

**DEPARTMENT OF FOREIGN AFFAIRS
AND INTERNATIONAL TRADE**

**Evaluation of the Commonwealth
Scholarship and Fellowship Plan and
Government of Canada Awards**

Final Report

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Evaluation Division

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EXECUTIVE SUMMARY

In 1999, The Department of Foreign Affairs and International Trade (DFAIT) identified the Canadian Commonwealth Scholarships Plan (CSFP) and the Government of Canada Awards (GCA) as programs that could benefit from an evaluation. Consulting and Audit Canada (CAC) was asked by DFAIT to assist them in the evaluation.

Objectives of Study

The purpose of this evaluation was to provide information to guide the future planning and development of Canada's international education programs.

The evaluation addresses the four main issues detailed below:

- To what extent are the programs still relevant in the overall context of Canada's foreign policy objectives?
- To what extent are the program objectives and impacts being achieved?
- To what extent are the programs cost-effective, and what alternatives exist?
- What are the lessons learned and how can these programs be improved?

Approach to the Evaluation

The evaluation involved the following lines of inquiry:

- A literature and document review focusing on the program design and other similar programs in Canada and abroad; and on international scholars in Canada
- A survey of current scholarship recipients
- A survey of past participants
- Personal or telephone interviews with program stakeholders; Canadian Mission staff; Ministry of education officials in participating countries; and officials of the UK CSFP Program

Limitations of the Study

Our efforts to evaluate the program strategic impacts were limited by the lack of an adequate response to the survey of past participants. Although efforts were made to contact officials of similar programs in other countries, we were able to interview only an official of the UK CSFP program. This limited the ability of the evaluation to compare the ACE programs with other programs and to identify lessons learned elsewhere.

Conclusions

The GCA and CSFP are successful in terms of awarding scholarships to international students of academic merit. Furthermore, they appear to do so in a cost-effective manner.

We were unable to determine whether the programs are achieving their objectives in terms of developmental assistance to the home countries of the selected scholars, disseminating Canadian cultural values, promoting Canadian systems of higher education, assisting Canadian diplomatic efforts by creating a network of “friends to Canada”, and other strategic objectives.

The programs do not appear to duplicate other federal government scholarship programs in terms of overall objectives. However, the CSFP operates in a number of countries in which the Canadian International Development Agency (CIDA) also offers scholarships to students under bilateral agreements with these countries. The CIDA scholarships are targeted at disciplines and organizations that support the objectives of development projects in these countries and are not generally open to the public. Nevertheless, the CIDA and DFAIT programs likely could achieve more effective targeting of scholarships by liaising with each other when planning nominations each year.

Key lessons learned regarding the delivery of the program were limited and focused on:

- the need for more timely provision of program materials to overseas partners;
- suggestions for reducing the costs of scholarships to allow for a greater number of awards;
- the need for improved performance measurement of both program success in attracting high caliber scholars and achievement of strategic objectives; and
- the need for a system to track former program participants.

Recommendations

Monitoring of Current Students and Measuring Program Success

Expand slightly the ongoing monitoring and performance measurement information available regarding current scholarship students.

The measurement of the performance of the two programs could be by systematic collection of data on scholarship acceptance and confirmation rates each year. This information could be compared over time and to that of similar scholarship programs of other developed countries.

Likewise, completion rates (which are thought by the ICCS to be quite high) for the supported students could be monitored. Although there may be privacy issues involved, the grades of the students may also be used as performance indicators.

Conduct exit surveys of current students.

Exit interviews could be an opportunity for students to provide information that they may have been reluctant to divulge while still in receipt of the scholarship. It also provides a mechanism to obtain a forwarding electronic or postal address of the exiting student.

Tracking of Alumni and Measuring Strategic Performance

Establish a web-based alumni association for the programs.

It is essential for the next periodic review of these programs to have a mechanism for locating and communicating directly with the previous scholarship recipients. One possibility is to establish an alumni association for former program participants. This objective may be facilitated by encouraging the ICCS and Canadian universities to participate. Canadian universities are moving in this direction already.

Undertake a baseline tracking study to obtain updated location and other information for past program alumni and repeat such studies on a regular basis.

The program should implement a research project to update its current database in collaboration with participating educational institutions, Canadian Missions abroad and Ministries of Education in participating countries.

Based on future reviews of program impacts, re-consider if the program should continue to select scholars primarily on the basis of academic merit and continue to maintain a laissez faire policy in terms of targeting scholarship recipients.

If future periodic reviews indicate that the long run strategic objectives of the programs are being achieved under the existing delivery mechanisms and policies, there is no obvious reason why the policies should be changed.

Information and Awareness

CSFP

Involve the Canadian Missions in participating countries more actively in advertising the program, and in the provision of application materials and information to prospective applicants.

More active involvement of Canadian Missions in either an oversight role or more directly in the dissemination of program information and materials would help ensure that all eligible students are aware of the program and that those who are interested in applying can easily obtain the required materials and detailed information.

Explore with other CSFP countries, the idea of establishing an international web site for the CSFP that would provide a single point of access for information about the CSFP in all participating countries.

The UK CSFP has floated the idea of establishing an international web site for the CSFP. This would likely make it very easy for students from around the world to obtain information on Canada's CSFP and would improve the visibility of the program on the Internet. The web site should include on-line access to application materials.

CSFP & GCA

Explore with other federal government departments the idea of establishing a web site that is a common portal to information about all of the scholarship programs of the Government of Canada.

The Government of Australia has established a web site that provides information on a number of scholarship programs for foreign students and links to more detailed information about these programs. A similar approach by Canada would substantially increase the ease with which scholars could quickly access information that would help them make a decision regarding studying in Canada. The site should also provide on-line access to application materials.

Liaise with other government departments, in particular CIDA, and with Canadian Missions abroad to develop information packages and/or short orientation packages for students who have been awarded scholarships to assist them in preparing for life in Canada.

While scholars are generally satisfied with the information they receive upon acceptance, there is evidence of gaps in the information (i.e. health care). Information or assistance on housing, cost of living, and student visas would be useful, as well as information on Canadian culture. DFAIT may wish to consider setting up short orientation sessions at Missions abroad or at CIDA field offices, in conjunction with other government departments offering scholarships, to discuss issues such as banking, income tax, transportation, SINs, and driver's licences.

Application/Selection Process

CSFP

Liaise with officials of partner countries to involve Canadian Mission staff more directly in the pre-selection of nominees by participating countries.

In most countries, the Ministries of Education do an excellent job of pre-screening applications to select nominees from their countries. However, to avoid any concerns with respect to equality of access to scholarships, the programs may wish to encourage Canadian Mission staff to become more directly involved in the pre-selection of nominees.

CSFP & GCA

Improve the timeliness of the process for both students and stakeholders overseas.

While the programs and the ICCS are constrained by annual budget and other cycles, to some extent, the frequency with which concerns were expressed about the timeliness of information and materials warrants efforts to provide materials sooner.

Amount/Number of Scholarships

Reduce the amount provided to individual students each year, but increase the numbers of years of eligibility, based on program length.

For example, under the CSFP, offer a three year scholarship, based on the total funding now provided for two years. Under the GCA, allow students to apply for a two year scholarship with funding equal to the one year amount.

Liaise with Canadian universities to provide tuition to scholarship students at rates equivalent to those for Canadian students.

Scholarship students represent a potentially valuable source of “word of mouth” marketing to a much larger population of non-scholarship students at both the graduate and undergraduate levels. Given this, and given the international development objectives of both the CSFP and the GCA, universities might be inclined to adopt such a policy.

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I. INTRODUCTION

1.1 Background

In the spring of 1999, the Internal Audit Division (SIX) of the Department of Foreign Affairs and International Trade (DFAIT) conducted an audit of the International Academic Relations Division (ACE) as part of its review of Departmental Grants and Contributions. A preliminary survey was conducted to gain a better understanding of the ACE's activities and processes to identify and assess audit and evaluation issues.

The Canadian Commonwealth Scholarships Plan (CSFP) and the Government of Canada Awards (GCA) were identified by program management as programs that could benefit from an evaluation. These programs have existed for a number of years and have never been evaluated. The evaluation was to verify whether the rationale and objectives of the programs are still relevant, and provide feedback on the programs' effectiveness in achieving their objectives, their overall impacts within and outside Canada, and identify possible improvements.

The issues to be addressed in this evaluation were identified in the Evaluation Assessment conducted by the Office of the Inspector General in November 1999. [1]

1.2 Objectives of Study

The purpose of this evaluation is to provide information to guide the future planning and development of Canada's international education programs.

When this evaluation was initiated, the Government of Canada was in the process of developing the International Knowledge Strategy (IKS) which aimed at, among other objectives, the promotion abroad of Canada and Canadian learning systems. The IKS was never formally affirmed as Government policy, so the rationales for the programs used by this evaluation rest on the original documents establishing the CSFP and GCA and the rationales articulated by program management.

The evaluation addresses the four main issues detailed below:

- To what extent are the programs still relevant in the overall context of Canada's foreign policy objectives?
- To what extent are the program objectives and impacts being achieved?

- To what extent are the programs cost-effective, and what alternatives exist?
- What are the lessons learned and how can these programs be improved?

1.3 Limitations of Study

Due to a number of factors, the study resulted in only limited findings in some areas. The Evaluation Assessment was incomplete in a number of regards, including the program profile, logic of program or framework for analysis, issue development, and evaluation questions. Nevertheless, the Evaluation Assessment was generally followed, although it was modified as noted in Chapter III.

The evaluation made extensive use of interview and survey methodologies. A survey of past participants was key to addressing certain evaluation issues. The response rate to this survey was low and skewed. This significantly affected the ability to reach definitive conclusions on many evaluation questions. In the final analysis, the results from this key survey were not used in this report. Useful information was gathered from a survey of current participants in the two programs, and this data was incorporated as appropriate.

The original stakeholder interview information was less productive than it could have been because the questions were less focused than they should have been. This was partially remedied by follow-up interviewing before the report was finalised.

The ability to address certain questions was contingent upon the ability to acquire information on resources, costs, delivery methods and other characteristics, for comparative domestic programs and programs in other countries. While useful information was obtained regarding other domestic programs, we were unsuccessful in obtaining much information on foreign programs. Comparative information from the U.K. was all that could be obtained in this regard.

Volume II of this report contains information on the data collection methodologies, as well as detailed discussions of the results of the various surveys and interviews carried out.

II. PROFILE OF PROGRAMS

2.1 *Total Foreign Students in Canada*

In order to provide a perspective on the scholarships awarded by the two programs, a brief overview of total foreign students in Canada is given below. This profile is drawn from information provided in the *National Report on International Students in Canada, 1998/99* [2].

While there has been a slight increase in the number of international students in Canada by all types and levels of students, the number of university students (both undergraduates and graduates) has remained relatively constant throughout the 1990s. In 1990 the number of all international students in Canada was about 88,500, and by 1999 that had risen to approximately 99,800. However, the number of international university students here had grown only from approximately 35,200 to 36,000 during that period. Undergraduates increased from 20,000 to 22,600, while graduate students decreased from 14,900 to 13,300.

A modest increase in total international students during the 1990-1999 period occurred at the elementary and secondary levels (27,700-31,400), while a slight decline was realized in colleges and trade schools (18,500- 17,700). The major increase in international students in Canada during this period occurred in “other education”, meaning language upgrading, conferences, business tours and other such training. (7,100-17,600).

Overall, the international university students in Canada have stayed relatively constant in about the **35,000** range, although the numbers declined in the early and mid-1990s and have returned to that level in the last few years.

Every province in Canada has experienced declining or stable numbers of international university students in the last decade, except for Quebec (9,100-13,200), which replaced Ontario as the province hosting the most international university students. Ontario experienced the largest decline (13,500-9,800). About 65% of all foreign university students in Canada attend universities in Quebec or Ontario.

In 1997-1998 the foreign university students in Canada came from Asia (49%), Europe (20%), North and Central America (16%), Africa (11%), South America (3%), and Oceania and Australia (1%). These proportions remained relatively constant during the 1990s. In 1998-99 the countries sending the most university students to Canada were France (3,900), the United States (3,800), the People’s Republic of China (2,300), Hong Kong (2,200), and Japan (1,400).

In 1998-99 the fields of study for all foreign university students in Canada were: general arts and sciences (23.6%), education (3.1%), fine and applied arts (2.0%), humanities (9.3%), social sciences (27.6%), agricultural and biological sciences (4.8%), engineering and applied sciences (12.6%), health professions (6.0%), mathematics and physical sciences (10.1%) and other (0.9%). During the 1990s foreign student enrollment in engineering, mathematics, and applied and physical sciences has been declining somewhat and has been approximately stable in other fields.

The top ten Canadian universities in terms of foreign student enrollment and the only universities in Canada having more than 1,000 international students in 1998-99 are in descending order: McGill, Quebec, Toronto, British Columbia, Montreal, Laval, York, Concordia, Alberta, and Ottawa.

2.2 *Commonwealth Scholarship and Fellowship Plan*

2.2.1 *History and Objectives*

The idea for a plan of Commonwealth scholarships and fellowships was conceived at the Commonwealth Trade and Economic Conference at Montreal in 1958 [3]. The idea was discussed and approved at the Commonwealth Ministers of Education meeting at Oxford, England, in 1959. The first awards were granted in 1960. It was expected that within a few years of its inception the program would cover some thousand Commonwealth scholars and fellows. Of this total the United Kingdom undertook to be responsible for one half and Canada for one quarter. The remaining scholarships were to be funded by the remaining members of the Commonwealth. The plan was intended to strengthen the common ideals on which the Commonwealth is founded. Also, the awards were intended to recognise and promote the highest standards of intellectual achievement [3].

Commonwealth scholarships have three main stated objectives:

- first and foremost, to recognise and promote the highest standards of intellectual achievement and technical and professional performance ;
- to support the national development needs of the countries from which the scholars come;
- to contribute to a deeper understanding of the Commonwealth itself.

There are five general principles on which the Plan is based:

- the Plan should be distinct and additional to any other schemes;
- it should be based on mutual co-operation and the sharing of educational experience among all Commonwealth countries;
- it should be flexible to take account of diverse and changing needs of Commonwealth countries;
- it should be Commonwealth-wide and based on bilateral arrangements (i.e., between nominating and awarding agencies); and
- awards should recognise and promote the highest standards of intellectual achievement.

In the early days of the CSFP, it was expected that the priority area of scholarship would be for the training of teachers to improve the systems of higher education in the developing countries of the Commonwealth.

In addition to the stated goals of the program it is expected that Canada's contributions to the program will strengthen its diplomatic network of "friends to Canada" and the dissemination of Canadian values.

Since the inception of the awards in 1960, more than 20,000 scholarships and fellowships have been granted by all donor countries. In the 1990s Canada has provided 863 new CSFP scholarships. This represents considerably less than one fourth of all the new awards granted in the 1990s, especially from 1994-1999. The U.K. has always provided at least one half of the awards since the inception of the Plan, and in 1999 the U.K. provided more than 71% of them, an all-time high in percentage terms. In recent years the awards from Canada have been declining, as have the total number of awards. Canada provided 72 new CSFP scholarships in 1999, an increase from 48 in the previous year [4]. In March of 2000, Canada granted 122 CSFP awards, 101 to ODA countries and 21 to non-ODA countries. Currently, Canada offers Commonwealth Scholarships to participants in over 50 Commonwealth countries.

It should be noted that the number of awards granted is typically greater than the number of scholarships accepted since some applicants may decline the award after it is offered or may fail to be accepted by a Canadian university. This is discussed in 2.2.4.

2.2.2 Applicant Eligibility and Program Activities

The program offers scholarships to enable non-Canadian Commonwealth students of high intellectual potential to pursue advanced study and research at the Master's and PhD level in Canada. During most of the 1990s fellowships were also offered for post-doctoral study, but the fellowships are being discontinued in Canada.

Before taking a scholarship, a student must hold a Bachelor's or Master's degree from a recognised university or equivalent qualification. Previous Canadian Commonwealth scholars are not eligible for a second award [4].

The program is administered on behalf of DFAIT by the International Council for Canadian Studies (ICCS). The ICCS, an NGO, was chosen as the delivery agent by DFAIT based on a competitive bidding process.

Students apply to the designated Commonwealth Scholarship Agency in their home country. Nominees are then selected by such agencies and sent to the Canadian administering agency, the ICCS. The ICCS, through an adjudicating panel of Canadian academics and others, selects those nominees deemed to be most suitable for the awards available. A successful nominee is then informed of his or her potential award by the ICCS, and the student's letters of references, transcripts, and the student's submission (application) are sent to at most three Canadian universities, which are selected by the student (sometimes with advice from the ICCS). The award is contingent upon the student being accepted by a Canadian university. As a result of the pre-screening and the quality of the nominations, a very large proportion of the applicants are successful. If the student is rejected by all three universities selected, the scholarship offer is withdrawn.

While there are no strict quotas based on country of application or field of study, the adjudicating panel makes an effort to distribute the awards across a variety of countries of origin and academic disciplines, based primarily on the perceived intellectual ability or academic merit of the scholars.

2.2.3 Logic Model of CSFP

The linkages between the program objectives, activities, outputs, and expected outcomes are depicted by in the logic model for the CSFP, on page 8.

2.2.4 Program Resources and Number of Scholarships

The direct financial assistance provided by CSFP to foreign scholars covers return airfare, university tuition, a monthly living allowance of \$1,100, book fees, medical insurance, medical insurance for spouses and other dependants if they accompany the student, visas for the student and dependants, the payment of Canadian income taxes on behalf of the student for the taxable assistance, some shipping costs for personal belongings, and certain other allowances.

The support is provided for a maximum period of four years per student if the student is obtaining a PhD. CSFP grants are intended to provide support for a Masters or PhD degree.

In the fiscal year ending March 2000, the CSFP had a budget of **\$4,625,000** for the direct provision of financial support to scholars. This represents an increase of about \$56,000 over the previous fiscal year. For 1999/2000, \$4,064,340 was budgeted for financial support to 227 scholars from ODA countries (\$17,905/student), and \$569,660 was budgeted to support 34 scholars from non-ODA countries (\$16,490/student). In total, **261** foreign students received some level of assistance under the program in 1999/2000. While a few of these scholars only received a few months of financial support, approximately 245 scholars were supported for an entire academic year. On average the program provided \$17,720 per student in terms of direct assistance in 1999-2000. A little less than half of all direct assistance is for stipends to the students themselves.

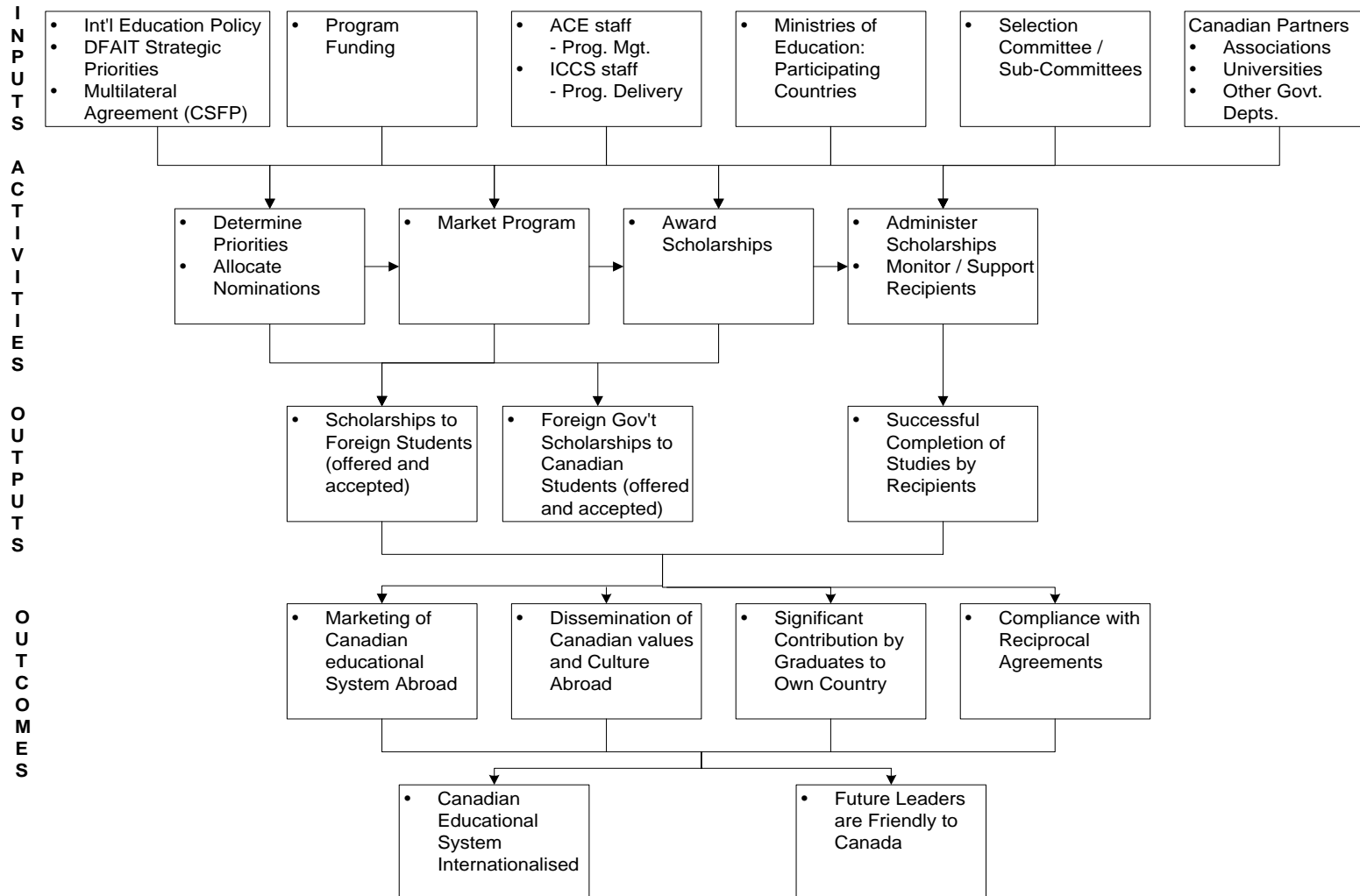
Of the 261 students receiving assistance in 1999/2000, 141 were receiving continuing assistance, and 120 obtained new scholarships.

In 2000/2001 the budget for direct assistance is **\$5,052,675**. The exact number of scholars supported during this fiscal year is not yet available.

In addition to direct assistance, the program costs involve a fixed price contract to the ICCS to deliver the program, some O&M expenses, and some imputed labour by DFAIT and others to support the program administration.

The contract with the ICCS requires that organisation to deliver the CSFP, the GCA program (discussed in the following section), and to provide support to the Organisation of American States (OAS), which is not part of this evaluation. The previous contract with the ICCS for these services was for \$1,323,000 for 3 years or \$441,000/year. The current contract is for 3 years with an option for two more for \$416,650/year.

**LOGIC MODEL
COMMONWEALTH SCHOLARSHIP AND FELLOWSHIP PLAN**



Based on interview information, about 5 FTEs are required by the ICCS to deliver the CSFP and GCA plus \$80,000-\$100,000 for expenses related to the adjudicating panel and other associated related costs.

2.3 *Government of Canada Awards*

2.3.1 *Objectives*

The objectives of the GCA are similar to those of the CSFP except that it is not for students from Commonwealth countries and the awards are based on bilateral negotiations with the home countries of the selected students. Under this program of academic exchanges, DFAIT offers awards on an annual basis to citizens of various countries.

The GCA enables foreign nationals of high academic standing to undertake postgraduate studies in Canadian institutions. Awards may be applied to research or studies in all areas of the arts, social sciences and humanities, commerce and business administration, and the natural sciences and engineering. The proposed programs of study must focus on a Canadian subject, include significant Canadian content, or apply to subjects of international interest in which Canada has particular expertise or in which Canadian expertise is widely recognised.

The awards are granted essentially on a reciprocal basis with those non-Commonwealth countries that do not have a special and ongoing program of academic exchanges with Canada. In 2000-2001 this involved the following ODA countries: Chile, Colombia, Cuba, Korea, Mexico, Russia, and Venezuela. It also was applicable to these non-ODA countries: France, Germany, Italy, and Japan.

Typically, the scholarships taken up by Canadian students wishing to study abroad under GCA is less than the number of scholarships offered to Canadian students by foreign countries, especially ODA countries. Hence, the reciprocity in the GCA is only approximate.

The nature and terms of the student's research or study are flexible and determined by bilateral negotiations.

2.3.2 *Applicant Eligibility and Program Activities*

The program offers one-year scholarships to foreign students with a possible renewal for at most another year. Applicants must not have previously received a degree from a Canadian university

with the assistance of the Canadian government. Arts applicants must have completed their basic training and have begun their professional career.

All applicants are judged on a competitive basis, with the final selection made on the basis of the academic or artistic merit of the applicant and the strength of the rationale for carrying out the proposed program in Canada. Award holders are expected to return to their home countries at the end of tenure [4].

Like the CSFP, the program is administered on behalf of DFAIT by ICCS.

The foreign students apply to the Canadian embassy or a designated agency in their home country. The Canadian Missions, together with the designated agencies in the foreign countries, pre-screen the applications and send the successful nominations on to the ICCS for final selection. The remainder of the selection and placement process is similar to that of the CSFP, except that the GCA does not place students at Canadian universities.

2.3.3 Logic Model of GCA

The linkages between the program objectives, activities, outputs, and expected outcomes are depicted in the logic model for the GCA, on page 12.

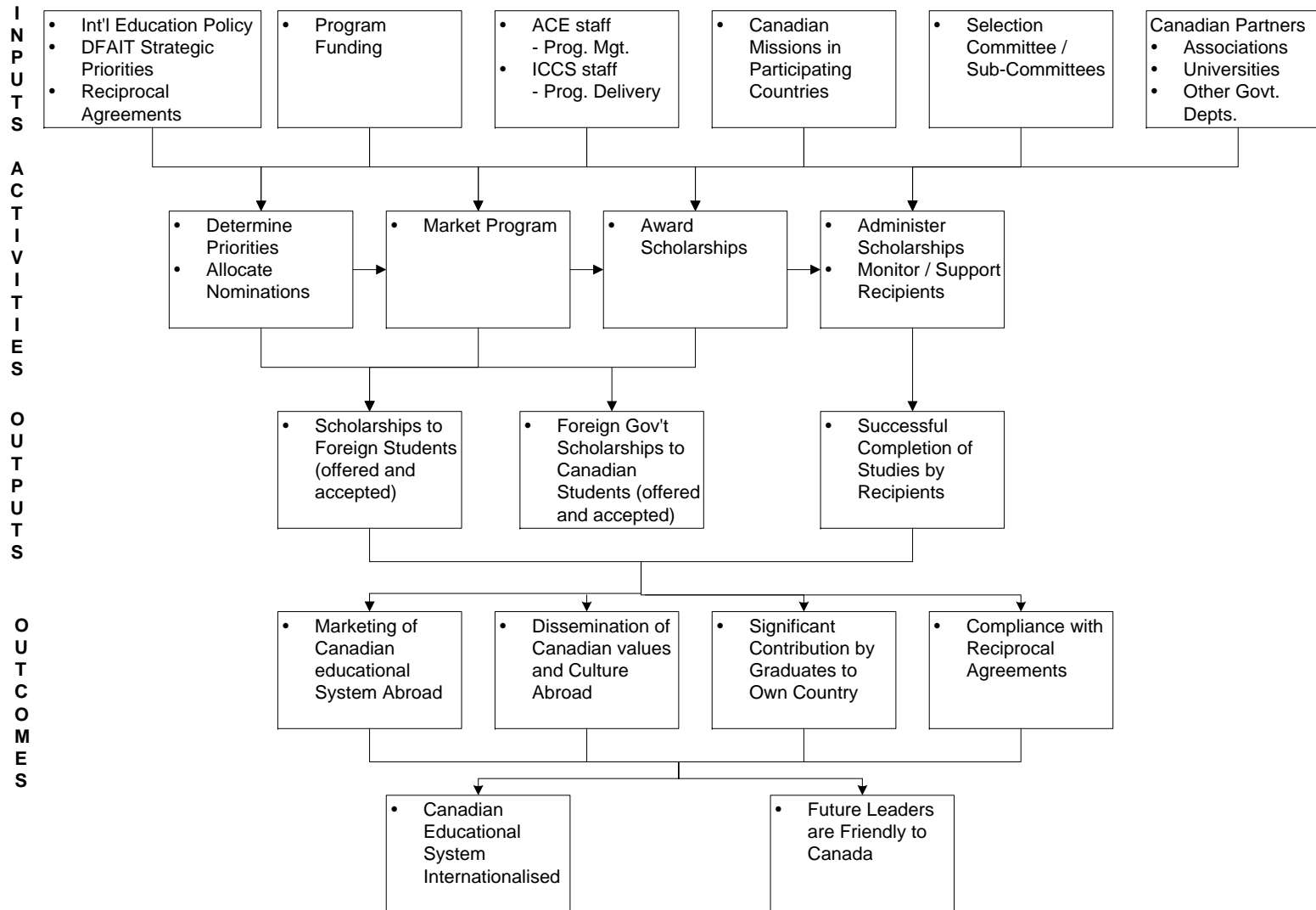
2.3.4 Program Resources and Number of Scholarships

The direct financial assistance provided by the GCA to foreign scholars is similar to that of the CSFP, except the period of support is considerably less and allowances for dependants are not offered. The GCA covers return airfare, university tuition, a monthly living allowance of \$1,100, visa fees, medical insurance, possibly a thesis allowance, and an installation allowance. In general, the terms of the GCA offered to an international student are flexible and determined by bilateral and reciprocal agreements.

In the fiscal year ending March 2000, the GCA expended \$1,363,490 for the direct provision of financial support to scholars. This represents an increase of about \$282,000 over the previous fiscal year. For 1999/2000, \$387,630 was expended for financial support to scholars from ODA countries, and \$975,860 was spent to support scholars from non-ODA countries. In 2000/2001 **\$1,598,010** was provided in direct assistance to **87** international scholars (\$601,694 to scholars from ODA countries and \$996,316 to those from non-ODA countries). The average direct support to GCA scholars during 2000/2001 was about \$18,368/student.

In addition to direct assistance, the program costs involve a fixed price contract to the ICCS to deliver the program, which has been discussed above, some very minor other O&M expenses, and some imputed labour by DFAIT and others to support the program administration. The Canadian Missions abroad spend much more time supporting GCA than the CSFP. Based on interview information, this time has been estimated at 2-3 FTEs.

**LOGIC MODEL
GOVERNMENT OF CANADA AWARDS PROGRAM**



2.4 Total Costs of the Two Programs

In total, the estimated direct financial assistance to foreign students of the CSFP for 2000/2001 is **\$5,052,675** and that for GCA is **\$1,598,010**, for a total of **\$6,650,685**.

For the fiscal year 1999/2000, such costs for CSFP were \$4,625,000 to deliver 261 scholarships, and for GCA they were \$1,363,490 to provide 87 awards. The total of the grants was **\$5,988,490**. The fixed price contract to the ICCS for that year was \$441,000, of which about 80% (**\$352,000**) is estimated to have been required for the delivery of the two programs. For 2000-2001 the annual delivery cost by the ICCS was reduced to \$416,650 for three programs or approximately \$333,000 for the two programs being reviewed.

The total out-of-pocket cost to DFAIT for the fiscal year 1999/2000 for the GCA and CSFP was about **\$6,340,490** to provide **348** scholarships or about **\$18,220/student**.

DFAIT's other monetary O&M costs to administer the program are deemed to be small. The department's imputed FTEs associated with the administration of the programs at headquarters are estimated to be about 1.1. These imputed costs to the department are estimated to be valued at about \$56,000 plus employee benefits. In addition, the Canadian Missions abroad may devote as much as 2-3 FTEs to the two programs.

III. SCOPE OF EVALUATION AND METHODOLOGIES

3.1 *Introduction*

The evaluation issues and questions, as stated in the Evaluation Assessment [1], are listed in Appendix A. This appendix also indicates some of the indicators and data sources that were expected to be available in the evaluation study.

For the most part, this study followed the framework, issues and evaluation questions developed by the Evaluation Assessment (EA) done by DFAIT. However, the following changes were made to the analytical framework contained in the Evaluation Assessment:

- some questions were modified so as to be more evaluative as opposed to factual;
- a number of factual questions were incorporated into the modified questions as indicators or data requirements or were addressed in the program profiles;
- several questions were added to better address the evaluation issues; and
- some questions were re-allocated to different evaluation issues.

3.2 *Analytical Framework*

The modified analytical framework adopted for the evaluation focused on the existence or strength of the linkages between the program inputs and activities and the program results and outcomes depicted in the program logic models. In addition, we addressed the issues of program cost-effectiveness and alternatives and lessons learned from these and similar programs. The evaluation issues and questions addressed in the evaluation are summarized below.

Program Relevance

- *To what extent are the CSFP and the GCA still relevant to Canada and DFAIT's policy objectives?*
- *How many international scholars come to study in Canada with or without scholarship support? What impacts do the programs have on enrolment outside of scholarship programs?*
- *What is the program marketing plan and how does it fit with Canada's policy objectives?*

- *What information are we collecting and using to make well-informed decisions as to whether the programs continue to achieve Canada's policy objectives?*

Achievement of Program Objectives

- *Have the programs been successful in encouraging scholars to complete their higher education in Canada? Why or why not? How do their acceptance rates compare with other Canadian scholarship programs? With other countries?*
- *How does the completion rate for students studying in Canada under the CSFP and the GCA compare with other domestic and foreign programs?*
- *What key aspects attract international scholars to Canada?*

Program Impacts

- *How have scholars benefitted from their Canadian experience?*
- *What contributions have past scholars made to their countries' economic, cultural or political development?*
- *How successful have been the scholarship programs in promoting Canadian values and culture?*
- *What impacts have past scholarship recipients had on Canada's relations with their country?*
- *Has the CSFP contributed to improved awareness of the Canadian learning system; to marketing of Canadian expertise abroad; to Canada benefitting from international learning opportunities?*
- *What other intended and unintended impacts have resulted from the scholarship programs?*

Program Cost-Effectiveness and Alternatives

- *What are the management and delivery costs of this program compared to other Canadian programs? Overseas programs?*
- *Is there any duplication with other scholarship programs of the federal government?*

Lessons Learned and Best Practices

- *How effective is program marketing? Could it be improved?*
- *How satisfied are participants and stakeholders with the application/selection process?*
- *How satisfied are scholars and stakeholders with the level of financial support students receive under the program?*
- *What can we do to improve other aspects of the program?*

3.3 Data Collection Methodologies

Considerable technical information regarding the data collection methodologies, including the design of survey instruments, the profiles of survey respondents, the composition of those selected for personal interviews, and other technical matters, is contained in Volume II of this report. Detailed information and discussion of the survey results by question are also contained in Volume II.

Data on current and past program participants was provided by the ICCS for both CSFP and GCA. Strategem, a private sector information management consulting firm, also provided past participant data for both CSFP and GCA gathered from Canadian Missions abroad.

Briefly, the methods employed were as follows.

3.3.1 Literature and Document Review

A literature review, including a review of the program database, was initiated of the program design and structure, including program marketing, objective, delivery, recruitment of foreign scholars, monitoring, and participant follow-ups.

The literature review also provided information on international scholars, scholarship programs delivered by other government departments (OGD) within Canada, the home countries of the students in the programs, their fields of study, program resources, and other matters.

3.3.2 Survey of Current Participants

We conducted a survey of 1999/2000 scholarship recipients using an Internet survey service. All current participants were notified of the Internet address of the survey via electronic mail. The survey focused on gathering information on program delivery, marketing and recruitment, results, strengths, weaknesses and possible improvements. Information was also obtained on why the

scholars decided to come to Canada, their views on the program, and their intentions after completing their education.

Useful information was also obtained on the demographics of participants and factors affecting program participation by individuals from various home countries. The individuals surveyed are representative of both ODA and non-ODA countries and of universities in western provinces, Ontario, Quebec and the Atlantic provinces.

The information from the survey of current participants was used in addressing many of the evaluation issues examined. It turned out to be the most useful information obtained in terms of studying program results.

3.3.3 Survey of Past Scholarship Recipients

We also conducted an Internet survey of past participants who had completed their studies in the last twenty years. Due to gaps in the program records, we requested the assistance of 37 Canadian universities to locate past recipients.

Most universities contacted students directly for reasons of confidentiality and have not advised us of the number of students contacted. Consequently, we do not know the exact number of students contacted; however, based on the initial numbers sent to the universities, less the suspected cases of duplication, we estimate the number to be well over 700.

The survey was carried out to obtain information on the impacts of the program on participants, on their countries and on Canada. It also was intended to provide useful information on the demographics of participants over time and factors affecting program participation by different groups and individuals of different national or ethnic origin.

Unfortunately, although the deadline for receipt of responses was extended twice, the response rate for this survey was extremely low. A combination of factors is believed to have contributed to the low response rate but it is likely that outdated e-mail or postal addresses on university databases was a significant factor. Accordingly, the results of the survey of past participants were not used in the evaluation study results.

3.3.4 Personal and Telephone Interviews

We conducted personal and telephone interviews with ACE officials, other officials of DFAIT (e.g. those who have previously represented the program at Missions), Selection Committee Members, ICCS staff and officials of other government departments, the Canadian International Development Agency (CIDA, the Natural Sciences and Engineering Research Council (NSERC), and representatives of non governmental organisations (NGOs) such as the Association of Universities and Colleges of Canada (AUCC), the Association of Canadian Community Colleges (ACCC), the Canadian Bureau for International Education (CBIE), the World University Service of Canada (WUSC), the Canadian Association of Graduate Students (CAGS) , and the Canadian Federation of Students (CFS).

Interviews were conducted to obtain information and perceptions on the ACE programs, other possibly related Canadian programs, and similar programs of other nations, such as the Fulbright Program and the CSFP program of the U.K. These interviews focussed on program delivery, perceptions of the results and impacts obtained, program monitoring information and follow-up, policy and international education issues, and suggestions for improvements.

We also conducted telephone interviews with Canadian Mission officials in countries that participate in CSFP and GCA. Eighteen officials agreed to be interviewed. The interview questionnaire was developed and sent to interviewees in advance. This survey provided information on policy and international education issues, program design and delivery, factors affecting participant uptake in their location, program strengths and weaknesses, perceived results and impacts on participants, type of follow-up activities conducted on past participants (if any), and how to improve the programs.

We conducted telephone interviews with officials from foreign Ministries of Education. The interviews involved 21 individuals with extensive experience with the scholarship programs (average of 7 years). The survey questionnaire was developed and sent to interviewees in advance by e-mail. The interviews provided information on policy and international education issues, program design and delivery, factors affecting participant uptake in their location, program strengths and weaknesses, perceived results and impacts on participants, type of follow-up activities conducted on past participants (if any), and how to improve the programs.

As a result of some inconsistencies and gaps in the information provided initially, additional follow-up interviews and other data gathering were conducted in a second round of interviewing in February and March of 2001.

IV. EVALUATION FINDINGS

4.1 *Program Relevance*

4.1.1 *To what extent are the CSFP and GCA still relevant to Canada's and DFAIT's policy objectives?*

The Government of Canada has a policy of providing international assistance to ODA countries and of assisting in the development of international educational systems. Moreover, the GCA is a useful mechanism in reciprocating with international academic exchanges. In these regards, the two programs have some relevance to the international development objectives and diplomatic prowess of Canada.

From Canada's point of view, both the strength and the weakness of the two programs, especially the CSFP, is that they are basically altruistic programs that do not directly provide support to clearly targeted individuals who can be reliably expected to benefit Canada one day. The awards are based primarily on academic merit.

There are several ways in which DFAIT could, if it wished, intervene in the operation of the two programs to provide scholarships to students in specific countries, students in specifically targeted disciplines, or applicants who could be reasonably expected to assume positions of power in their home country one day. The department has gone to considerable lengths to minimise such interventions on the grounds of probity and academic merit.

4.1.2 *How many international scholars come to study in Canada with or without scholarship support?*

As described in 2.1, there are about 35,000 international university students in Canada. An overview of the origins of these students, their fields of study, and other related information is provided in that section.

While the programs are viewed positively by program stakeholders and MofE officials in other countries, in terms of improved awareness abroad about the Canadian educational system and its quality, those we interviewed were substantially less positive regarding whether this has translated into increased numbers of foreign students coming to Canada.

The evaluation findings were inconclusive regarding the impact of the two programs on foreign student enrolment outside of the programs.

4.1.3 *What is the program marketing plan and how does it fit with Canada's policy objectives?*

Interview information suggests that the existing marketing is adequate to obtain a sufficient number of nominees to fill the relatively small number of scholarships available. The programs are making an attempt to assure that information regarding the availability of the scholarships is widely disseminated, and the recent posting of such information on web sites is likely to assist this effort further.

Approximately four quality nominees are required for each award offered. This level of nomination is being met or exceeded at present.

As discussed in 4.1.1 above, the extent to which DFAIT wishes to target individual award recipients or even the countries from which they come or fields of study is a policy matter. At present the approach is to base the award very much on academic merit. Based on periodic reviews of the impacts and contributions to both Canada and the home countries of the students receiving scholarships, DFAIT may want to periodically reconsider its *laissez-faire* policy.

4.1.4 *What information are we collecting and using to make well-informed decisions as to whether the programs continue to achieve Canada's policy objectives?*

At present the ICCS has extensive information on the countries of origin, fields of study, and academic results of the students receiving support under the programs. The senior management of DFAIT, in accordance with the *laissez faire* treatment of the supported students rarely requests this information. The primary information being requested by senior management involves the number of scholarships and the direct financial assistance provided by the department.

While there is some sporadic follow-up information collected by some of the Canadian Missions and others, at present there is not good information on the location of the past participants. This problem may be ameliorated in the future if the ICCS, Canadian universities or others can establish an alumni association of past participants based primarily on electronic communications. This is being attempted at this time.

This issue is discussed further in the evaluation findings regarding ongoing monitoring information and periodic reviews of the programs.

4.2 *Achievement of Program Objectives*

As can be seen in the logic models of the two programs, (Chapter 2), the CSFP and GCA have identical objectives. The direct program objectives are to award scholarships to deserving foreign students; to ensure that foreign students in Canada complete their studies successfully; and to ensure that deserving Canadian students receive scholarships from other partners to the CSFP and the GCA.

The evaluation looked at the success of the program in attracting foreign students to Canada and on the success of the program in terms of the completion rates for scholarship students. In this context, we examined several related questions, the first one being:

4.2.1 *Have the programs been successful in encouraging scholars to complete their higher education in Canada? Why or why not? How do their acceptance rates compare with other Canadian scholarship programs? With other countries?*

Both programs are highly successful in that they award scholarships each year to the maximum amount of funding available each year.

The number of scholarships offered and awarded each year ideally should equal the number available. It can be less if the selection committee or sub-committees feel that there are not enough qualified applicants among the nominees to warrant awarding of all of the scholarships; if students offered scholarships decline to accept them; or if students awarded scholarships are not accepted at a Canadian university.

Table 4.1 summarises the scholarships available, offered, accepted and confirmed in each of the last three years, for the GCA and CSFP, respectively. As is evident from this table, the GCA has been very successful in attracting qualified scholars to apply to the program, in that virtually all available awards are given out. On the surface, the CSFP appears less successful; however, the differences between the two programs are more apparent than real, reflecting as they do differences in the way the two programs work.

The GCA does not place students in Canadian universities; the students apply for admission on their own. Consequently, if a student is not admitted, he or she does not accept the award. The GCA maintains a reserve list of qualified candidates and simply offers declined awards to the next individual on the list.

The CSFP has many more students from ODA countries who do not always meet the academic requirements of the programs for which they are applying. Consequently, the CSFP actively works to place successful applicants in universities. Program management plans each year on a confirmation rate of between 70 and 80 per cent. Unlike the GCA they cannot make use of reserve list because they often do not know whether applicants have been placed until May or June. At that point it is too late to begin the process of trying to place another student. Consequently, the program makes offers to more students than it expects to fund.

Table 4.1

Scholarships Available, Offered, Accepted and Confirmed: 1998 – 2000

CSFP & GCA

	Available	Offered	Accepted	Confirmed
Government of Canada Awards				
1998	71	71	65	65
1999	96	96	93	93
2000	98	98	96	96
Commonwealth Scholarship and Fellowship Program				
1998	112	112	98	73
1999	141	141	131	100
2000	122	122	112	89

Neither program is experiencing a shortage of qualified candidates and both are giving out the maximum number of awards they can fund each year, given current program funding.

4.2.2 *How does the completion rate for students studying in Canada under the CSFP & the GCA compare with other domestic and foreign programs?*

The completion rates for the two programs border on 100 per cent, according to the program delivery agency.

The completion rate – the rate at which scholarship recipients actually complete their programs of study – is another important measure of how well a scholarship program is doing. Low completion rates may indicate that the program is not attracting a sufficiently high calibre student or that students are experiencing financial, cultural or other problems.

Only a few program stakeholders knew how Canada's success rate compares with other countries. These individuals all felt that Canada's rate is similar to or higher than that of other countries. These views were confirmed in follow-up interviews with program management and with the Executive Director of the program delivery agency, all of whom confirmed that the completion rate is extremely high and comparable to other domestic scholarship programs and programs in other countries

Although the completion rate for the CSFP and the GCA are apparently very high and stable, regular monitoring and reporting on these would provide on-going confirmation of the success of the program in this area and provide warning of problems in the selection process or in other aspects of the programs.

4.2.3 What key aspects attract international scholars to Canada?

Foreign students are attracted to Canada primarily by the quality of education.

In order to ensure the continued success of the ACE programs, it is important to know, not just whether they are successful, but why they are successful. We attempted, therefore, to determine why scholars are attracted to Canada as a place to study. We addressed this question primarily through the survey of current participants and through interviews with program stakeholders.

In response to our survey, about 65 per cent of the current scholarship recipients selected Canada as their first choice primarily for its quality of education. Other reasons for choosing Canada include expertise in their field of study, Canada's image and culture, and the offer of a scholarship.

Over 90 per cent of current recipients rated Canadian universities in their field of study as very good to excellent at the time of their application and continue to hold this view at the present time. Current GCA participants rated Canadian universities in their field of study slightly higher than did CSFP recipients. Reasons cited included excellence of the teaching staff, quality of expertise in their program of study and the international reputation of the research faculty. Others noted the fairness of the teaching staff, status of research, exceptional facilities and a caring academic community.

Program stakeholders were also of the view that students choose Canada because of the quality of the Canadian educational system. Other reasons cited included: Canadian universities had expertise in the area of study, and the fact that Canada is seen as friendly, hospitable and safe.

The responses of students and stakeholders underline the importance of the quality of Canada's education system to decisions by scholarship students to study here. This perceived quality will continue to be important to the future success of the programs and to the impact of the programs on enrolment by foreign students outside of scholarship programs.

One way of monitoring the program success in this area would be through exit surveys of graduating scholars to assess the impact of studying in Canada on their views of the Canadian education system.

4.3 Program Impacts

In the course of the evaluation, we reviewed and revised, in conjunction with program management, the strategic objectives of the two programs. The revised objectives are:

- marketing of the Canadian education system abroad;
- dissemination of Canadian values and culture;
- significant contribution by graduates to their home country; and
- compliance with reciprocal and multilateral agreements;

These in turn lead to longer-term outcomes, namely:

- internationalisation of the Canadian education system; and to
- establishment of a network of leaders friendly to Canada.

In the evaluation, we attempted to address certain of these impacts; however, because of the low response rate to the survey of past participants, we were able to obtain only very limited information on these issues. Our findings on the evaluation questions are summarised below.

4.3.1 How have scholarship recipients benefited from their Canadian experience?

Although current scholarship recipients strongly believe that they will benefit from the scholarship in the form of improved career prospects, the evaluation did not provide definitive information in this area.

A high proportion of current scholarship recipients (92% of CSFP recipients and 83% of GCA recipients) believes that they are likely to benefit from better career prospects, based on our survey. Two-thirds of CSFP recipients also believed that they would have easier access to the job market and increased opportunities for promotion. A smaller percentage of GCA recipients believe this to be the case. The vast majority of current recipients surveyed also believe that they will experience no difficulties in having their degree recognised in their home country.

Due to the lack of survey data from past participants, it is difficult to determine whether these positive views are justified. Given that both programs aim at recipients returning to their home countries and making significant contributions to their home countries, it will be important to address this issue in a future evaluation or program review. In this context, development of an effective means of tracking past scholarship recipients should be a priority for the program.

4.3.2 What contribution have past scholarship recipients made to their countries' economic, cultural or political development?

The evaluation did not provide sufficient information to enable any definitive conclusions to be reached on this issue

We asked program stakeholders, Mission officials and MofE officials a series of questions designed to shed light on this issue. However, program stakeholders and Mission officials are not highly knowledgeable about what happens to scholarship recipients after they complete their studies or about the contributions of the scholarship recipients to their countries of origin. Ministry of Education officials, who do appear to be more knowledgeable, are generally quite positive about this contribution.

Given that program stakeholders were not generally knowledgeable on this question and in light of the lack of survey data from past participants, it is impossible to draw any definitive conclusions as to the program impacts in this area.

Given the international development objectives of both programs, especially in the context of the ODA countries that participate in the two programs, priority should be placed on developing means of tracking scholarship recipients after they complete their studies and, based on this tracking data, conducting a review of the impacts of the two programs in relation to this development objective.

4.3.3 How successful have been the scholarship programs in promoting Canadian values and culture?

The programs appear to have had a positive impact on the attitudes of scholarship recipients towards Canadian values and culture.

A significant majority of current scholarship recipients (>60%) felt that their attitudes towards Canadian society and culture, individual Canadians and the Canadian education system were more

positive since they began their studies in Canada. While these findings are useful, it is not clear to what extent those positive attitudes endure over time or whether they contribute to a more widespread, positive view of Canada and Canadian culture in participating countries.

Program stakeholders were unable to shed any light on this issue, which is extremely difficult to evaluate. There are two aspects to evaluation of this impact: the positive impact on scholarship recipients and the impacts of the attitudes of scholarship recipients on attitudes generally in their home country.

A future evaluation or program review could attempt to determine whether past scholarship recipients retain an enduring, positive view of Canada and Canadians and whether this has any kind of “ripple” effect on attitudes in participating countries, generally. To address this issue with information from past participants it will, of course, be essential for the program to develop improved methods of tracking former students.

4.3.4 What impacts have past scholarship recipients had on Canada’s relations with their country?

The evaluation did not provide sufficient data to draw any conclusions on this question.

This is an intended outcome of the program, which is considered extremely important by DFAIT, particularly in the context of countries that are strategically important to Canada. However, it is an outcome that is extremely difficult to measure, especially as it would normally take a number of years for the careers of graduates to advance to the point where they are in positions of influence. It is an impact that can be addressed properly only through periodic follow-up studies of past participants. Again, this will be possible only through the development and maintenance of an effective system of tracking former scholarship recipients.

4.3.5 Do the ACE programs contribute to improved awareness of the Canadian learning system? To the marketing of Canadian educational expertise abroad?

While stakeholders generally believe this to be the case, there is no program or other data to confirm that the programs contribute to awareness or marketing of Canadian learning abroad.

A majority of the Canada based program stakeholders believe that the programs contribute to improved awareness of Canadian learning systems, although CSFP officials tend to be more positive about this than GCA officials. On the other hand, GCA Mission officials were more positive than CSFP Mission officials about this question.

Canadian-based program stakeholders are also quite positive that the scholarship programs contribute to the marketing of Canadian educational expertise abroad and to Canada benefiting

from international learning opportunities. Canadian officials abroad are significantly less positive about these benefits.

On the other hand, the percentage of officials of Ministries of Education who rated Canada's educational system very good to excellent after their involvement was only slightly higher, at 71%, than for before they became active in the program (67%).

The lack of empirical data from studies of international scholarship students precludes any definitive conclusions on this question.

4.3.6 What other intended and unintended impacts have resulted from the scholarship programs?

Scholarship recipients provide economic benefits to Canada that, at least partially, offset the costs of the support provided by Canada.

A study by the CBIE [6] indicated that scholarship students tend to bring into Canada about \$15,000.00 over and above their scholarship. On the assumption that this money is expended in Canada, and given that most of the scholarship funds are expended in Canada, it would appear that scholarship students provide economic benefits to Canada that offset some of the costs of the scholarship provided to them. A recent study in the United Kingdom drew the same conclusion.

While this is not an intended outcome of the programs, the fact that the net cost of the programs to Canadian taxpayers is less than the actual program costs may be of value in public discussions of the programs.

There are concerns that the CSFP, in particular, may be contributing to a loss of intellectual capital in some ODA countries, thus undermining its international development objectives.

One risk of programs that award scholarships to individuals from developing countries is that those individuals, once they graduate, often have much greater employment and income prospects in Canada or in another developed country than in their own country. DFAIT program management and officials of the program delivery agency believe that this is not a significant problem. The program delivery agency estimated the non-return rate of the CSFP at less than 20 per cent and that of the GCA at considerably less than this. Officials of the CSFP program of the

United Kingdom, which has conducted a recent tracking study, have concluded that it is even lower, about 5 per cent per cent for ODA students studying in the UK [7].

Officials of CIDA's Francophonie Program, however, indicated that they are quite concerned about this issue. They estimate the non-return rate in their program to be as high as 65 per cent for students from some developing countries. CIDA is currently finalising an agreement with Citizenship and Immigration Canada (CIC) to provide for the exchange of information on scholarship students who apply for permanent resident status in an effort to address this problem.

Again, the lack of reliable data prevents us from reaching a definitive conclusion on this issue. It is sufficiently important, however, that the program should be implementing steps to develop a better understanding of the extent to which this represents a problem for the two programs, especially the CSFP, through monitoring of alumni and periodic tracking studies.

4.4 Program Cost-effectiveness and Alternatives

We examined two major aspects of cost-effectiveness and alternatives. We looked at the cost of delivering this program compared to other, similar domestic programs and to foreign programs for which we could obtain information; and we looked at whether the two programs duplicate any other programs of the Government of Canada. The first question we examined was that of cost effectiveness.

4.4.1 What are the management and delivery costs of this program compared to other Canadian programs? Overseas programs?

The costs of managing and delivering the CSFP and the GCA compare favourably with other Canadian scholarship programs and with programs offered in other countries.

The major costs elements of the CSFP and GCA are the costs of the scholarships themselves. However, management and delivery costs, as a percentage of the costs of the scholarship program, can provide a useful measure of the efficiency with which the programs are being delivered. We obtained information from DFAIT regarding these costs for the two programs and compared them to cost estimates provided for the Francophonie Program and the CSFP program of the United Kingdom.

Table 4.2 summarises the results of our enquiries. In interpreting these results, it is important to keep in mind the following:

- i) we have not included the cost of resources at Canadian Missions abroad to support the GCA and the CSFP; while we obtained estimates from our survey of mission officials which suggest that these amount to 2-3 FTEs, we did not have sufficient confidence in the reliability of the data to develop cost estimates;
- ii) similarly, we did not include the costs of support provided to CIDA's Francophonie Program by CIDA Field Offices or by Canadian Missions;
- iii) the UK CSFP provided an estimate of management and delivery costs for program management and program delivery, but did not provide actual dollar figures or estimates of resources.

Table 4.2

Program Delivery Costs – CSFP & GCA, and Comparable Domestic and Foreign Programs

2000/2001

	CSFP/GCA	Francophonie	UK CSFP
Direct Costs: Scholarships	\$6,650,000.00	\$6,500,00.00	Not Provided
Program Delivery Agency	\$333,000.00	\$661,000.00	5.5%
Program Mgt. (HQ)	\$56,000.00	\$42,000	4.5%
Total	\$7,039,000.00	\$7,143,000.00	
Percentage of Total Costs	5.5%	9.75%	10%

As Table 4.2 indicates, the two ACE programs compare favourably with both the Francophonie Program and with the UK CSFP Program in terms of the percentage of program costs allocated to management and delivery.

The ACE appears to have done a good job of using the competitive process to reduce costs. The current delivery contract with the ICCS, which includes delivery responsibilities for other ACE programs is actually about \$25,000.00 less per year than the previous contract.

Is there any duplication with other scholarship programs of the federal government?

The CSFP and the GCA do not significantly duplicate other federal government scholarship programs. However, the CSFP offers scholarships in many of the same countries as CIDA does under its bilateral programs, which provide a large number of scholarships to ODA countries.

We reviewed a number of other federal scholarship programs and, in certain cases, contacted officials of these programs to determine whether the two ACE programs overlapped with or duplicated these programs.

The programs we looked at included those of the Natural Sciences and Engineering Research Council (NSERC), the National Research Council (NRC), the Medical Research Council (MRC), the International Development Research Centre (IDRC), the Canadian International Development Agency (CIDA) and DFAIT's other scholarship programs.

The vast majority of these programs does not significantly overlap or duplicate the ACE programs. The NSERC, NRC, MRC and IDRC programs are all aimed at scientists or other scholars already pursuing careers in their academic field and support research as opposed to graduate studies.

DFAIT's other programs target different countries, or groups of countries, for example, the Organisation of American States (OAS). In the case of the latter program, there is the potential for a specific country to participate in the OAS program and the GCA, but the OAS Program does not have the Canadian Studies requirement of the GCA.

CIDA administers a number of multilateral scholarship programs through its Partnership Branch. It also administers a large number of bilateral scholarship programs through its Area Programs (Africa, Asia, Americas, Central and Eastern Europe). CIDA's multilateral programs do not appear to overlap with the ACE programs. The former are either short-term fellowship programs, such as the UN Fellowships, or specialised programs, like the Marine Scholarship Program. The major general scholarship program is the Francophonie Program. This program operates in a fashion complementary to the CSFP. While the two programs share an international development objective, they are targeted at different countries.

There does appear to be some overlap between CIDA's bilateral programs and the CSFP, with respect to the countries in which these programs operate. Of the 46 nations that received scholarships under the CSFP in 1999, for example, the CIDA bilateral programs were also active in 19 of these. In some of these countries, the CIDA scholarships significantly outnumber the CSFP scholarships, which often amount to no more than one or two per country.

In light of the fact that the overlap occurs in ODA countries that have the greatest need for these scholarships, the overlap is not necessarily undesirable. Further, the CIDA bilateral scholarships are targeted at disciplines that support CIDA's development projects in particular countries and are usually available only to employees or potential employees of organisations involved in

development projects. Nevertheless, both programs may achieve more effective targeting of scholarship funds by liaising with each other when planning nominations each year.

4.5 *Lessons Learned and Best Practices*

In the course of our surveys of scholarship recipients and our interviews with program stakeholders, we asked respondents about their level of satisfaction with various aspects of the program and for suggestions for improvements. In our interviews with officials of other domestic programs and with officials of the UK CSFP we also gained insights into what these programs are doing to improve program delivery and to ensure they achieve their objectives. As a result of these consultations and on the basis of our own analysis, we have identified some aspects of the program where improvements could be made. This section contains our findings with respect to these evaluation questions.

4.5.1 *How effective is the program marketing? How could it be improved?*

Current marketing activities of the two programs are adequate; however, both programs could take steps to ensure easier and more widespread access to information in partner countries.

Currently, the ICCS develops information/application materials for the GCA and provides these to Canadian Missions abroad for distribution to students or to overseas delivery agencies. In the case of the CSFP, the ICCS provides guidelines on the program to Ministries of education in participating countries. The Ministries of Education develop application and information materials for students in their countries. The ICCS has also established a sub-site on its own web site, that provides information on the two programs and on the application process.

Although there is no formal marketing of the program and the materials that are produced by the program are basically informational, for the most part this system seems to work well. The involvement of Canadian Missions (GCA) and Ministries of Education allows the programs to operate with minimal resources within participating countries. In most countries, there are more applications received than there are nominations available.

Nevertheless, based on feedback provided by Canadian Mission staff overseas and by Ministry of Education Officials in participating countries, the program could take the following steps to ensure that all eligible students are aware of the programs and can access information about the programs:

CSFP

Involve the Canadian Missions in participating countries more actively in advertising the program, and in the provision of application materials and information to prospective applicants.

For the most part, Ministries of Education of the partner countries distribute information and application materials in their country. In the vast majority of countries, this system works very well; however, concerns have been expressed that in a small number of countries, these agencies are not distributing the information sufficiently widely. This concern is one that is shared by the UK CSFP and by CIDA's Francophonie Program.

More active involvement of Canadian Missions more directly in the dissemination of program information and materials would help ensure that all eligible students are aware of the program and that those who are interested in applying can easily obtain the required materials and detailed information.

Explore with other CSFP countries, the idea of establishing an international web site for the CSFP that would provide a single point of access for information about the CSFP in all participating countries.

The ICCS has its own web site and has developed a sub-site that contains information about the two programs. While this approach is adequate in the short term, in the longer term the two programs should consider alternatives that would improve ease of access to information. The UK CSFP has floated the idea of establishing an international web site for the CSFP. This would likely make it very easy for students from around the world to obtain information on Canada's CSFP and would improve the visibility of the program on the Internet. The web site should include on-line access to application materials.

CSEFP & GCA

Explore with other federal government departments the idea of establishing a web site that is a common portal to information about all of the scholarship programs of the Government of Canada.

The existence of numerous federal government web sites, with varying degrees of visibility on the Internet, makes it difficult for foreign scholars to identify Canadian scholarship programs for which

they might qualify and which suit their needs. The Government of Australia has established a single web site that provides information on a number of scholarship programs for foreign students and links to more detailed information about these programs.

A similar approach by Canada would improve the effectiveness of current Internet marketing of the programs. It would also substantially increase the ease with which scholars could quickly access information that would help them make a decision regarding studying in Canada. The site should also provide on-line access to application materials.

Liaise with other government departments, in particular CIDA, and with Canadian Missions abroad to develop information packages and/or short orientation packages for students who have been awarded scholarships to assist them in preparing for life in Canada.

While scholars are generally satisfied with the information they receive upon acceptance, there is evidence of gaps in the information (i.e. health care). Information or assistance on housing, cost of living, and student visas would be useful, as well as information on Canadian culture. DFAIT may wish to consider setting up short orientation sessions at Missions abroad or at CIDA field offices, in conjunction with other government departments offering scholarships to discuss issues such as banking, income tax, transportation, SINs, and driver's licences.

4.5.2 How satisfied are participants and stakeholders with the application/selection process?

Overall, the application and selection process appears to work quite well and scholars and stakeholders are generally satisfied with the process. The most frequently voiced concerns had to do with the timeliness of the process and, in the case of the CSFP especially, the transparency or fairness of the process in a small number of countries. Our suggestions for addressing these concerns are described below.

CSFP

Liaise with officials of partner countries to involve Canadian Mission staff more directly in the pre-selection of nominees by participating countries.

There is a widespread consensus that, in most countries, the Ministries of Education do an excellent job of pre-screening applications to select nominees from their countries. There are concerns, within the CSFP and on the part of other domestic and foreign programs that have similar arrangements

with Ministries of Education, that in a small number of countries, not all individuals have equal access to the application process.

The CSFP might consider this approach in countries where there is concern about equability of access for all students.

CSEFP & GCA

Improve the timeliness of the process for both students and stakeholders overseas.

Both Canadian Mission officials (GCA) and Ministries of Education officials commented that they would like to receive information and application materials earlier, for two reasons:

- to allow more time for them to understand the material so that they can provide accurate, timely information and advice to applicants; and
- to allow students more time to complete their applications and to submit the supporting information (transcripts, GMAT results, GRE results, references etc).

Concerns were also expressed that students do not know when the results will be announced and that the results should be announced earlier than they are, to give students and the overseas officials more time for pre-departure preparation activities.

While the programs and the ICCS are constrained by annual budget and other cycles, to some extent, the frequency with which this concern was cited warrants efforts to provide materials sooner.

4.5.3 How satisfied are scholars and stakeholders with the level of financial support students receive under the program?

In general, scholarship recipients we surveyed are satisfied with the level of funding they receive under the two programs. The funding provided is comparable to other Canadian programs such as the Francophonie Program and also appears to be equivalent to funding under the UK CSFP Program. About 25 per cent of current recipients did have suggestions for increasing funding, including such things as a cost of living increase, larger settling allowance and increasing the length of funding. Given the limited budgets of the two programs, there is likely little room for implementing these suggestions at the present time.

Program stakeholders voiced some concerns about funding, indicating that the program lacks a “critical mass” since funding cuts in the last number of years. Stakeholders, like some students, also felt that the length of the awards should be increased to reflect the amount of time it takes to complete Ph.D. and Masters programs. They also had suggestions as to how both of these concerns might be addressed without increasing program costs. While program budget constraints limit the scope of actions by the two programs, there are a couple of actions the programs might take without incurring increased costs.

Reduce the total amount of the award each year but increase the numbers of years of eligibility based on program length.

For example, under the CSFP, offer a three year scholarship, based on the total funding now provided for two years. Under the GCA, allow students to apply for a two year scholarship with funding equal to the one year amount. A reduction in the amount of the scholarship offered each year may not be a significant deterrent to acceptance, keeping in mind that the recent study by the CBIE indicated that the average foreign scholarship student brings in an additional \$15,000.00 with them.

Liase with Canadian universities to provide tuition to scholarship students at rates equivalent to those for Canadian students

As the results of our survey of current scholarship recipients suggest, scholarship students tend to have positive views about Canada and a high opinion of the Canadian educational system. As such, they represent a potentially valuable source of “word of mouth” marketing to a much larger population of non-scholarship students at both the graduate and undergraduate levels. Given this, and given the international development objectives of both the CSFP and the GCA, universities might be inclined to adopt such a policy.

4.5.4 What can we do to improve other aspects of the program?

In the course of the evaluation, we identified two areas in which the programs could implement improvements to improve the overall impacts of the CSFP and the GCA. These are monitoring of current students and measuring program performance in terms of its success in attracting high calibre scholars; and tracking of past participants to measure performance in terms of achievement of strategic objectives.

Monitoring Current Students and Measuring Program Success

While the program delivery agency compiles statistics annually on the number of awards offered and the number confirmed, program performance measurement could be improved. Both the CSFP

and the GCA should consider implementing additional performance measures for monitoring their success in attracting high caliber scholars.

This would involve the systematic collection of program data on scholarship acceptance and confirmation rates each year and the exchange of this information on a collaborative basis with other domestic and foreign scholarship programs. It would also include the reporting on completion rates for scholars under the two programs. Collection and review of this data on a yearly basis would provide early warning of problems in terms of the ability of the programs to attract high caliber candidates and a basis for determining whether remedial action was required.

Tracking of Alumni and Measuring Strategic Performance

DFAIT needs to ensure that the programs are achieving their strategic objectives and that they continue to be relevant to Canada's international education policies. In order to be able to do this, the program should develop and maintain an effective tracking system to keep in touch with scholars after their sojourn in Canada. Currently, the ICCS maintains an electronic database of past scholarship recipients. We attempted to make use of this database to contact former participants as part of this evaluation. However, despite the fact that we enlisted the assistance of most Canadian universities to contact individuals on this database, we were largely unsuccessful due to the lack of up-to-date information on these individuals.

Development of an effective tracking system will not be easy. Based on the experience of other programs, notably the Francophonie Program and the UK CSFP program, effective tracking of alumni will entail a multifaceted approach. Among the actions the programs can and should take are the following:

Undertake a baseline tracking study to obtain updated location and other information for past program alumni and repeat such studies on a regular basis.

The program should implement a research project to update its current database in collaboration with participating educational institutions, Canadian Missions abroad and Ministries of Education in participating countries. The project would aim at obtaining contact information for alumni and on obtaining information on career paths of alumni; their contributions to their home country; and whether they are in positions to influence their countries' relations with Canada; and on determining the level of interest in the alumni association and the alumni web site. The UK CSFP is currently undertaking a similar research project at an estimated cost of more \$50,000.00.

It will be necessary to carry out tracking studies in the future on a periodic basis in order to maintain a reasonably up-to-date database and to assess the continued impacts of the programs.

Establish an alumni association and incorporate an alumni registration component into the web site for the two programs.

One way for the programs to begin updating information on past participants is to incorporate an alumni registration site on the ICCS Scholarship program or another web site. The tracking study should provide a basis for determining whether there is sufficient interest among alumni to maintain an alumni web site. The existence of a web site, based on the experience of the UK CSFP program, will provide an easy way for alumni to keep in touch with the program and with each other. The alumni site will need to include features that will encourage alumni to maintain contact with the program and with each other.

V. KEY CONCLUSIONS AND RECOMMENDATIONS

5.1 *Conclusions*

The GCA and CSFP are successful in terms of awarding scholarships to international students of academic merit. Furthermore, they appear to do so in a cost-effective manner.

We were unable to determine whether the programs are achieving their objectives in terms of developmental assistance to the home countries of the selected scholars, disseminating Canadian cultural values, promoting Canadian systems of higher education, assisting Canadian diplomatic efforts by creating a network of “friends to Canada”, and other strategic objectives. The primary reason for this is that, despite extensive efforts, we were unable to gather reliable information from past participants of the two programs.

The programs do not appear to duplicate other federal government scholarship programs in terms of overall objectives. However, the CSFP operates in a number of countries in which the Canadian International Development Agency (CIDA) also offers scholarships to students under bilateral agreements with these countries. Although the CIDA scholarships are targeted at disciplines and organizations that support the objectives of development projects in these countries, the CIDA and DFAIT programs likely could achieve more effective targeting of scholarships by liaising with each other when planning nominations each year.

Key lessons learned regarding the delivery of the program were limited and focused on the need for more timely provision of program materials to overseas partners; suggestions for reducing the costs of scholarships to allow for a greater number of awards; the need for improved performance measurement of both program success in attracting high caliber scholars and achievement of strategic objectives; and the need for a system to track former program participants.

5.2 *Recommendations*

As a consequence of our findings on the two programs, we have developed a number of recommendations for their improvement. Some of these recommendations have been stated formally already in the section on lessons learned. In other cases, they are implied, implicitly or explicitly, by our findings on the issues. For the most part, the recommendations apply to both the CSFP and the GCA, as they address issues common to both programs. In a few cases, however recommendations apply to one or the other of the programs and are identified as such.

5.2.1 *Monitoring of Current Students and Measuring Program Success*

Expand slightly the ongoing monitoring and performance measurement information available regarding current scholarship students.

At present the ICCS has most of the information regarding current students that DFAIT management is likely to require. The measurement of the performance of the two programs could be improved somewhat, however, if there were systematic collection of data regarding scholarship acceptance and confirmation rates each year. In other words, the proportion of students that confirm the acceptance of a scholarship is a measure of success in attracting good scholars. This information could plausibly be compared over time and also to that of similar scholarship programs of other developed countries.

Likewise, completion rates (which are thought by the ICCS to be quite high) for the supported students could be monitored. Although there may be privacy issues involved, the grades of the students may also be used as performance indicators.

Conduct exit surveys of current students.

A new element of monitoring the current students that would provide very useful information would be to conduct an exit interview or survey with the student at the end of the scholarship. It could be an opportunity for students to provide information that they may have been reluctant to divulge while still in receipt of the scholarship. It also provides a mechanism to obtain a forwarding electronic or postal address of the exiting student.

MANAGEMENT RESPONSE

Slight expansion of ongoing monitoring and performance measurement of current scholarship students may prove appropriate, especially in the context of establishing a web-based alumni association, bearing in mind that any increase in management and monitoring must come at the expense of scholarships. We think that data on acceptance and confirmation rates by scholars each year, as well as course completion rates, should and can be collected routinely. We will look into ways in which “exit surveys” might be conducted with departing scholars without incurring large expenditures.

5.2.2 Tracking of Alumni and Measuring Strategic Performance

Establish a web-based alumni association for the programs.

It is essential for the next periodic review of these programs to have a mechanism for locating and communicating directly with the previous scholarship recipients. One possibility is to establish an alumni association for former program participants. This objective may be facilitated by encouraging the ICCS and Canadian universities to participate. Canadian universities are moving in this direction already.

Undertake a baseline tracking study to obtain updated location and other information for past program alumni and repeat such studies on a regular basis.

The program should implement a research project to update its current database in collaboration with participating educational institutions, Canadian Missions abroad and Ministries of Education in participating countries. With this tracking system of former program participants in place, it would be possible to conduct periodic reviews of the scholarship programs to determine if they are achieving their strategic objectives. The concrete impacts and effects of the programs could be examined more objectively.

Based on future reviews of program impacts, re-consider if the program should continue to select scholars primarily on the basis of academic merit and continue to maintain a *laissez faire* policy in terms of targeting scholarship recipients.

If future periodic reviews of the impacts and outcomes generated by the former students indicate that the long term strategic objectives of the programs are being achieved under the existing delivery mechanisms and policies, there is no obvious reason why the policies should be changed.

MANAGEMENT RESPONSE

We recognize the desirability of maintaining links with alumni, and think that an on-line web-based association may offer the combination of reach, immediacy and cost-effectiveness to enable a viable and continuing connection. As most recently confirmed by the difficulty encountered by researchers preparing this Evaluation, updating information for past program alumni is a difficult, expensive undertaking which is beyond the scope of current resources. We would hope, rather, to initiate the new, web-based association to establish and maintain links with many or most alumni in future.

On the basis of future reviews, we may wish to reconsider the basis for scholarly selection. We accept that scholarly merit remains the basis for selection.

5.2.3 Information and Awareness

CSFP

Involve the Canadian Missions in participating countries more actively in advertising the program, and in the provision of application materials and information to prospective applicants.

More active involvement of Canadian Missions in either an oversight role or more directly in the dissemination of program information and materials would help ensure that all eligible students are aware of the program and that those who are interested in applying can easily obtain the required materials and detailed information.

Explore with other CSFP countries, the idea of establishing an international web site for the CSFP that would provide a single point of access for information about the CSFP in all participating countries.

The UK CSFP has floated the idea of establishing an international web site for the CSFP. This would likely make it very easy for students from around the world to obtain information on Canada's CSFP and improve the visibility of the program on the Internet. The web site should include on-line access to application materials.

CSFP & GCA

Explore with other federal government departments the idea of establishing a web site that is a common portal to information about all of the scholarship programs of the Government of Canada.

The Government of Australia has established a web site that provides information on a number of scholarship programs for foreign students and links to more detailed information about these programs. A similar approach by Canada would improve substantially increase the ease with which

scholars could quickly access information that would help them make a decision regarding studying in Canada. The site should also provide on-line access to application materials.

Liaise with other government departments, in particular CIDA, and with Canadian Missions abroad to develop information packages and/or short orientation packages for students who have been awarded scholarships to assist them in preparing for life in Canada.

While scholars are generally satisfied with the information they receive upon acceptance, there is evidence of gaps in the information (i.e. health care). Information or assistance on housing, cost of living, and student visas would be useful, as well as information on Canadian culture. DFAIT may wish to consider setting up short orientation sessions at Missions abroad or at CIDA field offices, in conjunction with other government departments offering scholarships to discuss issues such as banking, income tax, transportation, SINs, and driver's licences.

MANAGEMENT RESPONSE

The use of web sites for various purposes is increasingly relevant, and we will continue to work with our agent, the International Council for Canadian Studies (ICCS), and others to develop a network of links relevant to the Programs and the stakeholders. This would be a logical component of the Government -on-line initiative, and has been identified for inclusion. Part of this process should be integrated with the provision of information and orientation packages prepared in consultation with others concerned, including CIDA.

We agree that CIDA and DFAIT programs might achieve more effective targeting of scholarships through liaison, but anticipate that the different focus of each organization's strategic purpose and the few and small countries in which the programs overlap will limit the effect of cooperation. We propose to continue our liaison efforts with CIDA, notably with the Scholarships & Environment Program and Educational Institutions Program of the Partnership Branch, to ensure mutual awareness and to take full advantage of cooperative opportunities.

5.2.4 Application/Selection Process

CSEFP

Liaise with officials of partner countries to involve Canadian Mission staff more directly in the pre-selection of nominees by participating countries.

In most countries, the Ministries of Education do an excellent job of pre-screening applications to select nominees from their countries. There are concerns, however, that in a small number of countries, not all individuals have equal access to the application process.

CSFP & GCA

Improve the timeliness of the process for both students and stakeholders overseas.

While the programs and the ICCS are constrained by annual budget and other cycles, to some extent, the frequency with which concerns were expressed about the timeliness of information and materials warrants efforts to provide materials sooner.

MANAGEMENT RESPONSE

The use of web sites for various purposes is increasingly relevant, and we will continue to work with our agent, the International Council for Canadian Studies (ICCS), and others to develop a network of links relevant to the Programs and the stakeholders. This would be a logical component of the Government -on-line initiative, and has been identified for inclusion. Part of this process should be integrated with the provision of information and orientation packages prepared in consultation with others concerned, including CIDA.

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5.2.5 Amount/Number of Scholarships

Reduce the amount provided to individual students each year, but increase the numbers of years of eligibility, based on program length.

For example, under the CSFP, offer a three year scholarship, based on the total funding now provided for two years. Under the GCA, allow students to apply for a two year scholarship with funding equal to the one year amount.

Liase with Canadian universities to provide tuition to scholarship students at rates equivalent to those for Canadian students.

Scholarship students represent a potentially valuable source of “word of mouth” marketing to a much larger population of non-scholarship students at both the graduate and undergraduate levels. Given this, and given the international development objectives of both the CSFP and the GCA, universities might be inclined to adopt such a policy.

MANAGEMENT RESPONSE

The cost of individual scholarships is a constant preoccupation. The increasing deregulation of the university community during the past decade has diversified costs considerably. We do not think that simply reducing the value of the scholarships will meet the need. We do not expect ODA recipients to be able to compensate for a reduction of one third of the value, which would totally vitiate the value of the CSFP. We are reviewing the situation to seek the best compromise between cost and coverage, including the possibility of technology-mediated learning, split campuses, cooperation with provincial and university authorities and others.

APPENDIX A - EVALUATION ASSESSMENT: ANALYTICAL FRAMEWORK

Evaluation Questions	Indicators	Data Sources
<p>● To what extent are the Scholarships and GCA program still relevant in the overall context of Canada's policy objectives?</p> <ul style="list-style-type: none"> ● What are Canada's policy objectives with respect to international education? ● Who are the international scholars and what are their characteristics and needs? ● How many scholars come to study in Canada with or without scholarship programs? ● What key aspects attract international scholars to Canada? ● What is the program marketing plan and how does it fit with Canada's policy objectives? ● What information are we collecting and using to make well-informed decisions as to whether the programs continue to achieve Canada's policy objectives? 	<ul style="list-style-type: none"> ● Canada's policy objectives on international education ● Marketing plan for Canada's international education programs ● Articles and studies regarding policy of international education ● Number of scholars per year with or without visas ● Number of foreign student studying in Canada with/without government grants ● Number of scholars per year who return to their home country ● Type and degree of follow-ups, and information collected on participants (databases) ● Opinions of scholars, policy makers, associations, OGD, ICCS, Committees, Ambassadors, and ACE 	<ul style="list-style-type: none"> ● Literature review on international education, programs and scholars (Internet, library, statistics, etc) ● Review of Administrative Documents (program description, guidelines, monitoring, etc) ● Review of databases and information collected on participants (Archives, forms, etc) ● Review of Canada's policy objectives and international education marketing plan ● Survey of Embassies/Missions and participants ● Interviews with scholars, policy makers, associations, OGD, Ambassadors, Committees, Embassies/Missions, and ACE staff

Evaluation Questions	Indicators	Data Sources
<ul style="list-style-type: none"> ● To what extent are the program objectives and impacts being achieved? ● Where are past participants of the Commonwealth and GCA program (work and live)? ● Type of career/position? ● What are past and present scholars opinions/relations toward Canada? ● What are the results/impacts obtained? ● What unintended results/impacts were obtained? ● What are the strengths and weaknesses of the programs? ● How can the programs be improved? 	<ul style="list-style-type: none"> ● Needs of international scholars (Education, funding, etc) ● Characteristics of scholars (origin, education, field of study, career goals, etc) ● Opinion of scholars (past and present) ● Number of scholars per year who return to their home country, stayed in Canada or moved to another country ● Employment/status of past participants ● Articles and studies on international programs and scholars ● Opinion of other key individuals (ACE, ICCS, Committees, associations, Missions and Ambassadors) ● Degree to which past participants have assisted Canada in bilateral and/or multilateral advocacy ● Degree to which past participants have assisted Canadians abroad 	<ul style="list-style-type: none"> ● Literature Review - articles, statistics, existing studies on international programs and scholars ● Review of Administrative Documents (program description, monitoring, guidelines, etc) ● Review of database and information collected on participants ● Interviews with past and present scholars and other key individuals (ACE, ICCS, Committees, Missions, associations, and Ambassadors) ● Survey of Embassies/Missions and participants ● Focus Groups with program participants and Ambassadors

Evaluation Questions	Indicators	Data Sources
<ul style="list-style-type: none"> ● To what extent are the programs cost-effective and what other alternatives exist? ● How are the programs structured? ● How are the programs delivered? ● How are the programs marketed to international student? ● Who are the participants and what kind of monitoring is conducted? ● Are data/information bases maintained adequately? ● What kind of follow-up on past participants is conducted by Embassies/Missions? Other? ● What is the cost to deliver these programs? Cost to monitor? Cost to do follow-ups? ● What other similar programs exist within and outside Canada? How are these delivered, monitored and followed-up? ● Is there any duplication with other Canadian departments? ● What is the cost to deliver other similar programs, and how effective are they? 	<ul style="list-style-type: none"> ● Administration Files and Documents (program delivery, marketing plan, etc) ● Articles and studies on similar existing programs (within and outside Canada) ● Database on participants ● Opinion of scholars (past and present) ● Opinion of key individuals (ACE staff, ICCS staff, Committees, OGD, associations, Missions and Ambassadors) ● Monitoring and follow-up activities conducted ● Scholarship programs provided by other countries ● Scholarship programs provided by OGD 	<ul style="list-style-type: none"> ● Review of Administrative Documents (ICCS contract, delivery process, marketing plan, etc) ● Literature Review on international programs and scholars ● Review of database and information collected on participants ● Interviews with scholars (past and present) ● Interviews with key individuals (ACE, ICCS, Committees, associations, Missions and Ambassadors) ● Survey of Embassies/Missions and participants ● Focus Groups with participants and Ambassadors

Evaluation Questions	Indicators	Data Sources
<ul style="list-style-type: none"> ● What are the lessons learned and best practices and how can the programs be improved? ● What can we learn and use to improve the structure, delivery, monitoring and follow-up? ● What can we do to improve participant satisfaction? ● What can we do to improve the overall impacts on both national and international level? 	<ul style="list-style-type: none"> ● Existing studies and articles on international programs and scholars ● Opinion from scholars ● Opinion of key individuals (ACE, ICCS, Committees, Policy Makers, OGD, associations, Missions and Ambassadors) 	<ul style="list-style-type: none"> ● Literature Review - on international programs and scholars ● Interviews with scholars (past and present) ● Interviews with key individuals (ACE, ICCS, Committees, policy makers, OGD, associations, Missions and Ambassadors) ● Focus Groups with participants and Ambassadors

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