chittagong, Bangladesh	Indian Institute of Science Education and Research, Pune, India	Tamil Nadu Agricultural University, India
University of Dhaka, Bangladesh	Indian Institute of Technology Hyderabad, India	Tata Institute of Social Sciences, India
Commonwealth Association of Museums, Canada	Indian Institute of Technology, Bombay, India	Tezpur University, India
Forestry Research Institute of Ghana, Ghana	Indian Institute of Technology, Delhi, India	University Institute of Pharmaceutical Sciences, Panjab University, India
Kwame Nkrumah University of Science and Technology, Kumasi, Ghana	Indian Institute of Technology, Guwahati, India	African Centre for Population and Health Research Centre, Kenya
University for Development Studies, Ghana	Indian Institute of Technology, Kanpur, India	African Centre for Technology Studies, Kenya
University of Ghana, Ghana	Indian Institute of Technology, Kharagpur, India	Dedan Kimathi University of Technology, Kenya
University of Health and Allied Sciences, Ghana	Indian Institute of Technology, Madras, India	Jomo Kenyatta University of Agriculture and Technology, Kenya
Central University of Kerala, India	Indian Institute of Technology, Roorkee, India	University of Nairobi, Kenya
Christ University, India	Indian Institute of Technology, Ropar, India	Malawi University of Business and applied Science, Malawi
CSIR - Central Scientific Instruments Organisation, India	Institute of Chemical Technology, India	University of Malawi, Malawi
CSIR-National Physical Laboratory, India	Jadavpur University, India	Universiti Kebangsaan Malaysia, Malaysia
Dr Yashwant Singh Parmar University of Horticulture and Forestry, India	Jawaharlal Nehru University, India	Universiti Teknologi Mara, Malaysia
Guru Nanak Dev University, India	Karnatak University, India	University of Mauritius, Mauritius
Indian Institute of Engineering Science and Technology, Shibpur, India	National Institute of Technology Warangal, India	Namibia University of Science and Technology, Namibia

Abia State University, **Nigeria**

African University of Science and Technology, **Nigeria**

Ahmadu Bello University, **Nigeria**

Ebonyi State University, **Nigeria**

Ekiti State University, **Nigeria**

Federal University of Agriculture, Abeokuta, **Nigeria**

Federal University of Technology, Akure, **Nigeria**

Federal University of Technology, Owerri, **Nigeria**

Kano University of Technology, Wudil, **Nigeria**

Michael Okpara University of Agriculture, Umudike, **Nigeria**

Obafemi Awolowo University, **Nigeria**

University of Ibadan, **Nigeria**

University of Ilorin, **Nigeria**

University of Jos, **Nigeria**

University of Lagos, **Nigeria**

University of Nigeria, **Nigeria**

University of Port Harcourt, **Nigeria**

Aga Khan University, **Pakistan**

COMSATS University Islamabad, Abbottabad Campus, **Pakistan**

Fatima Jinnah Women's University, **Pakistan**

Information Technology University, **Pakistan**

International Islamic University, **Pakistan**

Kohat University of Science and Technology, **Pakistan**

Lahore College for Women, **Pakistan**

Lahore University of Management Sciences, **Pakistan**

Mehran University of Engineering and Technology, **Pakistan**

N. E. D. University of Engineering and Technology, **Pakistan**

National Institute for Biotechnology and Genetic Engineering, **Pakistan**

National University of Sciences and Technology, **Pakistan**

Quaid-i-Azam University, **Pakistan**

University of Engineering and Technology, Lahore, **Pakistan**

University of Karachi, **Pakistan**

University of Peshawar, **Pakistan**

University of Sindh, **Pakistan**

University of the Punjab, Lahore, **Pakistan**

University of Veterinary and Animal Sciences, **Pakistan**

Papua New Guinea University of Technology, **Papua New Guinea**

University of Goroka, **Papua New Guinea**

University of Rwanda, **Rwanda**

Rhodes University, **South Africa**

University of Cape Town, **South Africa**

University of KwaZulu-Natal, **South Africa**

University of Pretoria, **South Africa**

University of Stellenbosch, **South Africa**

University of the Witwatersrand, Johannesburg, **South Africa**

University of Colombo, Sri Lanka, **Sri Lanka**

University of Peradeniya, Sri Lanka, **Sri Lanka**

University of Sri Jayewardenepura, Sri Lanka, **Sri Lanka**

Nelson Mandela African Institute of Science and Technology, **Tanzania**

The College of Surgeons of East, Central and Southern Africa (COSECSA), **Tanzania**

University of Dar es Salaam, **Tanzania**

University of Dar es Salaam, **Tanzania**

Islamic University in Uganda, **Uganda**

Makerere University, **Uganda**

Mbarara University of Science and Technology, **Uganda**

University of Zambia, **Zambia**

Alumni Advisory Panel

The Alumni Advisory Panel provides a platform for Commonwealth Alumni to support the future of CSC programmes and Scholars by sharing personal insight and expertise. Appointed in September 2021, the 2021-2023 panel is comprised of 98 members, representing 26 Commonwealth countries.

The below members comprise nearly the entire Panel and have agreed to have their names published in this year's Annual Report to Parliament:

Assoc Prof. Fatimah Abdul Razak

2008 Commonwealth Shared Scholar from Malaysia

Stephen Adombire

2017 Commonwealth Shared Scholar from Ghana

Dorcas Tiwaa Addai

2016 Commonwealth Shared Scholar from Ghana

Prof. Jacob K. Agbenorhevi

2007 Commonwealth Shared Scholar from Ghana

Margaret Akpomi

2007 Commonwealth Academic Fellow from Nigeria

Dr. Zipporah Ali

2007 Commonwealth Distance Learning Scholar from Kenya

Nemwel Nyakenyanya Aming'a

2015 Commonwealth Distance Learning Scholar from Kenya

Oluwaseun Hannah Anselm

2017 Commonwealth Split-site Scholar from Nigeria

Dr. Raphael Aregu

2014 Commonwealth Professional Fellow from Uganda

Sakshi Bathla

2019 Commonwealth Split-site Scholar from India

Kathleen Allison Bennett

2019 Commonwealth Scholar from Antigua and Barbuda

Dr. Sabuj Bhattacharyya

2016 Commonwealth Professional Fellow from India

Suzan Nicholas Chawe

2014 Commonwealth Distance Learning Scholar from Tanzania

Dr. Andreas Kyriacou Demetriades

1994 Commonwealth Scholar from Cyprus

Nwamaka Eze

2018 Commonwealth Shared Scholar from Nigeria

Claudia Hihetah

2017 Commonwealth Shared Scholar from Ghana

Dr. Chee Peng Hor

2011 Commonwealth Distance Learning Scholar from Malaysia

Ejiro Ikoko

2019 Commonwealth Scholar from Nigeria

Dr. Haseeb Irfanullah

2001 Commonwealth Scholar from Bangladesh

Dr. Jimmy Angani Johnmark

2016 Commonwealth Distance Learning Scholar from Nigeria

Dr. Ibrahim Franklyn Kamara

2018 Commonwealth Scholar from Sierra Leone

Dr. Patience Kerubo Kiyuka

2013 Commonwealth Distance Learning Scholar from Kenya

Prof. Adarsh Kumar

2011 Commonwealth Academic Fellow from India; 2014 Commonwealth Academic Fellow

Charity Bazaabadire Lankono

2018 Commonwealth Shared Scholar from Ghana

Dr. Dacia Leslie

2011 Commonwealth Scholar from Jamaica

Dr. Mark Levick

1994 Commonwealth Scholar from Australia

Dr. Muhammad Majid

2006 Commonwealth Scholar from Pakistan; 2017 Commonwealth Academic Fellow

Mariam Malik

2012 Commonwealth Distance Learning Scholar from Pakistan

Esanju Maseka

2018 Commonwealth Scholar from Zambia

David Juma Mchembere

2014 Commonwealth Scholar from Kenya; 2022 Commonwealth Scholar

- Lydia Mirembe**
2002 Commonwealth Scholar from Uganda
- Wiza Mphande**
2017 Commonwealth Scholar from Zambia
- Stephen Masila Muia**
2015 Commonwealth Distance Learning Scholar from Kenya
- Dr. Cornelia Ndifon**
2003 Commonwealth Scholar from Nigeria
- Moyo Violet Ndonde**
2000 Commonwealth Scholar from Tanzania
- Esther Moraa Nyabogo**
2016 Commonwealth Distance Learning Scholar from Kenya
- Dr. Ifeanyi Nzekwe**
2010 Commonwealth Split-site Scholar from Nigeria
- Onyegecha Nwawueze Ofurum**
2014 Commonwealth Distance Learning Scholar from Nigeria
- Dr. Cynthia Lisa Akoth Ogundo**
2019 Commonwealth Shared Scholar from Kenya
- Ivan Moses Okuni**
2019 Commonwealth Shared Scholar from Uganda
- Prof. Victor Oluwasina Oladokun**
2015 Commonwealth Academic Fellow from Nigeria
- Josephine Anne Olok-Wambogo**
1998 Commonwealth Scholar from Uganda
- Assoc Prof. Dr. Temilola Oluseyi**
2007 Commonwealth Split-site Scholar from Nigeria;
2013 Commonwealth Academic Fellow
- Dr. Enibokun Theresa Orobator**
2017 Commonwealth Distance Learning Scholar from Nigeria
- Agwii Osborn**
2013 Commonwealth Distance Learning Scholar from Uganda
- Toyin Oshaniwa**
2013 Commonwealth Professional Fellow from Nigeria
- Dr. Rotimi Owolabi**
2014 Commonwealth Scholar from Nigeria
- Dr. Boniface Oyugi**
2013 Commonwealth Scholar from Kenya;
2017 Commonwealth Scholar
- Dr. Shailesh Vasudeo Pangaonkar**
2016 Commonwealth Distance Learning Scholar from India
- Nishat Parvez**
2019 Commonwealth Scholar from Bangladesh
- Moses Phiri**
2018 Commonwealth Distance Learning Scholar from Zambia
- Sneha Pillai**
2018 Commonwealth Scholar from India
- Assoc Prof. Roshan T Ramessur**
1985 Commonwealth Scholar from Mauritius
- Prof. S M Shameem Reza**
2012 Commonwealth Scholar from Bangladesh
- Dr. Emmanuel Satia**
2009 Commonwealth Split-site Scholar from Kenya
- Dr. Justin Sentian**
1999 Commonwealth Scholar from Malaysia
- Muhammad Faisal Sharif**
2015 Commonwealth Shared Scholar from Pakistan
- Dr. Vishal Sharma**
2016 Commonwealth Split-site Scholar from India
- Aminath Shiyama**
2016 Commonwealth Scholar from Maldives
- Meenakshi Shukla**
2016 Commonwealth Split-site Scholar from India
- Geetanjali Singh**
2003 Commonwealth Shared Scholar from India
- Niketa Singh**
2019 Commonwealth Shared Scholar from India
- Chikopa Eza Sokotela**
2019 Commonwealth Scholar from Zambia
- Leonard Ssozi**
2010 Commonwealth Distance Learning Scholar from Uganda
- Odilon Talbot**
1966 Commonwealth Scholar from Canada
- John Bosco Tumuhairwe**
2015 Commonwealth Shared Scholar from Uganda
- William Ukura**
2018 Commonwealth Professional Fellow from Uganda
- Dr. Paula Walter**
1997 Commonwealth Scholar from South Africa



Governance

The following pages list the governance statement, the statement of Accounting Officer's responsibilities and the membership of the Commonwealth Scholarship Commission in the UK.

Governance statement

The Commonwealth Scholarship Commission in the United Kingdom (CSC) was established by Act of Parliament in 1959 in order to manage the UK contribution to the Commonwealth Scholarship and Fellowship Plan (CSFP), launched by Commonwealth Education Ministers in 1958. Its status was subsequently reaffirmed in the International Development Act of 2002 (the Act).

The CSC is a non-departmental public body, for which the Foreign, Commonwealth and Development Office (FCDO) is the lead department and main sponsor. Other financial contributions (received during the period of the report) have been from the Department for Education (DfE), for scholarships for candidates from high-income countries. The CSC is independent of Government in its decision-making and operations; the Act legislates that the Secretary of State may not give any direction for the selection or rejection of any particular person for an award or as a candidate for an award. The CSC submits an Annual Report on its work each year to the Secretary of State; this forms the basis of a report submitted by the Secretary of State to Parliament, to which (s)he is ultimately responsible for the work of the CSC.

In addition to regulations provided in the 1959 Act (which have been confirmed in subsequent Development Acts) and subsequent Ministerial Directives, detailed governance arrangements for the CSC have been set out in a framework document. The framework includes an associated financial memorandum and the CSC's three- year corporate and one-year business plans. The FCDO Internal Audit Department (IAD) provides the CSC's internal audit function. The CSC's annual income and expenditure are incorporated in the overall accounts of FCDO, and the CSC account is held with the Government Banking Service.

The Commission normally comprises up to 15 members, including the Chair, who are appointed in accordance with the principles of the Code of Practice for Ministerial Appointments to Public Bodies. Commissioners are appointed by the Secretary of State for an initial period of three years, with the possibility of reappointment for one further three-year appointment. The Chair and other relevant officers normally meet with relevant Ministers at least annually to discuss the work of the CSC. The Chair of the Commission is the Accounting Officer for the CSC, with responsibility to the Secretary of State for its conduct and performance. A separate statement from the Accounting Officer follows.

Statement of Accounting Officer's responsibilities

A) Corporate governance report

I. Commissioners' report

Organisational Structure

Professor Robin Mason (Chair and Accounting Officer)

Professor Morag McDonald (Deputy Chair)

Pages 65-67 list the membership of the CSC

Dr Joanna Newman MBE, ACU Chief Executive and Secretary General acted as the CSC's Executive Secretary during the period of the report.

The CSC's Secretariat is provided by the Association of Commonwealth Universities (ACU), whose office at Woburn House, 20-24 Tavistock Square, London, WC1H 9HF serve as the CSC's headquarters.

Some pre-award and post-award services are provided by the British Council under the terms of a separate MOU between the CSC and the British Council.

Register of Interests

Commonwealth Scholarship Commissioners are required to complete a declaration of interests twice a year. The Register of Interests is kept by the Secretariat.

Diversity and Inclusion

In appointing Commonwealth Scholarship Commissioners, FCDO seeks to be open and inclusive and to recruit and develop a diverse and talented Commission that is representative of society today.

Personal Data Incidents

There were no serious personal data incidents in the period of this report.

II. Statement of Commission's and Accounting Officer's responsibilities

Under the International Development Act 2002, the Commission must make to the Secretary of State in each year a report on the discharge of its functions during the period of 12 months to 30th September. The Secretary of State will lay a copy of the report before each House of Parliament. In preparing the statement of income and expenditure included in the report, the Accounting Officer is required to comply with the requirements of the Government Financial

Reporting Manual and, in particular, to observe any Accounts Direction issued by the Secretary of State, including the relevant accounting and disclosure requirements, and apply suitable accounting policies on a consistent basis and make judgments and estimates on a reasonable basis.

The CSC has regard to the Framework Document, agreed between the CSC and FCDO, which sets out finance and accounting requirements in meeting these obligations. The Permanent Secretary and Accounting Officer of FCDO designated the Chair as the Accounting Officer of the CSC. The responsibilities of an Accounting Officer, including responsibility for the propriety and regularity of the public finances for which the Accounting Officer is answerable, for keeping proper records and for safeguarding the CSC's assets, are set out in Managing Public Money published by HM Treasury. The CSC's Accounting Officer has attended relevant training provided by HM Treasury.

The Accounting Officer confirms that the Annual Report as a whole is fair, balanced and understandable, and that he takes personal responsibility for the Annual Report and statement of income and expenditure and the judgments required for determining that it is fair, balanced and understandable. The CSC's accounts are inspected and reported upon by professional auditors.

The Accounting Officer has taken all reasonable steps that he ought to have taken to make himself aware of any relevant information and to establish that the staff engaged in this work are aware of that information.

III. Governance statement

The CSC was established under the 1959 Act to administer the Grant-in-Aid, select the persons to receive the Commonwealth Scholarships, place the holders of Commonwealth Scholarships at universities in the UK; and oversee the welfare of the Commonwealth Scholars throughout their awards.

The Commission consists of a Chair and not less than nine nor more than fourteen members appointed by the Secretary of State, of whom not less than four shall be appointed as holders of high academic office. Commissioners are volunteers and receive no remuneration, save for an honoraria of £300 for participation in selection meetings. The Chair receives an annual stipend of £12,000.

The Commission and its Committees consider the following matters annually:

- Government policy as it applies to the CSC and the Scholarships
- CSC's governance, membership and policies
- CSC's audit and risk management
- Commission strategy including CSC's Corporate and Business Plans and CSC's performance against them
- Allocation of budgets to programmes, administration and programme support
- Awards policy and process
- The issue of disadvantage and safeguarding
- Selection: the mechanisms for selecting scholars, contents of the application, outreach, the selection process, management of selection committees and financial outcomes
- Scholars: policies relating to the Scholars and their activities in the UK, rules and regulations, placements and the general well-being of Scholars
- CSC's engagement and alumni strategies
- CSC's programme for the evaluation of impact of awards
- CSC's relationships and joint-funding agreements with UK universities
- Production of an Annual Report
- Other policies that may impact the administration of the Scholarships.

Governance Framework

The full Commission meets three times per year, supported by four committees, namely Audit & Risk Management (ARM), Awards Policy, Evaluation and Monitoring, and Finance Committees. The Chairs of these Committees, with the CSC Chair and Deputy-Chair, comprise the Executive Group, which normally meets twice annually. Separate committees of Commissioners are convened to handle the selection of scholarship recipients.

The CSC may appoint independent members to all committees.

Commissioner attendance at full meetings was as follows in the period of this report:

Professor Robin Mason Chair 100% 2/2
[from January 2022]

Mr Richard Middleton 100% 1/1
[Chair to December 2021]

Professor Madeleine Arnot 100% 3/3

Professor Sarah Hawkes 66% 2/3

Professor Paul Jackson 0% 0/3

Ms Emma Judge 66% 2/3

Professor Catherine MacKenzie 100% 3/3

Professor Nuala McGrath 100% 3/3

Professor Morag McDonald 100% 3/3

Professor Alfredo Saad Filho 66% 2/3 [to April 2022]

Dr Christine Thuranira-McKeever 66% 2/3

Professor John Wood 66% 2/3

Professor Kevin Ibeh 100% 3/3

Professor James Smith 100% 3/3

Professor Parmjit Jat 100% 3/3

The ARM Committee advises the CSC and Accounting Officer on:

- The arrangements by which CSC accounts for its expenditure, including both internal controls and external inspection, and recommends any changes required to conform with best practice
- Its oversight of the CSC's programme of internal Audit by FCDO IAID
- The arrangements in place to prevent conflicts of interest for Commissioners and staff
- The CSC's Risk Register and risk management procedures, and ensures that appropriate policies are in place to conform with these
- Compliance of all contractual arrangements which exist between the Commission, its sponsors and its main service suppliers with best practice in terms of risk management
- The CSC's Counter Aid Diversion Strategy (CADS) with oversight of this and regular monitoring of the CADS Action Plan
- Its oversight of Safeguarding, Anti-fraud measures and GDPR

The Awards Policy Committee advises the CSC on:

- Allocation of budgets between programmes; policy for all Scholarship and Fellowship programmes including on policy for the recruitment of award-holders and liaison with nominating bodies; proposals for ideas for new Programmes

The Evaluation and Monitoring Committee advises the CSC on:

- Evaluation of CSC's programmes by identifying their impact on individual award holders, on their home countries and on wider international activities, and on systematic data as the evidence base for Commission discussions of policy and processes

The Finance Committee advises the CSC and Accounting Officer on:

- Budgets made available to the Commission from Government Departments and policy set by the Commission to ensure that these are appropriately allocated and properly accounted for
- Arrangements by which the Commission presents its accounts; and on approval of end-of-year expenditure reported by its service providers
- Proposals from service providers for the costs of providing the menu of agreed services in the following financial year, and recommendations to the Commission as appropriate; and on satisfaction with the internal controls in place for the management of expenditure
- The MoU or other contractual arrangements which exist between the Commission, its sponsors and its main service suppliers
- Forecast award expenditure and any action taken in the event of significant forecast budgetary under- or over-spend. A budget to meet the Commission's operating costs and any action taken in the event of significant forecast budgetary under- or over-spend
- A budget to meet the costs for the Commission's Engagement and Alumni Strategies, and for programmes of Recruitment and Outreach, and Monitoring and Evaluation; and on any action taken in the event of significant forecast budgetary under- or over-spend against these headings
- The formal record of recommendations made to selection committee chairs for the allocation of resources to new awards

Commission Performance

The Chair has individual conversations with Commissioners each year. These meetings focus on Commission performance and individual contributions. The Chair had review meetings with each of the Commissioners due for reappointment during the period of this report in order to make recommendations to the Minister. Commissioners also had the opportunity to relay via FCDO any feedback on the performance of the Chair. The Commission has taken forward the recommendations provided by FCDO IAID in its audit of Commission Board Effectiveness and has developed a process for annual review of Commission effectiveness.

All Scholars are surveyed each year on the effectiveness of the Scholarship and its administration as part of the anonymous survey and the results of this survey are reviewed by the Evaluation and Monitoring Committee. Despite all the additional pressures on Scholars and the CSC Secretariat brought about by Covid, in 2020/21, 82% of Scholars reported that the support they had received from CSC had been excellent or good.

Corporate Governance Code

The CSC has considered HM Treasury's Corporate Governance Code as it applies to a small Non-Departmental Public Body, and, where the Code is materially relevant, the CSC and the Accounting Officer consider that the CSC does conform.

Risk Assessment

The following key principles outline the CSC's approach to risk management and internal control which it seeks to align with FCDO's processes:

The CSC's risk policy is that it:

- Has responsibility for overseeing risk management within the organisation as a whole
- Has an open and receptive approach to solving risk problems
- Has a generally low risk appetite and makes conservative and prudent recognition and disclosure of the financial and non-financial implications of risks

CSC has a Risk Framework and a Risk Register which is reviewed three times a year by the Audit and Risk Management Committee and by the full Commission once a year. CSC only faced one risk classified as severe after mitigation in 2021/22; this risk has now been managed and is now not material.

The CSC's Risk Framework and Register incorporate this approach to risk management. The CSC and its Secretariat seek guidance where appropriate from FCDO on risk management issues and are currently undertaking a review of both the Risk Framework and the Risk Register with advice from FCDO. The CSC and its Secretariat conduct risk assessments of relevant higher risk activities, e.g., a risk assessment is undertaken for all CSC-organised events.

Scope of responsibility

As Accounting Officer since 1 January 2022, I accept responsibility for maintaining a sound system of internal control that supports the achievement of the CSC's policies, aims and objectives whilst safeguarding the public funds and assets for which I am personally responsible, in accordance with the responsibilities assigned to me in Managing Public Money.

The purpose of the system of internal control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of CSC policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place for the year ended 31 March 2022 and up to the date of approval of the Annual Report and accords with Treasury guidance.

The Secretariat regularly reports to the Commission on expenditure to date, forecast outturn and projections for future years. These projections enable the CSC to assess the potential impact of increased tuition and maintenance fees. The CSC has considered, together with the FCDO representative, the impact of any changes in entry requirements for Scholars.

Relevant administrative staff have obtained accreditation (Level 1) with the Office of the Immigration Services Commissioner (OISC).

The CSC works closely with FCDO's Scholarships Unit, which is represented at meetings of the Commission and its Finance Committee.

Review of effectiveness

As Accounting Officer, I have responsibility for reviewing the effectiveness of the CSC, particularly its system of internal control. This review of the effectiveness of the system of internal control

is informed by the work of the ACU, which has responsibility for the development and maintenance of the internal control framework that is separately audited, and responds to advice from FCDO, FCDO's Internal Audit reports, comments made by the firm engaged in the inspection of CSC's accounts and other reports. I have been advised on the implications of the results of such reviews, on the effectiveness and fitness for purpose of systems of internal control by the ARM Committee.

Data Quality

All information presented to the Commission is derived from existing management information systems. The CSC is content with the quality of the data presented to it and considers it sufficient to properly inform decision making.

CSC is assured that ACU has systems in place to ensure that all personal data is handled in compliance with GDPR and has access to professional advice in this area. ACU offers regular training to ensure that its staff are kept up to date on Data Protection and GDPR compliance, and FCDO IAID undertook an audit of GDPR during the 2020/21 financial year with all recommendations from that being taken forward.

B) Remuneration and staff report

The Commission has continued the arrangement under which its Secretariat and other management functions are provided by the Association of Commonwealth Universities and the British Council. The Commission does not itself have any employees. The effectiveness and value for money of these arrangements are formally reviewed annually by the Finance Committee, which recommends appropriate action to the full Commission.

C) Parliamentary accountability and audit report

CSC monitors the regularity of its expenditure through its expenditure approval process and by scrutinising expenditure against budget.

CSC levies no fees or charges. It experienced no losses or special payments. It has no remote contingent liabilities.



Professor Robin Mason
Chair

Commonwealth Scholarship Commission in the UK

Membership of the Commonwealth Scholarship Commission in the UK

Professor Robin Mason

(from January 2022)

Chair, Commonwealth Scholarship Commission in the UK

I am Pro-Vice-Chancellor (International) at the University of Birmingham and I am responsible for all aspects of the University's global engagement. I am the executive lead for LGBT+ equality in the University. I have held senior leadership positions in higher education since 2006 and have been a member of the executive board of two UK Russell Group universities. As Chair, I am responsible for ensuring the CSC makes good decisions (consistent with UK Government priorities) and for ensuring the Commission develops and implements an effective strategy. I am firmly committed to the mission of the CSC—to provide opportunities for talented and motivated young people who could not otherwise afford them—having myself been educated from the age of 11 thanks entirely to scholarships. My academic research concentrates on the incentives faced by economic agents in situations when they have imperfect information about their environment. I am a decision-making Member of the Competition Appeal Tribunal, and previously of the Competition and Markets Authority, and the Financial Conduct Authority. I have acted as advisor to a number of regulators, in both the UK and internationally; to the Prime Minister of Mauritius on competition policy; and to a number of private-sector companies worldwide.

Richard Middleton

(from January 2015 to 31 December 2021)

Chair, Commonwealth Scholarship Commission in the UK

I work as an interim Registrar or Chief Operating Officer at UK universities. My experience also includes working for the Medical Research Council in The Gambia and supporting universities' research programmes in sub-Saharan Africa.

Professor Morag McDonald

(from May 2020)

Deputy Chair, Commonwealth Scholarship Commission in the UK and Chair, Finance Committee

Dean of College of Environmental Sciences & Engineering at Bangor University

I am Professor of Ecology and Catchment Management at Bangor University. I have been an active researcher in international environmental issues for over 25 years, with broad research expertise in forest restoration through fallow management. I have field experience in 14 countries across Africa, Asia and Latin America.

Professor Madeleine Arnot

(from October 2018)

Chair, Awards Policy Committee

Emerita Professor of Sociology of Education, Jesus College, University of Cambridge

As a sociologist, I have had over 40 years' experience supervising international graduates on social justice and inclusion in education, especially in relation to gender, ethnicity/'race' and social disadvantage and have advised on gender equality policies and citizenship education. I directed a five-year DFID funded research project in Kenya, Ghana, India and Pakistan on youth, poverty and citizenship and currently edit a Routledge monograph series on 'Education, Poverty and International Development'. I am also involved in a project focused on rethinking and recentring educational research practice for Southern contexts. In recent years I founded the Centre for the Study of Global Human Movement at Cambridge and am currently exploring the education of displaced youth in the Global North and South. As CSC Chair of the Awards Policy Committee, I am keen to find ways of strengthening the dissemination of Scholars' research and promoting strong research-focussed partnerships across the Commonwealth.

Professor Sarah Hawkes
(from May 2020)
Professor of Global Health, University
College London

I am Professor of Global Public Health at UCL and co-chair of the Lancet Commission on Gender and Global Health. I undertake research on the evidence-to-policy process and work with both the multilateral systems and national governments to promote gender-responsive policies to improve health.

Professor Paul Jackson
(from October 2018)
Chair, Evaluation and Monitoring Committee and
Lead Commissioner Knowledge Hubs

Professor of African Politics and Director of
Research, College of Social Science, University of
Birmingham

I have a lot of experience of working with Commonwealth Scholars at postgraduate level in Birmingham and internationally. I am Director of Research for the social sciences and a researcher with extensive experience across the Global South, specialising in post-conflict governance. I also sit on several international committees, including the UN Committee of Experts on Public Administration, where I am responsible for monitoring SDG16 and am a member of the UK Research Excellence Framework panel for Development and Anthropology.

Emma Judge
(from October 2018)
Lead Commissioner Development Impact

Interim Director of Sense International /
International Development Consultant

I am an international development consultant and published author, with a special interest in disability, health and education. I have spent more than 25 years living and working in Africa, Asia and Latin America for INGOs and government agencies, helping facilitate sustainable social and economic change for vulnerable and disadvantaged people, and strengthening pathways to impact using an evidence-based approach. I am currently working as the Head of East Africa for Deaf Child Worldwide.

Dr. Catherine MacKenzie
(from May 2020)
Chair, Audit & Risk Management Committee

Dean of Degrees, Green Templeton College Oxford
& Bye-Fellow, Magdalene College Cambridge

As a former Commonwealth Scholar myself (UK to Australia), I have a long term commitment to upholding the values of the Commonwealth and to ensuring that CSC continues to play an important role in the UK's development aid strategy, helping to build a safer, healthier and more prosperous world. As a barrister, I have a particular commitment to upholding the rule of law and promoting good governance. I have served as Chair of the Board of Scrutiny of Cambridge University and PVC of an Australian university. I am currently a Tribunal Judge, Chairman of the Plant Varieties and Seeds Tribunal, Governing Master of the Bench of Inner Temple (Inn of Court for barristers), Academic Governor of the Inns of Court College of Advocacy, member of the UK Committee on Radioactive Waste Management, member of the UK Agricultural and Horticultural Board and member of the Architects Registration Board Prescription Committee. Earlier in my career, I worked with the United Nations, the World Bank and the Asian Development Bank throughout Africa, Asia and the Pacific.

Professor Nuala McGrath
(from January 2017 to December 2022)
Lead Commissioner Equity and Access

NIHR Global Health Professor at the University
of Southampton

I am a Professor of Epidemiology and Sexual Health at the University of Southampton, and NIHR Global Health Professor. I work primarily on HIV and STIs in sub-Saharan Africa. I have spent more than 25 years strengthening research capacity at research institutions in sub-Saharan Africa and training future global health specialists.

Professor Alfredo Saad-Filho
(from October 2018 to April 2022)
Professor of Political Economy and International
Development, and Head of Department of
International Development at King's College London

I was a Senior Economics Affairs Officer at the United Nations Conference on Trade and Development between 2011-12. I am particularly interested in development strategies, and work primarily in the fields of economic growth and development, globalisation, and the international economic order.

Dr. Christine Thuranira-McKeever

(from May 2020)

Vice-Principal, Equality, Diversity and Inclusion and Director of Distance Learning, Royal Veterinary College (RVC), University of London

In my role, I work with post graduate students from around the world and have supported many cohorts of Commonwealth Scholars over the last ten years. As part of this work, I also regularly engage with institutions in the global south to create partnerships to support students and in so doing, help strengthen their institutional capacity. My academic background is in agricultural economics and I spent the early part of my career working in international development.

Professor John Wood CBE, FREng

(from May 2020)

I am a materials scientist by background focusing on non-equilibrium processing of materials. I have held academic posts at several UK universities and ended my academic career as Principal of the Faculty of Engineering at Imperial College in London. Before that I was seconded from Nottingham University to the Central UK laboratories as Chief Executive and became heavily involved in international research policy and research infrastructures including as a founder director of the Diamond Light Source. After Imperial College I was appointed Secretary-General of the Association of Commonwealth Universities. I remain a consultant to CERN in Geneva. I am a member of Brunel University Council. I hold a number of honorary professorships at UK universities. I chair the advisory board of the Spanish Energy Institute.

Professor Kevin Ibeh

(from March 2021)

Lead Commissioner Marketing, Communications and Brand

Pro Vice-Chancellor (International) and Professor of Marketing and International Business at Birkbeck, University of London.

I started my academic career in Africa and I have particular interest in advancing internationalisation and international entrepreneurship activities among firms in Africa, the Global South and beyond, as a route to facilitating sustainable economic development. My consulting and advisory work with the World Bank, the OECD, UNCTAD, and others has focused on the above themes, including the emergence of African multinationals. I am Lead Series Editor of the Palgrave Series of Entrepreneurship in Africa and the immediate

past chair of the Universities UK sub-Saharan Africa policy network. In addition to senior leadership roles in the UK HE sector, I have served and continue to serve in expert capacities for universities and organisations across Africa, Asia, Australasia, the Caribbean, Europe, and North America.

Professor Parmjit Jat

(from March 2021)

Professor of Molecular Cellular Biology in the UCL Institute of Prion Diseases at UCL, MRC Investigator within MRC Prion Unit at UCL and Departmental Graduate Tutor

I am an MRC Investigator and lead the Cell Biology Programme. I am also the Departmental Graduate Tutor responsible for the Unit 4yr PhD programme.

Before joining the UCL Queen Square Institute of Neurology to work closely with the MRC Prion Unit, my research interests were focussed on disorders of cell growth including cancer with an emphasis on cell immortalisation. I developed the “Immortomouse”, a novel H-2Kbtsa58 strain of mice that can be used to derive conditionally immortal cells from a wide variety of tissues.

Since joining the Prion Unit, I have maintained my research interest in cancer but have focused on prion research and led the development of in vitro cell models for propagating human prions in culture and investigating how they cause neurodegeneration.

Professor James Smith

(from March 2021)

Vice Principal International and Professor of African and Development Studies at the University of Edinburgh

I am responsible for shaping and implementing the University’s Internationalisation Strategy, activities and collaborations. I am a former director of the University’s Centre of African Studies and Global Development Academy. Prior to joining the university in 2003 – initially as a research fellow – I worked at the University of the Witwatersrand, Johannesburg and Oxfam Southern Africa.

My research focuses on the role of science, technology and innovation in poverty alleviation. My current work examines research into and control and treatment of African trypanosomiasis in both humans and animals across the tsetse fly belt of Africa.



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