

SOUTH AFRICA: THE COMMONWEALTH SCHOLARSHIP AND FELLOWSHIP PLAN

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Acronyms

ACU	Association of Commonwealth Universities
CSC	Commonwealth Scholarships Commission
CSFP	Commonwealth Scholarship and Fellowship Plan
DET	Department of Education and Training
HE	Higher Education
HESA	Higher Education South Africa
NCHE	National Commission on Higher Education
NDE	National Department of Education
NGO	Non-Governmental Organisation
NSFAS	National Student Financial Aid Scheme
SA	South Africa
SADC	Southern African Development Community
SAMP	South African Migration Project
SAPSE	South African Post-Secondary Education
UK	United Kingdom

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Preface

This paper is one of a number of regional reports commissioned as background for a history of the Commonwealth Scholarship and Fellowship Plan. The history has now been published as:

Learning abroad: A history of the Commonwealth Scholarship and Fellowship Plan by Hilary Perraton
(Cambridge Scholars Publishing) 2009

Material has been drawn from the country reports, and is quoted and referred to in Learning abroad but it was thought that it would be useful for the reports themselves to be made available in web format. This report was drafted in 2008.

I am personally indebted to the scholars who wrote the country reports and we are together indebted to the four agencies that funded the research: the Commonwealth Secretariat, the Nuffield Foundation, the British Academy with the Association of Commonwealth Universities, and the Department of Foreign Affairs and International Trade of the government of Canada. Funds from the Canadian government were used to pay for this report.

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Hilary Perraton
Cambridge 2009

1 Introduction

This study reviews the Commonwealth Scholarship and Fellowship Plan (CSFP) in South Africa for the years 1960 to 1961, and from 1994 onwards.

South Africa became part of the Commonwealth in accordance with the Statute of Westminster in 1931. In 1961, South Africa withdrew from the Commonwealth when the then-Prime Minister, H.F. Verwoerd, architect of apartheid, declared South Africa a republic outside of the Commonwealth. South Africa rejoined the Commonwealth in 1994, the same year in which the country held its first democratic elections resulting in an African National Congress-led government under the Presidency of Nelson Mandela.

This report is structured as follows:

- Section 2 provides an outline of the methodology adopted for the study
- Section 3 provides an outline of South Africa's education system in the context of apartheid and transformation strategies since 1994
- Section 4 reviews the perceived purpose of the CSFP in South Africa
- Section 5 provides a profile of South African CSFP scholars, and outlines selection processes, motivations for applying and experiences abroad
- Section 6 reviews the impact of the Plan on scholars' and fellows' lives and careers in the post-award periods.
- Section 7 provides a conclusion to this study.

2 Methodology

This section outlines the methodological approach adopted for the South African study of the CSFP.

2.1 Data from past scholars and fellows

A key source of data for the study was past scholars and fellows. One body of data was derived from the administration of a self-completion questionnaire, and other data from past scholars and fellows were obtained from a series of in-depth interviews with a small sample of selected scholars and fellows. These are discussed in turn below.

2.1.1 Self-completion questionnaire for past scholars and fellows

In order to obtain data on the sociology of scholars and fellows, and the impact of the experience on shaping their careers and lives, a self-completion questionnaire was developed and distributed to all scholars and fellows for whom contact information was available.

The Association of Commonwealth Universities (ACU)¹ Directory of Scholars and Fellows provides contact information for only a limited number of past award recipients, and some of these contact details have since become outdated. After some engagement to establish whether or not it would be possible to obtain more comprehensive and up-to-date contact information from the ACU, it was ascertained that the only permissible route to obtaining contact information would be to attempt to access whatever would be available in the public domain. Consequently, each past scholar and fellows' name was entered into a search engine (*Google* was used in most instances) in order to attempt to trace their current location and/or contact details. Online social and professional virtual networks, such as *Facebook* and *Linked In* were also used. Using this method, as well as some telephonic follow-up as required, 134 contact email addresses were located from the total of approximately 390 past scholars and fellows².

At the time that the survey for this study was being developed, the Commonwealth Scholarship Commission (CSC) was distributing an evaluation survey³ that included requests for some similar pieces of data. In the course of discussions between the Von Hügel Institute and the CSC, it was agreed that data from all South African respondents would be made available for this study if permission from respondents were received. Respondents were also asked if they would agree to receive correspondence from our research team for further follow up.

In order to be able to use both sets of data for selected questions, the survey developed for this study was aligned to certain of the CSC questions to allow for comparison. In addition, an abbreviated questionnaire was developed for those respondents who completed the CSC survey, and agreed to be contacted for further information for this study.

The self-completion questionnaire was distributed to all scholars and fellows for whom contact information had been obtained, and a system of reminders and follow-ups was instituted to maximise return rates from this sample. Respondents were given the option of completing the questionnaire via a telephonic interview if they preferred not to opt for self-completion, but none of the respondents requested this.

A total of 37 respondents returned the questionnaire developed for this study (just under 10% of the total population of past scholars and fellows). Of these, 13 were respondents who completed the abbreviated questionnaire (i.e. respondents who completed the CSC survey and agreed to submit additional data for this study). In addition, 21⁴ other South African scholars and fellows responded to the CSC survey, such that for some questions, the total population is 58 rather than 37. This is indicated where relevant.

A copy of the full questionnaire is attached as Appendix 1.

¹ Association of Commonwealth Universities (2003), *Directory of Commonwealth Scholars and Fellows*. London.

² Only 37 of these contact details can be verified as correct, based on positive responses to the survey.

³ CSC Evaluation Survey (2008). *50 Years of Commonwealth Scholarships*.

⁴ This was actually a total of 24 additional respondents, but 3 of these had responded to both the CSC survey and this survey. Their data was therefore only used once.

2.2 In-depth interviews with scholars and fellows

In addition to the above, a small number of past scholars and fellows were requested to participate in in-depth interviews in order to obtain some more detailed and nuanced perspectives of the CSFP. Some of these scholars and fellows were selected because of significant contributions that they have made in their fields. In other cases, attention was placed on obtaining views from scholars and fellows of different ages, genders and race groups.

The table below indicates the list of respondents:

Table 1: List of past scholars and fellows interviewed

1	Badat, Saleem	Southern African Studies Scholar, 1995. Current Vice Chancellor of Rhodes University, South Africa
2	Bizos, Anthony	Business Administration Scholar, 1998. Currently Senior Manager at deLoitte and Touche.
3	Boing, Werner	Participant in programme on environmental inspection, 2005. Currently Department of Tourism, Environmental and Economic Affairs, Free State, South Africa
4	De Koker, Louis	Money Laundering and Control Laws, Fellow, 2004. Currently Professor of Mercantile Law, University of Johannesburg, and Director of the Centre for the Study of Economic Crime.
5	Foxcroft, Justice John Godfrey	Law Scholar, 1961, retired judge, Cape High Court in South Africa
6	Hofmeyr, Kate	Law Scholar, 2004. Currently Advocate, South Africa
7	Gqola, Pumla	Humanities Scholar, 1998. Currently Associate Professor of Post Colonial Literature, University of Witwatersrand
8	Hyslop, Jon	Historic Sociological and African Studies, Fellow, 1997. Currently Associate Professor in the School of Social Sciences at the University of the Witwatersrand and is on secondment to Wits Institute of Social and Economic Research (WISER).
9	Kapelus, Paul	Anthropology Scholar, 1998. Currently working for UK Consultancy called Synergy. Until 2008, CEO of African Institute of Corporate Citizenship.
10	Luntz, Harold	Law Scholar, 1960. Recently retired Professorial Fellow in the Law School, University of Melbourne.
11	Philip Sterne	Artificial Intelligence Scholar, 2003, Currently completing PhD in Cambridge
12	Ratsheko, Tsheko	Participant in programme on environmental inspection, 2005. Currently Manager: Corporate Compliance, Exxaro Resources
13	Stein, Anthony	Law and Philosophy Scholar, 1998. Currently Advocate in South Africa

The data emerging from these interviews are integrated into the analysis that forms the body of this report.

2.3 Interviews with institutional stakeholders

Additional interviews included the following:

- National Department of Education (NDE) Higher Education Branch: this interview - conducted with Mr. C Mabizela, Director, Policy and Development, HE Branch - aimed to elicit perceptions of the NDE of the CSFP, but also more broadly aimed to seek data on perceptions of national shifts in policy with regards to scholarships and fellowships in general.
- Interview with CSFP Agency in South Africa at Higher Education South Africa (HESA): interviews were conducted with Jana van Wyk, secretary and project manager of CSFP Scholarships in South Africa, and Professor Renfrew Christie, the Chair of the CSFP Selection Committee in South Africa. The interviews sought to understand in more detail the Agency's role in terms of processing and managing grants, and probed the Agency's perspectives on how South Africa's social and political transformation has resulted in possible policy and related shifts with regards to grant provisioning.

- Interviews with selected university officials dealing with Commonwealth scholarships: A series of telephonic interviews was conducted with a sample of 8 university officials who currently deal with Commonwealth scholarships at the level of the HE institution. These interviews aimed to elicit information on:
 - University-level information on policies and/or trends with regards to scholarships (and fellowships, as relevant);
 - Any possible perceived impacts on the institution resulting from CSFP grants (in terms of academic ‘returns’, etc).

The table below provides a list of university officials interviewed:

Table 2: List of past scholars and fellows interviewed

1	Sheona Claasen	Research and Development Officer	Nelson Mandela Metropolitan University
2	Ms Bennett	Senior Consultant, Postgraduate Scholarships	University of the Western Cape
3	Mr van der Walt	International Office	University of Johannesburg
4	Chantel Reed	Postgraduate Centre & Funding Office	University of Cape Town
5	Mr JP Gillam	Financial Aid (Postgraduate)	Rhodes University
6	Mr R Kotze	International Office	Stellenbosch University
7	Dr Strijdom	Acting Executive Dean: Research & Development	Fort Hare University
8	Ms Busisiwe Sithole	Financial Aid and Scholarships Office	University of the Witwatersrand

The data from these interviews are integrated into the body of the report.

3 The Context: Overview of the higher education system in South Africa

3.1 Introduction⁵

The South African higher education system is marked by the legacy of apartheid, and much recent higher education policy has been focused on transforming the racially segregated apartheid higher education system. Breier and Mabizela⁶ review the period from 2002-2004 in the South African higher education system. The authors note that the historic inequalities between formally white and formally black institutions still affect the quality and functioning of the higher education system. Ngidi⁷ notes that not only are the formerly black institutions more poorly resourced than formerly white institutions, but that there are major social and cultural differences between the backgrounds of lecturers and students at these respective institutions.

This section will provide an overview of the higher education system from a historical perspective. First, the apartheid higher education system will be described, noting key differences between the various higher education institutions according to their racial categorisation. The current state of higher education in South Africa will then be described, noting some of the main challenges and successes that have occurred in the process of transformation since 1994.

3.2 Higher education under apartheid, 1948-1994

Higher education under the apartheid system in South Africa was directly affected by the overarching goals of the government of the time. These included the creation of independent 'republics' with separate citizenship based on ethnicity⁸. By the 1980's, the National Party government had divided South Africa into five entities: The Republic of Transkei, The Republic of Bophuthatswana, The Republic of Venda, The Republic of Ciskei and the Republic of South Africa⁹. These entities were not recognised internationally as independent states, but rather as 'creatures' of the apartheid government. The higher education system was, accordingly, also segregated along racial (and hence territorial) lines¹⁰. The Extension of University Education Act of 1959 formalised the system of racially, and ethnically, distinctive universities in South Africa¹¹. The act also authorised the creation of the universities of Fort Hare (already established, but now exclusively for Xhosa students), the North, Zululand, Durban-Westville and the Western Cape¹². The Universities of Durban-Westville and the Western Cape are anomalous in that they were not situated in separate homelands, due the impossibility of creating homelands for the Indian and Coloured population¹³. Kissak and Enslin¹⁴ argue that the establishment of universities in the independent territories was meant to lend credibility to the 'homeland' system by allegedly providing educational opportunities for 'citizens' based on precepts of cultural preservation. Under this system, access to higher education was highly inequitable, and white students (12% of school going population) made up 60 % of enrolments in technikons and 50% in universities¹⁵.

⁵ Sections 3.1 to 3.7 were compiled with the assistance of Geoffrey Jobson

⁶ Breier, M. and Mabizela, M. (2008) Higher Education, *Human Resources Development Review: Education, Employment and Skills in South African* A. Kraak and K. Press. Cape Town, HSRC Press: 278-387.

⁷ Ngidi, D.P. "Students' and lecturers' perceptions of some factors influencing students' academic success or failure at a historically black university in South Africa". *South African Journal of Higher Education*, 17 (3): 36-48.

⁸ Bunting, I. (2002a). The higher education landscape under apartheid. *Transformation in Higher Education: Global Pressures and Local Realities in South Africa*. N. Cloete, R. Fehnel, P. Maassenet al. Lansdowne, Juta & Co.

⁹ Ibid.

¹⁰ Kissak, M and Enslin, P. (2003). "Reconstruction from the ruins: higher education policy and the cultivation of citizenship in the new South Africa". *South African Journal of Higher Education*, 17 (3): 36-48.

¹¹ Ibid.

¹² Ibid.

¹³ Ibid.

¹⁴ Ibid.

¹⁵ Fiske, E.B. and Ladd, H.F. (2004). *Elusive Equity: Education Reform in Post-Apartheid South Africa*. Washington D.C., The Brookings Institute.

In 1984 the apartheid government further disenfranchised its African citizens through the introduction of a new constitution for the Republic of South Africa¹⁶. This constitution created a 'tricameral' parliament (parliament with three houses) in which white voters were represented in the House of Assembly, Coloured voters in the House of Representatives and Indian voters in the House of Delegates. Africans were not provided with any representation in the parliamentary system. Associated with the tricameral parliament was the distinction between 'own affairs' (specific to the 'cultural and value frameworks' of each constituency) and 'general affairs' (impacting all racial communities)¹⁷. Education was considered an 'own affair' for the white, coloured and Indian communities and hence the responsibility of the individual houses. African education on the other hand was considered a 'general affair' and was thus the responsibility of a 'general affairs' government department, the Department of Education and Training (DET)¹⁸. The institutions in the 'homelands' did not fall under the responsibility of the South African government, and were the responsibility of the 'homelands' own departments of education. The separation of responsibility for higher education entrenched the racial differences between institutions and meant that these institutions had to be designated for the exclusive use of one of the four racial groups. By the beginning of 1985, there were 19 institutions designated exclusively white use, two for coloureds, two for Indians and six for Africans. Additionally there were seven institutions in the 'independent republics'¹⁹.

The apartheid government further fragmented the higher education system in terms of the functions that various institutions could and could not perform²⁰. This led the apartheid government to divide institutions into two categories based on their primary focus: universities and technikons. Universities were focused on 'science', which was conceived as including "all scholarly activities in which knowledge for the sake of knowledge was studied"²¹. Technikons focused on "technology, which was conceived as including activities concerned with the application of knowledge"²². Technikons, as a result, were focused more on vocational training, whilst universities were to focus on educating students in a range of fundamental scientific or scholarly disciplines to enable them to enter high-level professions²³. Associated with this separation of institutions was the creation of a 'separate but equal' qualification structure shown in the table below.

Table 3 Qualification structures for universities and technikons.

University Qualification	Equivalent Technikon Qualification
Doctorate	Laureatus in technology
Masters degree	National diploma in technology
Honours degree	National higher diploma
Postgraduate diploma	Postdiploma diploma
Professional first bachelors degree	First national diploma (4 years)
General first bachelors degree	First national diploma (3 years)

Source: Bunting 2002a pg 63

A more nuanced account of inter-institutional dynamics is Kissak and Enslin's²⁴ article, which focuses on the ideological bases of education within the apartheid institutions. The authors note that, apart from critiques around the unethical racial discrimination of these institutions, there was also significant criticism of Afrikaans medium institutions in particular. This criticism focused on the role of these institutions in "providing the ideological underpinning of apartheid and in advancing sectional Afrikaner and white interests"²⁵. Criticism of this sort emanated primarily from the English medium universities, which saw themselves as located in a particular tradition of university education that had developed over the centuries in Western Europe, and England in particular²⁶. Further criticism from English medium universities, which was aimed at both Afrikaans medium institutions and the homeland institutions, focused on the content and practice of the education at these institutions. This criticism alleged that "tuition was authoritarian in tone, assuming the irrefragability of the

¹⁶ Bunting (2002a).

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ Ibid.

²⁰ Ibid.

²¹ Ibid.

²² Ibid.

²³ Ibid.

²⁴ Kissak and Enslin (2003)

²⁵ Ibid.

²⁶ Ibid.

lecturers' presentations, occluding the articulation of alternative understandings and insisting on the regurgitation of information provided by the joint sources of lecturing staff and text books"²⁷.

The relative academic quality of 'white' and 'black' institutions differed markedly²⁸. White institutions were well funded, with well-qualified faculty and students, and adequate facilities. 'Black' institutions, by contrast were located in remote rural areas, isolated from the academic mainstream and were under-funded²⁹. The curricula were limited, their administrative and faculty ranks were weak and many of their students were ill prepared for tertiary study. This resulted in the 'dumbing-down' of the academic programmes in order to accommodate the level of preparedness of students and the limited career options for black graduates³⁰.

3.3 Funding of higher education during apartheid

The fragmentation of the higher education system by the apartheid government meant that in 1994 there were 36 institutions of higher education in South Africa, falling under the authority of eight different government departments³¹. In terms of funding, each of these departments had different systems and policies. Two broad categories of funding existed for higher education institutions during apartheid, based on the racial categorisation of the various institutions³².

'Black' institutions were funded on the basis of negotiated budgets. These budgets were submitted by the various institutions to the relevant government departments for approval. The institutions were thus not able to have direct control over the employment of new staff, decisions on maintenance or the purchase of new equipment. Budgets were based on predicted expenditure and partial income. Income was primarily in the form of the amount that the institution expected to receive from student fees³³. Importantly, as with other government expenditure, unspent funds had to be returned to the national treasury. This meant that these institutions were unable to develop financial reserves and resorted to end of year spending sprees to use up unspent funds³⁴. Expenditure budgets were not based on numbers of students enrolled, but rather on assessments of current needs in the context of historical expenditure patterns. This often amounted to adding a percentage to the previous years allocation and did not allow these institutions to keep up with more advantaged institutions in terms of the provision of adequate library, computer and laboratory facilities³⁵.

In contrast, from 1982, white institutions were funded on the basis of a formula-funding framework. These institutions were given considerable administrative and financial freedom and were allowed to determine their own tuition fees, how many staff to hire and how surplus funds would be invested³⁶. The South African Post-Secondary Education (SAPSE) formula was complex and based on several underlying principles. These principles stated that costs be shared between government as the recipient of public benefits and students as the recipients of private benefits and that government should only subsidise those aspects of education that generate public benefits³⁷. Other principles were based on the idea that institutions operated most efficiently when granted high levels of autonomy by government, and that government should only intervene in the higher education system to correct market failures³⁸.

In 1988 the SAPSE formula, in an adapted version, was extended to all of the universities and technikons in South Africa. The logic behind this move was that, as long as the ideological framework of racially separate institutions remained intact, high levels of autonomy would enable the higher education sector to be shaped by market forces, including rational choice by students of courses of study and competition for students between

²⁷ Ibid.

²⁸ Fiske and Ladd (2004)

²⁹ Ibid.

³⁰ Ibid.

³¹ Bunting (2002a)

³² Bunting, I. (2002b). Funding. Transformation in Higher Education: Global Pressures and Local Realities in South Africa. N. Cloete, R. Fehnel, P. Maassenet al. Lansdowne, Juta & Co.: 115-146.

³³ Ibid.

³⁴ Ibid.

³⁵ Ibid.

³⁶ Ibid.

³⁷ Ibid.

³⁸ Ibid.

higher education institutions³⁹. In 1994 the SAPSE formula was extended to the institutions in the former homelands⁴⁰.

By the late 1980's and early 1990's, however, the apartheid government was unable to meet the level of formula funding that increased levels of student enrolment began to generate⁴¹. This, in turn, led to the necessity for higher education institutions to increase their student fees significantly between 1988 and 1993, and to attempt to diversify their sources of funding⁴².

3.4 Post apartheid higher education

There were several potential options debated around the question of what to do with the fragmented and uncoordinated higher education system after apartheid ended in 1994. These ranged from suggestions that the historically black institutions be closed down as inefficient creatures of the apartheid system, to arguments for massive investment in these institutions as the only available tertiary education option for many disadvantaged students⁴³.

A policy paper outlining the goals for the post-apartheid higher education system was released in July 1997. Entitled *Education White Paper 3: A Programme for the Transformation of Higher Education*, it outlined the strategic principles for a new national higher education plan that repudiated the race based foundations of apartheid era higher education, and rectified past injustices⁴⁴. Several key trends have marked the higher education system since the end of apartheid.

Firstly, although the overall size of the system did not increase as quickly as expected, the distribution of students within the system changed dramatically⁴⁵. The democratic government had rapidly moved to organise the country's institutions into a single, multi-racial system under the authority of the National Department of Education⁴⁶. The number of African, coloured and Indian students increased by approximately a third, with 245,100 enrolled in 2000⁴⁷. The proportion of 'black' students increased during this period from 55% to 65% of total enrolments. However, this is partially explained by a decrease in the number of white students⁴⁸. A similar trend occurred in technikons. The removal of barriers to enrolment in the formerly white institutions led to a fairly rapid increase in the number of black students at these institutions as academically talented black students took advantage of the opportunity to study at these well resourced establishments⁴⁹. There was an associated decline in the number of enrolments at many of the historically black institutions. The participation rate in public higher education in South Africa for 2004 by race is shown in table 4.

³⁹ Ibid.

⁴⁰ Fiske and Ladd (2004)

⁴¹ Bunting (2002b)

⁴² Ibid.

⁴³ Fiske and Ladd (2004)

⁴⁴ Ibid.

⁴⁵ Ibid.

⁴⁶ Ibid.

⁴⁷ Ibid.

⁴⁸ Ibid.

⁴⁹ Ibid.

Table 4: Participation rates in public higher education 20-24 year olds 2004 by race

	Public HE enrolments	Population 20-24 years	Gross participation rate (%)
African	453,639	394,0965	11.5
Coloured	46,090	381,805	12.1
Indian	54,315	108,111	50.2
White	188,957	317,611	59.5
Total	743,001	4,748,492	15.7

Source: Breier and Mabizela 2008

A second important trend has been the merging of higher education institutions and an associated ‘blurring’ of the boundaries in terms of the orientation of their curricula. Some universities have begun offering vocationally oriented degrees, whilst technikons have been offering courses in the humanities and social sciences⁵⁰. The merger process has resulted in a reduction in the number of institutions from 36 to 21 through 10 mergers and 9 campus incorporations⁵¹. The merger process has, additionally, led to the creation of new institutional forms. The term ‘university’ has been retained only for those institutions that were not required to merge, or that merged with other universities⁵². Technikons became universities of technology, which are defined as higher education institutions where all learning programmes and projects relate to technology⁵³. ‘Comprehensive institutions’ combine university and technikon type programmes and in some instances result from the merger of a university with a technikon⁵⁴. The higher education system in 2007 consisted of 11 universities, 5 universities of technology, 6 comprehensive institutions and 2 institutes for higher education⁵⁵.

3.5 Changes in funding in post apartheid higher education

In 1997 it was decided that the SAPSE formula funding for higher education would be abandoned based on a variety of objections⁵⁶. A central objection to the SAPSE formula was that, being formulated under the apartheid era administration, it assumed that access to higher education was fair. There was therefore no mechanism for improving equity in access to higher education or in redressing past injustice in terms of funding for historically black institutions in the SAPSE formula⁵⁷. In 1996 the National Commission on Higher Education (NCHE) proposed that government funding for higher education would need to satisfy the following underlying principles⁵⁸:

- Principles of equity and redress: government funding of higher education must work towards making the system equitable.
- Principle of development: government funding must encourage responsive programmes which will help satisfy the vocational and employment needs of the economy.
- Principle of effectiveness, efficiency and sustainability: government funding must ensure that the system achieves its stated goals at the lowest possible cost.
- Principle of shared costs: the costs of higher education must be shared by government, students and their families.

⁵⁰ Cloete, N. and Fehnel, R. (2006). The Emergent Landscape. *Transformation in Higher Education: Global Pressures and Local Realities in South Africa*. N. Cloete, P. Maassen, R. Fehnelet al. Dordrecht, Kluwer Academic Publishers: 245-272.

⁵¹ Department of Education. (2004). “Restructuring the Higher Education Landscape: Mergers and Incorporations.” Presentation to the Parliamentary Portfolio Committee on Education 22 June 2004. Retrieved 22/07, 2008, from <http://www.pmg.org.za/docs/2004/appendices/040622mseleku.htm>

⁵² Breier and Mabizela (2008)

⁵³ Ibid.

⁵⁴ Ibid.

⁵⁵ Ibid.

⁵⁶ Bunting, I. (2006). Funding. *Transformation in Higher Education: Global Pressures and Local Realities in South Africa*. N. Cloete, P. Maassen, R. Fehnelet al. Dordrecht, Kluwer Academic Publishers: 73-94.

⁵⁷ Ibid.

⁵⁸ Ibid.

In this vein, the 1997 White paper on educational transformation states that a goal oriented, performance related framework for public funding of higher education would be implemented⁵⁹. The implementation of the new funding framework was, however, severely delayed and had not yet been implemented by 2001⁶⁰. This delay resulted in several historically black institutions and technikons facing severe financial constraints by the end of 2000. The delay in implementation was beneficial for some universities, particularly historically white ones, which adopted strategies that generated considerable financial benefit for them⁶¹. The differing resource bases of the various institutions also had implications for the provision of financial support for previously disadvantaged students. Bunting⁶² notes that the historically English-speaking white institutions were able to provide substantial financial support to cover residence costs and fees, whilst historically black institutions spread financial support across the entire student body in order to provide support to more students.

3.6 Key Challenges to the higher education system in South Africa

3.6.1 Attrition rates

The attrition rate of students entering higher education in South Africa has recently become the focus of significant attention⁶³. The Department of Education in 2005 found that 50% of a cohort of first time undergraduates dropped out before attaining a qualification⁶⁴. The reasons behind this high attrition rate appear to be due primarily to students simply being too poor to stay in the system. Where students have scholarships or bursaries, they are often not enough to cover their expenses; these students often have to support their family members at home⁶⁵. Interviewees from the National Student Financial Aid Scheme (NSFAS) and the National Department of education supported this view and commented that drop out rates were significant⁶⁶. A respondent from the Department of Education commented: “the issue is one of economics. They [students] need to start supporting families and education starts to look like an indulgence. People leave the system to do this. We are losing a lot of learners in the system”⁶⁷.

The impact of HIV/AIDS, which may cause significant increases in students household expenditure on food and medicines, whilst simultaneously resulting in household members being unable to work (hence decreasing household income), may have a significant impact on the ability of students to pay for their studies. Students may also have to assume responsibility for their siblings or extended families if parents or key income earners become ill with AIDS⁶⁸.

The high and rising cost of living has also been noted as a key constraint. Additionally, higher education institutions have raised their tuition fees to an alarming extent, with an increase of 93% between 2000 and 2004⁶⁹. Allocations from the National Student Financial Aid Scheme (NSFAS) increased by 48% over the same period⁷⁰. The increasing financial strain on poor students is noted to be negatively impacting on the government’s higher education equity policies⁷¹.

⁵⁹ Ibid.

⁶⁰ Ibid.

⁶¹ Ibid.

⁶² Ibid.

⁶³ Breier, M. and Mabizela, M. (2008) Higher Education, *Human Resources Development Review: Education, Employment and Skills in South African* A. Kraak and K. Press. Cape Town, HSRC Press: 278-387.

⁶⁴ Ibid.

⁶⁵ Ibid.

⁶⁶ Interview with Linda Nhlumayo, COO, NSFAS, 13 June 2008.

⁶⁷ Interview with Mr Mabizela, National Department of Education, 6 June 2008.

⁶⁸ Breier, M. and Mabizela, M. (2008) Higher Education, *Human Resources Development Review: Education, Employment and Skills in South African* A. Kraak and K. Press. Cape Town, HSRC Press: 278-387.

⁶⁹ Ibid.

⁷⁰ Ibid.

⁷¹ Ibid.

3.7 The challenge of restructuring

The restructuring of the higher education system has created a number of important challenges, and has resulted in virulent opposition from some institutions⁷². There are challenges implicit in managing the huge enrolment at some of the merged institutions that call for exceptionally strong managerial leadership, whilst other challenges relate to the combining of organisational cultures, political histories, student profiles and disciplinary orientations. There are also challenges specific to the merging of technikons with universities, with regard to how to house the technology and employment oriented programmes of technikons under the same roof as the general, formative and professional programmes of traditional universities⁷³.

A further concern relates to the research capacity of merged institutions in the context of increasingly strong expectations of higher education as the basis of innovation and development. Breier and Mabizela⁷⁴ note that the research capacities of merging institutions are unlikely to improve over the next few years. This is due to the fact that many of the merging institutions are historically disadvantaged and lack the academic capacity to increase their research output. Additionally, technikons generally did not prioritise research, and historically disadvantaged technikons barely had any research capacity at all.

The higher education system in South Africa has changed dramatically since the end of apartheid in 1994. The incoming government inherited a fragmented and uncoordinated system with significant disparities between institutions in terms of academic, infrastructural and management capacity. The key challenges facing the higher education system remain the improvement of access to higher education for students from disadvantaged backgrounds, developing a fair and equitable funding system and maintaining and improving the quality of the system in terms of both research and teaching capacity.

3.8 Student mobility and internationalisation

Two higher education issues that have bearing on this review of the CSFP in South Africa relate to student mobility, and debates around the ‘internationalisation’ of university education in South Africa. The perceived movement of skills from South Africa to other countries all over the world in what has been dubbed the ‘brain drain’ is linked to these concerns. This section provides a brief overview of these issues.

Schoole⁷⁵, in an article that reviews the history of the internationalisation of higher education in South Africa, notes that the origins of western education in South Africa “can be traced to the occupation of South Africa by the Dutch and English empires in middle 17th century and the early 18th century respectively”. He argues that “racial segregation became an integral part of higher education practice in South Africa in those early years...when higher education was established in South Africa, it was intended for European students (children of immigrants) and not for indigenous children”⁷⁶. Schoole argues further that this resulted in a situation where “black students were forced to study abroad...it was once estimated by the Cape Department of Education that between ninety to a hundred black young matriculants had gone to America from the Cape Colony alone for education during the period 1898-1908”⁷⁷.

Schoole outlines further that when opportunities for black scholars to enter higher education institutions in South Africa did emerge, it was within an increasingly segregationist framework. He states that “mostly but with some exceptions – and in some fields, the newly established universities in South Africa in the early 20th century continued to practice racial segregation in the admission of students, despite their being no laws that prohibited them from admitting black students”⁷⁸. He argues that this again led to a situation where “denial of admission for many of these students made them seek study opportunities abroad”⁷⁹.

⁷² Ibid.

⁷³ Ibid.

⁷⁴ Ibid.

⁷⁵ Schoole, C. (2006). Internationalisation of higher education in South Africa: A historical review, *Perspectives in Higher Education, Volume 24 (4)*, 1-13.

⁷⁶ Ibid.

⁷⁷ Ibid.

⁷⁸ Ibid.

⁷⁹ Ibid.

As outlined in the previous sections, the apartheid state created several separate institutional higher education avenues for black scholars, which were notoriously under-resourced and academically isolated. Data on the extent that black scholars from these institutions – and in South Africa more generally – accessed international higher education in this period was not obtained, although, in the same period, as many as 40 000⁸⁰ South African were in political exile in Africa and on other continents, and there is evidence that at least some of the exile population had access to higher education opportunities overseas. South Africa's current president, Thabo Mbeki, for example, completes a Master's Degree at Sussex University whilst in exile with his family.

Data on white student mobility in the Apartheid era are also limited. International scholarship opportunities (which provide one indicator of student mobility) continued to be available in the form of funds such as the Rhodes Scholarship, internal university scholarships and, for a brief period before South Africa declared itself a republic – the CSFP. In addition, the higher socio-economic status of many white South Africans suggests the possibility that study overseas could be more readily entertained.

In the post-Apartheid era - in addition to the significant shift in enrolments in terms of the racial profile of students – a key trend emerging is the increase in foreign students in South Africa⁸¹. Kishun states that “international student numbers in South Africa have more than quadrupled during the dozen years of democracy – from around 12,500 in 1994 to nearly 53,000 in 2005 (more than 7% of the total higher education prudent body of 730,000)”⁸². This is viewed as one of the indicators of the increasingly international nature of education in a globalised world.

Data on the total number of students of South African origin going aboard to study were not available, but there are a number of studies that have reviewed global labour mobility and what has been termed South Africa's ‘brain drain’. In Kishun's⁸³ discussion on the need for consideration of a policy in South Africa on the internationalisation of higher education, he states: “knowledge societies around the world are creating global competition for the best students to provide skilled labour. As the global economy within which countries need to develop is knowledge driven and requires swift access to a highly skilled workforce, there will be increased competition for international students, many of whom will stay on to fill the skills shortages of their (mostly developed) host countries”⁸⁴.

Kishun notes that in South Africa this is occurring in a context where skills shortages are becoming pronounced. He states that “in South Africa, it is estimated that 1.0 million to 1.6 million people in professional and managerial occupations have left for developed countries since 1994, many of them highly qualified medical personnel and teachers”⁸⁵.

As Kishun notes, South African has launched some national programmes in response to skills shortages, including the Accelerated and Shared Growth Initiative for South Africa (ASGISA) and the Joint Initiative for Priority Skills Acquisition (JIPSA), but he argues that these and “welcom[ing] back expatriates and developing strategies to make it easier for those who wish to return...will not alone meet the skills need in this era of unprecedented movement of people and the recruitment of skilled personnel worldwide. Neither will government interventions or agreements with ‘raiding countries’ or bringing back retirees be total solutions to the challenges of losing skilled people”⁸⁶.

Kishun cites a South African Migration Project (SAMP) study completed by Crush, Pendleton, and Tevera⁸⁷ which notes that “although most SADC students are proud of their country, have a strong sense of national identity, have a desire to help build their countries with their talents and skills, and want to play a role in their country's future, there is a high risk factor of a continued brain drain from all six countries [including South Africa] in the research sample”. As cited in Kishun⁸⁸, according to Crush et al, “although all countries are

⁸⁰ Wren, C. (1991). South Africa seeks U.N Help on Return of Exiles, *New York Times*, 22 March.

⁸¹ Kishun, R. (2007). The Internationalisation of Higher Education in South Africa: Progress and Challenges, *Journal of Studies in International Education*, 11, 455-469.

⁸² Ibid.

⁸³ Ibid.

⁸⁴ Ibid.

⁸⁵ Ibid.

⁸⁶ Ibid.

⁸⁷ Crush, J., Pendleton, W., & Tevera, D.S. (2006). Degrees of uncertainty: Students and the brain drain in southern Africa. In R. Kishun (Ed.), *The internationalisation of higher education in South Africa* (123-144). Durban, South Africa, IEASA.

⁸⁸ Kishun, R. (2007). The Internationalisation of Higher Education in South Africa: Progress and Challenges, *Journal of Studies in International Education*, 11, 455-469.

heavily investing in skills development, the researchers [from SAMP] found that to stay at home ‘students want significant job creation, economic development, opportunities for professional advancement and improvements in the quality of life in their home country’⁸⁹. Where these desires cannot be addressed, the risk of a continued drain of skills remains high.

Although the above discussion does not include statistical data on student mobility, and even less on changes in how and which students have accessed funding for study abroad, university officials interviewed for this process provided some indications of their perceptions of shifts in funding over the years for study abroad. It should be noted that most respondents were not able to provide information on the pre-1994 period. Findings included the following:

One respondent indicated that in the pre-1994 period, some donors withdrew funding, and that this limited opportunities available for overseas study. He commented that “other donors [in the apartheid period] tended to shift their focus [away from students when there was student unrest] to academic research rather than individual students”⁸⁹. Another respondent indicated: “before the new South Africa, there were a lot of scholarships trying to help South Africans, especially black South Africans, who did have a lot of money. Since then, the NGOs and individuals who were helping have decreased. For example, some of the NGOs maybe had a five-year funding cycle, and then they might not have been renewed. So there are less NGO-supported scholarships in the post-apartheid period”⁹⁰.

Some respondents commented that in the post apartheid period, there have been a few other shifts. One respondent commented that there has been an increased focus on the provision of funding for undergraduate studies⁹¹. Another respondent indicated that there have been “more opportunities [in terms of scholarships] for students since 1994”⁹².

Another respondent noted that in the last decade “what I have seen is that the interest in students studying overseas has increased quite a bit. I think access to information on the Internet has contributed to this increase in interest. There are more students aware of the existence of the various scholarships – more people coming in and asking for the forms. We also announce the results in the campus newspaper, and so people know more about it”⁹³.

One official indicated that in terms of scholarship offerings and selection criteria, there had been “an increased focus on blacks and females” in the post apartheid period, but that the criteria generally differed across different awards⁹⁴.

This information, albeit limited, suggests that funds available for scholarships in South Africa since the demise of apartheid are such that there is more focus on promoting equity and contributing to South Africa’s transformation agenda (although criteria are different across funders), that there is more student interest in studying abroad, and that there are generally more opportunities open to scholars of all races and sexes.

The sections that follow review the CSFP in South Africa in the context of the challenges and successes outlined above.

⁸⁹ Interview with Mr. JP Gillam, Rhodes University, 3 June 2008.

⁹⁰ Interview with Ms Busisiwe Sithole, Financial Aid and Scholarship Office, University of the Witwatersrand, 27 May 2008.

⁹¹ Ibid.

⁹² Interview with Dr Strijdom, University of Fort Hare, 11 June 2008.

⁹³ Interview with Mr R Kotze, Stellenbosch University, 30 May 2008.

⁹⁴ Interview with Ms. Bennett, University of the Western Cape, 24 July 2008.

4 The CSFP in South Africa

4.1 The purpose of the CSFP in South Africa

One of the questions pertinent to this study is what South Africans would like to see schemes such as the CSFP used for in the context of the challenges facing the higher education system in the country, as well as the broader need to develop, attract and retain the necessary skills to continue to regenerate the nation. This section provides an outline of the perceptions of respondents interviewed for this study on the matter.

Respondents outlined that the South African National Department of Education delegated responsibility for the administration of the CSFP in South Africa to Higher Education South Africa (HESA)⁹⁵, where the South African CSFP Agency is now located. Respondents from both the Department of Education and the South African CSFP Agency indicated that there is no narrow articulated objective that the South African government in particular wishes to achieve through the Plan, outside of the Plan's current broader goals of fostering academic excellence and making contributions to developing countries. The respondent from the Department did indicate that the South African government more broadly encourages previously disadvantaged students to enter into, and advance in, higher qualifications and degrees. However, government's focus in terms of funding access to higher education is located in its National Student Financial Aid Scheme (NSFAS), which provides financial assistance to previously disadvantaged learners in the higher education sector (although learners in the further education sector are more recently also being included)⁹⁶.

The Chair of the CSFP selection committee in South Africa⁹⁷ commented that "if we [South African CSFP Selection Committee] have a purpose for the Plan, the object is to send the absolute intellectual and original best that we can find for master and doctoral studies in Britain, with a view to the development of both countries".

The Chair of the CSFP commented further that awards such as the CSFP have the express purpose of significantly enhancing the quality of the country's academics, no matter where their final sphere of influence or location internationally. He believes, however, that these academics often return from their studies abroad to continue the development of local institutions and the country at large:

We are not a deeply nationalist committee in the sense that we think there is a global university to which we all contribute. Some [scholars] might not come home immediately...whatever is right for the academic discipline. I think a very large number come home in the longer run. Maybe not next the year. If you are a world-class structural biologist, your appropriate next step will be Harvard. In my experience, they come home, just like the Rhodes scholars do. We are sufficiently internationalist that it doesn't matter where they go intellectually. We would not have modern physics if Marie Curie did not move to Paris. The United States gave us the whole of nuclear physics in the 1940s. It is not always correct that people should stay in the country of their birth. This university [University of the Western Cape] has produced more black science graduates than ever, and we are covered in people who won Rhodes and Commonwealth and Fulbright and other overseas universities and they come back. On this campus we have a significant number of people with English university degrees, and they are full professors and much of our leadership has international degree experience, which is how this university has the quality and experience that it has. It's the idea of taking a cohort of seriously bright people with originality and exposing them to the best universities in the world, and yes – they do develop the country.⁹⁸

The CSFP Agency⁹⁹ indicated that it aims to support the imperatives for transformation in South Africa, but that all considerations pertaining to gender, race and related matters must be second to academic performance. As such, the selection panel reportedly aims to "work towards these balances", but without sacrificing the strict academic requirements put in place by the ACU. The Agency commented that in terms of gender, the balance

⁹⁵“Higher Education South Africa (HESA) was formed on 9 May 2005, as the successor to the two statutory representative organisations for universities and technikons (now universities of technology), the South African Universities Vice-Chancellors Association (SAUVCA) and the Committee of Technikon Principals (CTP). The launch of HESA was in part driven by the restructuring of the higher education sector, which resulted in the establishment of new institutional types, but also by the need for a strong, unified body of leadership. HESA represents all 23 public universities and universities of technology in South Africa and is a section 21 company”. <http://www.hesa.org.za/hesa/>

⁹⁶ Interview with Linda Nhlumayo, COO, NSFAS, 13 June 2008.

⁹⁷ Interview with Professor Renfrew Christie, Chair of the CSFP Selection Committee in South Africa and Dean of Research, University of the Western Cape, 19 August 2008.

⁹⁸ Ibid.

⁹⁹ Interview with Jana van Wyk, Project Manager and Secretary: Commonwealth Scholarships, 19 June, 2008

was almost even. In terms of race, however, the panel reportedly still struggled to increase the number of black recipients (although, as indicated later, this has slowly risen to approximately one third of the total)¹⁰⁰.

The Agency respondent¹⁰¹ also indicated that one of the other matters taken into consideration in the selection process related to skills requirements in South Africa. She indicated that special attention was placed on reviewing applications in fields where there is a national shortage, such as the natural sciences. Again, the respondent indicated that decisions pertaining to field of study were also secondary matters of academic quality. As the Chair of the Selection Committee commented, “it is more important to send good Arts and Humanities than a bad scientist and there is no point in compromising quality because of considerations of that kind”. As will be seen in the next section, the majority of award recipients are in the Humanities field¹⁰².

University officials interviewed for the purposes of this report commented on the Plan as a mechanism for enhancing academic performance and, thereby, institutional development. As one respondent indicated, “the Commonwealth Scholarship enables the university to grow its own trees. Our students who went overseas as students came back as academics”¹⁰³. Another university official indicated, “the students who have benefited from a year abroad and come back with a qualification often become young staff members. They have improved their own capacity, and the university benefits from this”¹⁰⁴. Another respondent indicated that “the international exposure provides a different approach to scholarly work and does make a difference to their own approach and thinking and has an impact on their respective Departments. The majority [of returned scholars] have made a significant contribution if you consider their outputs in terms of publications and postgraduate student supervision”¹⁰⁵.

A respondent from Stellenbosch University¹⁰⁶ commented:

I think within the Department of Economics and the Department of Political Science, the CSFP and other scholarships have been one of the major sources of training for the academic staff. For example, in our Economics Department, we usually have about two economics students per year as Commonwealth scholars, and they usually come back to lecturing or research posts here when they finish their studies overseas. I would say that their contributions are significant. They often get more senior positions. Their outputs in terms of research and publications are strong.

In sum, then, the CSFP is seen as a key vehicle for the advancement and development of academia in South Africa, more narrowly, and the ‘global university’ more broadly. Whilst it is obviously seen as advantageous that academics reaping the benefits of international experience return home to share new knowledge, skills and expertise, there is also an understanding that all positive contributions to academia, no matter where scholars are located internationally, are desirable. Many of the university officials interviewed commented on the extent that returning scholars have positively impacted on the academic enhancement of relevant Departments and institutions.

The next sections look more closely at South Africa’s scholars and fellows in the two award periods, i.e. 1960-61 and 1994 onwards.

¹⁰⁰ Ibid.

¹⁰¹ Ibid.

¹⁰² Interview with Professor Renfrew Christie, Chair of the CSFP Selection Committee in South Africa and Dean of Research, University of the Western Cape, 19 August 2008.

¹⁰³ Interview with Ms Bennett, Senior Consultant, Postgraduate Scholarships, University of the Western Cape, 24 July 2008.

¹⁰⁴ Interview with Dr Strijdom, University of Fort Hare, 11 June 2008.

¹⁰⁵ Interview with Mr van der Walt, Scholarships, University of Johannesburg, 24 July 2008.

¹⁰⁶ Interview with Mr R Kotze, Stellenbosch University, 30 May 2008.

5 The South African CSFP scholars and fellows

This section of the report focuses on the South African recipients of CSFP Awards, and attempts to provide an overview of who these scholars and fellows were (and are), what their experiences were whilst they were abroad, what they are doing now, and how - and whether or not - the award impacted on their lives and careers.

5.1 Profile of the population of South African scholars and fellows

As outlined previously, South Africa participated in the CSFP from 1960 – 1961 (although some scholars are listed in directories as “62” scholars on account of start dates overlapping into 1962), and again from 1994 onwards, when South Africa rejoined the Commonwealth. This section provides an overview of the data available for the total population of scholars and fellows from South Africa (as outlined later in this section, there has only been one incoming scholar to South Africa).

The Association of Commonwealth Universities (ACU) Directory of Commonwealth Scholars and Fellows¹⁰⁷ (1960-2002) indicates that a total of 38 scholars and fellows from South Africa received awards between the years 1960 and 1962. The table below indicates the countries of study for the 1960-1962 South African cohort¹⁰⁸:

United Kingdom	21
New Zealand	1
Canada	10
Australia	6

Source: ACU Directory, 1960-2002

As evidenced, the majority of award recipients went to the United Kingdom to study, although proportionally, relatively high numbers also went to Canada and Australia. In the course of this study, all of the 60-62 scholars reached attended universities in the United Kingdom, and so no data are available to indicate the reasons for selecting other destinations for study purposes.

The ACU Directory does not provide information on gender. As one indicator, however, 23 of these 38 recipients are listed as scholars in the directory of Alumni of the Commonwealth Scholarships Commission in the United Kingdom and of these, 17 (74%) were male and 6 (26%) were female.

It is reported that a convention at the time was to identify male scholars by name only, and female scholars by providing the designations of either “Miss” or “Mrs”. An analysis of totals in this regard suggests that approximately 14% of the scholars in this early cohort were female. The final tally of gender figures most likely lies closer to the 14% mark.

Table 6 Gender of 1960-1962 cohort

Host country	1960 Total	1960 Female	1961 Total	1961 Female
UK	9	2	11	2
Canada	4	0	5	0
Australia	4	1	2	0
New Zealand	1	0	0	0
Total	18	3	18	2

Source: ACU Directory

¹⁰⁷ Association of Commonwealth Universities (2003), *Directory of Commonwealth Scholars and Fellows*. London.

¹⁰⁸ *Ibid.*

The ACU Directory indicates that in the period 1994-2002, after South Africa rejoined the Commonwealth, a total of 239 scholars and fellows received Commonwealth awards. The table below indicates the countries of study for these recipients:

Table 7: Countries of study for 1994-2002 cohort

United Kingdom	222
New Zealand	2
Canada	15
Australia	-

Source: ACU Directory, 1960-2002

The directory for the Alumni of the Commonwealth Scholarship Commission (CSC) in the United Kingdom indicates that between 2003 and 2006, an additional 113 scholars bound for the UK received awards.

The CSC data (which only includes scholars bound for the UK) indicates that a total of 52% of the scholars from 1994 to 2006 were female, and 48% were male.

As evidenced, in the 1994-2002 period (see Table 7), the vast majority of scholars (80%) went to the United Kingdom as the country of study. The Chair of the CSFP selection committee¹⁰⁹ indicated that there have generally been limited funds made available for scholars to attend institutions in other Commonwealth countries. He commented: "I think it is too small. There should be more money in it [scholarship opportunities in other countries in the Commonwealth] and Canada and Australia and Zambia and so on should take more scholars in¹¹⁰". The respondent also indicated that recently the opportunity to send CSFP scholarships from South Africa to Canada had been suspended by the Canadian CSFP Agency for reasons pertaining to funding.

The respondent added that many applicants showed an interest in attending UK-based universities, such as Cambridge and Oxford, as a result of their traditional international standing and repute. He commented: "I can quite understand why people would want to go to Oxbridge. They have a certain currency"¹¹¹.

An analysis of the CSC data (which only includes the 334 scholars bound for the UK between 1960 and 2006) provides an indication of the spread of South African scholars across UK institutions. The data are provided for the 60-62 cohort, and the 1994-2006 cohort separately.

As evidenced in the table below, just under half of the 1960-62 cohort attended either Oxford University or Cambridge University, with the remainder spread across an additional seven institutions.

Table 8: Institutions of study, 1960-62 cohort

Institution	Number of scholars
Cambridge University	6
Oxford University	5
University of London	4
University of Edinburgh	2
Imperial College, London	2
London School of Economic and Political Science	1
Newcastle University	1
University of Manchester	1
University of St Andrews	1
Total	23

Source: Alumni of the Commonwealth Scholarship Commission (CSC) in the United Kingdom

In terms of the 1994-2006 cohort, data indicate that Cambridge, Oxford, University College London and Imperial College London rank as the top four institutions receiving South African scholars. These account for 33% of the total number of scholars, the remainder of which are spread across 71 other UK institutions. This data

¹⁰⁹ Interview with Professor Renfrew Christie, Chair of the CSFP Selection Committee in South Africa and Dean of Research, University of the Western Cape, 19 August 2008.

¹¹⁰ Ibid.

¹¹¹ Ibid.

reinforce the view of the Chair of the Selection Committee that fairly high numbers of South African scholars remain interest in attending “Oxbridge”.

Table 9: Institutions of study, 1994-2006 cohort

Institution	Number of Scholars
Cambridge	41
Oxford University	30
University College London	19
Imperial College London	13
London School of Economics and Political Science	9
University of Edinburgh	9
University of Leeds	9
University of East Anglia	8
University of Nottingham	8
University of York	8
Environment Agency	7
London University	7
University of Manchester	7
University of Warwick	7
Institute of Education	6
King's College London	6
University of Reading	6
University of Stirling	6
League for the Exchange of Commonwealth Teachers	4
London School of Hygiene and Tropical Medicine	4
School of Oriental and African Studies	4
University of Sussex	4
49 institutions that have received three or fewer SA CSFP scholars	77
Unknown	12
TOTAL	311

Source: Alumni of the Commonwealth Scholarship Commission (CSC) in the United Kingdom

The figures below provides an indication of the subject areas of population of scholars based on the CSC data:

Figure 1: Fields of study, 1960-62 cohort.

Source: Directory of Alumni of the CSC

Fields of Study, 1994-2006 Cohort. Source: Directory of the Alumni of the CSC

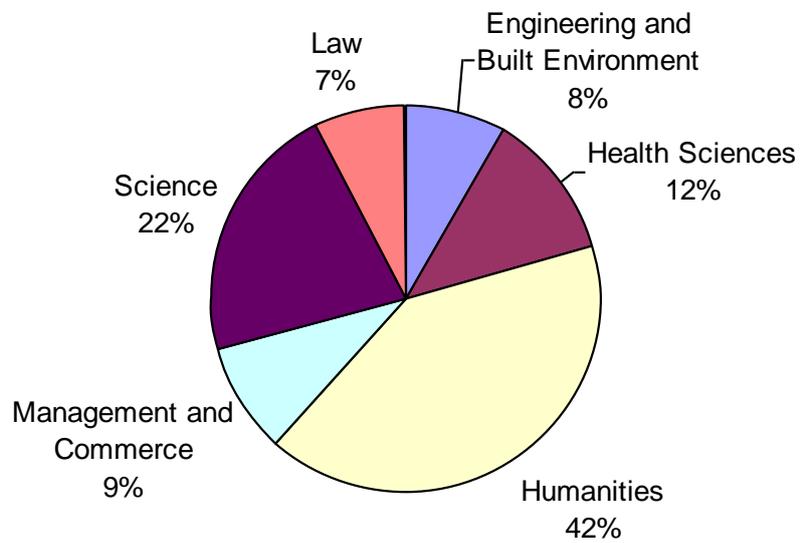
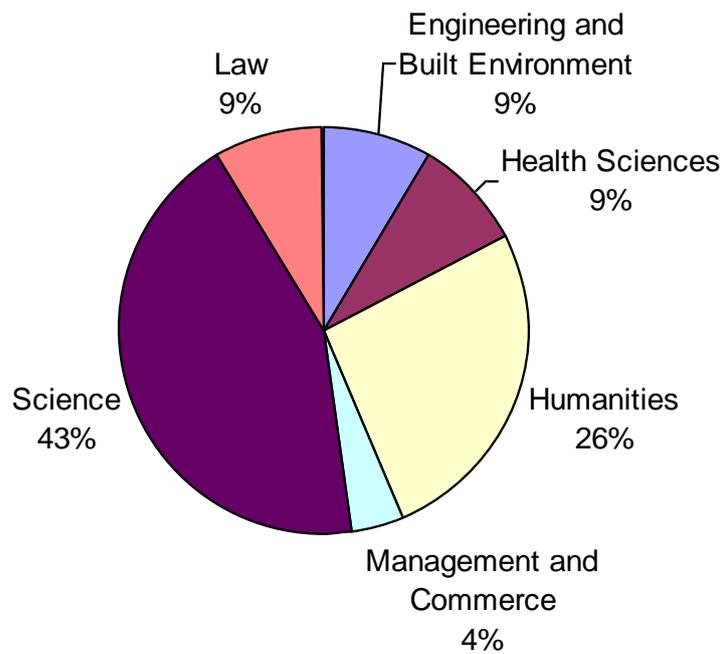


Figure 2: Fields of study, 1994-2004 cohort.

Fields of Study, 1960-62 Cohort. Source: Directory of the Alumni of the CSC



Source: Directory of Alumni of the CSC

The data show that amongst the 1960-62 cohort, studies in the Sciences were the most popular selection, followed by the Humanities, and then much smaller percentages of scholars in Law, Health Sciences and Engineering and the Built Environment. Only a very small percentage conducted studies in Management and Commerce. By contrast, data from the 1994-2006 cohort show that 42% of the scholars were studying in Humanities fields, followed by 22% in the Sciences, and then smaller percentages again in the fields of Health Sciences, Management and Commerce, Engineering and the Built Environment and Law. As mentioned in the previous section, the Selection Committee made clear that it would rather send high quality Humanities scholars abroad than select poorer quality Science students, even though skills needs in science disciplines are higher.

Biographical information on the race of recipients - which is germane in a context that reflects on the transformation of education in South Africa - is not available from the ACU and CSC sources. A respondent from the South African CSFP Agency commented that the majority of award recipients were largely white, although she indicated that the numbers of previously disadvantaged recipients were gradually increasing over time. A report on the administration of the Commonwealth scholarships in South Africa¹¹² indicated “even though we have seen a steady increase in eligible applications [from previously disadvantaged applicants] over the last couple of years, 14% in 2003 to 31% in 2007, we would like to see more”.

It should be noted that there is only one incoming award recipient in the ACU Directory - a recipient who came to South Africa from Zimbabwe in 1960. The South African CSFP Agency respondent indicated that she did not know of any incoming scholars since re-entry into the Commonwealth in 1994. The respondent indicated that processes to initiate a scheme to attract incoming scholars had “struggled to get off the ground”¹¹³. The respondent indicated that there had been efforts to encourage higher education institutions to put mechanisms in place to host incoming scholars, including communication with all of the Vice Chancellors at various points. She indicated that one of the challenges was that the local CSFP agency did not have funds to drive these activities, and that the responsibility to make provision for hosting incoming students lay with the individual institutions. She reported that in 2007, the Agency managed to secure some commitments from local institutions to host incoming scholars and fellows, but that at the time of this research, the institutions had made no final selection decisions or had rejected the applications received.

The respondent indicated that there was a need to review the matter of incoming scholars and fellows again, and to find ways to encourage South African universities to participate in such exchanges.

5.2 Profile of survey respondents

As outlined in the methodology, a total of 37 award recipients returned the self-completion questionnaire designed for this study. This represents only approximately 10% of the total population of scholars and fellows, and is therefore not necessarily indicative of the profile and views of the total population.

Of the 37 survey respondents, 20 (54%) were female and 17 (46%) were male. In terms of race, a total of 31 (84%) of respondents were white, whilst 3 (8%) were black, 2 (6%) were coloured and 1 (2%) were Indian.

A total of 8 respondents were past fellows and 29 were scholars.

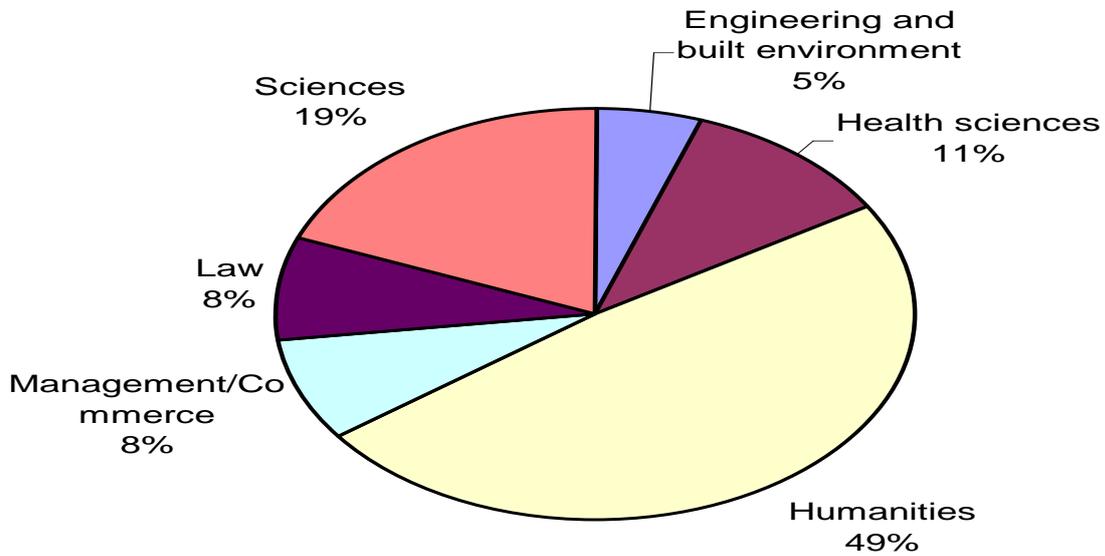
Only three respondents were from the 1960-1962 cohort, and the remainder from 1994 to 2006.

Figure 3: Survey respondents by subject area

¹¹² *Report on the Administration of the Commonwealth Scholarships for South African Citizens, June 2008*, compiled by Jana van Wyk, Project Manager and Secretary: Commonwealth Scholarships.

¹¹³ Interview with Jana van Wyk, Project Manager and Secretary: Commonwealth Scholarships, 19 June, 2008.

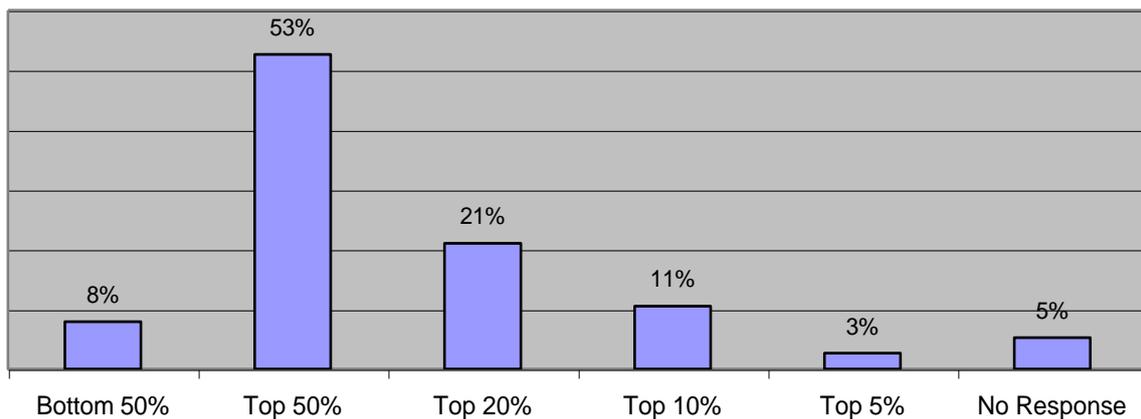
Survey Respondents by Subject Area (n=37)



As indicated in Figure 3 above, almost half of the respondents were studying in the Humanities, followed by 19% of respondents in the Sciences, 11% in the Health Sciences, 8% each in the areas of Law, Management and Commerce, and 5% in Engineering and the Built Environment. Despite the small sample, these figures are remarkably consistent with the same data for the whole South African CSFP scholar and fellow population (see Figure 2).

Figure 4: Economic circumstances at the time of the award

Economic Circumstances At Time of Award



As indicated in Figure 4 above, the vast majority of respondents considered themselves to be in the top 50% or above in terms of economic circumstances at the time of the award. Only 3 respondents (8%) reported that they were in the bottom 50% of the population in terms of economic circumstances.

Figure 5: Employment status at time of award

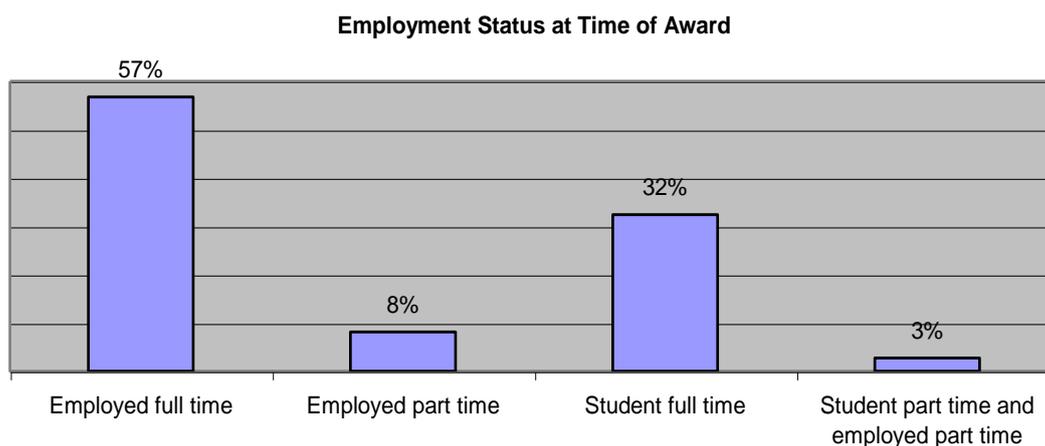


Figure 5 indicates that the majority of respondents were employed at the time of the award, and 32% were full-time students.

5.3 The selection process and motivations for applying

This section reviews the selection process, and also considers scholar and fellows' motivations for applying for this particular award.

5.3.1 The Selection Process

As outlined, the South African CSFP Agency is located within HESA, which was requested by the NDE to take over management of the awards process. HESA reportedly does not receive any funds for this administration and management function, but has a dedicated staff member attending to CSFP matters.

In terms of the recruitment and selection process, a CSFP Agency respondent indicated that as soon as the organisation receives the letters of invitation from CSFP awarding agencies, the South African Agency begins to liaise with the institutionally based scholarship administrators in each of the higher education institutions across the country. Each higher education institution is invited to submit eight applications to the Agency panel for consideration.

Respondents from the higher education institutions interviewed for this process outlined that the internal processes for selection usually involved an internal application screening process, which reduces the list of initial applicants to the maximum of eight that will ultimately be submitted to the CSFP Selection Committee.

The CSFP Agency indicated that not all institutions are able to submit eight applications that meet the required criteria. The Agency respondent¹¹⁴ indicated that often the historically disadvantaged institutions submitted much smaller numbers of candidates. Whilst one of the factors accounting for this smaller number of candidates relates to the challenges outlined in section 3, a respondent from Fort Hare University (one of the historically disadvantaged institutions) provided an interesting view on the matter. He indicated:

There are many opportunities from abroad (e.g. countries such as Britain) and they are trying to get good students from South Africa to come to their universities. So we end up losing some of our best students, and the subsidies [from the government] that go along with those degrees. At Fort Hare, we have gone through significant financial hardships; and a number of Deans of faculties are not always keen to promote these overseas opportunities, because of these issues of losing our best students. This has an impact on the quality of the student base, and on these subsidies.¹¹⁵

The same respondent also noted, however (as outlined in section 4.1.), that when scholars go abroad and do return, the "university benefits from this"¹¹⁶.

¹¹⁴ Ibid.

¹¹⁵ Interview with Dr Strijdom, University of Fort Hare, 11 June 2008.

¹¹⁶ Ibid.

As part of this research process, past award recipients were requested to indicate how they came to hear about the availability of Commonwealth funds for scholarships and fellowships.

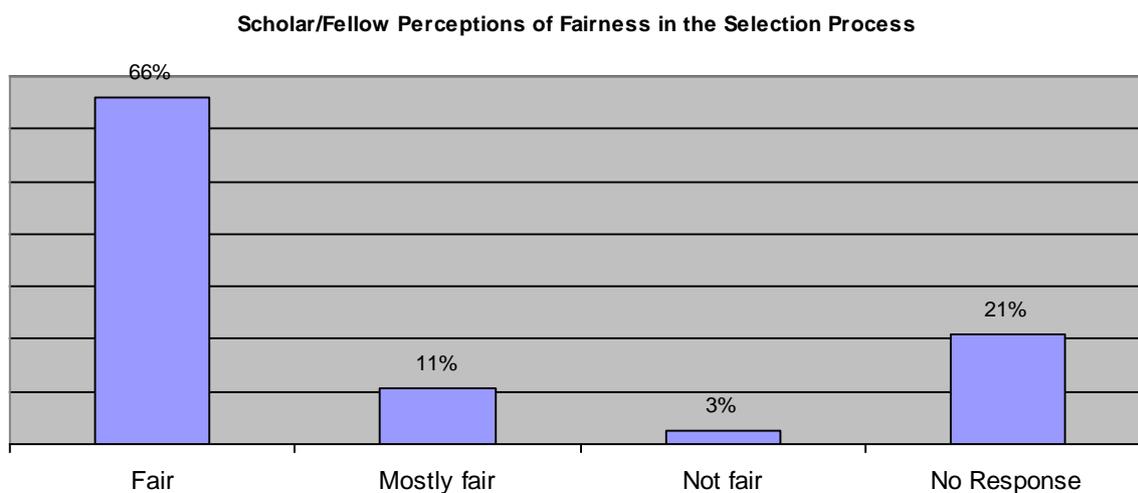
The majority of respondents completing the survey (66%) indicated that they first heard about the CSFP through their home higher education institution. A small number reported that they heard about the CSFP through their peers, and the remainder reported to have heard about the CSFP through other sources, such as through advertisements, their own research into the availability of grants, and so on.

Once the CSFP Agency in South Africa receives the final selection of applications, the selection panel is constituted, and the selection process begins. According to the Agency respondent¹¹⁷, the selection panel usually consists of a representative from the British Council, the National Department of Education, representatives from the higher education sector, and the Agency secretariat. The chair of the CSFP Selection Committee has remained as chair for the past fifteen years. It was reportedly initially decided that the chair should be replaced every two years, but the current incumbent has been repeatedly asked to retain his chairmanship.

The panel reportedly meets in December of every year, and considers each of the applications separately. According to the Agency respondent, the selection panel reviews the applications on the basis of criteria set by the ACU. She commented that “we don’t even look at applications that don’t meet those [criteria]. The panel’s motto is that these are ambassadors of our country and we can’t send people without sound academic performance. They have to be sound academically. They must be *cum laude* – seventy percent or seventy-five percent and upwards”.

Past scholars and fellows who responded to the survey were asked to comment on their perceptions of the selection process, albeit that this is a paper-based exercise and that potential scholars and fellows are not required to go through face-to-face interview processes and/or presentations to the selection panel.

Figure 6: Perceptions of fairness of selection process



As indicated in Figure 6 above, the majority of respondents indicated that they believed the process was fair.

Comments included:

I do not have data on other applicants in South Africa to give a comprehensive opinion. However, once I got to England and met scholars from other countries, I felt that my capabilities were no worse than theirs.¹¹⁸

One of the scholars from the 1960s cohort interviewed for this process indicated that he viewed the selection process as unfair on the basis that in the 1960s, “non-white students had little chance of obtaining such awards in South Africa”¹¹⁹. This past scholar was later to leave South Africa for Australia on account of the then-strengthening apartheid state.

¹¹⁷ Interview with Jana van Wyk, Project Manager and Secretary: Commonwealth Scholarships, 19 June, 2008.

¹¹⁸ Kenneth Preiss, Science Scholar, 1961.

¹¹⁹ Harold Luntz, Law Scholar, 1960.

Comments from more recent scholars and fellows clearly illustrate the application of the selection criteria used by the panel:

I was told that a number of applications were received, but that my application was really good. I was selected, despite the fact that I am not from a 'previously disadvantaged group' that suffered during the apartheid years.¹²⁰

The selection started with a plain merit based approach at first, then focusing on what benefit the award would bring the individual and his/her country. I think being a science student may have made the selection more favourable as there are usually less science-focused applications.¹²¹

This award was based on merit and not on other demographic criteria. In this respect I believe the process was fair and transparent at each selection stage.¹²²

One respondent indicated that the selection process itself appeared to be fair, but indicated that he had been "discouraged" by his university from applying on the basis that he was a white male, and therefore reportedly stood little chance that he could consequently succeed in the selection process¹²³.

On the other hand, one of the black scholars selected indicated that she was unsure how fair the process was. She commented as follows: "from what I gathered, selection was partly based on the applicant's racial profile. In my case this benefited me, but it probably excluded many well-qualified white applicants"¹²⁴.

The CSFP Agency respondent indicated clearly, however, that selections based on race would only be made if academic achievements were first considered to be equal.

One of the respondents interviewed for this process, the current Vice Chancellor of Rhodes University¹²⁵, commented that selection criteria for the CSFP needed to be reviewed. The respondent questioned whether or not his application, if submitted today, would be accepted:

It would be interesting for someone to take out my CV and see if I would get it (a scholarship) now. My [political] engagement was well known and my results were decent, but some would be asking 'should we be bothering with this candidate?' Perhaps they did take that chance on me. I might not have finished [PhD]. Had I not finished, I would not have applied for the directorship vacated by Harold Wolpe and would not have been headhunted by the Council for Higher Education and so on. That was a risk.

The respondent commented on the dearth of black recipients of the Commonwealth and similar awards, and questioned whether or not there was a need to widen and deepen the selection criteria in a manner that took less traditional factors into account:

As much as I am an antagonist of mediocrity, and I think people must strive for excellence, I wonder if merit defined in a certain way is exclusively being used to select certain people. There are other criteria, such as the hardships overcome by particular young women in contrast to those from privileged backgrounds. I wonder if we take into account other criteria. I think it [current criteria] is conservative and exclusive. What is to say they will not be the next Vice Chancellor? Given the history of this country, we perpetuate this.

Some of the other respondents interviewed shared the view that there was a need to explore changes in the selection criteria, whilst others were clear that the Commonwealth should not be dictated to in this regard. As one respondent commented, "I would say that we are not going to tell them who to give their money to"¹²⁶.

5.3.2 Motivations for applying and meeting expectations

Past scholars and fellows were asked to indicate their specific personal motivations for applying for the award in the first instance. Reasons provided ranged from wanting to access fields of study at international institutions that were not available in South Africa, to broadening and deepening fields of study at internationally acclaimed institutions. Comments included:

¹²⁰ Ilse Assmann, Education and Technology Scholar, 2005.

¹²¹ Bernelle Verster, Genomics Scholar, 2006.

¹²² Jolene Skordis –Worrall, Economics Scholar, 2002.

¹²³ Anthony Bizos, Business Administration Scholar, 1998.

¹²⁴ Scarlett Cornelissen, Urban Studies Scholar, 1999.

¹²⁵ Interview with Saleem Badat, Vice Chancellor of Rhodes University and past scholar, 5 June 2008.

¹²⁶ Jon Hyslop, Historic Sociology and African Studies Fellow, 1997.

My ambition was to lecture in English literature at a university, so conscious of the inadequacy of my SA degree, I wished to study further at Cambridge with its famous lecturers like Dr F Leavis¹²⁷.

I wanted to undertake study at an institution specialising in my area of study and with an internationally renowned reputation.¹²⁸

To gain an academic qualifications in a field which was not adequately covered by South African universities.¹²⁹

The area of study I wanted to study (i.e. Music Psychology) was not presented at a tertiary institute in South Africa at the time.¹³⁰

I wanted to experience philosophy at one of the world's best institutions. I wanted to learn and grow and develop my skills and expertise. I wanted to experience the richness of British culture.¹³¹

I wanted to obtain a PhD at an international university of repute; experience a multicultural international environment; develop leadership and independence.¹³²

When asked whether or not past scholars and fellows ended up doing what they wanted, 90% of respondents reported that they did. Only two past scholars reported that they ended up doing a similar course to their first preference, and one respondent indicated that he had completed the course that he wanted to complete, but not at the preferred institution.

As one of the questions aligned with the CSC evaluation, respondents were also asked to indicate what they believe they might have done as an alternative if they had not been successfully awarded a Commonwealth award.

¹²⁷ Margaret Harrison, English Scholar, 1960.

¹²⁸ Russell Luyt, Psychology Scholar, 2002.

¹²⁹ Frank Pelser, Law Scholar, 2005.

¹³⁰ Wilna Dirkse Van Schalkwyk, Psychology Scholar, 1998.

¹³¹ Hendrick Lotter, Justice and Poverty Scholar, 2004.

¹³² Thirmula Govender, Pharmaceutical Sciences Scholar, 1996.

Table 10: Perceptions of possible alternatives to CSC award

If you had not been given the CSC award you would have (n=58):		No	Unlikely	Likely	Very Likely	NR
(i)	Found other ways to undertake the same UK programme	11 (18%)	22 (40%)	13 (22%)	10 (17%)	2 (3%)
(ii)	Found other ways to undertake a similar programme in another country	9 (16%)	17 (29%)	20 (34%)	8 (14%)	4 (6%)
(iii)	Undertaken a similar programme in my home country	15 (26%)	8 (14%)	17 (29%)	13 (22%)	5 (9%)
(iv)	Not undertaken such a programme	21 (36%)	11 (18%)	10 (17%)	9 (16%)	7

As indicate above, 58% indicate that they probably would not have found other ways to undertake the same programme in the UK, although almost half (48%) indicate that they would likely or very likely undertaken the programme in another country¹³³. Further, 51% indicate that they would have likely undertaken a similar programme in South Africa. A full 33% indicated that they would most likely not have undertaken such a programme at all.

5.4 Experiences abroad

This section draws on (i) responses to the self-completion questionnaire and (ii) interviews with a select number of past scholars and fellows. Questions aimed to understand what respondents considered the most enriching aspects of their experience whilst abroad, and what aspects were considered to be most challenging.

5.4.1 Enriching experiences

In terms of the most enriching aspect of the experience, it is worth noting that all respondents provided indications that their experience abroad had been positive in one way or another. Many respondents commented positively on their academic experiences whilst abroad. Some commented specifically on access to quality academic expertise and input, whilst others commented on access to resources, institutional culture, and so on. Comments included:

It was great exposure to a different academic/institutional culture at the host university. There was the opportunity to engage with young and established scholars from many different parts of the world, the possibility to use library and other resources which are difficult to come by in South Africa. Also the possibility to attend many academic conferences/symposia, etc in the UK and elsewhere in Europe and North America (made possible through conference grant).¹³⁴

[The most enriching aspects was] the opportunity to participate in a truly excellent and vibrant intellectual space.¹³⁵

...exposure to obtaining skills in the latest technology and research techniques; exposure to a different university environment; and exposure to excellent academic staff, themselves from all over the world.¹³⁶

Many survey respondents and interviewees indicated that academic enhancement was only one aspect of the overall experience. Some scholars commented specifically on the opportunity that the grant provided to engage with and meet scholars from all over the world. Comments included:

[It was an] opportunity to engage with young and established scholars from many different parts of the world.¹³⁷

At Oxford the graduate community was very international and I made friends and acquaintances with people from across the world.¹³⁸

¹³³ It is not clear whether or not responses to “other country” could have been perceived as including “home country” and so results in this regard are somewhat ambiguous.

¹³⁴ Scarlett Cornelissen, Urban Studies Scholar, 1999.

¹³⁵ Douglas Farland, Humanities Scholar, 2005.

¹³⁶ Thirmula Govender, Pharmaceutical Sciences Scholar, 1996.

¹³⁷ Scarlett Cornelissen, Urban Studies Scholar, 1999

Meeting people from around the world who make the multicultural graduate community at Cambridge.¹³⁹

Contact with students from all over the world broke down my prejudices and racial bias and exposed these as worthless.¹⁴⁰

Other respondents listed exposure to English culture and English life as important parts of their experiences:

Experiencing life in the UK in general, and Cambridge in particular.¹⁴¹

Observing and experiencing one of the world's richest cultures in action and having the opportunity to learn and grow.¹⁴²

I was told that Londoners are not particularly helpful or friendly, [but] experienced quite the opposite. I found it all to be exciting – from the trains to the underground, to the buses and supermarkets.¹⁴³

One of the scholars interviewed for this process described how his exposure to life in the UK, and to Oxford in particular, had been surprising and unexpected:

I had been to the States and passed through the UK once overnight and I had never been to Oxford or Cambridge. I had a Dickensian view of these places...that they were removed from civilisation. When I think of my visual impression of Oxford, I was bombarded by corrections. In some ways it is a bustling and big city that has been developed badly...old buildings side by side with haphazard developments. The last thing I would have expected would have been traffic problems. It was a severe eye-opener.¹⁴⁴

One of the scholars who went to Oxford on receipt of his award in the early 1960s commented:

I absorbed so much British culture while I was there, and the fact that we were introduced to...the thing I learnt is that there are many people in the Commonwealth. I remember going on the underground, and I stepped on the escalator going down to the tube and some of the scholars hesitated at the top. That sort of opened my eyes to developing countries and what they lacked in terms of privileges that I enjoyed as a white South African. ... We were looked after as people from a diverse Commonwealth. Mine [culture] was fairly close, but I still had to learn a lot.¹⁴⁵

Another scholar from the early 1960s, who later became a judge to the Cape Town High Court¹⁴⁶, recalls his experience abroad as follows:

I think the Commonwealth Scholarship was the highlight of my life. The experiences were such a change from the South Africa in which I grew up in in so many ways. Everything (the experiences) was so much richer than growing up in the Eastern Cape at the time. There was so much more of everything and the different types of people I was exposed to... my first encounter was having a shower with a black guy who turned out to be from Nigeria. It was rather strange coming from apartheid SA. We became lifelong friends and he returned to Nigeria and became a distinguished botanist. During the process of us becoming friends, I realised what I, and we as a society, had lost through dividing people as part of the apartheid system.

The other area the scholars commented on specifically was professional networking - what some termed the "cocktail circuit" - and the importance of this in developing and maintaining networks with like-minded, interesting and/or influential individuals.

One of the fellows interviewed for this process commented that "you are there to do research and the cocktail circuit. You need to break into the international circuit, and that is how you break in [i.e. through the cocktail circuit]".¹⁴⁷

¹³⁸ Robyn Evans, Economics Scholar, 2002.

¹³⁹ Theophilus Hacking, Mining and Sustainable Development Scholar, 2002.

¹⁴⁰ Margaret Harrison, English Scholar, 1960.

¹⁴¹ Theophilus Hacking, Mining and Sustainable Development Scholar, 2002.

¹⁴² Hendrick Lotter, Justice and Poverty Scholar, 2004.

¹⁴³ Ilse Assman, Education and Technology Scholar, 2005.

¹⁴⁴ Anthony Stein, Law and Philosophy Scholar, 1998.

¹⁴⁵ Harold Luntz, Law Scholar, 1960.

¹⁴⁶ Justice John Godfrey Foxcroft, retired judge to the Cape Town High Court. Law Scholar, 1961.

¹⁴⁷ Louis de Koker, Money Laundering and Control Law Fellow, 2004.

Another respondent also commented on the networking aspect of the experience as follows: “I didn’t go there just to go to Business School. I went there to get educated. I didn’t get great marks; I got good marks and a great education. I have personal friendships and a network that I could never replace”.¹⁴⁸

5.4.2 Challenges

Respondents were also asked to indicate perceptions of the challenges that they faced. Here responses broadly fell into three categories, i.e. missing family and friends at home, dealing with the UK culture and/or climate (compared to the South African climate) and managing the stipend. Comments included: “The funding was sufficient, but not plentiful, so clever use of the stipend was required”¹⁴⁹; “To survive on a budget and having no family support in the country”¹⁵⁰.

Concerns about living on the stipend are not new, as evidenced by comments from a scholar from the 1960s:

Although I was very grateful for the award, financial difficulties were of a constant concern. The stipend was not sufficient to support living expenses in London. This, in addition to research costs, meant that I was forced to undertake part-time employment. The length of my studies was prolonged as a result.¹⁵¹

Some of the scholars with family obligations and responsibilities also commented on the challenges in this regard:

I was a mature student with a partner and a small child. Finances were tight, although the scholarship was generous, I was not always able to integrate socially with the younger students because of family commitments.¹⁵²

[The greatest challenge was] the extreme difficult times we had with my spouse delivering our twin daughters in England halfway through my scholarship. Living in a very expensive town (Harpenden) with a wife and babies and very limited financial resources was really tough.¹⁵³

Taking care of my three and a half year old [was the greatest challenge], as the crèches were very expensive.¹⁵⁴

5.4.3 Gains of the award

As part of understanding past scholar and fellow experiences on the award, respondents were asked to indicate whether or not they gain knowledge, access to equipment, increased analytical skills and improved skills for managing and organising people and projects¹⁵⁵.

¹⁴⁸ Anthony Bizos, Business Administration Scholar, 1998.

¹⁴⁹ Scarlett Cornelissen, Urban Studies Scholar, 1999.

¹⁵⁰ Monique Hubbard, Science Fellow, 2002.

¹⁵¹ Harold Luntz, Law Scholar, 1960.

¹⁵² Volker Wedekind, Life History of South African Teachers, 1998.

¹⁵³ Riekert van Heerden, Biology Scholar, 1999.

¹⁵⁴ Tokozile Mayekiso, Clinical Psychology Scholar, 1996.

¹⁵⁵ This question also formed part of the CSC Evaluation Questionnaire, and therefore includes a sample of 58 responses in total.

Table 11: Gains of the award

For each statement, please tick a box which most applies to your time on award (n=58)					
	No	Unlikely	Likely	Very Likely	No Response
I gained knowledge in my field of expertise	-	-	7 (12%)	50 (86%)	1 (2%)
I accessed equipment and expertise not available in my home country	-	2 (3%)	18 (31%)	37 (64%)	1 (2%)
I increased my analytical/technical skills	-	1 (2%)	9 (16%)	48 (82%)	-
I learned techniques for managing and organising people and projects	5 (9%)	14 (24%)	21 (36%)	17 (29%)	1 (2%)

As indicated above, high numbers of respondents reported perceived gains in knowledge and increases in analytical or technical skills as part of the award. A smaller, but nonetheless significant percentage reported that they access equipment and expertise not available in South Africa and many also reported learning techniques for managing and organising people and projects.

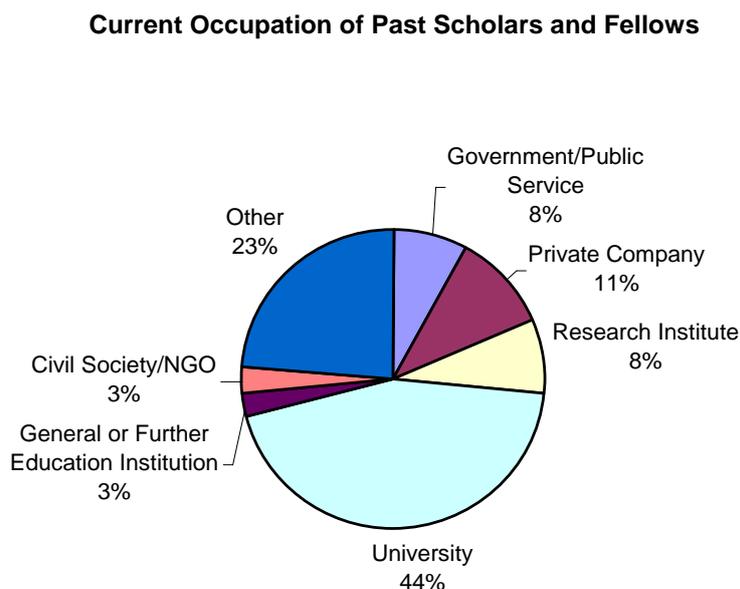
The next section begins to look at what awardees did post the scholarship or fellowship, and attempts to provide an indication of how the award impacted on their lives and careers.

6 The post award period

6.1 What past awardees are currently doing

Respondents to the survey were asked to indicate what sectors they are currently working in.

Figure 7: Current Occupations of Past Scholars and Fellows



As indicated in the figure above, a high percentage of scholars and fellows have remained working in higher education institutions. Of these 17 (44%) are working at universities (11 are working in universities in South Africa), with the remaining respondents spread across other sectors, such as the private sector, research institutes and government or public service organisations. Smaller numbers are working for NGOs or general and further education institutions.

6.2 Where past scholars and fellows are currently located

As outlined in Section 3.8, countries across the world are increasingly being subjected to processes of skills migration, as the “global village” offers an increasingly accessible and open market for employment. South Africa is no exception to these influences and, in addition, faces a myriad of additional challenges in retaining the highly skilled. Factors such as crime and political uncertainty are regularly cited in the press as “push” factors resulting what is perceived as an ongoing “brain drain”.

Consequently, one of the important questions that would need to be understood in the context of institutional impact is the extent to which an initiative such as the CSFP could (i) contribute to internal skills development and growth and/or (ii) inadvertently contribute to continued losses of the highly skilled. This is discussed in the context of acknowledging that the ACU’s selection criteria expressly promote retaining skills in the home country of the scholar or fellow. It is understood that return for a specified period is made a condition of the awarding of the grant.

In order to begin to address this question, respondents were asked to indicate whether or not they returned to South Africa after their CSFP period abroad, and whether or not they skill lived and worked in South Africa.

The vast majority of respondents indicated that they returned to South Africa in the immediate post award period. In some instances, the primary reason outlined for returning related to the terms of the award that had been set. As some comments indicate:

It was part of the terms of the award.¹⁵⁶

I returned to my old job. I was extended leave of absence to take up the award, but on the condition that I return and 'repay' the leave by working for two years. I had no motivation until now to leave (six years later), since I find my current institution a good one. I always intended to return to South Africa upon completion of my studies. This is my home.¹⁵⁷

It was of the condition of the scholarship. I wanted to return to my country to see how I could contribute to improving the country.¹⁵⁸

Other respondents indicated that they had specific ambitions or intentions to return to South Africa and to find a way to make a contribution to the developing nation. As one of the law scholars (now an advocate working in South Africa's Constitutional Court) interviewed for this study indicated,

I always knew that I would come back. My life is about making a difference in this society. There was never any question. I did not take up opportunities [in the UK] and it was a very deliberate choice on my part. My interest is public law – human rights and constitutional law – and it's really about using the law to address injustice. The other thing is that constitutionally, our society is in such an exciting place, and to be able to inform that process and be part of it...I just wanted to be part of that.¹⁵⁹

Many of the respondents who completed the survey also provided responses indicating their intentions to return to South Africa and contribute to the society:

I went to Cambridge to get a multinational view of business to build great South African companies. I returned to get on with this project.¹⁶⁰

South Africa is my home country where I live and want to make a contribution through my work.¹⁶¹

I am committed to using my skills to contribute to South Africa's ongoing project of development and to making the rights enshrined in our constitution a reality for all our people.¹⁶²

I returned to take up a unique opportunity: clerkship at the Constitutional Court. During the tenure of my award I acutely realised that the best application of the skills I have acquired is in my home country, hence I longed for the opportunity to return.¹⁶³

South Africa is my home, I am passionate about starting an industry in industrial/commodity biotech in Africa. I would miss the sun too much in Europe. My career focuses on finding process solutions specifically for the southern African situation, considering the unique infrastructure, climate and culture conditions.¹⁶⁴

It is interesting to note that two of the three respondents from the 1960-62 period did not remain in South Africa in the medium or long-term on account of the then-entrenched Apartheid state:

I returned to South Africa, but my experience in England made me unwilling to participate in the apartheid system and I chose to go into an academic career, rather than to return to practise law, so that I could more easily leave South Africa, which I did after teaching at the University of the Witwatersrand for three years.¹⁶⁵

¹⁵⁶ Jacques Basson, Astrophysics Scholar, 1999.

¹⁵⁷ Scarlett Cornelissen, Urban Studies Scholar, 1999.

¹⁵⁸ Terry-Ann Selikow, Humanities Scholar, 2005.

¹⁵⁹ Interview with Kate Hofmeyr, law scholar and current advocate in the Constitutional Court, 9 June 2008.

¹⁶⁰ Anthony Bizos, Business Administration Scholar, 1998.

¹⁶¹ Hendrick Lotter, Justice and Poverty Scholar, 2004.

¹⁶² Jessica Murray, Humanities Scholar, 2004

¹⁶³ Frank Pelsler, Law Scholar, 2005.

¹⁶⁴ Bernelle Verster, Genomics Scholar, 2006.

¹⁶⁵ Harold Luntz, Law Scholar, 1960.

I could not countenance the thought of returning to South Africa in 1964. I took a university job in the US then moved to Israel.¹⁶⁶

Some of the fellows interviewed suggested that far from encouraging migration, schemes such as the CSFP could contribute to keeping academics in the country by means of providing a required release. As one respondent commented,

What I think this does do is that it makes sure people can go somewhere else for a while, and that in a way keeps them here. It is like intellectually breathing. Part of the problem with South Africa academia is that it is very small, and people talk to themselves.¹⁶⁷

Another fellow similarly commented as follows:

I worked in the public sector where I received no recognition for very hard and competent work I did over ten years. The fellowship was a wonderful reward and for the first time I felt valued for my contribution in South Africa.¹⁶⁸

Whilst the majority of scholars indicated their intentions to remain in South Africa and to contribute to local academic and other developments, some respondents indicated that there were certain fields in which it was difficult to make local contributions at present, or to make professional advancements locally. As one scholar in the field of Artificial Intelligence commented,

Artificial Intelligence is more sophisticated internationally. When I was at Rhodes [after returning from Edinburgh University] I tried to reach out and see if there was anything interesting...I was enthusiastic and thought I was bright, but people just seemed to be in their own worlds and not open to collaboration...I think I would make far more difference if I had lots of experience and came back and tried to develop it locally.¹⁶⁹

Another respondent indicated that it was his view that:

Every young person's motivation is to come back. You don't decide at age twenty-three that you are going to live in England. Your interests are discipline-oriented, and not where you are going to live.

He continued to state that,

...if you have a Science degree you would be stupid to come back to South Africa. If you go to Cambridge and so on and do a Biotech degree you are hot. You come back here and you make very little money. Why would a person do that?¹⁷⁰

Some respondents report that they have found opportunities and posts overseas, but these were in the minority in this sample.

Using the combined data from the one-on-one interviews with past scholars, the survey returns and the results of the CSC evaluation, it was possible to determine the current location of a total of 66 past scholars and fellows. It is interesting to note that of these, 51 (77%) were living in South Africa at the time of this study. An additional 12 (18%) were living in the United Kingdom and three scholars were living in Brunei Darussalam, Israel and Australia respectively.

The table below provides an indication of these numbers broken down by subject area:

Table 12: Awardees by current location and subject area

Table 13: Awardees by current location and subject area

Country	Humanities	Sciences	Law	Management and Commerce	Health Sciences	Engineering and Built Environment
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¹⁶⁶ Kenneth Preiss, Science Scholar, 1960.

¹⁶⁷ Jon Hyslop, Historic Sociology and African Studies Fellow, 1997.

¹⁶⁸ Lian Drotsky, Public Health Fellow, 2002.

¹⁶⁹ Philip Sterne, Artificial Intelligence Scholar, 2003.

¹⁷⁰ Anthony Bizos, Business Administration Scholar, 1998.

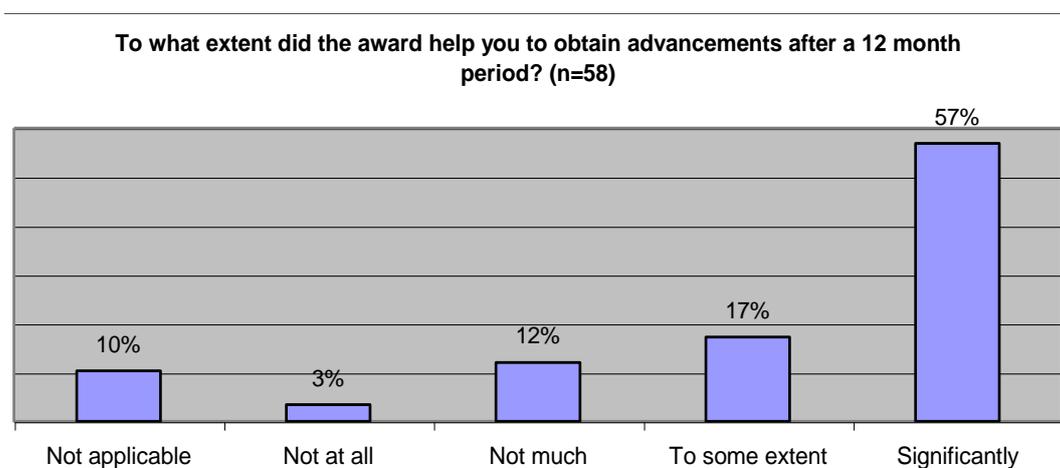
South Africa Total: 51	23	8	9	5	4	2
UK Total: 12	4	5	0	2	1	0
Brunei Darussalam Total: 1	0	1	0	0	0	0
Israel Total: 1	0	1	0	0	0	0
Australia Total: 1	0	0	1	0	0	0

6.3 Perceptions of impact of award

This section provides an indication of the extent to which past scholars and fellows believe that their award has made contributions to their careers and the world of work.

Respondents were requested to indicate whether or not their award had either led to employment and/or a promotion within 12 months of completion. Sixty-three percent of respondents indicated that this had been the case.

Figure 8: Perceptions of impact of award on advancements

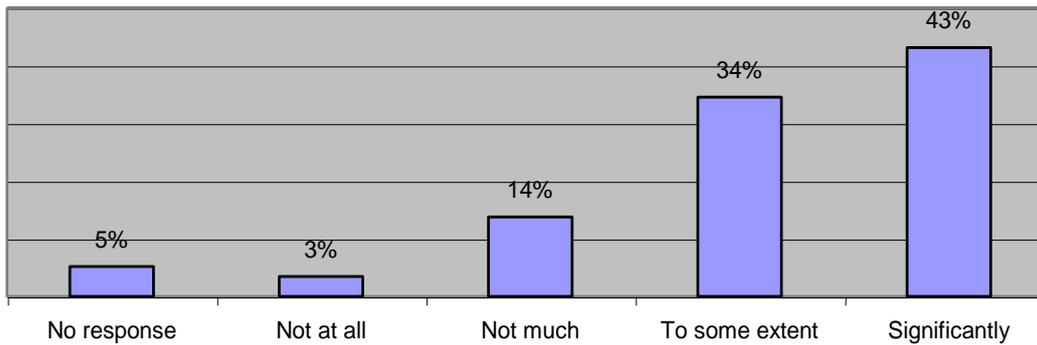


Respondents were also asked to indicate the extent to which they believed the award contributed to obtaining advancements after a year. Fifty-seven percent of respondents indicated that the contribution was “significant”, and a further 17% indicated that it contributed to some extent. One respondent indicated that having received a CSFP award “has real currency that is powerful and understated¹⁷¹” and that this impacts on an individual’s career as it progresses forward.

Figure 9: Perceptions of impact of award on influencing and making changes in work

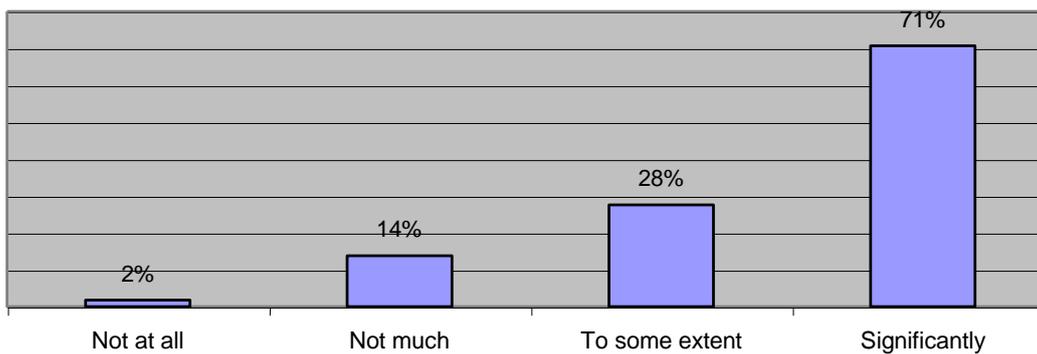
¹⁷¹ Anthony Bizos, Business Administration Scholar, 1998.

To what extent did (does) your award increase your ability to have influence and make changes in your work? (n=58)



As indicated in Figure 9 above, 43% of respondents feel that their award increases their ability to have influence and make changes in their work to a significant extent. An additional 34% indicate that the award influences this ability to some extent.

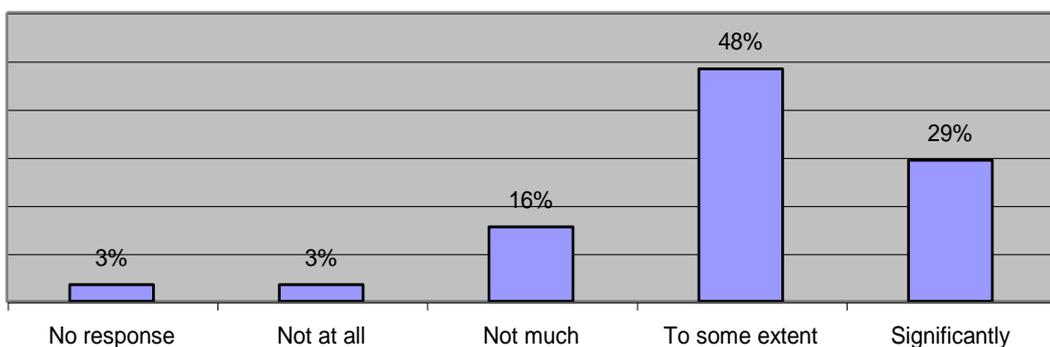
Figure 10: Perceptions of use of skills and knowledge gained on award
To what extent did (do) you use the specific skills and knowledge gained during your award in your work? (n=58)



As indicated above, a full 71% of respondents indicate that they feel they use their specific skills and knowledge in their work, followed by 28% who feel that they use these to some extent. Only 16% of respondents indicated that they did not use the skills and knowledge gained much or at all.

Figure 11: Perceptions of impact of award on introducing new practices or innovations

To what extent have you been able to introduce new practices or innovations in your organisation as a result of skills/knowledge acquired through your reward

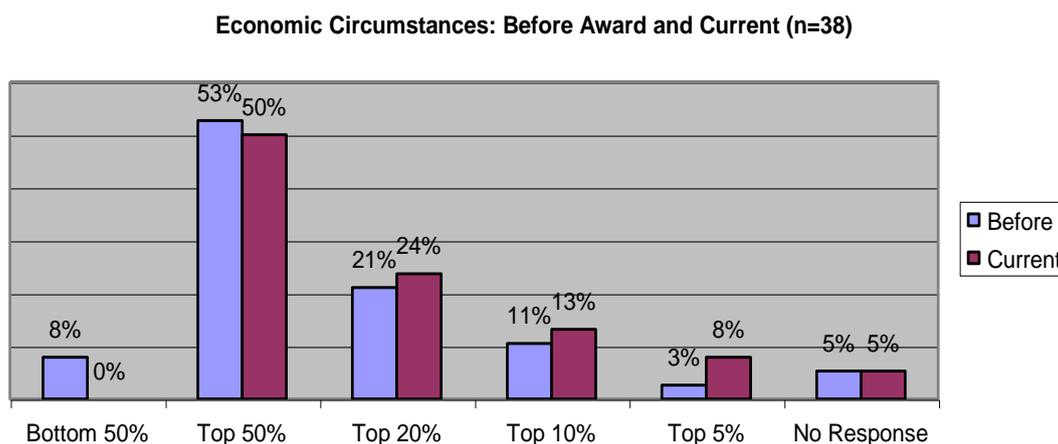


As indicated in Figure 11 above, just under one third of respondents indicate that their award contributed to their ability to introduce new practices or innovations in their organisations. A further 48% indicated that the award contributed to some extent.

These figures clearly indicate that the majority of past awardees view their awards as directly contributing to their work in a positive manner.

Respondents were also asked to indicate their current economic circumstances. This data was compared with reports of economic circumstances before the award.

Figure 12: Economic circumstances before and after the award



As evidenced in the figure above, the vast majority of past scholars and fellows were already in the top 50% in terms of economic circumstances before the award, but nonetheless, the current figures show an increase, including a shift for the 8% of respondents were previously in the bottom 50% range.

Finally, respondents were asked to indicate their perceptions of the most significant impacts of the award. Comments included:

I still teach at Wits business school bringing a global multicultural view to business that is the cornerstone of a Cambridge education helps my students see the wonderful potential in themselves, their country and continent.¹⁷²

It accelerated my advancement in my career, made me more globally active. [At the level of the] institution: contributed to enhancing credibility and reputation of university via my research achievements and activities.¹⁷³

I practice my academic work on a much deeper level.¹⁷⁴

It gave me the Doctoral degree which set me up to be a head of department and later the job I am now doing as a manager of research.¹⁷⁵

The international exposure greatly enhanced my critical and analytical skills as well as my subject expertise. I believe that this opened up employment opportunities for me that would otherwise have remained closed.¹⁷⁶

I have gained international credibility as a Health Economist. This has benefited my home institution as I continue to collaborate with University of Cape Town (UCT) colleagues on research and publication. I also assist with teaching whenever possible so that I can do my small bit to grow South Africa's local talent pool. Successful UCT graduates also help to attract other bright students to the prospect of studying at the institution and potentially staying on in academe rather than going off into commerce.¹⁷⁷

¹⁷² Anthony Bizos, Business Administration Scholar, 1998.
¹⁷³ Thirmula Govender, Pharmaceutical Sciences Scholar, 1996.
¹⁷⁴ Hendrick Lotter, Justice and Poverty Scholar, 2004.
¹⁷⁵ Andrew Magadlela, Ecology and Resource Management Scholar, 1996.
¹⁷⁶ Jessica Murray, Humanities Scholar, 2004.
¹⁷⁷ Jolene Skordis Worrall, Economics Scholar, 2002.

The technical skills and cutting edge research was valuable, but the most significant impact was the improvement in self-confidence and learning trouble-shooting skills. Finding out about Industrial Biotechnology was fast-tracked by being where the more significant progress was happening. Learning the terminology that these professionals use helped in international communication.¹⁷⁸

The contacts I made from my time in the UK have been invaluable: I have been able to improve my research profile through working with scholars abroad and attending conferences with them, (and thus improved my university's research profile)); I have been able to invite foreign scholars for teaching and research fellowships and a few have developed stable contacts with my university. I have published a co-edited book with a previous PhD student from Reading.¹⁷⁹

The section below provides an overview of the perceptions of some prominent past scholars on how the award impacted on their lives and careers.

Harold Luntz¹⁸⁰ obtained an award from the CSFP in the 1960s to go to Oxford to complete postgraduate studies in law. Luntz returned to South Africa after the period in Oxford and reports that the opportunity helped him decide to pursue an academic career:

I came back to South Africa and decided on an academic career and had not really thought about it beforehand. It must have been on the back of my mind, but I decided while I was at Oxford that it was an academic career that I wanted.

Luntz initially took a post at the University of the Witwatersrand, but left the country three years later as a result of the policies of the apartheid state:

It was essentially because of apartheid that we left. I wrote the annual survey of South African Law at Wits, and that was part of my job. As a junior member of the Faculty, I was allocated a chapter on the administration of the law, and I documented the individuals being detained without trial and capital punishment and restrictions on civil liberties getting worse and worse....

Luntz reports that he and his wife moved to Australia at that point. Luntz joined the Faculty of Law at Melbourne University, and is today considered one of the world's leading experts in Torts Law. Between 1986 and 1988 he was the Dean of the Faculty of Law at Melbourne University and, until his retirement in 2002, he held the George Paton Chair of Law. Luntz comments:

My degree at the University of Oxford was probably the greatest influence in my obtaining a position in 1965 at the University of Melbourne, where I performed most of my life's work.

Justice John Godfrey Foxcroft¹⁸¹ was born in South Africa in 1939. Foxcroft applied for a Commonwealth scholarship in 1960, whilst completing an Honours Degree in History at Rhodes University in the Eastern Cape. Foxcroft states that at the time he applied

so that I would have the option of becoming an advocate. My two passions were law and history and I thought that the scholarship would provide me with the opportunity of finishing my law degree. I think these two passions emerged from my background. I grew up in a household where my father was a frustrated academic and my mother was rather English. The scholarship – in a way – seemed to bring a range of factors together for me. I still remember the feeling when I saw this big envelope arriving in the post. It was the most extraordinary feeling when I got the news.

Foxcroft went to the UK in 1961 in order to complete a BA in Jurisprudence at Oxford University. On returning, he took up a position as a judge's clerk in Cape Town, where after he wrote examinations to practise as an advocate, which he completed successfully. After practising as an advocate for a number of years, Foxcroft became senior counsel in 1985 and by 1987 has been appointed as a judge to the Cape High Court. He was on the bench for twenty years and retired last year. Upon retiring, Foxcroft reports that he was approached to do work in Lesotho and Swaziland and twice per annum he acts as a judge in the courts of Lesotho and Swaziland.

Foxcroft reported that the scholarship

¹⁷⁸ Bernelle Verster, *Genomics Scholar*, 2006.

¹⁷⁹ Samantha Vice, *Moral Philosophy Scholar*, 1999.

¹⁸⁰ Interview with Harold Luntz, *Law Scholar*, 1960, June 2008.

¹⁸¹ Justice John Godfrey Foxcroft, retired judge to the Cape Town High Court. *Law Scholar*, 1961.

...refocused my energies into law and brought me into a much wider community of people. It exposed me to a whole group of Commonwealth scholars who indirectly formed part of a wider network in my professional life, as well as being exposed to prominent leaders. I became part of a much wider group of people who are successful and are leaders in their own countries. The scholarship effectively gave us access to a very wide network of people over the years and I have benefited (and am still benefiting) from this global network.

Foxcroft reports that the opportunity to study law in the UK also impacted directly on his career: "having studied English law was absolutely critical to me in my practice in South Africa, as we constantly draw on English case law. It effectively gave me a certain edge over others".

Foxcroft comments that the scholarship "and what I learnt gave me the edge over my competitors and ensured that I accelerated past other people. Not many people have had this tremendous opportunity, and it puts you onto a different level. Ultimately, this is what is intended: to grow and develop people and send them back to their home countries so that they can make a contribution there".

Saleem Badat¹⁸² received a CSFP scholarship to complete his doctoral studies at the University of York in 1995. Badat had been extensively involved in the student movement and in student politics in 1980s South Africa, and had been in police detention for three periods in the course of the early 1980s. Partly as a means to avoid further detention, Badat reports that he applied to the British Council for assistance to continue his studies overseas, and through this process managed to obtain assistance to further his education at the University of York. In 1989 he returned to South Africa, having not yet completed his PhD, but Badat received a CSFP award, and returned to complete his doctorate in the mid-1990s. Badat, who is currently the Vice Chancellor of Rhodes University in South Africa, reports that the opportunity to complete his PhD was significant:

you can't make your way in the academic world [without a PhD]. That year [of CSFP Award] made my career...where I am today. It was quite decisive in my life". He reported that his periods overseas "gave access to literature that was prohibited or banned [in South Africa] and provided exposure to intellectuals that one had read about and one was able to meet first hand. It provided a sense of what universities in the UK are like relative to South Africa, because one doesn't appreciate that not all universities are the same, and there are different conditions. It was very formative for someone who didn't know he was going to be a Vice Chancellor. I came from a lower middle class family background, and was the first person in my entire family to go to university and they would never have been able to afford to support me were it not for this.

Badat reports that,

I think that my experience in the UK had a profound effect on me. My values have been profoundly shaped by actual experiences. My profound commitment to being against xenophobia and committed to the valued of respect for gender and race and sexual orientation were shaped in the UK...in that much more diverse society than South Africa was. Those things profoundly shaped who I became. I can't be sure that if I did not have that time...it was a great cultural exposure and immersion.

Born in 1972, **Pumla Dineo Gqola** is a "feminist writer whose creative writing has appeared in various anthologies of African and postcolonial writing, and in journals and magazines like *Agenda*, *Fito*, *Tyhume*, *Gowanus*, *Postcolonial Text*, *Chimurenga* and the UK-based *Drum*. She has published academic articles on African and Caribbean literature, feminism, womanist and postcolonial studies, and is co-editor of *Discourses on Difference*, *Discourses on Oppression* (2002). A graduate of the Universities of Cape Town, Warwick (England) and Munich (Germany), she is associate professor of Literary, Cultural and Media Studies at the University of the Witwatersrand and writes an occasional column for the *Mail and Guardian*¹⁸³".

At the time that Gqola¹⁸⁴ applied for a CSFP scholarship (1997), she has already completed an MA at the University of Cape Town, and was lecturing in English at the University of the Free State. She reports that her motivation for applying was as follows:

I liked the idea of the programme (MA at Warwick in Colonial and Post Colonial Literature), coupled with the fact that the head of the programme at Warwick (David Dabydeen) was someone I wanted to work with and had admired for a long time. Career wise, I knew where I wanted to go. I always knew I wanted to be a professor, so from a career point of view the logical thing was to do another MA. An added bonus was that the programme at Warwick was the first MA programme in England on post colonial studies.

¹⁸² Interview with Saleem Badat, Vice Chancellor of Rhodes University and past scholar, 5 June 2008.

¹⁸³ Extracted from "Pumla Dineo Gqola Online, <http://www.pumladineo.co.za/>.

¹⁸⁴ Interview with Pumla Dineo Gqola, Humanities Scholar, 1998, 16 July 2008.

Gqola reports that her experience at Warwick had a significant impact on her life and career:

Intellectually I grew in leaps and bounds. Warwick drove home to me something I believed but was becoming less convinced about: that academics could be engaged in intellectually rigorous progressive work. It had increasingly become my observation that as academics got more into their careers they became moderate. Increasingly, I became disillusioned with those that I had worked with who claimed to have 'left' credentials, but you would never say so if you had to work with them and be at the receiving end of their rather abusive exchanges. I began to feel that their politics was not reflected in how they engaged and I began to feel undermined and bruised by them. Coming to Warwick, I found a totally different scenario. Whilst feeling disempowered at the University of Cape Town as a post-graduate student, at Warwick I felt affirmed and the people that I engaged with reaffirmed me in very interesting ways and influenced the direction of my research significantly. Just being at an institution where forty-five percent of the students are international, coupled with the fact that it is a left institution ensured all kinds of intellectual activity. People there are engaged in work, which is intellectually and politically exciting. Aside from that, the professors are activists in their own right, while you have access to world leaders in various fields which is challenging and exciting.

Gqola comments that the experience also provided her with an opportunity to enhance her academic development outside of the complex dynamics of the terrain in South Africa at the time:

More importantly, my intellectual work really mattered and I did not feel that someone was doing me a favour. I did not feel the undercurrent which I felt existed in South Africa... that people were thinking 'I know why you are here – you're black and a women and hence we understand why you are here'. I felt that my engagements were honest and not clouded but these attitudes. In view of the dynamics in South Africa, it was a good time to be away and get feedback, which I could take at face value and I did not feel that there was anything colouring their response to my work.

After completing her studies at Warwick, Gqola returned to South Africa and completed another two years at the University of the Free State, at which point she completed a PhD in Germany (DPhil *magna cum laude* in Postcolonial studies - representation of memory in post-apartheid literature, film and culture).

Pumla commented that the CSFP scholarship (one of several grants and awards she has received in her career), helped her to

...define the specific research interests more clearly. It also came at a good time in my academic career, as it galvanised me to do my PhD in the specific chosen area. As a result, and in many respects, it accelerated my career, as it focused me in terms of the specific focus on post-colonial literature. From a personal point of view, when I came back with a distinction from Warwick, it suddenly validated me in ways that nothing else could have. The experience also allowed me more freedom to pursue intellectual and other pursuits. Personally, the experience contributed towards me taking myself less seriously whilst at the same time validating and empowering me. Suddenly now my views count even though I might have expressed them before I went on the scholarship. The scholarship has certainly opened more doors and possibly faster. It speeded up my career and given me more credibility.¹⁸⁵

6.4 Maintaining Links

Respondents were asked to indicate whether in the post-award period they maintained links with the various bodies listed in the table below.

Table 14: Organisations and networks that awardees have maintained links with

To what extent do you maintain links with:	To what extent do you maintain links with:				
	Not at all	Not much	To some extent	Significantly	No Response
Universities in the UK	4	8	17	25	4
Professional associations in the UK	17	12	15	9	5
Work contacts in the UK	12	7	16	17	6
Social contacts in the UK	3	2	28	23	2
CSC professional networks	26	13	14	1	4

As indicated in table 8, high numbers of past scholars and fellows maintain contact with universities in the UK, and even higher numbers maintain contact with social contacts in the UK. Just over half of the respondents

¹⁸⁵ Ibid.

report that they keep some contact with work contacts in the UK, but few are linked with professional associations and CSC professional networks.

7 Concluding Remarks

This study has attempted to review the CSFP in South Africa between 1960 and 1961, and then in post-apartheid South Africa from 1994 onwards.

The overall findings indicate that the CSFP is seen as an important vehicle for the development and enhancement of South Africa's most talented academics and scholars, who, in turn, are seen to contribute to the development of South Africa, and South Africa's higher education institutions.

On account of the significant impact of the apartheid state on South Africa's education system, and as a consequence of the legacy that this has left behind, it is apparent that white scholars from more privileged socio-economic and educational backgrounds in South Africa are still in the majority in terms of successful awardees. However, these demographics are changing, as the figures for previously disadvantaged individuals slowly climb to a third of the total number of awardees.

There are some perceptions that the requirements for being considered for the CSFP and similar awards need to be reviewed in the South African context, so as to include less traditional and less 'conservative' criteria, and to make allowance for the consideration of other qualities, such as possible qualities associated with overcoming conditions of poverty and significant disadvantage. Other respondents, however, hold firm in the view that academic excellence should remain the fundamental factor in the selection process.

Whatever the case, those scholars who have been recipients of the award have clearly benefited from their experiences abroad, both socially and academically. There are indications that the majority of award recipients do return to South Africa to establish their lives and careers in the country, despite South Africa's 'brain drain', and the increasingly international nature of the labour market for skilled individuals.

It is also apparent from the data available that many scholars have made significant achievements in their professional lives, and many regard their time abroad on a CSFP scholarship as critical and formative in terms of these achievements. The calibre of individuals selected for participation in this Plan appears to ensure its ongoing success and academic currency. In conclusion, in the words of the Chair of the South African CSFP Selection Committee:

It is my favourite committee ever. I have chaired it for the best part of fifteen years. It attracts amazing people – people who have really gone and spent ten years in an AIDS clinic and have become concert musicians at the same time, and all of this quite outside of their actual discipline. When I talk about originality and the 'gleam' that is what I look for, because it changes the world.¹⁸⁶

¹⁸⁶ Interview with Professor Renfrew Christie, Chair of the CSFP Selection Committee in South Africa and Dean of Research, University of the Western Cape, 19 August 2008.

8 Appendix 1: Survey instrument

Dear Commonwealth Scholar/Fellow

We would greatly appreciate it if you participate in this study on the history of the Commonwealth Scholarship and Fellowship Plan by completing the following questionnaire.

If you complete the questionnaire by hand, please fax your completed copy to 0880117266959

Email submissions can be mailed to candiceh@wol.co.za

Should you prefer to complete the questionnaire via a telephonic interview, please email candiceh@wol.co.za to arrange a suitable time for us to call you.

Kind regards and thank you for your participation.

Biographical Information						
1	Name of Respondent	First Name		Surname		
2	Current location of permanent residence	Country			City/Town/Community	
3	Contact telephone number					
4	Contact email address					
5	Birth Date	Year	Month		Day	
6	Gender (select one)	Male			Female	
7	Race (for equity purposes)	Black	White	Indian	Asian	Coloured
Details of Award						
8	Scholarship or fellowship (select one)?	Scholarship			Fellowship	
9	Please indicate the broad field of study by selecting one of the following	Science		Engineering and Built Environment	Management, Commerce and Law	
		Health Sciences		Humanities	Other (please specify)	
10	Please indicate the specific degree and subject completed	Degree			Subject	
11	Please indicate your "home" academic institution at the time of being awarded the scholarship/fellowship	Name of Institution			Country	
12	Please indicate the academic institution at which you completed the degree in terms of the Award	Name of Institution			Country	

13	Award dates	Start Date		End Date	
Some Details about Your Life and Perceptions at the Time of the Award					
14	Employment Status (select one)	I was a full time student	I was a part time student and also employed part time	I was employed full time	I was employed part time
15	In terms of your income and/or economic circumstances at the time of the award, where would you place yourself as compared with all the people in SA at the time (select one)?				
	Bottom 50%	Top 50%	Top 20%	Top 10%	Top 5%
16	How did you come to know about the scholarship/fellowship? (select one)	Through University	Public advertisement	Through peers	Through other CSFP awardees
		Other (please explain)			
17	Reflecting on the CSFP selection process at the time, please select the statement that most describes your view and explain your response in the lines that follow	Selection was fair and unbiased		Selection was mostly fair and unbiased	
		Selection was often not fair and unbiased		Selection was not fair and unbiased	
18	What were your primary motivations for applying for the scholarship/fellowship at the time?				
19	Did you end up doing the course that you wanted?	Yes	No		

20	If you had not been given the Commonwealth award you would have:				
		No	Unlikely	Likely	Very Likely
	Found other ways to undertake the same UK programme				
	Found other ways to undertake a similar programme in another country				
	Undertaken a similar programme in my home country				
	Not undertaken such a programme				
Your Experience Abroad					
21	What, in your view, was the most interesting or enriching aspect of your experience studying abroad?				
22	What were the most significant challenges you faced as a scholar in a foreign country?				
23	For each statement, please tick a box which most applies to your time on award				
		No	Unlikely	Likely	Very Likely
	I gained knowledge in my field of expertise				
	I accessed equipment and expertise not available in my home country				
	I increased my analytical/technical skills				
	I learned techniques for managing and organising people and projects				
Your Career					
24	What is your current occupation? Tick one and provide additional information in the lines below				
	University teaching	University of Technology teaching	Teaching at a further or general education institution	Research at a research institute	Government
	Working in civil society organisation/ NGO	Private company	Independent consultant	Working in public service agency (such as public hospital)	Other (please specify)

25	Is your current occupation linked to your CSFP Award studies?	Yes	No	
26	Please indicate outline below some of your most significant professional achievements (such as honours, awards, publications, etc)			
27	Consider your present income and economic circumstances as compared with all the people in your home country. Where would you place yourself in terms of your present economic circumstances? If retired, please answer the question in terms of your circumstances during your last paid employment position			
	Bottom 50%	Top 50%	Top 20%	Top 10%
				Top 5%
The Impact of the Commonwealth Scholarship/Fellowship				
28	If you were a student before your award , did you obtain employment within the 12 months following your award?	Yes	No	
29	If you were employed before your award , did you obtain a more senior post than the one you had before the award within the 12 months following your award?	Yes	No	
30	To what extent did your award help you obtain advancements after this twelve month period? (select one response)			
	Not at all	Not much	To some extent	Significantly
				Not applicable (completed studies within last 12 months)
31	To what extent did (does) your award increase your ability to have influence and make changes in your work?			
	Not at all	Not much	To some extent	Significantly
32	To what extent did (do) you use the specific skills and knowledge gained during your award in your work?			
	Not at all	Not much	To some extent	Significantly
33	To what extent have you been able to introduce new practices or innovations in your organisations (in any of your positions held) as a result of skills/knowledge acquired through your award			
	Not at all	Not much	To some extent	Significantly
34	In your view, what was the most significant impact that the scholarship/fellowship had on your life and/or on the institution where you work (or once worked)?			

35	Did you return to South Africa on completion of your studies? Please explain your reasons for returning to SA/not returning to SA in the lines below	Yes	No		
36					
37	To what extent do you maintain links with:				
		Not at all	Not much	To some extent	Significantly
	Universities in the UK				
	Professional associations in the UK				
	Work contacts in the UK				
	Social contacts in the UK CSC professional networks				
Value of the CSFP More Broadly					
38	What are your views of the purpose and value of Commonwealth scholarships and fellowships for South African scholars today?				
39	Do you have any comments, suggestions or recommendations about how the CSFP could contribute to the continuing transformation of South African society?				