

## Case Study: Open Society Scholarship Programs

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### 7.1 INTRODUCTION

The purpose of the Open Society Foundations is to promote the development of more open societies. We have two principal ways of doing this. One is to develop institutions. The other is to try to enhance the knowledge, awareness, skills and values of individuals so as to promote their commitments to open societies and their capacity to contribute to open societies. Scholarships play a crucial role in the second of these ways of advancing our goals. (Aryeh Neier, President Emeritus, Open Society Foundations)<sup>1</sup>

Perhaps uniquely in the world of philanthropists, George Soros has prioritized an individual's educational development since the inception of his philanthropic career in 1979. Some of his earliest financial interventions helped black students in apartheid South Africa gain an education that would otherwise have been out of reach. A conviction in the power of the individual to have a greater positive social impact after being bolstered by a quality higher education experience remains enshrined in the mission of Open Society Scholarship Programs (Scholarships hereafter). Over 35 years since those first grants supported black South Africans, Scholarships remains

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the central entity within the Open Society Foundations (Open Society hereafter)<sup>2</sup> through which scholarship and educational fellowship programs are designed and administered.

The following case study describes the evolution of Scholarships' grantmaking since the formation of the department in 1994, highlighting key interventions designed to strengthen the capacity of an individual to elicit positive social change in their home communities. This study makes use of key internal strategies, program documents, directives from senior management and board members, and examples of Scholarships' programs<sup>3</sup> to highlight the consistent, if subtle, emphasis Open Society's scholarships place on empowering agents of social change. Grant programs designed by Scholarships have incorporated a blend of four overarching themes: responsiveness; 'lifeline' support; innovation; and capacity building. Social change has, on balance, been a more implicit than explicit concept. This study reveals how, despite a lack of systematic, in-depth evaluation, combined with an ongoing tension between geographic coverage and the programmatic depth, Open Society's faith in the efficacy of scholarships remains strong.

## 7.2 PROGRAM HISTORY

As the introduction above suggests, the decision to form a department focusing on scholarship administration came well after the first scholarships were awarded. When the Scholarship Programs' department was formed in 1994, Open Society was already administering 124 separate scholarship programs from its various offices, which funded 4000 individuals per year from Belgrade to Ulaanbaatar. With large-scale funding for the administration of the US government's Edmund J. Muskie awards, and a demand for supplemental support for certain groups of displaced people, a centralized office to streamline program administration, financial management, internal and external communication, evaluation, and partnership development was sorely needed. The embryonic Scholarship Programs incorporated several programs, all focusing on grants for international education in the social sciences and humanities for students and faculty from the Baltics, the Balkans, Eastern and Central Europe, the former Soviet Union, and Burma. Regional and in-country scholarships continued at locally based Soros foundations during this time, due to the belief that national-level scholarships were better managed by dedicated local staff (Greenberg and Yenkin 1994).

From this point onwards, programs for international academic mobility have been inspired by the foundation's overarching aim: to foster open societies. Program documents from 1996 on the mission of Scholarships' grantmaking summarizes this well: '[to] create lasting, cross-national ties through the exploration of current political, economic and social issues and [to] provide grantees with the knowledge needed to foster open societies in their home countries' (Loerke 1996). This language remains relevant to Scholarships' grantmaking in 2016.

In addition to the themes of responsiveness, 'lifeline' support, innovation, and capacity building identified above, the examples that follow strongly reflect the identification in Baxter's chapter (see Chap. 6) of three rationales for 'change agent' scholarships: developing technical skills; leadership capacity; and the commitment to civic engagement. The sections below offer examples of programs which served a specific geographic country or region (Burma, Haiti and the former Yugoslavia) and those which assisted a specific stage of the academic lifecycle (faculty to undergraduates). The study then drills down to a more nuanced, programmatic level, outlining key responses to internal and external partnerships, and ending with a look at program design itself ('enhancements' and outreach and selection procedures) and its impact on social change.

### *7.2.1 Responsive Grants and Lifelines for Social Change: Geography*

In 2016, the roster of countries where Open Society has a grantmaking and advocacy footprint is truly global, but traditionally, the focus has centered heavily on the former Soviet Union, the Baltics, and socialist Eastern Europe. Any type of scholarship or fellowship intervention in these geographies in the early 1990s could be categorized as 'capacity-building' grants to individuals ripe for engagement in social change after decades of communism and socialism. Beyond the former Soviet bloc, some programs addressed an acute societal need, classified in program strategies as 'humanitarian', and not purely designed to build human or intellectual capacity (Loerke 2009). Scholarships' interventions in Burma, Haiti, and the former Yugoslavia, all of which were offered for a limited time frame only, provide interesting illustrations.

#### *Burma*

Through the Burma Project, an Open Society program, supplemental grants to students from Burma were awarded after the pro-democracy

demonstrations of August 8, 1988 (the 8888 Uprising). In 1994, Scholarships launched the *Supplemental Grants Program—Burma*, offering partial financial support to Burmese students based in border areas, neighboring countries, or the West. These students' educational experience, already degraded since the military takeover in 1962, became impossible after 1988. Open Society's partial financial contributions were tenable for university study at any level and in any field. In 2007, a regional partner organization based in Thailand, Thabyay Education Fund, noted that viable applications could come from within Burma, as well as from neighboring countries. In response, Scholarships created a fully funded master's awards program, tenable at Southeast Asian universities in targeted fields in the social sciences and humanities. To date, Open Society's engagement with Burma has included approximately 3500 grants to Burmese students and scholars between 1995 and 2014. No other Scholarships program has been as flexible with the level of study or range of fields.

#### *The Former Yugoslavia*

War has also influenced Scholarships' reaction to a crisis. As the former Yugoslavia nosedived into civil war in 1991, George Soros responded with supplemental grants to enable students to start or complete their education outside of their home countries. The *Supplementary Grants Program for Students from the Former Yugoslavia* was launched in 1994 with a USD \$5 million budget over five years to assist up to 2000 students annually. Selection criteria note a preference for individuals who were more likely to return home in the future to 'work for the cessation of war, opening boundaries, and for the pacification, economic and democratic rebirth of the region' (Open Society Fund, Inc 1993), signaling that these grants had the additional intent of contributing to long-term social change efforts. Until this program closed in 1999, approximately 4000 grants were made.

#### *Haiti*

Extending Scholarships' grantmaking to Haiti in 2009 signaled a foray into a new geography. In response to recommendations from the Soros Economic Development Fund, a social impact investment initiative, and colleagues at the Fondation Connaissance et Liberté, the local Open Society-supported foundation in Port-au-Prince, a grant was given to EARTH University in Costa Rica to support Haitians enrolling in bachelor degree programs in agronomy. EARTH University offered a student-centered curriculum focusing on social entrepreneurship to strengthen

marginalized communities in Latin America. Though agronomy stood outside of Scholarships' remit of the social sciences and humanities, the funding addressed an acute need to embolden young social entrepreneurs to revitalize their communities sustainably, which aligned strongly with the missions of Open Society. This support became all the more relevant after the earthquake in Haiti in 2010, an event which prompted Scholarships to design nimble 'emergency' grants. Final-year bachelor's students stranded within a nonfunctioning educational system were supported to travel to the University of the West Indies, as well as to select schools in the United States to complete their education. In addition, Scholarships partnered with the Tropical Agricultural Research and Higher Education Center, also in Costa Rica, to fund Haitian students pursuing master's degrees in development practice, thereby increasing the level of training with which grantees would return. To address structural issues within universities, 12 Haitian faculty members traveled to EARTH University to observe the student-centered model, and, in a little-used grantmaking intervention, six university administrators also received short-term training grants to learn about EARTH University's administrative functioning.

### *7.2.2 Capacity-Building Grants for Social Change: From Faculty to Undergraduates*

The social sciences and humanities were defined in a 1998 Scholarships strategy document as 'in greatest need of attention due to their stalled development in the Soviet era and their importance in supporting open society' (Loerke 1998). This focus, and the stagnation of universities after the fall of the Soviet Union, has been a resoundingly ripe area for social change grantmaking, more specifically, grantmaking for educational change. From 1997, Scholarships' interactions naturally dovetailed with the work of the Open Society Higher Education Support Program, a program granting strategic support to select university departments throughout the post-Soviet space. Scholarships' support for academic capacity building centered on structured sabbatical visits for university faculty from select countries within the former Soviet Union to visit Western institutions, primarily in the United States. These grants were designed to expose faculty to current pedagogy, academic networks, and the latest research resources in order to enhance their capacity to teach innovatively at their institutions of employment. These grants were seen as 'high impact' awards for targeted change that would bear fruit in the short, medium, and

long term (Loerke 1998). The intentionality for social change was clear: if one could empower an individual through a structured grant to learn how faculty peers in the United States operate, a multiplier effect on their fellow faculty, staff, students, and local academia would result. From 1999 to 2012, the *Faculty Development Fellowship Program* supported approximately 190 faculty from 12 countries, who received grants lasting up to three consecutive spring semesters at universities in the United States.

Giving faculty the opportunity to take a shorter, one–two-month period away is also a nimble grantmaking intervention, especially for those who cannot take extended leave from commitments at home. As part of the *Oxford and Cambridge Hospitality Schemes*, faculty from the former Soviet Union and Eastern Europe were immersed in these academic havens for month-long visits. From 1987 to 2013, up to 70 faculty per year had the time and space to live within colleges and use library resources to advance their research.<sup>4</sup> These grants have a legacy that can be traced back to George Soros' support for over 500 Russian scientists to travel to the University of Oxford from 1982 to 1989.

Other programs have also focused on academic reform in countries of need. The *Doctoral Fellows Program* targeted scholars from Georgia, Kyrgyzstan, Moldova, and Tajikistan who expressed a strong preference to teach at home after gaining an advanced degree. Representing some of the highest amounts Scholarships has awarded for individual grants, this program secured university placements for successful candidates and awarded four years of full funding<sup>5</sup> to set grantees on the path to completing a doctoral degree in North America.

Though the majority of Scholarships' support has been for master's, doctoral degrees, and faculty visits, support for younger generations has not been neglected. Undergraduate support has its legacy in George Soros' long-term support for eastern and southeastern European students to study at the American University in Bulgaria, an institution grounded in a liberal arts curriculum. In addition, from 1994 to 2012, Scholarships designed and administered the *Undergraduate Exchange Program (UEP)*, an award for students enrolled in undergraduate studies in select countries of the Balkans, Central Asia, Eastern Europe, and Mongolia. These awards gave students the opportunity to spend their second year at a partner institution in the United States that offered exposure to a liberal arts education. This grant was developed over time to nurture individuals dedicated to social change by making service learning a key pillar of the grantee's experience. The efficacy of the combination of international study and civic engagement

is highlighted in Baxter's chapter (see Chap. 6) in her summary of work by several scholars suggesting the positive effect this combination can have on a student's civic attitudes. UEP grants required scholars to take part in volunteering activities while at the host university, as well as to design and implement a year-long 'home country project' upon their return, which addressed an issue of concern within their home communities. During its 18 years of operation, the Undergraduate Exchange Program has supported approximately 930 individuals.

### 7.2.3 *Innovative Grants for Social Change: The Influence of External Partners*

From the founding of the department, Scholarships has influenced, and been influenced by, strategic partners. All grants have been leveraged through cost-sharing arrangements with universities and other large donors. In all cases, university partners have reduced the costs of tuition. Institutional funding bodies, such as the UK Foreign and Commonwealth Office, Scholarships' partners, and administrators of the Chevening Scholarships, have contributed a third of the total costs of all *OSF-Chevening Awards*, along with Open Society and a partnering UK university. Awards for master's degree study, faculty exchanges, and PhD degrees in Germany have been made possible by a partnership with the German Academic Exchange Service/DAAD, in which each party co-funds 50 percent. Leveraging costs has numerous benefits, enabling Scholarships to fund more awards in more countries and broadening access to a wider range of quality educational opportunities than operating alone could offer.

The choice of partner universities goes far beyond monetary offset. However, there is no set formula for a choice of host university, and, over time, Scholarships has developed relationships with universities on sliding scales of compatibility. Some partnerships, such as with Columbia University's School of Social Work in New York, and the George Warren Brown School of Social Work at Washington University, St. Louis, have had international aspects to their programs, which suited the *Social Work Fellowship Program* when it was established in 2000. Some institutions offer value-based alignments, such as the Heller School at Brandeis University in the United States, a partnering institution within the *Civil Society Leadership Awards*, which has the creation of positive social change underpinning its curriculum. Scholarships frequently try to cluster grantees to solidify networks between partner universities. This opportunity has been possible

at many universities worldwide, including the University of Hong Kong, Rutgers University in New Jersey, and the University of Essex in the United Kingdom.

Partnerships have also shifted Scholarships' vision to new geographies. The UK Foreign and Commonwealth Office encouraged Scholarships to expand its jointly funded master's awards into Afghanistan, Bangladesh, Indonesia, Jordan, Palestine, Pakistan, and Syria, while conversations with a long-term partner, Columbia University's School of Social Work, sparked master of social work awards to be offered in Jordan.

Interestingly, the governments of 'sending' countries have also directly shaped Scholarship Programs' grantmaking. Scholarships partnered with governments in Georgia and Moldova to help bolster the capacity of their civil service. In the case of Moldova, Open Society was approached to help develop Moldova's public administration as they began on the path to European Union accession. In Georgia, a skills gap was identified in high-level civil servants in select ministries.<sup>6</sup> As a result, in 2011, Scholarships launched the *Civil Service Awards*, which provided master's degrees in the United States to selected civil servants who had the potential to become 'agents of change' in policy-orientated positions (Open Society Foundations 2010). Select ministries in both countries guaranteed scholars three years of employment upon graduation. In total, 30 civil servants, 15 each from Georgia and Moldova, received opportunities for advanced training and returned to bolster the capacity of the participating ministries.

#### 7.2.4 *Innovative Grants for Social Change: The Influence of Internal Partners*

Open Society is an extensive organization comprising a web of issue-based and regionally focused offices, programs, and foundations. Scholarships has responded to several approaches from various programs to design initiatives addressing acute capacity gaps. By building human capacity in specific fields and leveraging Open Society's existing efforts and expertise, scholarship awards can play an invaluable role in catalyzing change. A strong example of this is scholarships in the field of law. In 2012, Scholarships, in partnership with Open Society's Human Rights Initiative (HRI), launched the *Disability Rights Scholarship Program*, offering scholarships for fully funded degrees in disability rights law. HRI saw the signing of the UN Convention on the Rights of Persons with Disabilities in May 2008 as a paradigm shift in the field of disability rights. In the countries of priority to HRI's work



(mostly in Central and South America and Africa<sup>7</sup>), HRI staff encountered a capacity gap in legal experts and advocates for the rights of the disabled. To respond, HRI created a consortium of law schools with expertise in disability rights, including the National University of Ireland in Galway, Cardiff and Leeds Universities in the United Kingdom, McGill University in Canada, and Syracuse and American Universities in the United States, which all offered tuition offsets. Since 2012, the program has supported 64 scholars from 18 countries, bolstering legal capacity and creating local advocates.

As the examples above illustrate, professional master's degrees are an integral part of Scholarships' strategy. Back in 1998, master's scholarships were offered in social work, public health, law, education, public administration, pedagogy and teacher training, as well as environmental management. Through these degrees, individuals would be able to reframe and rebuild these fields locally. Sixteen years later, the majority of Scholarships' master's awards are funneled through one flagship program: the *Civil Society Leadership Award*.<sup>8</sup> After shifting eligibility into new countries, mostly in east Africa, these awards target committed civil society activists who have a keen sense of how an advanced applied degree from abroad could help them be more effective leaders at home.

### 7.2.5 *Innovative Grants for Social Change: 'Enhancements'*

Scholarships staff design and implement programs that help selected individuals earn internationally recognized credentials and absorb instructive experiences generated by cross-cultural immersion, propelling these individuals towards productive participation in positive social change. (Loerke 2015, p. 1)

As the quote above suggests, the design of an Open Society scholarship goes beyond administering financial support. Since the current program director, Martha Loerke, was hired in 1994, Scholarships has operated with a consistent conviction that extracurricula support will help bolster a grantee's ability to contribute to the development of open societies. As a result, 'enhancements' have included pre-scholarship orientation sessions, grantee conferences, internships, communication efforts, and alumni activities.

'Enhancements' represent 14 percent of Scholarships' 2016 grantmaking budget and are considered to be an integral part of a 'continuum of care'

toward the grantee. Scholarships and its advisory board retain a strong conviction that these activities build social and intellectual capital. Enabling grantees to develop effective social networks with a like-minded yet diverse body of scholars has been one of the key motivators in creating a pre-academic summer school. Designed, developed, and managed by Scholarships staff, a three-week-long summer school for a select group of grantees has been running since the first school was held on Lake Issyk-kul, Kyrgyzstan, in 2003. Scholars take social science, academic writing, and debate classes over the course of a school session. This experience is capped off with a 2-day predeparture orientation session that often incorporates alumni, thus further aiding network creation. Feedback from host universities and co-funding organizations has alluded to an enhanced academic performance from those who attend. In addition to this very practical benefit, strategy language has made consistently clear that creating a forum for new grantees to spend a prolonged period together will foster the creation of lasting communities.

The assumption is that creating networks and building social capital will allow grantees to leverage these links as they drive innovative, active, and vibrant social change in the future. Reflecting on the summer school, one Belarussian alumna of the *Civil Society Leadership Awards* noted in a focus group with Scholarships staff that ‘the phenomenal thing that happens here is the feeling of belongingness, not only [to] this organization, but to this broader network of people that are united by the shared goal to make their society back home better’.<sup>9</sup>

Regional conferences, which bring together up to 100 scholars and alumni based in a specific geographic region, help to cement links between cohorts of individuals who may otherwise never have met. Though Scholarships are considering existing platforms such as LinkedIn to connect thousands of grantees and alumni, in-person meetings are still considered productive ways to share ideas, perspectives, triumphs, and challenges.

### 7.2.6 *Innovative Grants for Social Change: Grantmaking Procedures*

Scholarships’ grantmaking process, specifically the recruitment and selection stages, is designed to embody Open Society ideals of transparency, meritocracy, and fairness. Scholarships carefully design an open and transparent application and selection process that often includes in-person interviews with a panel of academics, Open Society staff and Scholarships’

alumni. As the 2014 program strategy confirms: ‘The key message is clear: local connections don’t count. Transparency is key’ (Loerke 2014).

In addition to being good grantmaking practice, the emphasis on transparency is a result of the realities of the countries in which Scholarships has engaged. In the years after the fall of communism, countries in the former Soviet Union were mired in rampant corruption: opportunities scarce; knowledge was withheld; and informal networks were relied on to cope with everyday life. In some countries, varying degrees of corruption remain. By marking applications as free of charge, sending all paper-based (and now electronic) applications to Open Society offices in New York and London for review, and holding interviews in person where possible, Scholarships has attempted to stand outside of local ways of operating, indirectly promoting values intrinsic to positive social change. The belief in the efficacy of this process was reflected by one locally based Scholarships coordinator at the Open Society Foundation for Albania, Brunilda Bakshevani. In a country where corruption is pervasive and promoting transparency is one of the foundation’s strategic aims, she considers the wide dissemination of information and remaining personally available for consultations as creating a local reputation for trust. In conversation with the author, she notes ‘transparency is the most important part of the process’.<sup>10</sup> As the quote above makes clear, one of the central facets of corruption is the censorship of information. Announcing scholarship awards and calls for applications as widely as possible proves to be a problem, even in the internet age. During its operational history, Scholarships has enlisted the help of educational advising centers (EAC).<sup>11</sup> To ensure scholarship calls reach as wide an audience as possible, EAC staff work hard to disseminate calls within local news media, hold informational sessions at local universities, and collect and send all paper-based applications back to Scholarships’ central offices. Throughout the 1990s, the doors of these centers were open to give free and impartial advice on higher educational opportunities, helping students learn English and take standardized admissions tests, and holding film and debate nights. Such activities were novel in the post-Soviet context at the time, and helped those who wanted access to opportunities make independent, informed choices on education abroad. To give a sense of the reach the EACs have achieved, from 2001 until 2013, almost 49,000 applications were received from 25 countries served by these entities across the Balkans, the Baltics, the former Soviet Union, and Mongolia, with Scholarships awarding grants to almost 5500 individuals.

This focus on transparency is also highlighted in Everlyn Anyal's chapter (See Chap. 5) in describing the ethos behind the Ford Foundation's International Fellowship Program's outreach and recruitment efforts, which also prioritized creating access and promoting transparency to marginalized communities around the grantmaking process.

### 7.3 A NOTE ON EVALUATION

The 'tension between being responsive and being strategic', as a 2006 program strategy discusses, remains relevant 10 years later (Loerke 2003). Over its 20-year history, Scholarships sought to strike the right balance between the number and type of grants offered in a specific country. This has produced an internal debate over the breadth of Scholarships' work versus its depth in a particular geography or field. Scholarships need to be responsive to the vision of the Open Society chairman, senior management, partnering bodies, and the wider Open Society network, while also remaining on course to fulfill its own programmatic vision. Since 1994, approximately 15,000 individuals from over 30 countries have received scholarships, and at the height of the programmatic budget in 2012 (USD \$26.3 million), staff were administering almost 1000 grants per year. Even after a major budgetary cut to USD \$12.8 million as part of a foundation-wide strategy review in 2013, around 300 grants per year are awarded, complete with 'enhancements'.

Evaluating the impact of the awards on an individual's personal trajectory and the contribution they make to their home communities, however, was never systematized. In view of the significant number of grants and 'enhancements' to administer, staff found little time to develop evaluation strategies. Despite reduced grant numbers, creating a system for the robust tracking of alumni and the mining of measurable data and personal narratives remains both a priority and a challenge. Program evaluations and 'tracer studies' of grantees have been conducted by external consultants, often commissioned at landmark junctures, such as 10 years of grantmaking in a particular country or field. The inauguration of a new advisory board in 2009 brought new thinking on evaluating impact, which was previously considered as intangible and long-term in coming to fruition. Suggestions for evaluations every five years to shape and refine a program's aims and measure the role of individuals in fostering 'resilience'—a key feature in social change—have all been discussed, as well as helping to define effective exit strategies where Scholarships have operated for lengthy periods. All

these debates will help Scholarships look critically at its grantmaking over the short to medium term.

## 7.4 CONCLUSION

As this case study has illustrated, a strong intentionality for social change has been present in Open Society Scholarship's grantmaking since the mid-1990s. An acute societal need for quality higher education, caused by political and social erosion, war, or natural disaster, has left the Open Society Chairman, senior managers, and partner organizations resolute in their belief that academic support for individuals dedicated to improving their home societies remains relevant.

Despite the paucity of hard data on the impact Scholarships' alumni have made, the broader issue of 'being the change you want to see' is the most salient aspect of Scholarships' grantmaking. Beyond creating scholarship opportunities for a wide range of potential leaders, Open Society has a neutral stance as to how an individual scholar contributes to social change after the cap and gown are retired. The belief in fostering open societies is firmly rooted in individual agency: the freedom to think critically and with integrity, and to move forward after hearing the voices of all. Scholarships are an enabler, and the individual grantee must do both the challenging academic work and find her or his own way of forging a positive path for their home region. The funding body does not dictate what social change looks like; rather, those deciding what change should look like are nurtured and supported with educational tools and social networks. Within Scholarships, the tension between breadth and depth remains an ongoing issue. In light of Scholarships' advancement into new countries in Africa, there is a need to look closely at the impact that just a handful of scholarships can make to advance social change in those countries. A parallel situation exists in countries where Scholarships have a deeper legacy—Kazakhstan and Georgia, for instance—where grants are no longer offered after many years of consistent funding. The issue here lies in assessing the impact Scholarships has already had, and what part this funding may have played in the more liberal changes and developments witnessed in recent years. Open Society's long experience suggests that funding numerous individuals for long periods of time can indeed meet the mission of opening societies in the long term. Having patience in this process is key, and investors in individuals should bear in mind that intangible outcomes, especially in regard to social change, are inherent in this mode of grantmaking.

## NOTES

1. Aryeh Neier, personal communication with author, June 10, 2016.
2. The abbreviated term 'Open Society' is used throughout this chapter as the name for the global network of foundations (some formally and informally known as 'Soros Foundations') which make up George Soros' philanthropy. The largest offices within Open Society include offices in Barcelona, Brussels, Hungary, the United Kingdom, and the United States, and with numerous other foundations around the world.
3. The term 'program' will be used to describe specific scholarship programs designed and administered by the Open Society Scholarship Programs. Programs have a separate award title, a distinct purpose, are targeted at specific populations and countries, and are, in some cases, offered in a limited range of subjects at specified universities only.
4. The *Oxford and Cambridge Hospitality Schemes* were co-funded by Open Society, the British Council, and the respective universities.
5. The *Doctoral Fellows Program* was offset by tuition cost-sharing arrangements from the host universities.
6. The *Civil Service Awards* were eligible for employees at the Georgian Ministry of Labor, Health and Social Affairs; the Ministry of Environmental Protection and Natural Resources; the Moldovan Ministry of Education; Ministry of Labor, Social Protection, and Family; Ministry of the Economy; Ministry of Transportation; Ministry of Agriculture; Ministry of Foreign Affairs and European Integration; and The State Chancellery.
7. The *Disability Rights Scholarship Program* has been offered in Argentina, China, Colombia, Ghana, Kenya, Liberia, Mozambique, Malawi, Mexico, Peru, Sierra Leone, Tanzania, Uganda, Zambia, and Zimbabwe.
8. The *Civil Society Leadership Awards* are open to citizens of Azerbaijan, Belarus, Burma/Myanmar, Cambodia, Democratic Republic of Congo, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Laos, Libya, Republic of Congo, South Sudan, Sudan, Syria, Turkmenistan, and Uzbekistan.
9. Civil Society Leadership Awards Alum, in discussion with Inga Pracute, Program Specialist, Open Society Scholarship Programs, Istanbul, August 25, 2015. Internal document. The name of the alum is withheld by mutual agreement.
10. Brunilda Bakshevani, personal communication with author, July 6, 2016.
11. Scholarships have worked with EACs in Azerbaijan, Belarus, Bosnia and Herzegovina, Croatia, Estonia, Georgia, Kazakhstan, Macedonia, Montenegro, Moldova, Mongolia, Romania, and Ukraine, with smaller advising centers operating within local Open Society offices in Albania, Armenia, Bulgaria, Hungary, Kyrgyzstan, Latvia, Lithuania, Poland, and Tajikistan.

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