



Canon  
Collins

Educational & Legal  
Assistance Trust

Scholarship in Action  
**IMPACT REPORT 2004-2014**



OUR MISSION:

TO CREATE A  
COMMUNITY  
OF EFFECTIVE, ACTIVE  
LEADERS  
AND ORGANISATIONS  
ACROSS SOUTHERN  
AFRICA  
WHO CREATE AND USE  
KNOWLEDGE  
TO BUILD AN OPEN  
AND JUST SOCIETY.

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## SUMMARY OF KEY FINDINGS

The key findings of the report are as follows:

- 1, 241 people have studied on Canon Collins Scholarships over the past decade. 63% of these studied in South Africa and 31% in the UK.
- There has been increasing diversity of scholars in terms of gender and nationality over the past decade and particularly the past few years. Over the past three years, Canon Collins scholars have been 62% female and 53% non-South African.
- 96% of alumni who have been traced are living and working in Africa. Most are based in their country of nationality.
- Alumni work mainly in academia and research (particularly public universities), government and civil society. Most current scholars indicated that their immediate plans after the scholarship were to continue with further study.
- Alumni are active members of their communities, particularly through mentoring young people.
- The most significant outcomes of the scholarship programme in terms of impact on career were identified as improved knowledge of theories and policies and better technical skills.
- The most significant outcomes of the scholarship programme in terms of affecting ability to lead change were personal empowerment, access to new platforms, improved technical skills and greater expertise.
- Knowledge gained through scholarship is highly valued and widely shared within professional sectors and communities. The main methods of knowledge transfer are workshops and formal training, lecturing and teaching, mentoring and supervising junior colleagues, and research dissemination and application.
- The main challenges alumni face after their studies are institutional barriers to change, personal professional development issues, and finding the right role and organisation from which to put their scholarship 'into action'.
- The main challenges faced by current scholars differ according to whether they study in the UK or South Africa. In the UK, adjusting to a different academic environment is the main challenge. In South Africa, unforeseen obstacles in research constitute the main challenge.
- Scholars and alumni cited research and professional development as the main areas where the Trust could strengthen its programmes to achieve greater impact. Research fellowships, internships, professional mentoring and leadership training were suggested as possible interventions to address these issues.

## INTRODUCTION

Canon Collins Educational and Legal Assistance Trust's long and unique history has given it deep understanding of the role of the 'activist-scholar' in the southern African context. The two trusts out of which it is formed have been funding public interest law, legal research and scholarships since 1981. Initially the scholarships were for South African and Namibian political exiles and then, after 1994, for scholars from across the region. The Trust sees education as empowering for individuals and transformative for societies. Postgraduate education in particular is valued for its contribution to thought leadership and activism, technical expertise and locally grounded research and innovation. Canon Collins scholarships have been awarded to those who share the Trust's commitment to social justice and who demonstrate a commitment to the public good. Postgraduate scholarships are an important pillar of the Trust's work, which also includes support for civil society organisations working in education and human rights. Scholars are seen as part of a community of activists who create and use knowledge to build open and just societies in southern Africa.

Since 1981 the Trust has supported about 3000 people from 14 countries to pursue further study, mostly at postgraduate level. This report draws together information collected about Canon Collins scholars and alumni since the last in-depth review in 2007, and the extensive tracing activities which have been conducted since then. It begins with a general picture of the scholars the Trust has supported over the past decade, then presents the results of two recent surveys offering more detailed insight into the experiences of current scholars and of recent alumni. The report seeks to identify and understand the outcomes of the Canon Collins Scholarship Programme. It explores how this has changed since 2004 and how the Trust might further shape its future programmes to leverage the greatest impact from its scholarships.

## About the Trust

Canon Collins Trust works to build a community of change agents across southern Africa who create and use research for social impact. Its unique approach to 'scholarship in action' fosters collaboration and learning between scholars, activists and civil society organisations. The Trust funds postgraduate studies and research, makes grants to education and human rights NGOs, and runs an international events programme aimed at exploring the role of the 'activist scholar' in the southern African context. Its approach is underpinned by a spirit of solidarity rooted in its history in the anti-apartheid struggle.

## Objectives

- Identify the key results of Canon Collins scholarship programmes since the 2004/2005 academic year.
- Synthesize insights gained into current scholars' experiences on Canon Collins Scholarships in South Africa compared to the UK.
- Explore the different ways in which Canon Collins Scholars influence change and contribute to open and just societies
- Understand more about the challenges facing Canon Collins scholars during and after their scholarships.
- Identify ways to improve the programme to better support scholars and enable alumni to have maximum impact on their communities.

The report contains three parts:

- **Part 1** draws on the Trust's database to present general data about Canon Collins scholars from 2004 to 2014. It shows where they came from, what and where they studied, and their current country of residence and sector of employment.
- **Part 2** presents the results of the first Scholars' Survey, conducted in December 2013. This provided insight into the experience of current students, including their comments on the most valuable aspects of the programme, challenges they encountered, and suggestions for improvement.
- **Part 3** presents the results of the 2014 Alumni Survey. This offers a more in-depth analysis of how the scholarships have contributed to alumni career development and ability to lead change in their communities.

### ***'Realising Potential': A Quarter-Century Review, 2007***

To mark the Trust's 25<sup>th</sup> anniversary in 2005-06, a comprehensive review of scholarship programmes was conducted. This report, *'Realising Potential'*, has been the only overview of the entire scholarship programme to date. *'Realising Potential'* explored the impact of Canon Collins scholarships on the lives of alumni, their contribution to their communities, and their feedback on their Canon Collins scholarship experience, using a sample of 73 students.

The following points were among the report's key findings:

- Canon Collins Trust students benefit significantly from their scholarships, which empower them to develop academically and professionally, and also contribute to their families and communities; and
- Canon Collins Scholars impact positively on southern Africa through careers which are predominantly based within the public sector and civil society.

A number of recommendations from the study have been implemented over the past decade. Key among these are:

- (i) An emphasis on scholarships for study in South Africa, both in terms of numbers of scholars and of amounts of funding disbursed;
- (ii) Establishment of a range of priority areas of study for the scholarships, namely law and human rights, public health, education, and conservation and biodiversity;
- (iii) Launch of an alumni programme supported by further research into alumni activities and enhanced record-keeping which has seen the Trust expand its engagement with alumni

## BACKGROUND

The Trust has changed considerably over the past ten years. The proportion of scholars who are studying in South Africa has increased significantly, as have the numbers of non-South African scholars. Over the past three years, the new system of priority areas has seen roughly half of all scholarships being awarded in the fields of law and human rights, public health, education and conservation and biodiversity. Shifts in the selection process and programme implementation mean that being a Canon Collins scholar today is different in many ways from 2004.

The core aims of the Canon Collins scholarship programmes remain unchanged. The Trust sees a scholarship both as personally empowering and as an intervention that enables individuals to have a greater impact on their communities. It believes that strong leadership is crucial for development progress in the priority areas of health, education, environment and human rights. Canon Collins selects scholars who share the Trust's commitment to social justice, who can demonstrate their commitment to return to their home countries, and who the Trust believes have the potential to lead change in their sector. The Trust's international network of alumni is sustained by Alumni Associations and Representatives.

### Canon Collins Scholarships in 2014

In 2014 the Trust is running 11 scholarship programmes with a range of partner organisations. There are 140 scholars on Canon Collins-supported programmes in South Africa, Malawi and the UK. In 2013 the Trust moved the bulk of its scholarship applications to an online system. It continues to invest in improved selection processes, including face to face interviews. The Trust has also been piloting a mentoring programme for law students, an Alumni Impact Award initiative, and leadership and career development workshops. Progress of scholars is monitored through biannual reports submitted to the scholarships team by the scholars and their academic supervisors.

## Scholarships in 2014

**Canon Collins Scholarships for Masters Study in the UK** for scholars from southern Africa to study at selected UK institutions.

**Canon Collins Scholarships for Study in South Africa** for scholars from southern Africa to study at any South African university for an Honours, Masters or PhD.

**Kader Asmal Fellowships** for scholars from South Africa to study in Ireland.

**Chevening Scholarships** for South Africans to pursue Masters study in the UK at any university.

**Commonwealth Scholarships** for Commonwealth citizens to pursue Masters or PhD study at any UK university.

**James Learmonth Scholarship at Chancellor College, Malawi** for the MEd course in Education Policy, Planning and Leadership.

**Graça Machel Scholarships for Women** for study at South African universities at Honours, Masters or PhD level.

**The Equal Education Scholarship** for staff of Equal Education to pursue postgraduate study in South Africa.

**Edinburgh Business School MBAs by Distance Learning** for students from sub-Saharan Africa to study part-time.

**University of London Law Scholarships by Distance Learning** for South African students to study for an LLM.

**Leigh Day Law Scholarships at the University of the Western Cape** to study for the final two years of the LLB course.



## Part 1: A DECADE OF CANON COLLINS SCHOLARSHIPS

This section presents an overview of existing data on the 1, 241 Canon Collins scholars who have studied between 2004 and 2014. This figure includes all scholars on Canon Collins-supported programmes (ie those which are funded wholly or partly by the Trust as well as those which are funded by partners and managed by the Trust). It does not include Edinburgh Business School Scholars or GreenMatter Fellows, as these are service agreements where the Trust provides a limited range of scholarship services to external clients.

The chapter draws on the Trust's database to indicate the numbers, nationality, gender, country and university of study, and level of study of all scholars over the past decade. In some cases, figures for the last three years differ significantly from the past decade overall, and these are indicated in comparative graphs. Details on the country of residence and employment sector of traced alumni are presented at the end of the section.

### Limitations

This section makes use of the information about Canon Collins scholars and alumni in the Trust's database. The database has been substantially upgraded over the past few years, with more than

2, 000 alumni records added or updated since 2011 through tracer studies and research. However, some gaps and inconsistencies remain.

**The largest gap relates to scholars studying in South Africa** during the decade between 1999 and 2009. During this time scholarships were administered by the Canon Collins South Africa Office and not all have been recorded in the UK system<sup>1</sup>. The UK office has been able to trace records of some but not all of these scholars.

**Database review for this section was conducted in May 2014**, when the Trust had awarded more than 90% of its 2014 scholarships, and the 2014 South Africa cohort was confirmed. However, at this time the 2014 UK cohort (starting in September) had only just been selected and had not yet begun their studies. Figures for 2014 can thus be taken as indicative.

**Other inconsistencies** relate to data on alumni. Although all alumni data has been checked or updated over the past two years, there are inevitable cases where an individual's situation has changed and the Trust has not been informed.

This report is therefore a summary of the best data available at this time and should not be taken as an exact or exhaustive report on the Trust's activities.

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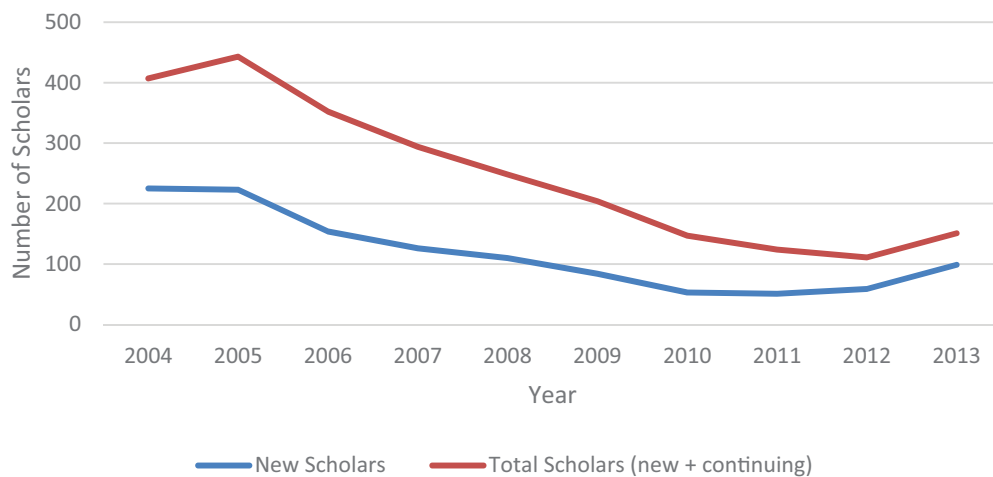
<sup>1</sup> At present there are 2, 778 people identified as scholars/alumni in the Trust's database, with 1,400 of these having studied in the past ten years. This includes scholars on all programmes (including those such as Edinburgh Business School MBAs which are not included in the sample for this report). However, *Realising Potential* indicates that

in 2006 there had been a total of 2000 scholars, suggesting that there may be up to 1000 scholars whose records do not appear in the database. The most likely explanation for this is that records from the South Africa Office, which operated from 1997-2009, are incomplete or have not been fully transferred to the UK office records.

## Scholars and their studies

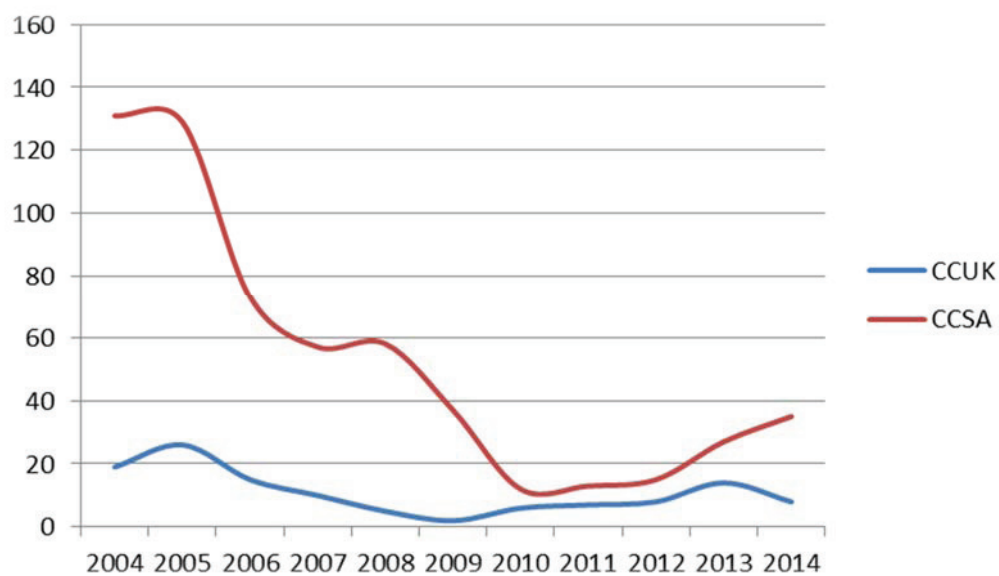
Between 2004 and 2014 there have been 1,241 Canon Collins Scholars.

**Fig. 1 Canon Collins Scholars per Year, 2004-2013**



The number of awards per year decreased between 2004 and 2012, and rose in 2013.

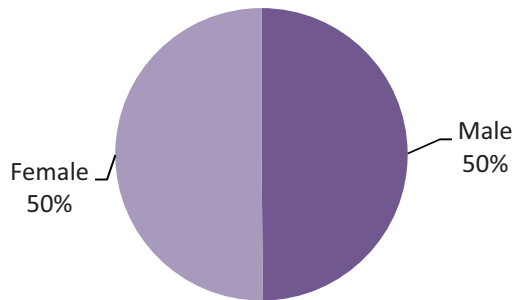
**Fig. 2 Canon Collins Scholars per Year, SA vs UK**



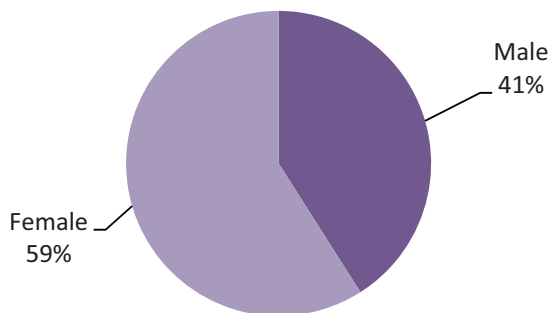
This graph shows data relating to the Trust's 'core' South Africa and UK scholarships, known as Canon Collins South Africa (CCSA) and Canon Collins UK (CCUK).

## Gender Equity

**Fig. 3a Sex of Scholars, 2004-2011**



**Fig.3b Sex of Scholars, 2011-2014**



The data shows that gender equity has been achieved in the provision of Canon Collins scholarships since 2004, with an increasing proportion of awards granted to women over the past four years.

## Alumni Stories

**Rosemary Cumanzala** from Zimbabwe studied for an MA in Gender and Development at the University of Sussex in 2007-2008. She went on to found the Zubo Women's Trust which works to empower women in Zimbabwe's Binga District.

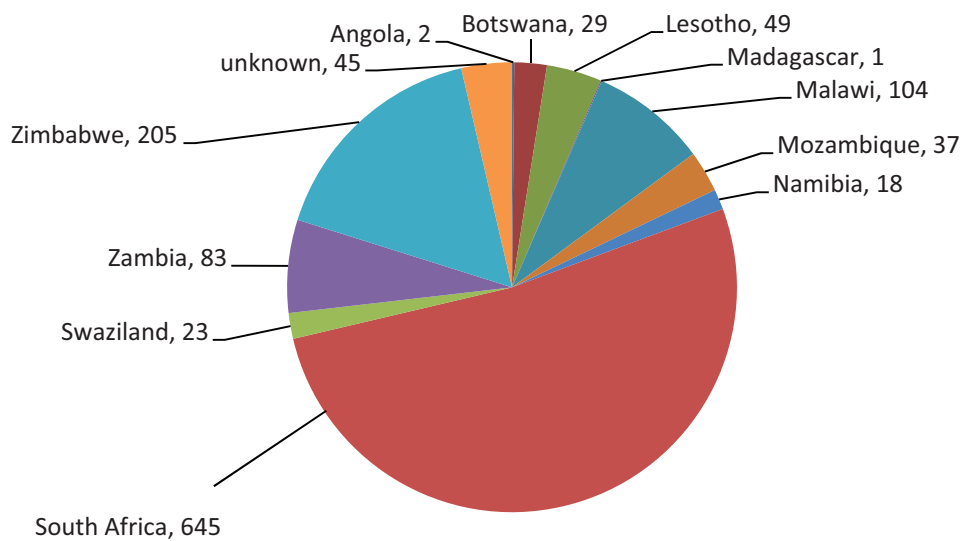
**Zione Galeta** from Malawi works for the Ministry of Education, Science and Technology as an Inspector of Schools based in Blantyre. She started as a teacher before pursuing a Masters in Education Policy, Planning and Leadership at Chancellor College, University of Malawi from 2010-2011.

**Ret'sepile Makamane** is a writer from Lesotho who studied for an MA in Gender and Development at Leeds University from 2008-2009. Since graduating, she has published a number of short stories and begun work on her first novel.

**Nomagugu Precious Ndlela** from South Africa completed a Masters in Public Management at the University of Natal in 2004. She now works for the Agricultural Sector Education & Training Authority as the Provincial Coordinator for Mpumalanga, organizing and assesses skills development activities for farmers across the province.

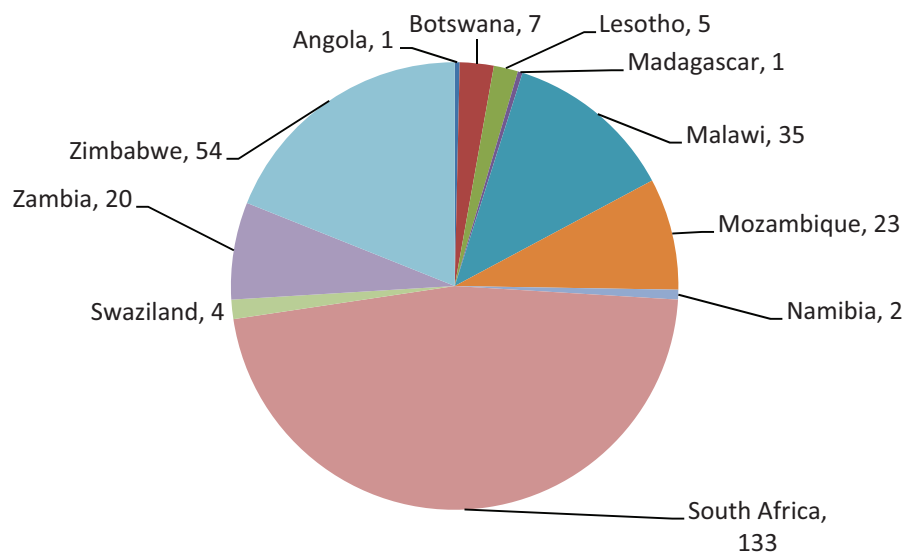
## Nationality

**Fig. 4 Nationality of Scholars 2004-2014**



Canon Collins Scholars come from 11 countries, with South Africa (54%), Zimbabwe (17%), Malawi (9%) and Zambia (7%) contributing 87% of all scholars.

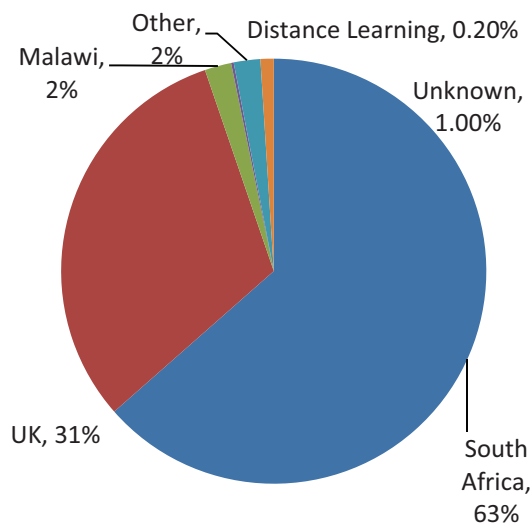
**Fig.5 Nationality of Scholars 2011-2014**



Since 2011 awards to scholars from outside South Africa have increased, with 53% of awards going to non-South African students in this period. In particular, the Trust has seen an increase in the numbers of Malawian and Mozambican scholars.

## Study Location, Subject & Level

**Fig.6 Country of Study, 2004-2014**



The majority of Canon Collins scholars (66%) over the past decade studied in South Africa<sup>2</sup>.

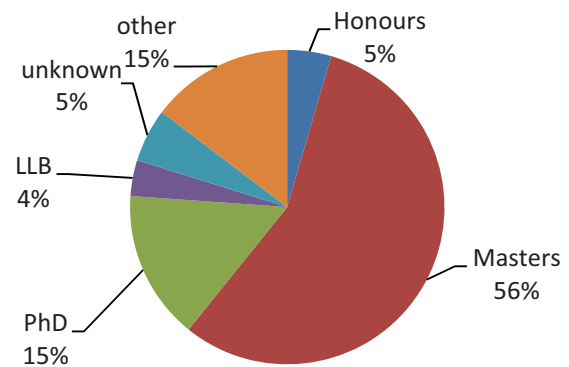
**Fig. 8 Universities with Largest Number of Scholars, 2004-2014**

University	Scholars 2004-2014
University of the Western Cape	137
University of Cape Town	108
Leeds University	83
University of the Witwatersrand	73
University of Pretoria	72

This table shows the five universities with the largest numbers of Canon Collins Scholars between 2004 and 2014. The only British university is Leeds.

<sup>2</sup> The 'Other' category includes Zimbabwean doctors who were funded to finish their medical degrees in Zambia and Malawi, those on the new

**Fig. 9 Level of Study 2004-2014**



The Trust continues to prioritise Masters qualifications overall, with 56% of its awards over the past decade at Masters level.

**Fig.10 Canon Collins PhD Students**



There has been a significant increase in support for PhD students over the past three years.

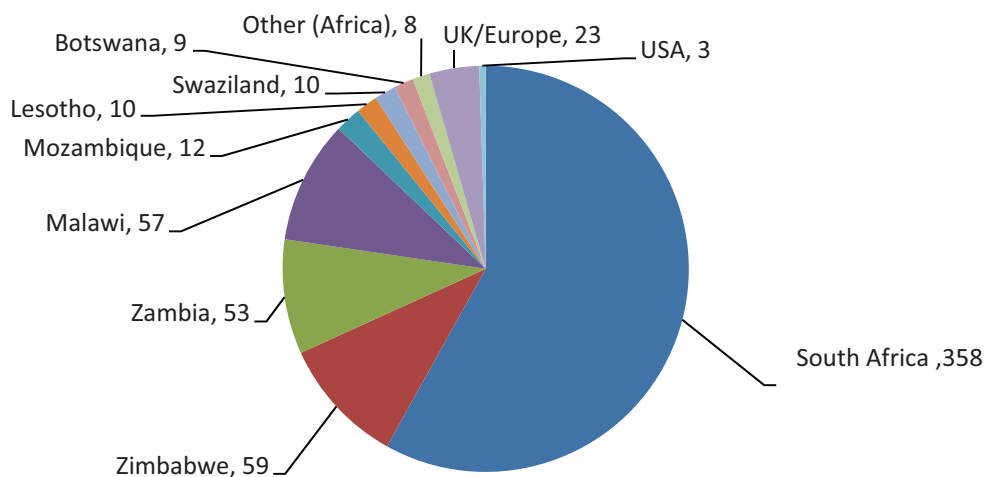
Kader Asmal Fellowships in Ireland, and a few Graça Machel Scholars who have studied in Europe.



## Post-scholarship

### Current Country of Residence

**Fig.11 Current Country of Residence of Canon Collins Alumni (2004-2013)**



96% of alumni with known residency details are based in Africa.

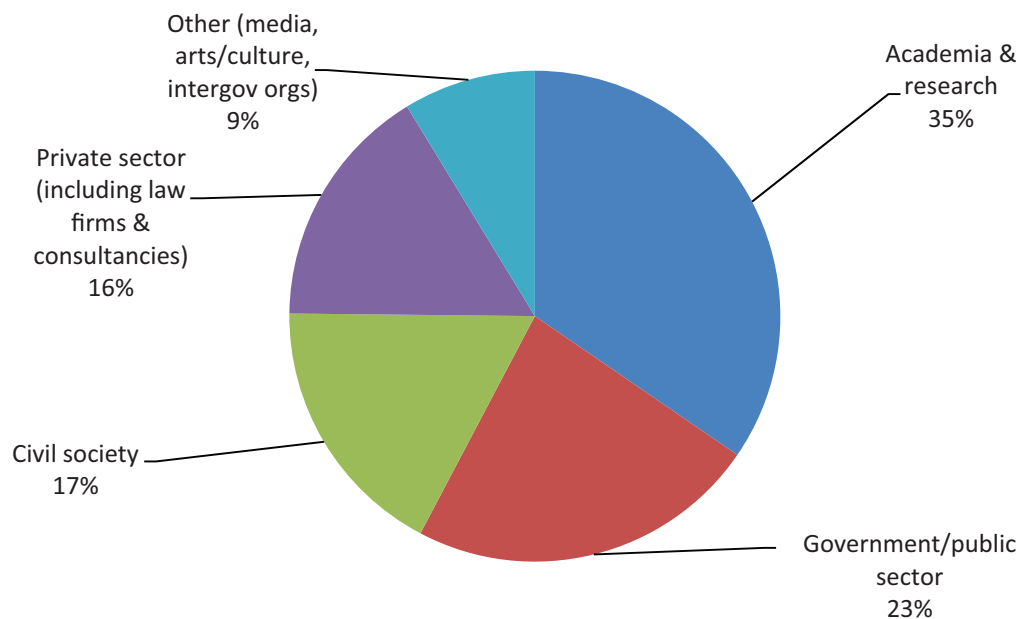
**Fig. 12 Alumni Country of Residence by Nationality (n=575)**

Nationality	Resident in country of Nationality	Resident elsewhere in Africa	Resident in UK/Europe/US
Malawi	87%	10%	3%
South Africa	95%	2%	3%
Zambia	83%	15%	2%
Zimbabwe	44%	42%	14%

Fig.12 shows that of the four countries with the most Canon Collins Scholars during the 2004-2014 period, South Africa has the highest rates of return and Zimbabwe has the lowest. 95% of South African scholars supported during this time with known residency details are currently based in South Africa, as opposed to 87% of Malawians, 83% of Zambians and 44% of Zimbabweans.

## Employment Sector

**Fig.13 Occupational Sector of Alumni 2004-2014 (n=298)**



Canon Collins scholars continue to operate predominantly in the public sphere. The largest proportion of alumni with known occupational sectors work in academia and research (35%), government/public sector (23%), and civil society (17%). Those in academia and research work mostly in public universities, with a smaller proportion in think tanks and research institutes. Those in government are usually in ministries or in public service delivery (most often schools and hospitals). Alumni in the voluntary sector are predominantly working in country offices of large international NGOs.

### Alumni Stories

**Joseph Miti Goma** works for the Zambia Road Development Agency as a Principal Engineer. He completed an MA in Environmental Engineering on a Commonwealth Scholarship at the University of Strathclyde in 2013.

**Patricia Mathabe** studied for her MSc in Research Proteomics (a field of molecular biology) at Cambridge in 2007-08. She is now a Senior Researcher at the Council for Scientific and Industrial Research (CSIR) in South Africa.

**Vukani Lumumba Mthintso** completed a Masters in Politics and International Relations on a Canon Collins Scholarship at SOAS in 2007. He is based at the AU's headquarters in Addis Ababa, where he works as an Advisor to the AU Chair Dr Nkosazana Dlamini-Zuma.

## Summary of Key Findings: Part 1

An overview of existing data on Canon Collins Scholars over the past decade reveals the following key findings:

**More scholars from outside South Africa.** Whereas in 2005 only 20% of scholars came from outside South Africa, over the past decade this has grown to just over 50%. While the Trust still awards the largest number of scholarships to South Africans, there are now significant numbers of Mozambican, Zambian, Zimbabwean and Malawian scholars.

**Increasing numbers of PhD scholars.** The numbers of PhD scholarships has increased sharply over the past three years. Whereas in 2011 only 11 PhD students were supported by the Trust, by 2014 this had risen to 28.

**Increased support for women in recent years.** The Trust has markedly increased its support for women. From 2004-2011, 50% of scholarships were awarded to women, but from 2011-2014 this rose to 59%.

**Decreasing number of scholars per year.** The number of scholars supported per year has dropped significantly since 2004. This is a consequence of a decrease in funding overall (in part due to the termination of Anglo-American and Unilever funding arrangements) combined with an increase in the amount awarded to each scholar.

**More scholars studying in South Africa.** Over the past ten years, 66% of Canon Collins scholars have studied in South Africa.

**Alumni are living and working in Africa.** The vast majority of alumni (96%) with known residency details are based in Africa, with most going back to their home countries.

**Alumni work mainly in academia, government and civil society organisations.** Most alumni with known employment details are active in the public sector. They are working predominantly in academia, government, and international NGOs, and to a lesser extent in local civil society organisations.

### Alumni Stories

**Sebutsoe Nkoanyane** from Lesotho finished his MComm in Economics at Stellenbosch University in 2010. He joined the African Development Bank's prestigious Young Professionals Programme the following year. Based at the Bank's headquarters in Tunis, he is now a Senior Economist.

As Secretary General/Director of Namibia's National Commission for UNESCO, **Dr Marius Kudumo** manages relations between Namibia and UNESCO. Born in Namibia, he completed his PhD in Education Policy Studies at Wits in 2011.

**Malla Mabona** from Malawi finished an MSc in Project Planning and Management on a Canon Collins Scholarship at the University of Bradford in 2004. She now works as a Child Protection Specialist for UNICEF in Lilongwe.

**Funwako Dlamini** works for Swaziland's Ministry of Health in Mbabane as the Principal Environmental Health Officer. He completed an MSc in Environmental Health at the University of Strathclyde in 2013.

**Dr Chester Shaba** from South Africa completed his PhD in Education at Stirling University in 2009. After several years at UNISA, he joined Save the Children as Education Manager for Liberia, based in Monrovia.



**Dr Grace Chipalo-Mutati (Zambia)**

**MSc Community Eye Health**

**London School of Hygiene & Tropical Medicine (2005-6)**

**"It's amazing to watch  
a person's smile after  
sight-restoring surgery.  
I can't think of a more  
satisfying job."**

Grace is Head of the Eye Unit, as well consultant and lecturer at the University Teaching Hospital in Lusaka, the largest public hospital in Zambia. Her postgraduate studies equipped her with an understanding of disease patterns at community level, which helps her in her goal to reduce rates of morbidity caused by common blinding conditions such as glaucoma. On her return to Zambia after her studies, she trained a number of mid-level staff in primary eye care, who then went on to conduct the same training in three more provinces. Grace has also spearheaded the development of a curriculum for a Masters degree in Ophthalmology. For the first time, partly because of her efforts, Zambia started training ophthalmologists in 2011.

## Part 2) SCHOLAR SURVEY 2013

This quantitative survey was conducted as part of the standard progress report for Canon Collins Scholars in the UK and South Africa completed in December 2013. The questions below were included in the end-of-year report form, which is mandatory for all scholars and includes a range of questions about their experience and the quality of support they receive. Unlike the Alumni Survey, respondents did not have the option of anonymity. These graphs contain feedback from 73 South Africa based scholarship holders, 4 studying at Chancellor College in Malawi, and 8 UK-based taught masters scholars.<sup>3</sup>

A total of 45 of these scholars (33 in South Africa, 4 in Malawi and 8 in the UK) were completing their studies that year, and so filled in a slightly different report form to those that were continuing the following year. The latter group completed a form containing more questions about post-scholarship plans. The responses reported on here were optional, closed-ended questions with a freeform option for 'other' responses.

The objectives of the quantitative survey were as follows:

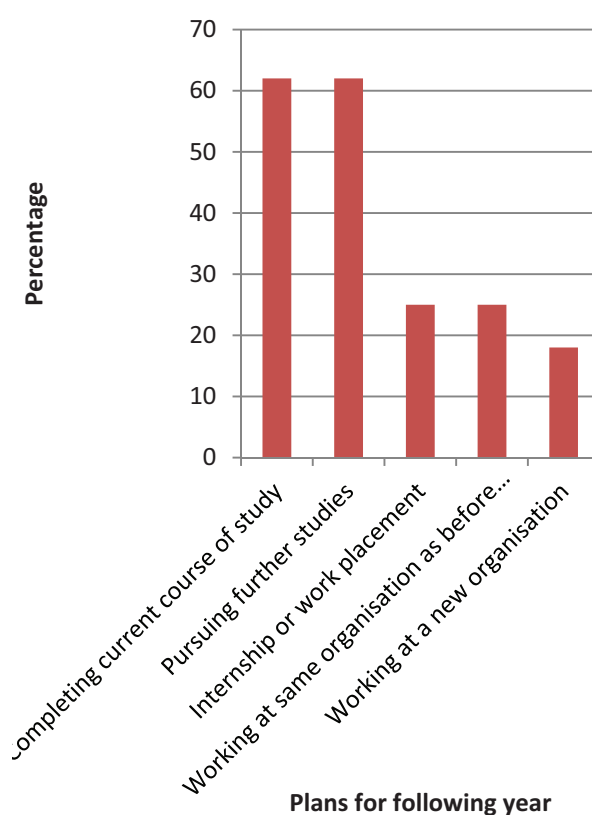
- Investigate scholars' immediate plans post-scholarship.
- Explore how the scholars expected their studies to impact their career.
- Gain insight into challenges scholars face during their studies.
- Gain insight into additional support measures that the Trust could consider offering.

<sup>3</sup> The graphs in this section are drawn from analysis conducted by Scholarships Assistant Heath Thompson.

### Expected Career Trajectory

**Fig. 15 'What best describes your plans for next year (2014?)?' (finishing scholars in SA, n=33)**

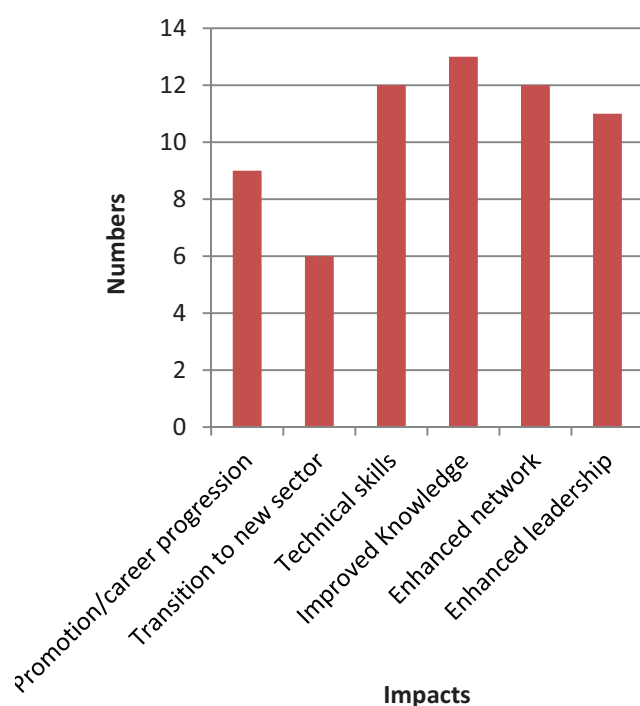
The majority of scholars were planning to either continue their course of study (62%) or pursue further study (62%)<sup>4</sup>. This is a clear indicator that the majority of SA based scholars finishing in 2013 are planning, in at least in the short term, to remain in academia.



<sup>4</sup> Respondents could choose more than one answer to this question.



**Fig. 16 'How do you think this qualification/knowledge will impact your career? (finishing scholars in SA, n= 33)**



Finishing scholars in South Africa indicated that the main aspects of their studies which they believe will impact their careers are improved knowledge of theories and policies (81%), enhanced professional networks (75%) and better technical skills (75%).

*"I would like to spend 2-3 more years in academia...then go into industry, in departments focused on the research and development of new products relating to improving health."*

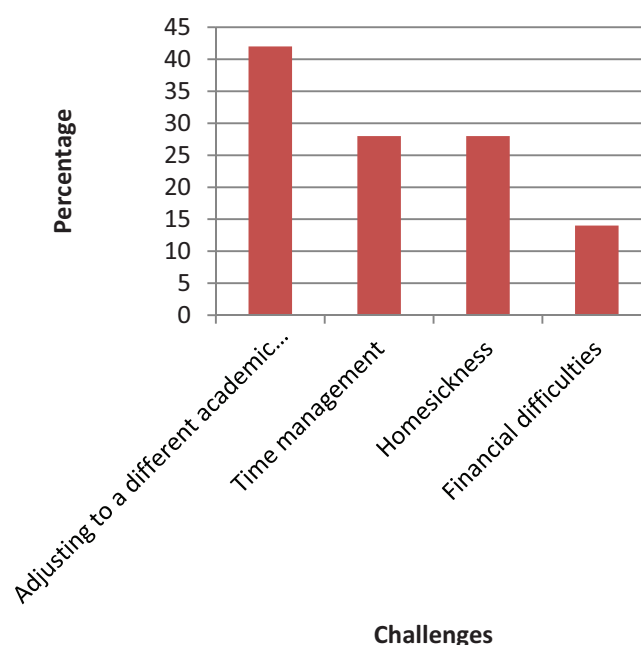
*"The support I receive is more than the money itself...but the level of trust in my ability to succeed."*

## Challenges

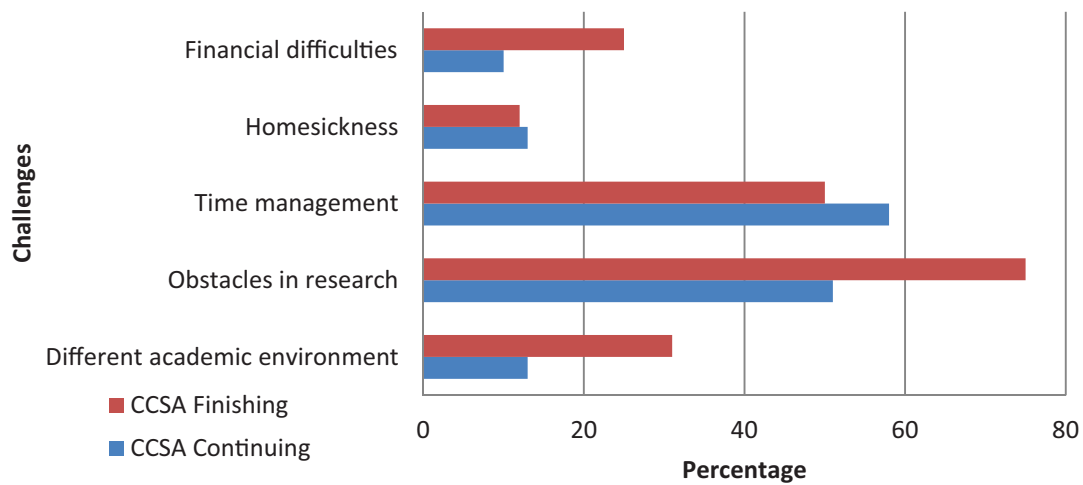
**Fig. 17 'What was your biggest challenge during your studies?'**

### i) UK Scholars (n=8)

The biggest challenge UK scholars faced during their studies was adjusting to a different academic environment. Also significant were time management and homesickness.



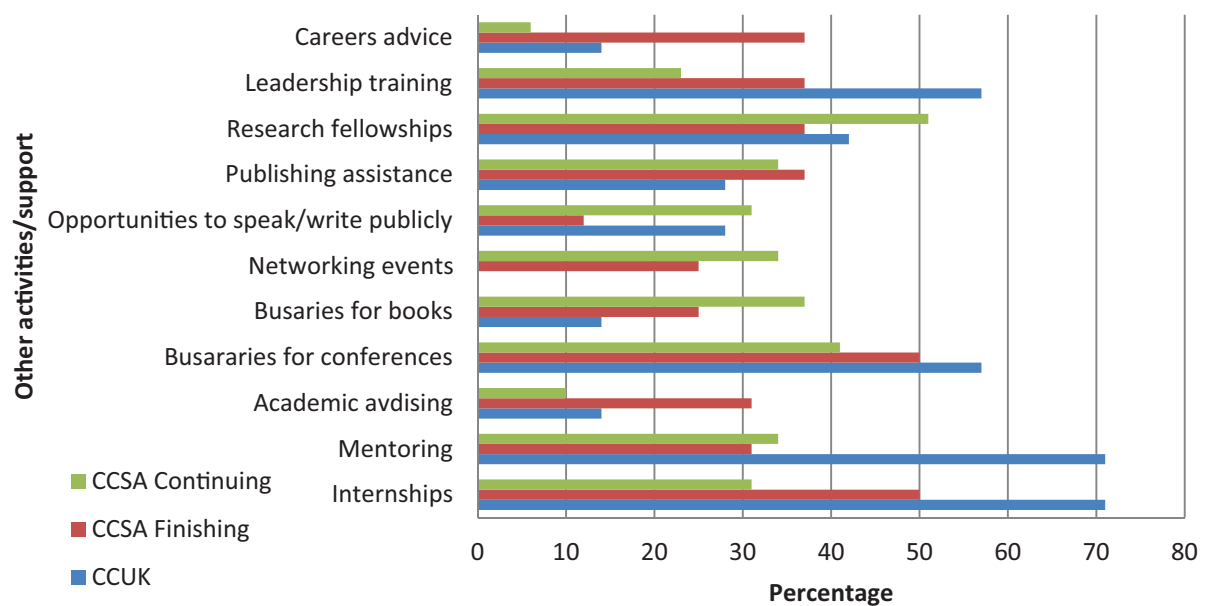
ii) **SA Scholars (n=73)**



The biggest challenges for South Africa based scholars were obstacles in their research (particularly for finishing students) and time management (particularly for continuing students).

### Programme Improvements

**Fig. 18 'What activities/support could Canon Collins offer that would add extra value to the scholarship?' (all scholars, n=85)**



Bursaries for conferences and research fellowships were most popular among scholars based in South Africa, while internships and professional mentoring were the top choices for UK scholars.

## Summary of Key Findings: Part 2

**Scholars studying in the UK and South Africa face different challenges during their studies.** For UK-based scholars, adjusting to a different academic environment is the major challenge, whereas for scholars in South Africa, unforeseen obstacles in research constitute the biggest challenge. All scholars reported time management as a significant challenge, and this was reported most frequently by SA scholars.

**Most scholars are planning to continue studying after their scholarship.** The majority of scholars reported that their plans immediately post-scholarship are for further study rather than work.

**Scholarships are associated primarily with knowledge and technical skills.** When asked to indicate how they thought their scholarship would impact their career, scholars focused on the development of knowledge and technical skills.

**Scholars would like increased support for research and professional development during and after their studies.** The four main interventions scholars identified which the Trust could make to add value to their scholarships were funding for conferences during study, research fellowships, internships and professional mentoring. South Africa-based scholars preferred the more research-focused interventions, and those in the UK preferred internships and mentoring<sup>5</sup>.

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<sup>5</sup> This could be reflective of the more careerist emphasis of UK scholars, who are on taught masters programmes, while their South Africa

### 2013-2014 Scholar Profiles

**Wisdom Basera** (Zimbabwe) is studying for an MSc in Public Health at UCT. He aims to work in epidemiological research on HIV and TB in Africa.

**Palesa Diale** (South Africa) is pursuing a PhD in Chemical Engineering at Wits. Her research focus is on environmental management, especially water pollution.

**Ivan Donduro** (Mozambique) is pursuing an MA in Research for International Development at SOAS. His work explores the limitations and possibilities of evaluating Mozambique's agricultural policy from 1997-2004.

**Siphamandla Goge** (South Africa) is pursuing an MA in Broadcast Journalism at the University of Westminster. He works for the SABC, where he presents a radio current affairs show.

**Grace Mganga** (Malawi) is pursuing an MA in Poverty and Development at Sussex. She works for the Malawian parliament and her research explores factors that have hindered the scaling up of a national cash transfer scheme.

**Lebohang Modise** (South Africa) is pursuing an LLB at UWC. She has been involved in research supporting the Khayelitsha Commission of Enquiry which investigates allegations of poor policing and a breakdown of relations between communities and the police.

based counterparts are on more research-intensive programmes and doctoral programmes.



**Solminic Joseph (South Africa)**

“Becoming an advocate will help me act as a gateway to justice for those who cannot afford it.”

**LLB Law 2011-2012**

**University of the Western Cape**

After graduating with his law degree on a Canon Collins Leigh Day Scholarship, Solminic registered for his Articles of Clerkship at the Equal Education Law Centre. The EELC is a law clinic established in 2012 to engage in public interest litigation and advocacy relating to education in South Africa. It works closely with Equal Education, a movement of learners, parents, teachers and community members striving for quality and equality in South African education. The Law Centre’s goal is to use the law and South Africa’s progressive constitution to ensure the realisation of every learner’s right to an equitable and adequate basic education. Solminic is part of a team providing legal services and representation free of charge to those who would otherwise be unable to afford a lawyer, as well as offering research and policy support to community-based and other civil society organisations.

## Part 3) 2014 ALUMNI SURVEY: RESULTS

### The Survey

The 2014 Alumni Survey aimed to understand more about the impact of Canon Collins scholarships on alumni career development and social change at the community level. The survey was developed using some of the same key questions used in the Scholar Survey, and sent to Canon Collins Alumni in February 2014 using an online survey programme. The questionnaire consisted of multiple-choice, closed-ended and open-ended text box questions which gave respondents the opportunity to comment freely on their experiences.

The survey received 95 responses from Canon Collins Scholars and Alumni in 21 countries over the course of two months. 9 respondents chose to stay anonymous, with the remainder voluntarily providing their names and contact details. 14 responses from Edinburgh Business School Scholars were reported on separately. There were 5 responses from current scholars which were also removed from the sample, leaving a total of 76 responses from people in 20 countries.

54% of respondents had studied in the UK, 38% in South Africa, 4% in Malawi and 4% elsewhere.

### Guiding Questions

The survey aimed to gather evidence around the following guiding questions. These were drawn from Realising Potential, anecdotal evidence, and scholar reports.

**The Trust sees education** as ‘empowering for individuals and transformative for societies’. What evidence is there that the scholarships programme is contributing to achieving this?

**Are scholars** acquiring relevant skills and knowledge through their studies? And how are they sharing this expertise with others after they finish?

**What kind of** leadership roles do alumni play in their communities and/or professional sectors? Are they well placed to lead change?

**How does** the postgraduate qualification gained through the Canon Collins scholarship affect alumni career trajectories?

**To what extent** is the Trust contributing to so-called ‘brain drain’?

**How are** alumni engaging with formal Canon Collins alumni networks? Are they aware of the Scholars’ Scholar Campaign and if so, how easy and feasible is it for them to support it?

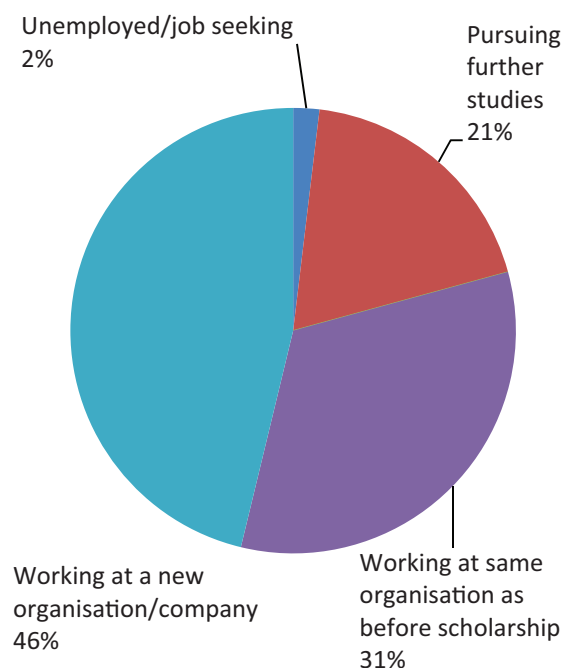
### Limitations

Alumni who responded to this survey studied on a wide variety of past and present Canon Collins scholarship programmes. These include the ‘CCUK’ and ‘CCSA’ programmes, which are wholly run and funded by the Trust, as well as other programmes which are run through partnerships such as the Graça Machel Scholarships, Chevening Scholarships, and Commonwealth Scholarships. They studied mainly in South Africa and the UK but also in Malawi, Spain, and Zambia. Respondents have therefore had different experiences of the Trust in terms of pastoral care and support as well as events, conferences, and funding levels.



## Career Trajectory

**Fig. 19 Which of the following most accurately describes your current situation?**



Most alumni are working. More are working in new organisations since their studies than working in the same organisations as before the scholarship.

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*“Hardly a day goes by when I am not referring to or needing the information I picked up on that course—still totally relevant 10 years on. I share this with whoever I am engaged with at the time—usually a community group, project team, etc”*

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<sup>6</sup> *Realising Potential* found that of the scholars who studied between 1981 and 1994, only 65% felt their studies had been relevant to their career.

**Fig. 20 How relevant have your studies been to your career direction?<sup>6</sup>**

	%
Not relevant	0%
Neutral	5%
Relevant	10%
Very relevant	85%

95% of alumni reported that their studies have been relevant or very relevant to their career direction.

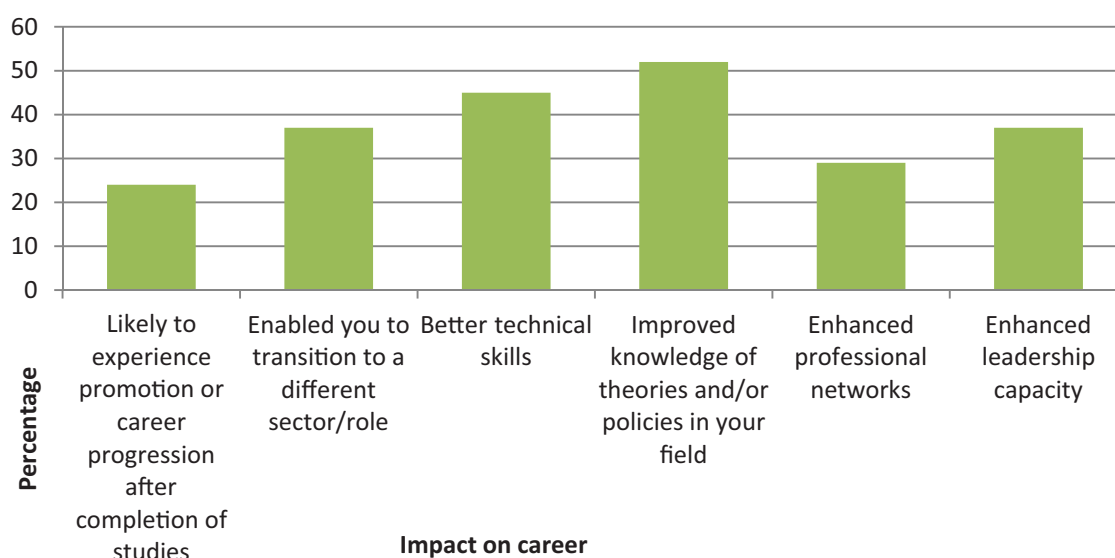
**Fig. 21 Are you involved in any of the following activities outside work?**

	%
Mentoring young people	34
Paying school fees	20
Volunteering with a charity/NGO	20
Running a charity/NGO	5
Writing, blogging, public commentary	12
Canon Collins Alumni Association	17
Other alumni association	11
Professional networks	32

Most alumni are actively involved in public life outside their day-to-day work. The most common methods of engagement are through mentoring young people, involvement in professional networks/associations, paying school fees, volunteering in charities, and the Canon Collins Alumni Associations.

Of those studying between 1994 and 2004, 80% indicated their scholarship was relevant to their career (p27).

**Fig. 22 ‘In which of the following ways has your scholarship impacted your career?’**



Respondents reported that improved knowledge of relevant theories and policies and better technical skills had had the biggest impact on their careers.

### Alumnus Profile

**Mary Kachale** completed an LLM at UCL in 2012 and was Malawi’s Chief Legal Aid Advocate at the time of this survey, later becoming Director of Public Prosecutions. Her responsibilities included granting or refusing legal aid to applicants, advising the Solicitor General and Secretary for Justice, and ensuring that legal aid is administered as per the provisions of Malawi’s Legal Aid Act and other relevant laws.

In which ways has your scholarship impacted your career?

- Promotion or career progression after completion of studies
- Improved knowledge of theories and/or policies in my field
- Enhanced leadership capacity

In what ways have you been able to share the expertise gained through your scholarship with others?

I am responsible for more than 90 employees. I train those I supervise directly using on-the-job training approaches, and train others in workshops and seminars. I also use the skills gained to shape my management strategies.

In what ways has your scholarship affected your ability to lead change and promote social justice?

The Legal Aid Department (LAD) has always been a department that was designed to lead in pro-poor policy reforms based on grounded research. However, previous LAD Heads had not been able to lead the institution in that particular area. One of the skills I have acquired as a result of my scholarship is research skills. As a consequence, I am now able to come up with research concepts aimed at identifying areas for advocacy and promoting social justice.

**Fig. 23 How have you been able to share the expertise gained through your scholarship with others?’**

70 responses were received for this question (92% response rate).

#### Capacity building through workshops & formal training (28 responses)

- “My work with the World Food Programme involves a lot of capacity building...I am able to share my expertise with my colleagues.”
- “The organisation that I work for runs training courses for civil society organisations, government institutions and ordinary members of the public.”
- “I had the opportunity to hold workshops for student teachers and colleagues on the HIV/AIDs pandemic.”
- “I have plans for the 2014/2015 Government year to conduct in-service training for Environmental Health Officers as a way to share my experiences.”

#### Lecturing, teaching & academic supervision (18 responses)

- “I am with the University of Livingstonia lecturing in Educational Management and Leadership.”
- “Following completion of my degree I took up a position as a lecturer at the National University of Lesotho to assist others and share with them the knowledge I had just gained from my Masters while also working at the Central Bank of Lesotho.”
- “As an academic, I have shared my knowledge immensely with students and colleagues in academia in my own and other disciplines.”

#### Research dissemination & application (18 responses)

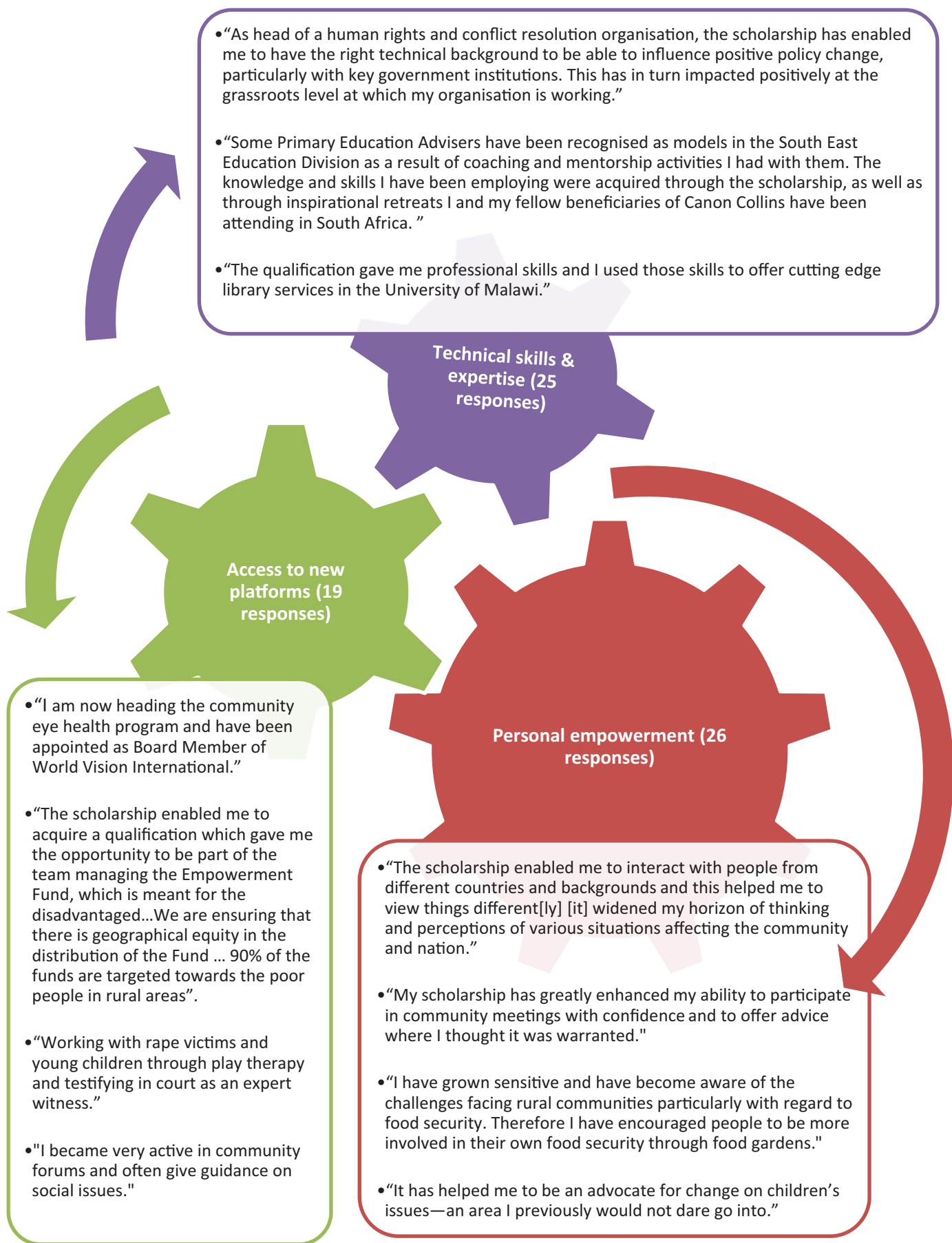
- “I produced a paper on natural capital accounting to support discussions at the 8<sup>th</sup> Meeting of the Botswana Economic Advisory Council chaired by HE the President of Botswana. The ultimate decision was to develop water accounts for Botswana.”
- “I provide expert opinions on teacher unions by participation in radio and television panels. I contribute opinion pieces in the print media on policy and education issues.”
- “I am part of the team that is working on the Financial Sector Development Programme-- Financial Education Working Group. The Working Group is spearheading financial literacy programmes ... for example, the national education curriculum has since been revised and it includes financial literacy modules.”

#### Informal knowledge sharing with colleagues and community members (14 responses)

- “I coach and mentor the team under my management to improve their skills.”
- “Training and mentoring junior colleagues at work in areas covered by a course taken under the scholarship.”
- “I had the opportunity to share my experience with young people in the geography department and other associations in Madagascar.”

**Fig.24 How has your scholarship affected your ability to lead change and promote social justice in your community?**

60 responses were received for this question (79% response rate).



Respondents linked their scholarship to leadership through three main avenues: personal empowerment, access to new platforms in their career, and higher levels of technical skill and expertise.

Fig. 23 shows that Canon Collins alumni are actively involved in sharing the expertise gained through their scholarship with their colleagues and the wider community. The main method of knowledge transfer is through formal capacity building sessions and trainings held either in the workplace with colleagues, or with the general public/wider community. Respondents indicated that they are also involved in lecturing and teaching, including supervising research, mostly at university level. A third method of knowledge transfer was through research dissemination and application. Respondents described engaging in public commentary and seeing their research used to affect policies. Respondents also described informal knowledge sharing through mentoring, professional supervision and advice, and professional networks.

Fig. 24 illustrates the ways in which Canon Collins alumni see their scholarship influencing their ability to lead change and promote social justice in their communities. Three main avenues emerged from responses. The most common group of responses described personal empowerment as the key factor enabling leadership. Respondents described feeling more confident after their studies, experiencing a change in worldview which enriched their perspective of challenges they are working on, and gaining the respect and attention of colleagues. The second key area identified was career progression via access to new platforms. Respondents reported that their scholarship had led to their gaining new, more influential positions from which they were more able to lead change. These included being appointed to boards of governance, and acting as an expert advisor or commentator to contribute to high level processes. The third main factor cited by respondents was technical skill: responses illustrated that this has enabled them to be more effective in their jobs and to leverage greater impact. Responses emphasised that alumni do not see these three avenues as distinct; rather, they are viewed as part of a dynamic set of interlocking factors. For example, personal empowerment was often described as stemming from increased knowledge and expertise, which in turn was seen as a contributing factor to gaining access to new platforms.

## Activist Scholars

**Janet Love** was involved in the Trade Union movement and the ANC prior to and during the 10 years she spent in exile, and thereafter, in the four years she worked clandestinely inside South Africa as a member of the ANC underground. She was supported by the Trust for her studies at UNISA in the early 1990s. She became an MP in 1994 where she was involved in the negotiation and drafting of the South African Constitution. She is now National Director of the Legal Resources Centre, a public interest law firm headquartered in Johannesburg, and is a South African Human Rights Commissioner.

**Gabriel Shumba** formed the Zimbabwe Exiles Forum in South Africa in 2003. The forum aims to combat impunity and achieve justice and dignity for victims of human rights violations. Gabriel is himself a victim of torture at the hands of Zimbabwe's Central Intelligence Organisation. He won a landmark victory at the African Commission on Human and People's Rights in 2013.



**Fig. 25 'What has been the biggest challenge you faced after your scholarship, in terms of your ability to translate your scholarship 'into action'?'**

60 responses received (79% response rate).

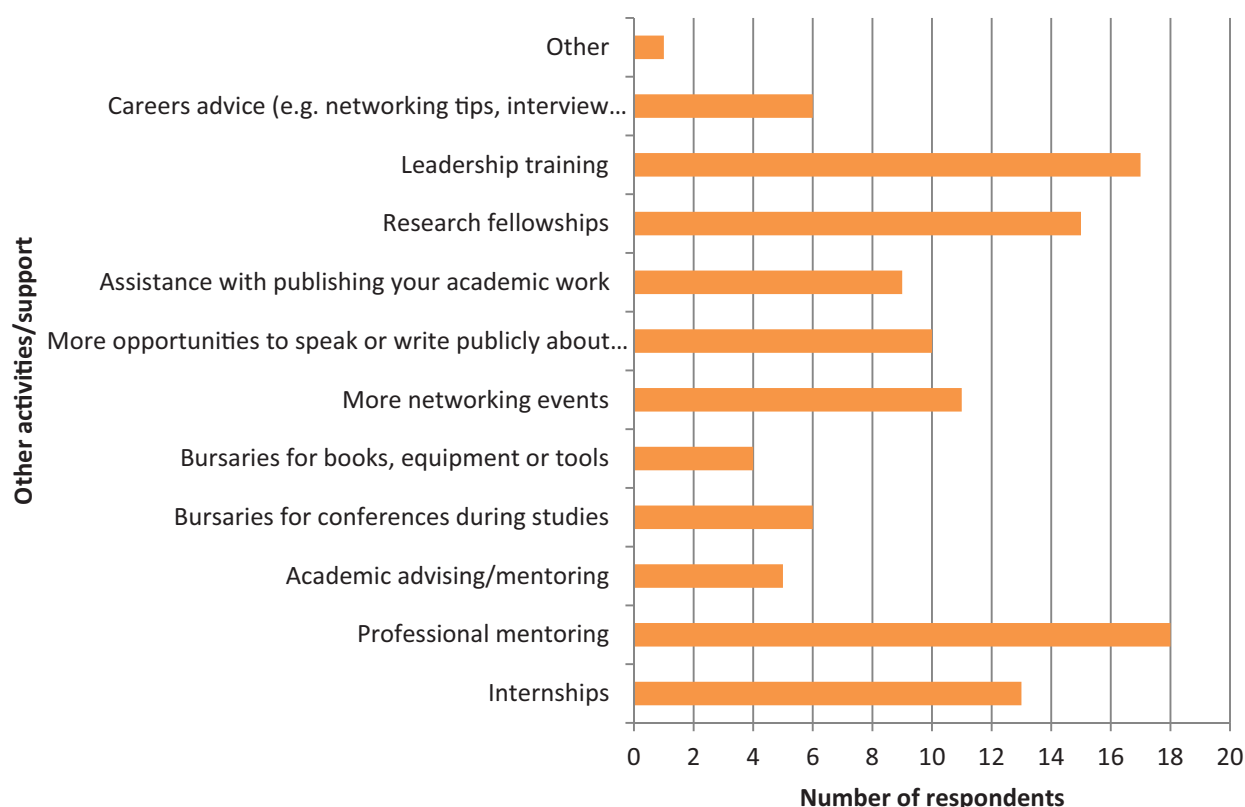


8 respondents indicated that they did not face any challenges and the remaining respondents identified three major types of challenges. The most commonly cited was **institutional barriers to change (14 responses)**: alumni have struggled to introduce new concepts in institutional environments which are often change-resistant. Some respondents had to first advocate for their area of expertise before being able to practice it, or were not able to practice specific skills at all. The second group of challenges were **personal professional development issues (16 responses)** such as lack of management/leadership skills, time management and balancing competing demands, and lack of experience, all of which adversely affected graduates' ability to effectively use their technical skills. The third group of challenges related to struggling to **find the right role and/or organisation (16 responses)** from which to be able to make use of skills and expertise. Half of these responses stated that the main challenge had been finding a job, and the other half stated that the challenge had been finding the *right* job.

Two other types of challenges were also mentioned (7 responses each). The first was operating in **challenging social/political economic contexts**, with Zimbabwe cited as the most common example. The second was **lack of tools, resources and appropriate technologies** to effectively implement new innovations.

## Suggestions for Improvement

**Fig. 27 'What activities / support could Canon Collins offer that would add extra value to the scholarship?'**

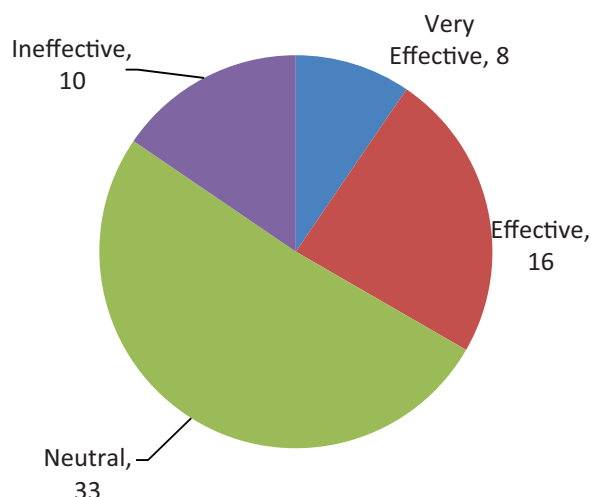


The most common responses were professional mentoring (18 responses), research fellowships (15 responses), and leadership training (17 responses).

## Involvement in Canon Collins Alumni Networks

69% of respondents indicated that they belong to a Canon Collins alumni network

**Fig. 28 How effective would you say the Canon Collins Alumni Network is in your country?**



Just over a third of respondents rated their national Alumni Network as 'Effective' or 'Very Effective'.

### Alumni Networks

The Trust has alumni networks operating in the following countries:

Lesotho	South Africa
Malawi	Swaziland
Mozambique	Zambia
Namibia	Zimbabwe

Their activities include pre-departure meet-and-greet sessions for new scholars; generating publicity about the Trust's work, and fundraising for the Scholars' Scholar Campaign. Established in 2012, this is an annual scholarship resourced through alumni-led fundraising initiatives and selected by alumni.

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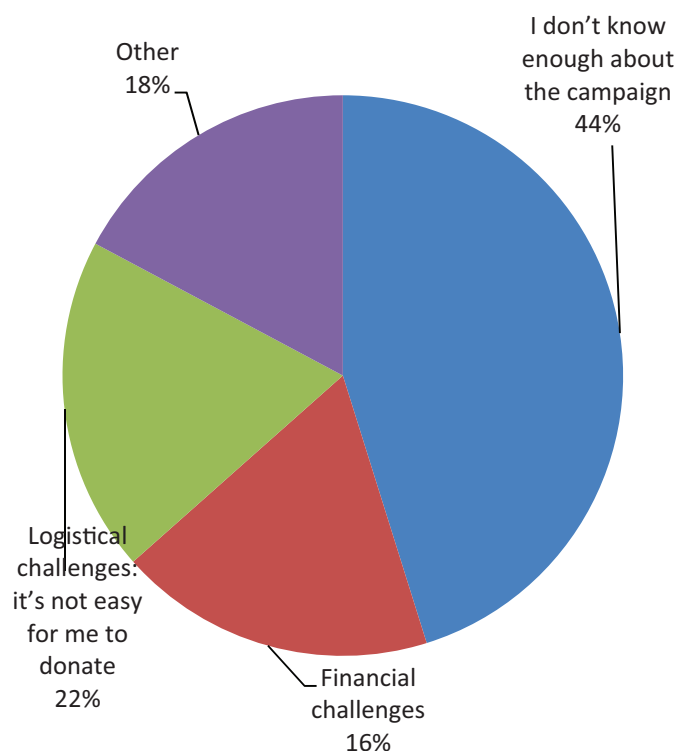
*"Canon Collins is doing a lot to bring change to the lives of many people, directly and indirectly. We as past scholars have to be encouraged to give a little back for this to be sustained."*

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## The Scholars' Scholar Campaign

12% of respondents had contributed to the Scholars' Scholar Campaign.

**Fig. 29 If you have not contributed, what has been the main barrier for you?**



The main reason alumni reported for not donating to the Scholars' Scholar Campaign was lack of awareness. Other major reasons were financial challenges and logistical challenges.

## Summary of Key Findings: Part 3

The survey of alumni revealed the following key findings:

**Canon Collins scholarships are more relevant to scholars' careers than ever before.** 95% of scholars who have studied since 2004 feel their scholarship has been relevant or very relevant to their career.

**Canon Collins scholarships help individuals progress in their fields, which is a key factor in enabling them to leverage maximum impact.** Scholarships contribute to scholars' career progression in a number of ways, most particularly through improved knowledge and skills. Career progression was in turn cited as one of the top three factors which enables alumni to lead change and contribute to social justice.

**Knowledge gained through the scholarship is transferred to institutions, individuals and communities across southern Africa.** Canon Collins alumni are sharing their expertise widely. The main methods of knowledge transfer used by alumni are workshops and trainings, teaching and lecturing, mentoring and supervising others, and research dissemination and application.

**Personal empowerment is seen as the main outcome of the scholarship that influences alumni's ability to lead change.** Responses pointed to increased confidence, a broader perspective, and access to new platforms due to career progression. Each of these factors enable alumni to have a greater impact in their sectors.

**A number of barriers block scholars' ability to achieve institutional-level change.** Alumni experience what one respondent called a 'change-resistant' culture in the institutions where they work (mainly government and academia). This was cited as a key challenge in their efforts to put their scholarship 'into action'. Other barriers included personal professional development issues such as lack of experience, time management, finding the right role and organisation, lack of resources, and challenging social, political and economic contexts.

**Professional mentoring, research fellowships and leadership training are the three programmatic changes that alumni feel would most help them achieve impact.** These interventions could help address the main challenges experienced by alumni—namely, finding the right job and leveraging institutional-level change. The request for research fellowships also reflects the major focus of many alumni on the academic sphere.

**Many alumni belong to alumni networks, but these are not yet fully effective.** The alumni networks have grown rapidly over the past few years, and alumni are more likely to belong to a Canon Collins alumni network than to any other alumni network (for example, the institution or partner's network). However, more respondents described their alumni network as 'ineffective' or 'neutral' than 'effective' or 'very effective'.

**Scholars are broadly supportive of the Scholars' Scholar Campaign in principle, but only a small minority have donated.** Lack of knowledge about the campaign was the major reason cited for not donating, followed by logistical and financial challenges.

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*"I have no doubt that the work Canon Collins Trust is doing is of paramount importance. I hold dear the privilege I was given to study in the UK and am committed to contribute to the work of the Trust for as long as I live."*

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**Erwan Sola (Mozambique)**

**MSc (2013) & PhD Marine Biology (2014-2016)**

**University of KwaZulu-Natal**

**“The combination of theoretical knowledge, practical and human skills acquired during this degree will key in the development of my career.”**

Erwan’s research is based on Vamizi Island, Mozambique, where he investigates the reproductive ecology of reef corals, particularly a phenomenon called ‘mass-spawning’. His interests lie in reef ecology, conservation biology and coastal management. Erwan After finishing his PhD, Erwan intends to produce research that will support the sustainable management of marine living resources in Mozambique.



## ANALYSIS

### Canon Collins Alumni: Where they are & what they do

96% of Canon Collins alumni pursue their careers on the African continent, most often in their home countries. Canon Collins scholars represent an increasingly diverse spectrum of nationalities and interests, and they work predominantly in academia, government and NGOs. It is therefore clear that the Trust's aim of supporting those who return to their home countries to work in the public sphere is being met.

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*"I am a living testimony of how the Canon Collins scholarship has benefited many. I have significantly contributed to policy changes in Malawi because of the opportunity I had for an advanced degree."*

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It is notable that the greatest proportion of alumni work in academia, with the second biggest group in government and those in NGOs ranking third. Given the increasing numbers of PhD awards and the fact that the majority of current scholars indicate that they will be pursuing further study, this is a pattern that seems set to continue.

It is clear that the Canon Collins Alumni Associations model has reached a number of alumni, but that there is still some way to go in terms of making the networks effective, and garnering support for the Scholars' Scholar Campaign.

### Key scholarship outcomes

Overall, it is clear that the studies funded by the Trust have strong effects on knowledge acquisition, creation and transfer, career progression, and personal empowerment.

**Knowledge acquisition, creation & transfer:** It is evident that degrees funded by Canon Collins Trust have strong relevance to scholars' careers, and that the knowledge gained through the scholarships is widely shared. Both current scholars and alumni point to improved knowledge and skills as the most important aspect of their scholarship in terms of contributing to their careers. The Trust has supported 187 PhDs since 2004, each of which is an original contribution to research. About half of the alumni surveyed reported publishing an original piece of research since their degrees. Alumni share this knowledge with others via a variety of channels, both in the workplace and in the wider community. From training colleagues to conducting radio interviews and presenting at international conferences, the expertise acquired through Canon Collins scholarships is highly valued and widely shared with diverse audiences across southern Africa and beyond.

**Career progression:** While studies funded by the Trust are very clearly relevant to scholars' careers, it was less evident that the scholarship is directly attributable to promotion or career progression. The quantitative data shows that both current scholars and alumni rated promotion/progression as one of the least most important outcomes of their scholarship, pointing instead to outcomes which contribute to enhanced effectiveness in an existing role, such as better technical skills and improved knowledge of relevant theories and policies. However, qualitative responses indicate that access to new platforms, often through career progression, is one of the three main ways in which alumni believe their scholarship has contributed to their ability to lead change and promote social justice. Respondents described gaining new positions of influence and leadership post-scholarship from which they are able to leverage greater impact, and several explicitly described being promoted directly after their scholarship.

Personal empowerment: It is clear that Canon Collins Scholars find their studies personally empowering; this is identified by alumni as the main factor influencing their ability to drive change. The increased confidence and broadened perspective described by alumni is illustrative of the Trust's understanding of education as 'empowering for individuals', contributing to a society where 'all people can realise their potential'. Alumni reported feeling more able to think critically and creatively about issues they are working on, and therefore increasingly empowered to design and implement solutions. Alongside knowledge acquisition, creation & transfer, personal empowerment can be cited as the most important outcome of the programme.

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*"The scholarship enabled me to spread my wings in terms of knowledge and attainment of skills for any form of analysis and research."*

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Active citizenship & social change: Canon Collins alumni are engaged and active citizens who hold positions of influence in their communities and professional sectors. They are very active in their communities; many are involved in paying education fees for young people, mentoring, and charity work. They are also heavily involved in professional networks within their sectors, indicating that they are well placed to influence change. Many alumni identified ways in which they are contributing to change as members of a bigger team or institution.

## Barriers to Impact

### During Studies

In South Africa, where most Canon Collins scholars are currently studying, the main challenge cited during the degree was obstacles in research. South Africa-based scholars are usually on more research-intensive courses with higher publishing requirements than their UK counterparts. As most scholars are planning to pursue further study and research after their scholarships, and academia is

## Alumnus Profile

**Pizga Kumwenda** is a Malawian Medical Laboratory Officer working in Mzuzu. He completed an MSc in Bioscience (Infection and Immunity) at Leeds in 2012.

In which of the following ways has your scholarship impacted your career?

- Enabled transition to a different sector/role (I was transferred from a district hospital to a central hospital after my scholarship)
- Better technical skills
- Improved knowledge of theories and/or policies in your field

In what ways have you been able to share the expertise gained through your scholarship with others?

I've been providing part time lecturing services in Immunology and Molecular biology at Mzuzu University.

Regarding your activities outside work, are you involved in any of the following?

- Mentoring young people
- Paying school fees for needy children
- Professional networks

What has been the biggest challenge you faced after your scholarship?

Not being given the right role in the system of the institution that I'm working with so that I can apply my knowledge and skills.

What activities / support could Canon Collins offer that would add extra value to the scholarship?

- Assistance with academic publishing
- Research fellowships
- Leadership training

the most popular sector for alumni, research is crucial not only to academic success but also to professional development and career progression. Both current scholars and alumni indicated that research fellowships and bursaries for conferences



would add great value to Canon Collins scholarships. These interventions would enable them to spend more time preparing their work for publication.

A second major barrier, cited by both UK and SA scholars, was time management. While this will necessarily always be a difficulty with demanding postgraduate level courses, evidence suggests that this problem is compounded in the UK by homesickness and the need to transition to a new academic environment, and in South Africa by the fact that scholarships offer partial funding only, forcing many scholars to pursue part time work while studying<sup>7</sup>. This means that in addition to the academic pressures of postgraduate study, the typical Canon Collins Scholar is under financial strain, as well as personal stress due to prolonged periods away from family. Canon Collins scholarships have never been about 'just' academic study; in the spirit of 'scholarship in action', scholars are encouraged to be active in their communities, to contribute to public debate, to share their research, and to build effective networks. At present it appears that there is simply not enough time to devote to all of these activities while studying because scholars have so many other commitments.

## After Studies

The main challenges cited by alumni in translating their scholarship into action were finding the right position from which to influence change, and the process of influencing change itself (particularly in institutions). Several alumni said that finding a job was the biggest challenge they faced, while others said that finding the *right* role in the *right* organisation had been a struggle. Furthermore, although scholars find their studies personally empowering, they struggle to implement the new perspectives and innovative approaches they have learned on an institutional level. Some alumni reported that their specific field of expertise did not exist at institutional level, and they had to first create the space to practice their skills before being

able to take action. Others found that upon their return they became embroiled in workplace politics that blocked their progression, or that their employers did not have mechanisms in place to make best use of their skills and support their career development. Several mentioned that they lacked the management skills to effectively take on greater leadership roles in the workplace post-scholarship. Two potential interventions emerged from the survey which alumni believe could help address these issues: professional mentoring and leadership training.

Current scholars: main challenges during studies	Alumni: main challenges after studies
Unforeseen obstacles in research (SA scholars)	Institutional barriers to change
Adjusting to a different academic environment (UK scholars)	Finding the right role & organisation
Managing workload/time management (both)	Personal professional development issues
Homesickness (UK scholars)	Wider social, political or economic context
	Lack of resources

## Suggestions for improvement

Current scholars: top 5 additions suggested	Alumni: top 5 additions suggested
Internships	Professional mentoring
Bursaries for conferences	Leadership training
Professional mentoring	Research fellowships
Research fellowships	Internships
Leadership training	More networking events

<sup>7</sup> Others are able to meet the costs of their studies by combining Canon Collins funds with other

bursaries, each of which have their own reporting requirements.

Current scholars and alumni identified many of the same interventions which they feel could provide the support necessary to overcome the challenges they face and see greater impact of the scholarship programme overall. These new opportunities would ideally be available for current scholars during and immediately after their studies. Responses indicate that the Trust's mentoring and leadership training initiatives, piloted in 2013 and 2014, could offer meaningful benefits if fully implemented. The move over the past 5 years to providing fewer but higher value scholarships could also be developed so as to enable scholars to focus fully on their studies and also attend conferences to share their work and build their networks. The addition of post-study opportunities in the form of internships and research fellowships is likely also to enable scholars to share their knowledge more widely, as well as gaining practical experience.

## CONCLUSION

The diversity of Canon Collins Scholars has increased markedly over the past ten years, with an increased number of scholars coming from outside South Africa, and the numbers of female scholars increasing to over 60%. The Trust has reduced the number of grants, increased and standardised the amounts of the awards, and shifted geographical emphasis to South Africa as a study destination.

Canon Collins Scholarships have direct impact on scholars' lives both personally and professionally. Scholars find their studies enormously empowering, and many identified the scholarship as a turning point in their lives. Through the scholarship, they also gain technical skills and expertise and access to new professional platforms which enable them to have a greater impact. They described feeling more confident and open-minded, with stronger critical thinking skills and more ability to 'think globally, act locally'.

The vast majority of Canon Collins Scholars stay in Africa to pursue their careers after their scholarship, where they work predominantly in academia, government and civil society. The scholarships thus also indirectly benefit these sectors (especially in health, education,

conservation, and human rights) across the region. Alumni described creating national level policies, publishing key pieces of research leading to policy or legal action, and leading innovation within their institutions by founding new technical centres of expertise, such as in epidemiology or environmental impact assessment. Their technical expertise is highly valued and widely shared in their communities and professional sectors. Alumni are leading capacity building for colleagues in government, NGOs, and the UN as well as for the wider community. Alumni in academia are involved in lecturing and supervising students predominantly in public universities across the region. Alumni are well placed both professionally and through their community involvement to influence social change.

A number of further support measures could enhance the ability of scholars to leverage this change most effectively. These interventions, offered during and immediately after studies, would help scholars develop the skills and networks they need to address the challenges they are currently facing and most effectively put their scholarship 'into action'.

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*"The scholarship brought me into contact with leaders from across our country, gave me hope for a future in which very talented people will play a role, and gave me the opportunity to get the best possible training in my field."*

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