

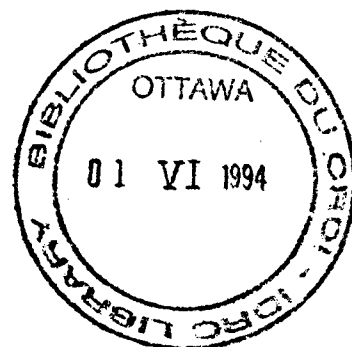
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FORMER IDRC AWARDEES IN
EASTERN AND SOUTHERN AFRICA:
A TRACER STUDY



Prepared by:

Herme J. Mosha, (Ph.D.), Consultant
University of Dar-es-Salaam
in collaboration with
Issa M. Omari (Ph.D.), IDRC Program Officer

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BACKGROUND

The International Development Research Centre (IDRC) was set up by an Act of Parliament of Canada on 13th May, 1970 with the objective of supporting research of direct relevance to Third World Development and demonstrable links to the basic needs of the poor. In pursuit of this objective the Centre assists developing countries to build indigenous research and research supporting capacity, mainly at national but also at regional level through human resources development.

The task of strengthening the capabilities of individuals and institutions to generate, adapt and apply knowledge for the benefit of developing regions of the world has required the Centre to establish a division responsible for the advancement of a special range of human skills and talents. The Fellowships and Awards Division (FAD) which was formed in 1983 as an independent entity now carries out such responsibilities as part of the broad mandate of IDRC.

Although a program of training and awards existed in the Centre's earlier years, FAD took over administration of many of the Centre's training programs and awards in order to ensure effective coordination of training and lay emphasis in areas of science and technology within the context of institutional capacity building.

Specifically, the main objective of the Fellowships and Awards Division (FAD) is to assist, through training, in the upgrading of the qualifications of the individual researchers, managers and planners in the scientific fields related to the broad mandate of IDRC. FAD programs aim at building the research capacities of individuals, thereby strengthening research institutions-1/

FAD has endeavoured to meet these objectives by offering the following categories of awards: Pearson Fellowships (PF) to outstanding young public servants in the region who have at least 3 years working experience in relevant fields; Research Fellowships (RF) for senior academics, researchers, policymakers or planners who are committed to the field of international development; Program-Related Awards (PRAs) aimed at increasing the human resource base of research institutions; and Project-Related Awards which are directed to researchers who have been or are to be associated with IDRC supported projects. FAD also organizes Group Training Courses (GTC) for researchers, technicians and administrative personnel from the region. Young Canadian Researchers are also encouraged to be involved in scientific areas of concern to IDRC in order to be exposed to problems of Third World countries through support from FAD.

During its four years (1983-86) of direct representation and active operation in the East African Region (EARO), FAD

discovered that it was operating in a situation where detailed training data had not been gathered and stored in any consistent way among Centre's divisions which sponsor training.^{2/}

Furthermore, there had not been a systematic followup of training award holders across IDRC divisions.^{3/} Systematic tracking of the careers of former awardees was considered essential because it could lead to revelations of actual training outcomes which could be used both in redesigning training programs and policy reformulation. It was these concerns that prompted this review.

Terms of Reference

The study was guided by the following terms of reference:

1. update lists of former awardees in EARD, FAD (1970-1987);
2. design modalities for regular contacts with former awardees;
3. conduct a tracer study of former IDRC awardees;
4. travel to selected countries (Tanzania and Kenya) to meet with some former Senior IDRC awardees to discuss their work situation; and
5. organize a consultative meeting with a group of senior awardees in order to share ideas and learn from their experiences.

It was hoped that data generated through this exercise would enable the Division to enhance efficiency and effectiveness in its operations.

In order to put the study into context a review of the rationale for training and IDRC policies on training was considered desirable. The next section, contains a description of and justification for training and a review of IDRC policies on training which were considered a pre-requisite for a performance monitoring exercise.

TRAINING

Rationale for Training

Training is a planned and organized activity by an organization specifically meant to transfer knowledge, skills and abilities to an employee/researcher and enable him/her to apply them effectively in solving job related problems. Training, therefore, serves the purpose of enlightenment - where self awareness is enhanced, skills (including decision-making and problem solving) are acquired, hence increasing the motivation and productivity of the trainee on the job.

Of late, training has also been geared at meeting contemporary pressures of equity such as promoting women, minorities, least privileged and the less developed communities and the handicapped so that they may be able to participate more

effectively in development activities.

Changes in the job content due to automation and advances in science and technology require experienced workers and researchers to be exposed to additional training.

Training is also aimed at organizational development. It is hoped that development of workers' capabilities will eventually lead to increased competence and health of the entire organization as a system or subsystem. It is self evident from the preceding discussion that effective training should mesh stages of transfer of knowledge, skills, and abilities with its potential applications to solve developmental problems.

Training can be conducted either overseas, in the region, locally and on the project. A brief account of the various modalities of training follows.

Overseas training. Overseas training is often regarded as a complementary to local training. It is often resorted to in the absence of suitable local training facilities in the right discipline or right level. Overseas training is also considered essential in order to meet varied manpower requirement in newly independent countries that the local training capacities cannot adequately meet. Koloko (1980) adds that overseas training offers a variety of experiences to students who have been living

in different political, social, and cultural environment. Such experience provides them with wider perspective of the world they live in and helps to dislodge them from their ethnic and cultural cocoons. One also gets an opportunity of understanding better the problems of economic and social development processes in other parts of the world and becomes better placed in addressing developmental problems in his own nation.

Modern development theorists have maintained that underdevelopment can in part be attributed to the prevalence of attitudes that are not conducive to development, such as myths, taboos, believes and shoddy thinking. Hence overseas training can also be looked at as a means of inculcating appropriate attitudes to local developmental problems through exposure to scientific methods of inquiry as well as different ways of thinking and living.

Developing countries also send students overseas to pursue courses that are not available locally and which would not be cost effective if training facilities in the area were established at national institutions.

Of late, emphasis for overseas training has been shifting from diploma and first-degree overseas training to postgraduate work, again reflecting inadequate postgraduate training facilities in developing countries. Emphasis for overseas

training has also shifted to science and technology because many developmental activities now require utilization of modern scientific and technological skills even for basic tasks if they are to be implemented effectively.

Types of IDRC Training

FAD has supported various forms of overseas training and in the region with similar objectives in mind. These include formal training that leads to development of skills and abilities related to a field of specialization and a given course of supervised study resulting in some form of certification or degree (Ph.D., M.Sc., MA, BA, B.Sc.) or Diploma. The Centre's main mechanisms for supporting such training is through Project Awards, Institutional Development Awards and Program Related Awards as well as research and attachment fellowships under Pearson Program and Young Canadian program^{4/}.

Project Related Awards are meant to facilitate training when needed to support Centre funded activity where inadequacy of the human resources has been identified as the main impediment for effective participation in research. Training is often provided in appropriate institutions such as universities, colleges, or research laboratories within the public or private sector or through practical attachments.

FAD's project related awards were initially divided into two categories namely pre-project and post-project training. Pre-project training involved preparation for full involvement and positive contribution to realization of project objectives. Alternatively, a post-project training was offered to individuals who had been involved in Centre projects and were able to contribute to the development of a research community after termination of the award and hopefully develop new projects. The two categories have lately been collapsed into one category known as project related awards.

Project Related Awards on the other hand, are normally granted to support training for program development. Two approaches for program development normally receive FAD support. First are particular areas of emphasis within a Research Division of the Centre. A collection of research projects either strongly or loosely linked through a common research theme may qualify for training award if the purpose of the training is to equip researchers to do better research within current network or in more advanced subsequent phases.

Second is Program Related Awards which are for a particularly well defined research activity within a developing country institution which the Centre is supporting or is considering for support. A University which has on its own accord (or with encouragement from the Centre or another donor

through a series of projects) developed a strong and fruitful line of enquiry which is (or has the potential) to make a contribution to solving development problem would attract support under Program Development.

The Pearson fellowship constitute training and attachment awards designed to give outstanding mid-career public servants from developing countries an opportunity to enhance their professional competence in public administration and management of development. Candidates must be exceptional public servants between the ages of 25 and 40 years and have had at least 3 years working experience in the service of their government. Preference is often given to candidates in planning and management positions.

Training for Young Canadians is another avenue for training of Canadians interested in development research. The awards are offered to young Canadian graduate students and junior professionals prepared to undertake research and research related awards in the Third World. Formal training is done in Canada while field attachment and dissertations are done in the developing countries. The program is devoted to training for careers in international development.

Institutional Development Awards constitute another modality of IDRC training program that will help to strengthen the

performance of existing institutions in research-related functions such as: human resources development, publishing, material acquisition or maintenance and financial management systems.^{2/} Support is only reserved for institutions that have matured (at least in some sectors if not across all of their activities) to the point where the objective of the training is to strengthen particular weaknesses to ensure the longer term strength of the institution. Such support under ideal circumstances is expected to be the final stage of training support after which the institution is supposed to have every reasonable chance of providing for its own research and training needs.

Alternatively, FAD supports training which encompasses short group training courses not necessarily leading to formal degree or diploma are also supported by FAD both locally and overseas. Such courses are normally directed at specific methodological or technical skills or the acquisition of knowledge in a new and innovative subject area. They are often organized as part of pre-project or in-project training activities. Support for attendance in workshops and seminars falls within this category.

In all training, consideration is given to the shortfalls of overseas training. First, differences in levels of development have raised concern about suitability of developed countries' education for developing countries. Susskind and Schell (1968)

found that returning graduate engineering students viewed their training as more suitable for specialized positions in technologically advanced societies. Whereas it is a good idea for one to provide courses that would be more relevant to foreign students, many Western Universities see it as an inconvenience, involving costs for adjustment and modification of courses, particularly during this era of universal cutbacks of expenditure on higher education.

Secondly, the problem of brain-drain has been associated with long duration of overseas training. The availability of superior research facilities and professional publications compounded by better pay and higher standards of living in developed countries, all contribute to the likelihood of students either remaining abroad after studies or migrating overseas after periods of frustration or near desperation at home, sometimes resulting from political and social instabilities.

Thirdly, many trainees are faced with the problem of meeting certain language proficiency levels set by overseas institutions or are compelled to learn new languages. Such policies prolong periods of study, curtail chances of admission and can sometimes be perceived negatively as a deliberate policy to restrict students from developing countries to pursue studies in affluent societies.

Fourth, cultural differences cause discomfort and problems of adjustment among overseas trainees; while prolonged stay abroad often leads to cultural disorientation and family dislocation.

Fifth, it is difficult to mesh together students who have been trained in different countries with varying technologies and ideologies when they return and work together in one Institution. Local training is sometimes preferred to overseas training for a number of reasons.

Local Training

In order to overcome some of the aforementioned problems, regional or local training is often preferred. Such training is normally undertaken in order to stress the point that as much relevant education as possible should be provided while keeping to a minimum changes in the cultural milieu. Hence funding of training within recipient countries while building up and strengthening of training institutions in those countries seems to be the current thrust of donor agencies in support for knowledge and skills capability development. It is hoped that such strategy prepares developing countries for self-reliance in training future trainees/researchers. Initially the strengthening of the teaching, research, and managerial capacities of universities in developing countries is effected through sandwich programs. The recent but growing links between

recipient and donor country universities is one aspect of such programs. Through such links (formal or informal), the donor country University assist recipient country universities by providing research facilities, equipment and personnel to train country younger members of staff in Universities, supervision in postgraduate work or any other assistance.

Efforts to train scientists locally have, however, been thwarted by a number of problems. Mosha (1987) has cited the major ones as being that a majority of research institutions in developing countries are still in embryonic stage of development hence most of them lack capacity for providing quality and relevant training/education.

Furthermore, most such institutions inherited colonial models of education that is inadequate and inappropriate, but are yet to be dismantled.

In addition, continued reliance on metropolitan standards in judging the quality of scientists to ensure that they measure up to international standards have made it difficult for training programs to address to local problems and needs.

Acute shortage of resources (human, material and financial) to facilitate the implementation of local programs also pose problems. Dependence on teaching and learning materials,

especially on absolute texts have created among scientists in developing countries what Altbach (1975) calls "literacy colonialism and servitude of mind".

Hence, these problems and a myriad of others have to be solved before local training can have desired impact. Local training can take the form of on-the-job training and formal short courses.

On-the-job training. On-the-job training consists of activities that allow individuals to acquire skills while practicing research on other tasks. On the job training involves assigning new researchers/employees to experienced ones. The experienced researchers/employees are expected to provide favourable role model with whom the trainee can identify. The supervisor normally takes time from regular duties to provide instruction and guidance.

Wexley and Lathman (1981) maintain that the major positive features of the on-the-job training are:

- i) its economy - trainees learn while producing, therefore partially offsetting the cost of the education;
- ii) facilitates positive transfer of training since learning and actual job situations are closely related;
- iii) the trainees learn by doing and can receive immediate feedback on their performance as well as from their

supervisors and hopefully enjoy what they are doing.

It is often a good practice to supplement the skills acquired on-the-job with more expository inputs for in this way the trainee can develop a better understanding of the principles, rationale or theory underlying what they are being taught each day on the job/project.

Network activities, apprenticeships, project leaders and IDRC staff visits and consultancies constitute the major informal training arrangements within FAD. Furthermore, FAD conducts formal in project training designed to enable trainees become directly involved in at least part of the project in subsequent phases. Two in-project training arrangements within FAD are the pre-project and post-project training described in preceeding section. Formal short term courses are meant to satisfy short training needs of researchers or project staff. In most cases short term courses involve group training of say 5 to 25 researchers. FAD provides support for specialized training in areas such as research management, microcomputer applications or specialized research methods. Training under this program does not lead to any form of diploma or degree accreditation.

A review of the Centre's major training policies overtime is essential at this juncture as it might provide a sound criteria for judging the effectiveness of the Centre's training programs based on feedback from former awardees tracer study.

IDRC Policy on Training

IDRC supports training programs for a number of reasons. Training is considered necessary for effective research and for building research capability in developing countries.

Second, it is IDRC policy that training should respond to developing country needs by maximizing the involvement of developing countries in designing, managing and implementing their research programs.

Third, most of the Centre's support for training is included as a component of research projects funded by the Centre.

Fourth, the Centre can play a useful role in building research capability in new or neglected research fields by financing specific training activities in identified areas.

Fifth, a major share of the Centre's training resources is used to train nationals of the least developed countries. A share of its training resources is also used to enhance the academic and professional training of Canadians who indicate interest in a career with a development focus.

Sixth, priority is given to training in trainee's own or other developing country. This requires, in certain cases, additional funding to utilize, strengthen and develop training

capacity in selected training institutions in the Third World. When suitable training cannot be provided in a Third World institution, it is provided in Canada. Only when these two alternatives cannot provide the required training are other locations in developed countries considered and this should include field research back in a developing country.

As a matter of policy, IDRC's thinking is as follows:

- i) the Centre should not support formal undergraduate training except in technical fields such as printing and laboratory work since facilities for undergraduate degree are generally available in local institutions;
- ii) when formal training for accreditation is required preference will be given to training at Masters level;
- iii) the Centre recognizes, however, that training for Ph.D. degree is an important part of its mission to create a capacity for high quality research and training in Third World countries.*/

A review of program and Policy Review documents I-VIII show that IDRC training policy has remained relatively stable after the 1981 Training Policy Study recommendations which have been summarized in the preceding section. The only minor shift that have occurred since then is the emergence of a new category:

Institutional Support, aimed at providing longer term grants to Universities, Research funding councils, and research training institutions to enable them to strengthen their training capacities and possibly to administer grant programs similar to those offered by the International Foundation for Science (IFS).^{7/}

The following section contains a description of the methods and techniques used to gather information and data for the study followed by delineation of the limitations of the review.

INFORMATION AND DATA GATHERING TECHNIQUES

After a preliminary briefing meeting in the FAD office in Nairobi the Consultant adopted four principal techniques for collecting and updating information/data namely documentary review, questionnaires, interviews and a checklist.

Documentary Review

Documentary reviews involved studying ALL awardee files in the Division in order to gather individual background information, contact addresses and telephone numbers, type of program in which they were involved, institutions they were attached to during training, costs and duration and professional or technical qualifications they earned. Information from awardees' files also covered recipients' previous working experience and functions; data that were essential in judging the effectiveness

and impact of the programs. The review was also meant to identify gaps of strategic information about the awardees that had to be sought from the Headquarters in Ottawa. Review of files was also meant to provide background information on cases of brain-drain and dropouts.

Since not all awardees had files in the Division at the Regional Office, other sources of information such as review of computer printouts and a document titled "Awardee Monitor File" were used to develop one comprehensive, standard list of awardees for each program.

A large quantity of other IDRC documents ranging from information leaflets, board policy statements and previous study reports were reviewed in order to gain an accurate picture about IDRC's mission, objectives and shifts in the areas of emphasis during "the sixteen years of its existence". Such information was also considered important for it would form the basis for judging the effectiveness of FAD programs (comparing policy intentions and reality).

Other secondary documents (books, journals and mimeographs) within the Centre and the Universities of Dar es Salaam and Nairobi libraries were reviewed for broad conceptualization of various approaches to training and knowledge about recipient countries training policies and needs. The review of primary and

secondary documents facilitated the formulation of a Former Awardees Tracer Study Questionnaire and interview guide for senior awardees (see Appendix A and B).

The Tracer Study Technique

A preliminary list of 145 fellows and awardees was compiled from various records available at the EARD office in Nairobi. The list was then studied by the Senior Fellowship and Awards Officer in collaboration with the Consultant and a group of 74 fellows and awardees who had either completed training and research related activities (hereinafter referred to as former awardees) or were in training for certification were identified. Tracer study questionnaires were mailed to the initial group of 74 former awardees and fellows. The rest were dropped out either because they were short term awardees or records were very incomplete.

The lists were subsequently updated following close scrutiny of fellows and awardees files in order to check whether all cases had actually accepted the award or had the award cancelled. If the award was only short term in support of attendance to a workshop, conference or short courses (1 week-6 months) their names were removed from the list of former fellows and awardees because available records on short term training were very unreliable for they did not contain names of several fellows who were known to have benefited from the program by the Senior

Fellowships Officer. In addition such short term training opportunities were administered by various divisions. Hence an accurate list could only be compiled if records on short term awards are reviewed. A list of cases identified in the process of this review was compiled but is not included in the report. Those who did not accept the award or had it cancelled also had their names deleted from the initial list. Two stable lists of former fellows and awardees and those in training were then prepared. Recommendations on how to update records of former fellows and awardees and those on training are contained in Section A and C of the report.

Questionnaire

A semi-structured questionnaire was mailed to the 74 initially identified as former awardees and fellows in April 1987 (see Appendix A and C). The questionnaire sought for background information of former awardees; contact address, telephone and telex numbers; views about positive and negative aspects of the programs they participated in; positions held since returning from training; research, teaching or other activities undertaken since returning from training; aspects of training that they considered useful and were applying in their careers, envisaged change of activities; specific problems encountered in translating knowledge and skills into practice and how they could be overcome with or without IDRC support. Suggestions were also sought on how to improve future IDRC supported awards. The

questionnaire was therefore supposed to serve twin purposes - providing background information for updating former awardees' biographical data and feedback on the effectiveness of the training fellowship and awards system.

Thirty-one former awardees (41.9 per cent) had returned their questionnaires at the end of July 1987. Reminders were sent to those who had not responded in August 1987 (see Appendix D) and by the time of writing preliminary report 42 out of the 74 former awardees (56.7 per cent) had returned the questionnaires.

Twelve additional questionnaires were received between the writing of the preliminary report in September 1987 and the preparation of the final report in June 1988. Information in the preliminary report was updated in June 1988, shortly before submission of the final report in order to accommodate ideas from subsequent returns.

The response rate to mailed questionnaire --54 out of 74 (73 per cent) -- was therefore considered very satisfactory given inaccurate records and possible displacement of awardees over a ten year period.

Interviews. Interviews were held with four senior former awardees in Kenya and Tanzania in order to gather strategic information on how to improve selection, placement of future

awardees and establish contacts, repatriation and follow up of former and those still on-training awards. Interviews were held with two representatives of other donor agencies in Nairobi. These were meant to provide comparative information about their past and current program thrusts and areas of concentration as well as share experience on areas of good performance that could be emulated.

An Annual Information Sheet (see Appendix E) which is to be mailed to former awardees at a time to be determined by the office in order to be able to update awardee records regularly was designed. The checklist was prepared in compliance with item 2 of the terms of reference.

Limitations of the Review

1. Joint administration of awards by the Central Office in Ottawa, Canada where awards are computerized and the Region Office in Nairobi, Kenya made it difficult to have corresponding records of awardees over time; hence further search is necessary in the Central Office before one is able to fill in all the gaps in the consolidated list that is currently being developed by FAD at EARO.
2. The temporary closure of the EARO between 1979 to 1982 led to most awards being administered by the Central Office in Ottawa. Due to scanty records of awardees during that

period, it has been difficult to trace all awardees within this period.

3. Inconsistency in record keeping among divisions that handled training before the establishment of FAD, as well as their adoption of different formats of application forms and curriculum vitae resulted in information gaps in some files. There will be need to search more closely in the files of other divisions so as to get a more complete picture of IDRC training efforts in the region.
4. The tracer study did not involve the actual and potential employers who could have provided useful information about performance of former IDRC awardees, identify future organizational/institutional needs and provide suggestions for future improvement of the award system. This would be desirable at some time but was not part of the terms of this task.

FINDINGS AND RECOMMENDATIONS

The findings are presented in five sections. Section A contains presentation and analysis of information and data on former and current fellows and awardees gathered from the documentary review. Section B presents a brief account of cases of brain-drain and dropouts while the modalities for maintaining regular contacts with former awardees are contained in Section C. Section D includes presentation and analysis of direct

information and data collected from former awardees. Section E contains experiences of a group of Senior awardees. Tentative suggestions of content for the consultative meeting with a group of senior former awardees are contained in section F while scenarios for the future are presented in Section G.

SECTION A

INFORMATION AND DATA ON FORMER AWARDEES

Analysis of available records showed that FAD Nairobi did not have complete information on all former awardees but has complete data for current awardees if in the programs it coordinates. Lack of control on record keeping in the past (1972-1982), and lack of uniform pattern/format (across Divisions) of keeping awardee records seem to contribute to some of the gaps. Further analysis showed that some of the earlier awardees files did not contain application forms and curriculum vitae which were the major sources of background information on awardees. Judging from information available in existing records, it appeared as if FAD terminated its activities once training was over as there was no evidence in form of correspondence to show continued contacts with former awardees. Hence it was difficult to ascertain the extent to which awardees were using knowledge and skills gained through training by relying on documentary evidence only. However, close scrutiny of available records provided the following information.

Distribution of awardees. Information on the distribution of the initial list of former awardees and those still in training by programs is summarized in Table 1.

Table 1 Distribution of FAD Awardees by Programs

	PF	SRF	PRA	Pre- Proj	Post- Proj	Inst. Develop.	Total	Missing
Completed training	18	12	5	15	9	1	100	14
In-training	2	-	14	9	5	1	31	*0
TOTAL	20	12	59	24	14	2	131	14

Data in Table 1 show that 131 trainees and researchers had received awards and fellowships under the six programs. The highest number of awards and fellowships were concentrated in Program Related and Project Related activities of the Centre. This was in line with the Centre's policy of supporting training to respond to developing countries research capacity needs within the programs and projects it supports. The Senior Research Fellowship program had earlier on been terminated and no training awards in this area had been granted since 1983. The SRF were terminated due to lack of funds and more so as the research skill development functions were taken care of in other regular programs supported by FAD. Some aspects though were retained within projects in other divisions.

*June 1988

The Senior Research Fellowships (SRF) program had the highest number of uncertain cases in this study. Lack of sustained contacts with former awardees, poor record keeping in the past, closure of the EARO during the late 70s and administration of awards by the Central office in Ottawa might have contributed to the uncertainty of the whereabouts of some members of this group. Further analysis of the records revealed the following information about their distribution by sex and marital status (Table 2).

Table 2. Sex and marital status of awardees in various programs

PROGRAM	Category of cases	S E X			MARITAL STATUS			
		Male	Female	Total	Married	Single	Missing Information	Total
PEARSON FELLOWS	Completed training	15	3	18	16	2	-	18
	In training	2	-	2	2	-	-	2
	TOTAL	(85.0) 17	(5.0) 3	(100) 20	(90.0) 18	(10.0) 2	- -	(100) 20
SENIOR RESEARCH FELLOWS	Completed training	12	-	12	(30.0) 6	(5.0) 1	(25.0) 5	(100) 12
	TOTAL	(100) 12	-	(100) 12	(30.0) 6	(5.0) 1	(25.0) 5	(100) 12
PROGRAM RELATED AWARDS	Completed training	35	10	45	27*	13	5	45
	In training	11	3	14	9	5	-	14
	TOTAL	(78.0) 46	(22.0) 13	(100) 59	(61.0) 36	(30.5) 18	(8.5) 5	(100) 59
PRE-PROJECT AWARDS	Completed training	14	1	15	2	5	8	15
	In training	6	3	9	6	3	-	9
	TOTAL	(83.3) 20	(16.7) 4	(100) 24	(33.3) 8	(33.3) 8	(33.3) 8	(100) 24
POST-PROJECT AWARDS	Completed training	7	2	9	5	3	1	9
	In training	5	0	5	1	4	-	5
	TOTAL	(85.7) 12	(14.3) 2	(100) 14	(42.9) 6	(50.0) 7	(7.1) 1	(100) 14
INSTITUTIONAL DEVELOPMENT AWARDS	Completed training	-	1	1	1	0	-	1
	In training	1	0	1	1	0	-	1
	TOTAL	1	1	2	2	0	0	2
GRAND TOTAL		(82.4) 104	(17.6) 23	(100) 131	(58.0) 76	(27.5) 38	(14.5) 19	(100) 131

Data in Table 2 show that of all the 131 former and current IDRC fellows and awardees, only 23 (17.6 per cent) were women. The SRF program had the least number of female awardees (none) followed by PF (15.0 per cent). The program related group had the highest number of females (33.3 per cent). The absence of female fellows in the SRF program can be attributed to a limited number of women who had received higher education in African countries by the late 70s and early 80s when the program was in operation. Similarly, few females in PF is a clear indication of the limited number of women who hold administrative positions. It is encouraging however, to note that close to one-third of the awardees in training under the Program Related Awards (21.4 per cent) and Pre-project (33.3 per cent) scheme are women. The number is higher (26.4 per cent) than the average of 25 per cent of female student enrolled at most Universities in the region.⁸ IDRC effort of training more women should be maintained and extended to all FAD programs.

About 58.0 per cent of all awardees and fellows were married at the time of the award or fellowship indicating possibilities of long periods of family separation whenever spouse did not accompany the awardees/fellow. Although IDRC has arrangements that enable the awardee/fellow to join family or have the spouse join him/her, it is to be noted that studying abroad while the family is away can be a difficult and a painstaking undertaking. It does not provide an opportunity for both parties to share same

experiences and exposure to different social systems and cultures. Hence family arrangements similar to the Pearson Fellowships whereby the whole family participates would have been ideal.

Age of Awardees and Fellows

Age of the awardees and fellows was also analyzed and information summarized. Data shows that post-project awardees were the youngest followed by program related awardees, most of them being between 30-35 years. There were also a number of awardees in these two categories who were over 40 years of age. None of the Pearson Fellows was above 40 years, indicating that those selected were indeed young men and women in mid career positions who were in need for training in order to improve their managerial capabilities, efficiency and effectiveness.

One would have wished to analyze the amount of resources allocated to various training programs and monitor the match the growth pattern in awards and the financial resources. However, data in files was not readily analyzable as required updating before could be put into meaningful analyses. This will have to be a separate exercise altogether.^{1/}

Analysis of type of training was made in order to establish consistency between IDRC policy thrusts and reality. Table 3 contains summary information on training.

Table 2 shows a total of only 3 awardees and fellows had received support for a diploma (2.2 per cent), 49(37.4 per cent) masters degrees, 55(42.0 per cent) Ph.Ds, 22(16.8 per cent) specialized training and 2(1.5 per cent) had missing information.

The diplomas were in graphics, printing and beekeeping. Of the 49 awards and fellowships for Masters degree, 22 were for full support of M.A. degrees while 23 were for full M.Sc. degree program. Four fellowships had been granted for M.A. thesis. Information from Figure 2 therefore shows that IDRC normally supports full M.A. and M.Sc. programs but also gives partial support for Masters thesis.

Of the 55 fellows and awardees who had received support for Ph.Ds, only 22 (less than half) received full support for the entire degree program. The others received partial support for either fieldwork, writing or defending a thesis. Ten SRF had also received support for independent research programs while two had received support for specialized training. This is a clear indication that IDRC gave support for Ph.Ds sparingly, depending on specialization and the objective of developing research leadership skills in program related activities. It can

therefore be concluded that IDRC still favours supporting more individuals for full Masters degree programs than full Ph.Ds. Furthermore for both Masters and Ph.Ds, there is more inclination towards science related fields than the liberal arts. Most of the fellowships and awards were in fields that had relationship to Third World Development problems.

A few awardees and fellows had been supported to pursue diplomas in areas that have a bearing on strengthening information generation and sharing systems. Otherwise, they were employees of IDRC supported projects who required some training in order to enhance their efficiency and effectiveness in their work.

Only one awardee received support for writing a B.A. Thesis in 1975 otherwise no other fellow (according to available records) had received support for a Bachelors degree in the Region.

The PF could not be grouped in coherent categories as each pursued a unique program suited to individual and institutional needs hence their categorization into specialized training. The two awardees under the Institutional Development Program were not included in the analysis as the program was only initiated in 1987 at a time when this work had just started.

1/ Computer search

Table 3. Number of persons supported for graduate degrees and special training in different programs

PROGRAM	STATUS	Specialized training	Ph.D. Fieldwork	Ph.D. Thesis	Ph.D.	M.A.	M.Sc.	M.A. Thesis	Diploma	Missing Information	TOTAL
PEARSON FELLOWS	Completed	18	-	-	-	-	-	-	-	-	18
	In training	2									
	TOTAL	17(100)	-	-	-	-	-	-	-	-	20
SENIOR RESEARCH FELLOWS	Completed training	2	Research 10	-	-	-	-	-	-	-	12
	TOTAL	2(16.7)	10(83.3)	-	-	-	-	-	-	-	12
PROGRAM RELATED AWARDS	Completed training	1	4	11	7	7	9	2	2	2	45
	In training	-	-	2	8	1	2	-	1	-	14
	TOTAL	1(1.7)	4(6.6)	13(22.0)	15(25.4)	8(13.6)	11(18.4)	2(3.4)	3(5.1)	2(3.4)	59(100)
PRE-PROJECT AWARDS	Completed training	1	-	-	3	9	1	1 B.A.	-	-	15
	In training	-	-	-	2	1	6	-	-	-	9
	TOTAL	1(4.2)	-	-	5(20.8)	10(41.7)	7(29.2)	1(4.2)	-	-	24
POST-PROJECT AWARDS	Completed training	1	1	1	1	2	3	Res. Man.	-	-	9
	In training	-	-	-	1	1	3	1	-	-	6
	TOTAL	1(6.7)	1(6.7)	1(6.7)	2(13.4)	3(20.0)	6(40.0)	1(6.7)	-	-	15
INSTITUTIONAL DEVELOPMENT	Completed training	-	-	-	-	1	-	-	-	-	1
	In training	-	-	-	-	-	1	-	-	-	1
	TOTAL	-	-	-	-	1	1	-	-	-	2
GRAND TOTAL		22(16.8)	19(14.5)	14(10.9)		22(16.8)	23(17.6)	4(3.1)	3(2.3)	2(1.5)	131(100)

*Figures in parenthesis represent percentages

Synthesis of Emerging Findings on Awardee Records

Available records therefore can be said to have gaps of important information which require to be filled. Reconciliation of EARD records with those of the Head Office deserves some attention and a uniform application form containing items that would lead to generation of common background data of awardee and fellows should be designed and used across all divisions in the EARD. A standard format for writing curriculum vitae also need to be developed and sent to prospective applicants.

Once the exercise of updating awardees' records is over, there is need to develop a directory of former and current IDRC awardees that will be updated from time to time. The Directory should be distributed to all IDRC awardees and relevant institutions so that they can know the whereabouts of colleagues or possibly people sharing similar interests. The Centre can also maintain a computerized record keeping system that would enable a program officer or any other authorized person to get up to date detailed information about a fellow or awardee within a few seconds. Other strategies on how to improve the record keeping system are presented in Section C.

Available records also revealed that with a good record keeping system, one could derive information and data that could be used to judge the extent to which the centre's training policies were being met. Available records, incomplete as they

were, for instance, provided a general picture about distribution of awardees by program, sex, marital status, specialization and positions held before training. It was possible to infer from the awardees data, for instance, about where IDRC lays maximum emphasis and its position on female awardees, and hence be able to judge policies against reality.

Indepth analysis of available records further revealed that good record keeping could facilitate tracing the history of cases of brain-drain and dropouts of current or former IDRC supported awardees and fellows. Such analyses, as the cases contained in the following section could provide useful information and data that would guide IDRC in determining cases for support for maximum impact. A brief description and analysis of the cases follows.

SECTION B

BRAIN DRAIN AND DROPOUT

IDRC training policies capitalizes on the conditionality criteria involving:

- (a) Trainees should be either involved in IDRC funded projects or close to priority program areas identified by both IDRC and recipient institutions in developing countries in which IDRC is involved.
- (b) The trainees have to be of strong academic background

and should be strongly recommended by their employer and insist on training people who have work experience and institutional affiliation where one will go back to work i.e. has a career function and leadership potential in his own institution.

- (c) The trainees should be identified jointly by IDRC training officer, a program officer and the employer as having potential to complete a training program and make contribution to the research enterprise in the future. The training program has also to be mutually acceptable.
- (d) During the period of training there should be a strong collaboration between the home and the training institutions and IDRC closely monitors the progress and interests of the trainees. To the extent possible, candidates are allowed to do fieldwork back home so that they do not lose touch with their workplace.
- (e) The training locations are in the following order of preference:
 - i) Own country
 - ii) Within the region
 - iii) Other third world countries
 - iv) Canada

v) Elsewhere

All these efforts are made to ensure that people selected for training have low propensity to leave their countries or drop out of the program for reasons other than academic.

For the last five years, 7 out of 100 longterm training awardees who have completed their studies either dropped out or stayed in developed countries. The following are brief comments and information about such people:

Case 1:

- i) Country of origin - Zimbabwe
- ii) Country of studies - Canada
- iii) Program - Masters
- iv) Area of study - Journalism
- v) Duration of study - 18 months
- vi) Nature of involvement - Had gone to Canada on some

form of informal funding from some philanthropists but half way his program the funds dried up. FAD was approached through the appropriate program division (Communications) to rescue him by providing research and living allowance for six months to enable him to finish his program in six months only. He had resigned from his editorship of a local newspaper in Zimbabwe to take up this program in December 1984. He got the IDRC support for the six months in July 1986 and in February 1987 he asked for five

months extension, and after another employer in Zimbabwe had shown interest in employing him, he got the five months extension, he disappeared in thin air until June 1988. All attempts to track him down seem to have failed for he was not responding to FAD communication any more.

Hunches

- (a) He is teaching parttime at a University in Canada so he can continue to live there without IDRC support.
- (b) His political connections at home, being from the minority group may not be that bright and as a young ambitious man, he may be exploring other opportunities. His original employer has not been in touch with him and he is not contemplating on returning to the same job.

Conclusion

The circumstantial nature of FAD's involvement was rather altruistic in nature and conditions of his employment back home may explain some of these tendencies.

Case 2

- i) Country of origin - Kenya
- ii) Country of studies - Canada

- iii) Program - Senior Research Fellowship
Ph.D. holder.
- iv) Area of study - Political Science
- v) Duration of study - One year
- vi) Nature of IDRC Involvement. He was identified by a

program staff as one who could do some studies vaguely labelled "Policy implications of change and how the existing institutions in East Africa can respond". This was in May, 1982. He wanted to work on the subject which he had already researched most, particularly, following through the ways different economic strategies in countries espousing African socialism worked out in practice and suggesting directions in which such countries should be heading in the future.

The program staff recommended that:

I would very much like to see IDRC provide support. I think he could be very valuable to a Canadian University to which he became attached, and more importantly, I think his future potential contribution to Social Science research in Eastern Africa is great -- but only if he manages a research-oriented break from the pressured situation which exists in Kenya at the moment. His wife also is very concerned about the security situation here in Kenya, having had traumatic experiences in Uganda, and a year outside East Africa would be very important in personal terms for them both.

He got the fellowship on May 25, 1983 with an attachment to a reputable Canadian University. It was a handsome fellowship of 62,000 per year with a monthly salary of over 3,300 Canadian dollars per month and \$24,000 research funds per year which facilitated several trips to Africa. At the end of the first year when asked to file a final report he claimed that he had

been removed from his position back home and attributed this to his philosophical and political differences with the governing authorities (employer) and with the government itself. As a result he had nowhere to go at the end of tenure and wanted an extension for the fellowship but work with IDRC on some form of contract. He got a rejection on April 25, 1984 but on appeal and pleading, he got six months extension from October 1, 1984 on same terms but it seemed that he was also teaching parttime at the institution of attachment. By June 1988, no book was out on his work but unfinished manuscripts. Personal insecurity issue was not confirmed as he has been in and out of Kenya and home country without harassment. He has decided to remain in Canada and has a job in the same institution of attachment. Productivity for six years has been minimal.

Conclusions

Obviously this case had political and ideological differences with authorities back home but not beyond repair. He must have had interest to look for a job in developed countries to start with and the sabbatical was just a means. Not interested to work back home now.

Case 3

- | | |
|------------------------|------------|
| i) Country of origin | - Ethiopia |
| ii) Country of studies | - UK |
| iii) Program | - M.Sc. |

- iv) Area of study - Nutrition
- v) Duration of study - One year

iv) Nature of IDRC involvement. She was identified by program divisions as candidate for project related award as she was coordinating a Sorghum Utilization Project in Ethiopia. Initially she had applied for Ph.D. studies in a Canadian University but did not qualify for even M.Sc., given her previous M.Sc. degree and grades from the USA. She was then considered for a "Short Stint" (up to one year) at the London School of Hygiene and Tropical Medicine for "a practical and perhaps more relevant alternative to a Ph.D. or M.Sc. at Guelph". This was agreed in principle as Ph.D. would be expensive, entailing 3-4 years commitment. She got admitted for a postgraduate diploma in Human Nutrition at LSHTM and got sponsorship for one year from September 26, 1983 to September 25, 1984. By April 1984 she applied for extension wanting to do a two-year MPhil in Human Nutrition as she wanted to continue to do some more analysis on sorghum utilization data. IDRC recommended that she should only take one more year to get the M.Sc. rather than two years for MPhil or more for Ph.D. In addition she would have to get employer endorsement. It was quite apparent that she had no interest in coming back to Ethiopia soon and in fact started getting her children join her in England. On the other hand, the employer said she had to go back for two working years before being considered for further training, so she was recalled with the M.Sc. She never went back. She asked IDRC for two months

extension to stay in the UK without extra cost. She got this somehow and she returned the final report forms but stayed in Europe and no one knows where she is.

Conclusions

- a) Disappointed by employer as she had wanted to do Ph.D. but asked to go back. Had not been admitted to the Ph.D. program and it is not self-evident that indeed she continued with it.
- b) Given the political climate in Ethiopia, she must have been contemplating on absconding if she could. Being refused to continue with studies is not sufficient excuse for not returning home and if it was, she should have returned by now but not yet.

Case 4

- i) Country of origin - Ethiopia
- ii) Country of studies - USA
- iii) Program - Ph.D.
- iv) Area of study - Economics
- v) Duration of study - One year
- vi) Nature of IDRC involvement. She was recommended to IDRC by her dissertation advisor in December 1983 for partial funding to enable her do the fieldwork, stipend during the period of writing up and thesis work. Originally she was being funded

by teaching assistantships. She initially was seeking research support under the social sciences small grants competition. She had submitted a proposal on November 24, 1983. However, that route would not have given her support while in the USA so FAD was approached by SSD and she got a 12 months award from September 1984. She got another three months paid extension in January 1986 and another five months unpaid extension on July 7, 1986. She since then claimed that she had finished but she has joined a fiance in Canada and stays there. It is not certain if they will come back.

Conclusion

This person was already doing some teaching in the USA and had been doing all sorts of jobs in New York since 1975 after graduating from State University of New York in 1976 from 1973. She has thus lived in North America since 1973 or for 15 years. It is highly doubtful if she is keen to go back given the political and economic situation in Ethiopia.

Case 5

- i) Country of origin - Ethiopia
- ii) Country of studies - UK
- iii) Program - Ph.D.
- iv) Area of study - Technology Transfer
- v) Duration of study - One year
- vi) Nature of IDRC involvement. He was identified by

program staff (SSD) for post project award in June 1983. He wanted to do Ph.D. studies but was advised by employer that he will only be given one year off. Therefore, a sandwich program was developed with one year in the UK and then back to do fieldwork in Ethiopia and then go back to write the dissertation and defence. From quite early in handling the case it seemed that he was poor in correspondence as he never replied the many letters addressed to him but better in oral communication and is reported to be a very pleasant fellow. He got his award in October 1985 and by October 1986, it was renewed for another twelve months. He had complained about the stipend not being enough for him and his family at home but did not say how serious it was so he continued with studies and in January 1987, he requested to go back to do research back home and then return to the UK to write up and defend his dissertation. He had planned to finish fieldwork in July 1987 but IDRC did not get a copy of the proposal and no supervisor's progress reports were received. He wrote to his supervisor in September 1987 to request for extension of time since he had been given the task of being secretariat for a committee writing Technology Policy and Guidelines for the country. He wanted to rejoin his studies in October 1989. Ever since he wrote to the Centre on September 1987, there has been no more correspondence and letters written to him have received no reply. It is not certain whether this is due to low motivation, failure on the tasks, or has been refused permission to go out of Ethiopia again. Given his age (45 plus)

it is doubtful if he will complete the program.

Case 6

- i) Country of origin - Zimbabwe
- ii) Country of studies - USA
- iii) Program - M.Ph
- iv) Area of study - Public Health
- v) Duration of study - One year

vi) Nature of IDRC involvement. He was duly identified by the HSD as a potential candidate for the M.Ph course in early 1984. He went on to organize a very successful training workshop in his home country. During the workshop, he had expressed his concerns for political situation in his country as he comes from a minority group as it seemed that the Ministry was dominated by people from the dominant groups. However, he was quite senior and all assessments suggested that the training would increase his clout in the research enterprise and that in all probability, he would come back. He got admitted in one prestigious school in the USA and got a handsome scholarship from IDRC. After one term in the program (July-August 1985), he asked for leave of absence from school and disappeared in the States and has not responded to any communication, so it is not known where he is. His claims of political insecurity in his home country cannot be taken seriously since he was not an activist and since then the political situation has been pacified and there are no indications that he was coming back. As a person who schooled

and worked in the States during their diaspora from 1973 to 1981, he must have had other aspirations such as holding teaching jobs in the United States.

Case 7

- i) Country of origin - Uganda
- ii) Country of studies - Canada/Kenya
- iii) Program - Ph.D.
- iv) Area of study - Economics
- v) Duration of study - 3 years

vi) Nature of IDRC involvement. He was identified in early 1982 for an award to pursue Ph.D. studies after having been involved in IDRC funded projects in Kenya. He was then doing a masters degree locally funded from other sources but wanted to continue to Ph.D. studies with IDRC support. A sandwich program was worked out involving one year of coursework in Canada and then come back to complete the Ph.D. dissertation for a University of Nairobi degree. He got a fellowship for September 1983 to August, 1984 to undertake coursework in Canada. Back home in Uganda he was a Teaching Assistant but before leaving for Canada he had wished to join the University of Nairobi as a T.A. Somehow in the first Canadian institution he did not do very well and insisted that he does his Ph.D. with the University of Nairobi as this was an experimental initiative to have students register with local/regional institutions but do coursework abroad so as to get the best of both worlds. On coming back,

apparently his registration got held up in the department and he got entangled in local politics after accusing the head of plagiarism. Thereafter he got several short term renewals while waiting for formal Ph.D. registration and presentation of noble proposals, it became apparent that it was a "no go" situation so IDRC wound up the scholarship and closed the file on March 7, 1986. It seems that, first, this awardee did not want to go back to Uganda for he is still in Nairobi but without a Ph.D. yet. He is definitely an average student who would have finished but it seems that he is currently doing some work with some consulting firms.

This dropout and/or attrition rate represents about 7 per cent of all the awards offered and almost half (3) of them are from one country (Ethiopia) and two are from another country (Zimbabwe) and the rest, one each from Kenya and Uganda. Technically, in terms of brain drain of scholars from developing countries, one can count five people only (Cases 1,2,3,4,6) and it is significant that four of them had their undergraduate and graduate education in the developed countries in which they moved into. Thus, the IDRC fellowship either upgraded their market value or just facilitated the move. Five of them come from countries which have been experiencing either economic or political problems and the two senior most fellows who remained in North America teaching gave "personal insecurity" as reasons for fleeing their country. No single pattern is emerging as

guide for policy decisions. It is a combination of social economic factors, personal abilities and aspirations and program management issues. Yet one pointer seems to suggest that funders should concentrate on individuals who have firm roots back home with strong institutional affiliation. Informal situational diagnosis on doubtful cases should be made before an award is given.

SECTION C

IMPACT OF FAD PROGRAMS ON THIRD WORLD REQUIREMENTS

The section contains a descriptive and analytic account of former awardees views on IDRC supported research and training activities.

Strengths and Weaknesses of the Awards System

Views of former IDRC former training/research awardees and fellows were sought on strengths and weaknesses of the awards system. Given the limited size of the sample, views from awardees in the various programs were collapsed into one list and arranged in rank order. The most frequently mentioned aspects are summarized in Table 4.

Overall data in Table 4 shows that the awards were well placed and administered by competent and efficient staff. The programs were well tailored to individual needs and those of institutions. Financial support was adequate, learning facilities and materials suitable. Training was illuminative and

provided for a wealth of new knowledge and experiences. Training in research methods were good and flexibility in choosing country of study was considered whenever it was deemed necessary.

Table 4. Perceived strengths of the awards system

POSITIVE ASPECTS	FREQUENCY
1. Well organized and coordinated, relevant useful, well integrated and interdisciplinary with a sharpening effect on the awardee as a teacher, researcher and administrator.	12
2. Tailored to individual needs and those of the institution/organization.	11
3. Approachable, open minded and supportive staff that handled problems promptly and with a personal touch.	11
4. Adequate funds that were promptly paid.	11
5. Eye-opener for it exposed one to a different culture and working facilities; provided a forum for exchange of ideas and experiences that assisted intellectual and professional development.	9
6. Good and efficient administration of the award.	7
7. Financial support to attend workshops, conferences and participate in field trips was granted. It provided an exposure to diversified knowledge, skills and experiences on World issues.	7
8. Good exposure to modern research techniques and dissemination strategies.	5
9. Flexibility in selecting subject and country of study and extension of period of award whenever necessary.	5
10. Adequate training facilities and conducive academic environment.	4

Other positive remarks that are program specific are summarized below.

One post-project awardee pointed out that the period of attachment in Canadian Institutions permitted effective apprenticeship.

One senior research fellow maintained that the award provided him with an opportunity to make optimum use of time.

Various other positive comments were advanced by pre-project awardees. They ranged from: the award was close-ended so it encouraged students to finish timely (1); and funds were provided to do research in awardee's country (1). In addition they maintained that the award provided an opportunity and encouraged involvement and collaboration in North-South Cooperative projects.

One program related awardee thought that the program was based on real problems meant to help poor men and women solve their developmental problems.

Pearson Fellows maintained that family inclusion in the award reduced dislocation, stress and maximized the contribution of training (3); that freedom to organize one's program encouraged self-directed learning without pressure of examinations nor supervisor's interference (3); and choice of candidates was based on objective selection criteria. They added that there was good personal supervision and adequate guidance at Pearson Institute which provided very good academic and

experiential attachment. Two awardees also thought that fellows attained recognition through participation in prestigious Pearson Fellowship Conferences. Given the positive comments, it is indicative that IDRC programs were run in close liaison with the program objectives.

An attempt was also made to canvass views on negative aspects of the awards system. The most frequently mentioned aspects are presented in Table 5 while the others are summarized in the text.

The following other negative comments were made.

For the post-project awards, it was felt that the book allowance was little given current prices of books. Furthermore, it was observed that there is inflexibility in IDRC policy of awarding adequate Ph.D. scholarships and not allowing Masters Fellows to continue with Ph.D. prior to the two years of field practice requirement.

A senior research fellow was of the opinion that he did not get an opportunity to know IDRC well enough during the award period.

Table 5 Perceived weaknesses of the awards system

PERCEIVED WEAKNESSES	FREQUENCY
1. None	19
2. Administrative delays in processing the offer/stipend led to delay in commencement of the program or sometimes caused social inconveniences.	6
3. Low per diem for field visits and for fellows accompanied by family.	5
4. Medical coverage was not enough particularly in Britain and the USA.	2

Some Pre-project awardees complained that they lacked adequate on-the-spot guidance during fieldwork. In addition, it was felt that there was lack of opportunity to test knowledge and ideas at grassroots level. Furthermore, training experiences were limited to Canadian situations and were far removed from what prevailed in the recipient's countries (2). It was also observed that some ethnocentric attitudes still persisted; and that there were irregular contacts with students and slow communication between some institutions with Ottawa.

Some Pearson Fellows felt that the program was too informal and flexible so it disrupted meaningful learning (2). Fellows spent too much time on orientation and introduction period. Past fellows relations with IDRC needed more attention. Some felt uncomfortable that the fellowships were only confined to Canadian Institutions and did not lead to any academic qualification.

It is self-evident from the negative aspects raised by former awardees that IDRC does not face critical problems in administering its awards. The identified delays in processing stipend were rare, and low medical coverage in USA and Britain as well as low per diems for field visits and for students who were accompanied by family are matters that can be handled administratively depending on the merit of each case as it arises.

The Pearson Fellows seem to have experienced problems by not having structured programs leading to specific outcomes. It is conceivable that more groundwork by the awardee/fellow and the host institution ought to be done so that a coherent program is planned and endorsed before the trainee/researcher leaves for studies/attachment.

Inflexibility of IDRC policy in awarding adequate Ph.D. scholarships is an issue that requires more attention in future. Given the fact that one of IDRC's major objective is to develop internal research capacity in institutions in its priority areas, adequate personnel are required to train middle level researchers, administrators and teachers up to Masters degree level if the ultimate objective is to create a self-reliance capacity in the countries that are presently being supported.

It is also self-evident from the awardees/fellows views that exchange of staff between Canadian and African institutions has not featured highly in the Awards System. Unfavourable political climate, poor communication, low standards of living and low salaries seem to be the major obstacles in attracting young Canadian Awardees to work in the Region. Whereas IDRC cannot do much to resolve political problems prevailing in some African countries, specific institutions in some stable African countries could be selected and improved upon in order to allow joint research/training programmes to be organized regionally or locally. There is also need to select men and women of quality and diverse experience from developing countries' institutions for short term attachment in Canadian Institutions to teach specialized courses pertaining to critical problems and issues in developing countries that cannot be effectively taught by current faculty members.

Ethnocentric attitudes are a world-wide phenomena. They are often held by individuals who have not been exposed much to the outside world. Awardees sometimes get entangled in stereotype comments and biased views in the new situations. However, so far it has been possible for the awardees to complete their programs of studies successfully and happily with least disturbances from ethnic sentiments. It has meant working hard, assessing issues objectively and concentrating on studies.

Status and Activities of Active Awardees

An attempt was also made to find out the career patterns of former awardees after training. Information gathered from the active awardees is summarized in Table 6.

Table 6. Positions and awardees' activities before and after training

Program	Teaching	Admini- stration	Research	Others	Missing Informa- tion
SRF	BT 4	4	5	-	-
	AT 4	4	3	-	-
Post- Project	BT 3	-	3	-	-
	AT 2	-	4	-	-
Pre- Project	BT 5	-	4	-	7
	AT 9	-	6	-	1
PRA	BT 14	2	16	3	-
	AT 13	1	17	3	-
PF	BT -	8	3	-	-
	AT 2	8	5	3	-

KEY: BT = Before Training AT = After Training

Data in Table 6 shows that there had been little shift in career patterns among most of the former senior fellows and awardees who completed and returned the questionnaire. The situation is understandable because one is dealing with a highly selected group of people who were recruited from their stations and returned there. However, it is only after the exercise of tracing all the former awardees and fellows is completed and after reasonable time has elapsed that one can establish an

accurate picture of job changes or retention of former awardees and fellows. The high number of cases with missing information in the pre-project awards is a clear indication of incompleteness of information in files of this category of researchers/fellows. Few movements of staff in the Senior Research Category as well as program related awards were from an institution to another within the region. There were also few cases of individuals moving from administration to teaching and vice versa.

One was also keen to find out the other activities former fellows had participated in since returning from IDRC's supported training program. Thirty six out of the fifty four awardees returning the questionnaire (66.6 per cent) indicated that they had participated in local or regional seminars and conferences as well as workshops on research management, dissemination, and application of research within one's area of specialization. Other frequently mentioned research related activities of former awardees were participation in international workshops, World Congresses or Conferences (13); served as resource persons or presented papers in training courses, workshops, and symposia (9) published articles in professional journals or they had written books or research reports (7). Some awardees also said that they had made study tours or attended meetings and seminars abroad (3); attended specialized course, or acted as an advisor, member or supervisor of a research study (two each) or chairman of a research and publications Committee.

One former awardee sustained that he/she had been invited to several international workshops but failed to attend due to lack of financial support. Seven former awardees indicated they had not participated in research related activities since returning from IDRC research/training program but gave no reasons. All of the seven however were in administration, possibly Pearson Fellows who are not in research enterprise anyway.

Usefulness of Training in Present Career

Views were also sought from various former awardees and fellows on aspects of IDRC's training or research program they participated in that they found useful to their present career. The following views were volunteered. One Senior Research Fellow maintained that the training/research program enabled him acquire self-discipline while three maintained that the award came in timely to enable them complete major studies which won them respectable jobs.

Post-project awardees were of the opinion that the training/research program exposed them to rigorous field experimentation procedures, enabled them to acquire advanced knowledge in areas of specialization and enhanced skills in resources, institutional, as well as research management.

Depending on the project they were involved in, pre-project awardees thought that the IDRC's supported training/research

program helped them acquire abundant knowledge and skill in action research and case study development (9); broadened their knowledge and international experiences in cooperative management (4); the theoretical courses were illuminating (3); exposure to micro computers and data analysis packages was enriching (2); and that specific individual needs such as management by interest and social relations were met.

Fourteen former program related awardees thought that the knowledge and skills in planning, execution, data analysis, report writing, and dissemination of research results and conduct of future research were aspects of IDRC supported training/research program in which they participated that were important in their present career. Others felt that the courses were relevant (4); support to complete writing Ph.D thesis was good (4); and that attachment in laboratories and visit to Canadian Corporations equipped them with relevant techniques that they are currently using in the present career. One awardee added that he/she gained valuable evaluation skills while two felt that courses related to areas of specialization equipped them with valuable skills.

The Pearson Fellows felt that the social science research methods, training methods, communication and media techniques, project identification and evaluation techniques acquired during the award, and the experience gained during attachments to

institutions were useful in their present career. This group had varied perceptions of some benefits as each fellow pursued a unique program suited to individual and institutional needs.

Judging from the views of the various groups it is clear that IDRC supported training/research programs have enabled former awardees and fellows acquire self-discipline, complete viable research projects, advance their knowledge and skills in various research approaches or designs including data collection and analysis, report writing, dissemination of findings and research management. Some had also learnt how to use micro computers for various tasks. Most former awardees and fellows had also acquired advanced knowledge, skills and abundant experiences in their areas of specialization which they found useful in present careers. Some had also been exposed to useful teaching methods. In short, IDRC has succeeded in enabling former awardees and fellows meet their cherished goals which are instrumental in realizing the broader institutional and national or regional developmental needs.

Aspects of the Training/Not Useful

FAD was also keen in finding out aspects of training which were not as useful to former awardees and fellows as they had wished. Forty of the 54 former awardees answering the question (74.1 per cent) felt that there were no aspects of the IDRC training that were not as useful as they would have wished. A pre-project awardee, however, felt that some courses leaned too much on

aspects irrelevant to one's area of specialization, and some analytic research courses were not detailed enough. Another former awardee felt that some courses were relevant only to the North American environment and did not address grassroot problems. He/she added that courses which were regarded relevant to developing countries were not offered due to lack of competent teachers to teach them. One former awardee added that he/she was not adequately prepared for the type of research activities he/she would be involved in future.

A Program Related Awardee found research methods courses wanting in developing adequate knowledge and skills in quantitative data processing, knowledge and skill of using computers and associated practicals while another felt that the program did not provide an opportunity to visit Canadian mines for the applied component of his training in geology and metallurgy.

One Pearson Fellow thought the period of field attachment was not long enough while another felt the fellowships did not provide an opportunity for one to study other third world development issues. One fellow also thought that the training was not challenging enough because it was not actually designed by himself/herself.

It is self evident from the views of former IDRC supported awardees and fellows that although most of them expressed

satisfaction with training or research programs, the few concerns about irrelevant courses, lack of competent staff to teach some relevant courses, superficiality in teaching some courses, length of time for meaningful attachment and lack of opportunity for exposure to other third world settings are some of the problems that require attention. General literature on training has dwelt at length on the problems of overseas training being irrelevant. Efforts to alleviate this problem have often been thwarted by either inflexibility in donor country universities or resource cutbacks which have prevented the introduction of new programs. It is conceivable that support for the attachment of young Canadians to third world training institutions, link arrangements between developed countries and third world institutions and deliberate hiring on temporary or permanent basis of men and women of quality from developing countries to teach some relevant courses in selected institutions might help alleviate the problem. The tying of Pearson Fellowships to Canadian institutions is a problem that has been noted and might require the attention of the Policy Review Committee for discussion and action although the program is specifically designed for experiences and education in Canada.

Changes of Activities

Views were also sought from former awardees and fellows regarding envisaged change of activities and circumstances in their jobs in the near future. Forty one of the fifty four awardees/fellows

who answered this item (75.9 per cent) maintained that they did not envisage any change of activities and circumstances in their job in the near future. Six out of the thirteen who anticipated change were looking forward to promotion, one out of the seven aspired to move up to the topmost position in the organization in future. For the remaining six, two indicated that they were expected to return to their job upon termination of the research projects they were coordinating; while one was expecting to take up an international job in the near future. Of the remaining four, one indicated that there had been changes in activities that were caused by local politics, while another felt change was eminent if he/she did not get funds to continue the research project. The other two maintained that they would go back to full time academics and research or retire to full time consultancy after 2 years service with government. The findings therefore revealed that most of the active former awardees who completed and returned the questionnaire had plans of remaining in their current jobs and those who had left had plans of going back to their former institutions.

Difficulties in Translating Knowledge and Skills into Practice

An attempt was also made to find out difficulties that former awardees and fellows encountered in translating knowledge and skills into practice. Various views that were articulated are presented below.

When asked what specific difficulties they encountered in translating skills gained from IDRC supported research training into practice, twenty awardees (37.0 per cent) maintained that they did not encounter any difficulties, eleven (20.4 per cent) said they lacked adequate equipment and materials to put their knowledge and skills into practice while seven (13.0 per cent) felt they lacked research funds to implement study recommendations that have a grassroots impact. Other difficulties which were less frequently mentioned are summarized programwise.

A Senior Research Fellow maintained that lack of field experience tended to make his writings theoretical. The problem he thought could be resolved by more reflection. Another senior fellow mentioned that political turbulence made it difficult for him to return home. He could not perceive of a way out of the dilemma.

One post-project awardee maintained that he/she was not well exposed to research techniques in laboratory analysis. He/she added that the deficiency in laboratory skills could be alleviated by tailoring the coursework to suit individual needs. Two other post-project awardees said they experienced difficulties in finding the right strategies of breaking the ice and have their ideas accepted by politicians.

Pre-project awardees reinforced the point of acceptance by suggesting that executives do not welcome change particularly if it means giving away some of their power; are suspicious and or have fear in the results. Hence it was difficult to have ideas accepted by bureaucrats and political leaders. They suggested that there was need to conduct more action research involving the bureaucrats and clients from the stages of problem identification, study design, implementation and dissemination of research results through conferences, seminars and workshops.

Some Program Related Awardees felt that lack of computer facilities hindered smooth translation of knowledge into practice. Similarly lack of a network of researchers with similar training prevented sharing of experiences on problems and issues of common interest. Indifferent managerial structures, lack of exposure to international seminars and conferences, and lack of research funds posed problems as one attempted to translate knowledge and skills into reality. The field of science and technology was perceived by one program related awardee as being alien in the Region so it was difficult to explain what one was doing for concentration was still in established traditional fields. Hence he/she felt that there was need to establish and support research centres devoted to science and technology. Another program related awardee suggested that institutional support in terms of essential books or journal articles, provision of equipment and funds for photocopiers and

microfiche could assist resolve some of the problems. In addition IDRC should support efforts aimed at acquiring relevant materials, research abstracts, journal articles, books and professional papers needed to support and enrich research activities. In addition, funds should be provided to support field research, short training courses, and dissemination workshops. They added that there was need to train administrators first so that they can appreciate and value changes being introduced. Instead of only involving them in official opening and closing of conferences and workshops, they also need to participate in deliberations and in drawing up recommendations. Similarly there was need to establish a network and organize collaborative workshops for former awardees for experience sharing.

Support for post-doctoral studies was also considered desirable in consolidating one's knowledge/skills.

Strategies for Improving the Award System

Former awardees and fellows were also asked to point out the changes they would suggest to improve future IDRC supported awards. Senior Research Fellows indicated that research training should combine elements of fieldwork (1); there was need to continue supporting academic activities by providing research grants and support to attend conferences related to one's research interests/on-going research (1); while one felt that

there was nothing that needed to be changed.

A post-project awardee suggested that IDRC need to process awards faster by exploring ways and means of overcoming host institutional bureaucracy. Another added that awards should be categorized so that senior staff are given more remuneration and less constraining terms. He/she argued that there was need to differentiate types of awardees as all were not ordinary undergraduate novices, at least the way they were handled administratively. Some allowance should also be given for children and spouse up to a certain period of time. In addition, there was need to conduct profile studies of institutions in order to identify those with programs worthy supporting. It was emphasized that only strategic components with multiplier effect should be supported. Support should also be extended to outstanding former fellows and awardees for short stay in reputed research centres to keep abreast with the dynamics in research knowledge and skills.

A pre-project awardee felt that there was need to reflect on and plan what type of support awardees needed after training in order to be able to translate what was learnt into reality. There was also need to adjust or balance courses to suit needs of trainees. This could be realized by allowing part of the coursework to be done in a developing country institution and the other component in a developed country institution. It was also

suggested that there was need to support more grassroot level projects with immediate impact on development. Funds should also be provided to enable publication of outstanding research findings by former awardees.

Some Program Related Awardees suggested an increase in the number of awards to meet rising demands for training. Furthermore, there was need to establish contacts with former awardees and a machinery for sharing ideas. They also proposed the establishment of a fund for former awardees to use on post-training research activities. They added that there was need to exercise flexibility to allow trainees who perform well at Master's level to proceed to Ph.D after consultation with supervisors and the home institution. Some fellows and awardees also pointed out that there was need to provide more information about the various awards in order to enhance competition and allow selection of stronger candidates. IDRC should also invite suggestions and feedback after every six months from awardees' program supervisors. An orientation week in Ottawa about IDRC was considered desirable.

Other suggestions were: there was need for some bit of career guidance for there was temptation of being absorbed by the consultancy world while still inexperienced and eventually end up in frustrations; research proposals should tentatively be prepared when one is still in his/her country; there was need for industrial experience; scholarship should be in accordance with

fellows marital status, and the approval system should be faster.

The former Pearson Fellows suggested that there was need to provide more information to awardees on what host institutions could offer as well as brief host institutions fully about awardee's expectations. They also requested that Pearson fellows should be issued formal certificates of performance and not testimonials of attendance. Possibilities of doing the fellowship in another country and opening channels for networking and information sharing with other awardees through the Regional Office needed serious consideration. There was also need to support intellectuals from the private sector which were making significant contribution to the economic development of the country.

General Comments

Former fellows and awardees were also asked to make general comments about the programs. The following views were volunteered.

Former fellows and awardees in all programs maintained that the awards/fellowships were very beneficial, left their minds tidier and contributed substantially in improving their skills as specialists and researchers. They added that IDRC played a great role in support of development and urged the Centre to keep up the good and generous work.

They however, added that IDRC ought to pay serious attention to the question "what next after the award?" They suggested that there was need to organize a meeting of former awardees and allow formation of an Association to facilitate sharing of ideas and exchange of experiences on what they had attained in their different careers. Such a meeting could also constitute a forum for discussing problems affecting young research scientists and find out how frustrated young scientists could be helped to put their knowledge and skills into practice. Former awardees and fellows felt that it was a good idea to initiate contacts with former awardees, and encouraged more tracer studies in future.

SECTION D

WORK SITUATION OF FORMER AWARDEES

Within the terms of reference, the Consultant was also required to travel to selected countries to meet with some former senior awardees to discuss their work experience. The following section contains a brief presentation and discussion of former awardees experiences.

Four former senior awardees and fellows were visited and interviewed. Three of the four were from Tanzania while one was from Kenya. Efforts of meeting two other senior fellows and awardees in Kenya were not successful due to very busy work schedules.

All the four interviewees maintained that the training and research program had been relevant and very useful to their present career. The following are typical case revelations by the four.

Case 1:

- i) He maintained that the training had given him ample opportunity to organize his ideas for his thesis. He had learnt a lot and he felt more knowledgeable.
- ii) His employer had used him effectively in teaching and research.
- iii) Various public enterprises utilized him in organizing seminars for top executives and ran courses for managers, delivered keynote address to a Standing Committee of Parastatal Organizations Seminar and provided consultancy services. He felt that his work was receiving adequate appreciation from his institution and public organizations.

Case 2:

- i) He admitted that the training enabled him to reflect on a number of things. He was a historian by training who was charged with a responsibility of organizing a science based library. Within the short period of the award he was able to gain a lot of new knowledge which armed him adequately

for proper execution of his duties.

- ii) However, his initial employer rejected all recommendations contained in his study report so was left with no other option except to leave and assumed similar responsibilities in another research institution.
- iii) Most of the recommendations were accepted by the new institution and had since experienced a lot of job satisfaction. He felt he had made an impact in the area of automation, building awareness and in meeting individual researcher needs. In appreciation of his good performance, IDRC gave him another 3 months scholarship for further studies in Ottawa.

- Case 3:
- i) The training had been very useful to her. Upon return from studies she was appointed Academic Officer of a College.
 - ii) She then got a UN job in her country where she is now the UNFPA Program Officer. Her major functions are that of assisting various government departments in developing project proposals for Population and Family Life Education, project

appraisal, monitoring and evaluation.

- iii) She found the training to be very appropriate to the kind of work she was now doing.

Case 4: i) He indicated the award was timely and responsive to his needs.

- ii) Found the knowledge to be very useful in teaching and research.

- iii) Maintained that the one year he spent on energy assessment in America led to his appointment to the post of Commissioner of Energy. He therefore felt that the one year fellowship could not have come at a more appropriate time.

The four senior awardees have clearly demonstrated that IDRC supported fellows and awardees were doing exceptionally well upon returning from studies or a period of research supported program. Although three out of the four awardees who were interviewed had left their former institutions (two were working in international organizations within their countries and one working as a top executive in a local ministry) they were all coordinating activities which required use of knowledge and skills gained during training or research. All had also assumed enviable responsibilities with ample opportunities to influence policy.

Continuous contacts with such successful cases might be desirable in future.

SECTION E

MODALITIES FOR REGULAR CONTACTS WITH FORMER AWARDEES

Having reviewed available records of former awardees, it was self evident that IDRC did not have up-to-date information about the whereabouts of some former awardees and fellows. It is therefore deemed necessary to update and devise modalities for maintaining contacts with ALL former awardees. The following strategies may be suggested.

1. Try again to send out the study questionnaire to all non-response cases using their last available address. It is likely that a few more might respond.
2. Contact heads of institutions they were attached to and request them to furnish information about the whereabouts of the former fellows and awardees. It is hoped that if they do not know their whereabouts personally, at least colleagues might be informed.
3. Use the planned meeting of former fellows and awardees as an "old boys club strategy" of finding out the whereabouts of the uncertain cases.
4. Program Officers visits in the Region could also be used as a strategy of knowing the whereabouts of uncertain cases of former fellows and awardees.

Once a stable list of former and current awardees and fellows is established, efforts should be made to compile a Directory of all of them programwise and in alphabetical order. The detailed information required for each entry should follow Questions 1-7 of Appendix A.

Subsequently most of the former awardees and fellows who returned the mailed questionnaire as well as awardees and fellows who were interviewed were strongly in favour of launching a Newsletter that would contain an up to date list of former awardees, their contacts and what they had done or were currently doing. The Annual Information Sheet (see Appendix E) could be one of the primary sources of information to be contained in the Newsletter. IDRC could also use the Newsletter to publish abstracts of latest research findings in areas which are related to IDRC supported programs. In addition, the Newsletter could be used as medium for disseminating information about IDRC in general, its planned future activities as well as past activities.

Contacts with former awardees and fellows could also be maintained through the establishment of a network. The idea of networking was recommended by most of the awardees who were interviewed or those who responded to the questionnaire. They maintained that a network was the best strategy because:

- a) it keeps together those who share common interests and backgrounds;
- b) provides academics in the same area the opportunity to exchange notes, ideas and findings of their sponsored work which otherwise remains unknown to many;
- c) provides an opportunity for follow-up research activities leading to research dissemination strategies and formulations which can influence policy;
- d) removes the unfortunate feeling of post-research training isolation or uselessness i.e. such feeling as "after research and training I am doomed to domestic politics"; and
- e) provides impetus for further post-training research.

Contacts could therefore be enhanced by forming nuclei networks at national level taking the form of groups such as public policy research group or science policy group or similar groups. National coordinators can be initially identified to set up such networks and later chosen by a democratic process. Contacts with IDRC can be maintained through such networks. They can affiliate themselves to a national coordinating group/team or committee.

The planned consultative meeting with a group of senior awardees could also constitute a forum for discussing in detail other modalities for establishing and maintaining contacts with former awardees and fellows.

SECTION F

CONSULTATIVE MEETING WITH FORMER SENIOR FELLOWS
AND AWARDEES

Ideas on the format of the consultative meeting were gathered through interviews and reflective thinking, having reviewed the documents and returns of the tracer study questionnaire. Such a meeting was considered to be a welcome idea for a variety of reasons.

- i) Choice of venue for such a meeting can be easily decided by the donor without inconvenience to anyone.
- ii) The meeting might want to have a brief report of each participant on:-
 - a) Brief introduction to know who is who.
 - b) How he/she came into contact with the donor.
 - c) The donor-trainee/research relationship.
 - d) What his/her program was.
 - e) Academic difficulties if any that were encountered.
 - f) Any social problems if any which were encountered.
 - g) Methodological issues in relevant research theme.
 - h) Post sponsorship adjustment experience/responsibility, publications and other functions (how useful experiences have been used in present career).

- i) Ways of locating, establishing and maintaining links between each other.
 - j) Joint collaborative research project.
- iii) How
- a) a whole session could be devoted to personal experiences;
 - b) another session could be on methodological issues prior to and after relevant study;
 - c) another session could be on strategies for future research and the formation of links between awardee;
 - d) one or two experts could be invited to present a paper on training methods on how to disseminate knowledge gained through training or on some contemporary research approaches.

SECTION G

SCENARIOS FOR THE FUTURE

On the basis of the study findings, analyses and discussions, the following scenarios for the future are put forward. Those which are outlined below are only the core ones; further scenarios can be drawn from the remarks to be found in the text.

Record Keeping

Analysis of available documents showed that the procedures of keeping records across divisions were inconsistent; and where

information of former fellows and awardees was available there were gaps. In order to improve record keeping machinery there is need for the Centre to deliberate and agree on a general format of application forms, curriculum vitae, and annual information sheet that will be adopted and used across divisions.

Accurate awardee information is often required by program officers and employers. Hence, a combination of computer storage and retrieval system, a Directory of former fellows and awardees and a Newsletter need to be launched and used by the Centre.

Maintaining Contacts

Contacts can only be maintained if they have been established. To date IDRC has not established regular contacts with former awardees. Hence the question, what next after training/research has not been addressed in the region. Contacts can be established through a conscientious needs assessment process that involves close cooperation between IDRC and awardees' institution to work out details of the needs as well as post training use of trainees/researchers. It does not pay to train if one is not keen in monitoring the impact of training on development. Future support should therefore be granted only to cases which have a coherent plan on how trainees or researchers will be utilized after a training/research program.

Established contacts can be maintained through launching of a newsletter, establishment of networks, regular involvement in seminars, workshops and conferences and support for collaborative research studies. More frequent tracer studies as well as annual collection of information and updating of records could also facilitate the maintenance of contacts with former awardees and fellows.

Research Capacity Development

Indifferent administration and lack of funds and materials appeared to be the major factors that stifled efforts in developing research capacity in developing countries.

Sensitization of key bureaucrats on the significance of research, and on how they could encourage and support generation and use of scientific knowledge to guide practice ought to receive top priority in future. It is only after their appreciation of the significance of scientific research that they can encourage and support subordinates' research efforts.

IDRC should therefore strive to support the development of research capacity where a multiplier effect is apparent and there is full commitment to use such knowledge and skills for national development.

Cooperation Among Donor Agencies

Discussions with representatives of other donor agencies in the Region revealed that there was little coordination among themselves especially on training priorities. Hence duplication of effort was likely. Annual meetings to exchange ideas on areas of concentration might lead to a more rational distribution of aid to a larger number of Third World Countries needed to meet their training and developmental needs. In such joint meetings they could also learn from their varying experiences.

Senior Research Fellowships

It appears that the SRF program was terminated because it was providing fellowships to scholars a majority of whom were not pursuing higher degree studies. Awardees and fellows for higher degrees receive support under regular programs. Given the current demands for keeping former awardees and fellows growing while working, support for a year of serious research, teaching or development of materials critically needed in developing countries seem justifiable. Hence staff development programs after initial training in order to maintain dynamism of former fellows and other reputable scientists need to be accommodated in future Centre's plans.

Other General Issues

More support for Ph.Ds in order to build self-reliance capacity of developing countries institutions, provision of more

opportunities to women, and support for spouse during full period of training are issues that are still open to debate.

Nevertheless, IDRC should continue to be sensitive to these issues and take steps where possible and appropriate in response to the demands.

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APPENDICES

TRACER STUDY OF FORMER IDRC AWARDEES QUESTIONNAIRE

FILE NO:

1. Full Name:
2. Sex: M F
3. Current Marital Status: M S W D
4. (a) Nationality:
- (b) Citizenship:
5. (a) Current Address:
-
-
- (b) Permanent Address:
-
-
6. Telephone Numbers: (a) Home:
- (b) Office:
7. Telegraphic Address: (a) Cable:
- (b) Telex:
8. Looking back to the period of your fellowship, what would you say were the strengths or good points/aspects of the Award and what were the weaknesses/negative aspects?
- (a) Good/positive aspects:
- i)
- ii)
- iii)

(b) Negative/weak aspects:

- i)
- ii)
- iii)

9. What positions have you held since returning from IDRC funded research/training program?

Dates	Designation	Department	Institutions	Functions

10. What activities have you undertaken since returning from IDRC's research supported training program?

(a) Research Project? Yes/No

Titles of Research

Duration (Dates)

_____	_____
_____	_____
_____	_____

(b) Teaching? Yes/No

Subjects/Courses taught

Institution(s)

(c) Other research related activities e.g. major conferences, etc.

- i)
- ii)
- iii)

11. What aspects of the IDRC's supported training/research program you participated in are important in your present career?

12. What aspects of the training/research were not as useful to you as you had wished?

13. Do you envisage a change of activities and circumstances in your job in the near future? Yes/No.

If yes, what changes?

14. What specific difficulties have you encountered in translating knowledge and skills gained from IDRC's supported research/training into practice?

.....

How can they be overcome with or without IDRC support?

.....

15. What changes would you suggest to improve future IDRC's supported awards?

.....

16. Any other comments?

.....

THANK YOU FOR YOUR COOPERATION

APPENDIX B

TRACER STUDY : FORMER IDRC AWARDEES

FOLLOW UP QUESTIONS/ISSUES FOR INTERVIEWS

1. Choice of where to go for studies: If you were given another opportunity for further studies, would you go to the same institution?
2. How can donor agencies facilitate the transition from training into your work? How about networking of people of similar backgrounds trained at different times? How could contacts be enhanced?
3. If one was to organize an informal meeting of former awardees, how would the agenda look like? What things could be discussed and where? Any ideas on who would contribute what?
4. How would you say the training was useful to you? How is the employer using your new skills?
5. How can IDRC improve on:
 1. Selection
 2. Placement
 3. Contacts
 4. Repatriation and follow up?



INTERNATIONAL DEVELOPMENT RESEARCH CENTRE
CENTRE DE RECHERCHES POUR LE DEVELOPPEMENT INTERNATIONAL

REGIONAL
OFFICE
FOR
EASTERN AND
SOUTHERN
AFRICA
P.O. Box 62084
NAIROBI
KENYA
Cable:
RECENTRE
Telex:
23062
Telephone:
330850

Nairobi,
89

APPENDIX C

First Letter

April 28, 1987

Dear

RE: IDRC CONTACTS WITH FORMER AWARDEES

One of the Centre policies regarding former awardees is to keep regular contacts so as to be able to use them in appropriate activities which IDRC regularly funds and in the process explore ways and means of improving our programs in the Region.

In this way, we can also be able to help former awardees benefit fully from the training by providing complementary support.

In this regard, please find enclosed a brief information collection sheet which we hope you will find time to complete and return to us at your earliest convenience, and we shall greatly appreciate it if it will be no later than June 30, 1987. We also plan to have a meeting of former awardees so as to exchange ideas on how to improve our programs and your suggestions in this regard will be highly appreciated.

Looking forward to continued collaboration.

Yours sincerely,

I.M. Omari
Senior Program Officer
FELLOWSHIPS & AWARDS DIVISION

Enc.

IMO/mos



INTERNATIONAL DEVELOPMENT RESEARCH CENTRE
CENTRE DE RECHERCHES POUR LE DEVELOPPEMENT INTERNATIONAL

REGIONAL
OFFICE
FOR
EASTERN AND
SOUTHERN
AFRICA
P.O. Box 62084
NAIROBI
KENYA
Cable:
RECENTRE
Telex:
23062
Telephone:
330850

Nairobi,

APPENDIX D

August 13, 1987

First Reminder

Dear

IDRC CONTACTS WITH FORMER AWARDEES

On April 28, 1987, I sent a letter plus a brief questionnaire with a view of establishing more regular contacts with former IDRC fellows. It is conceivable that you did not get yours. I am enclosing a fresh one for you as I clean my files for the ever changing address around the world.

I will appreciate it if you will do us a favour by taking a few minutes to complete the enclosed form and return to me at your earliest convenience. We are keen to organize meeting of people like you so that we can get more direct feedback in addition to the questionnaire.

In this regard, IDRC has asked Dr. H.J. Mosha of the University of Dar es Salaam to coordinate this exercise and write up a preliminary report for us and that report will be discussed during the said meeting. He might contact you directly for further discussions on this exercise.

Looking forward to your cooperation.

Yours sincerely,

I.M. Omari
Senior Program Officer
FELLOWSHIPS & AWARDS DIVISION

c.c. Dr. H.J. Mosha
University of Dar es Salaam
P.O. Box 35048
DAR ES SALAAM
TANZANIA

Enc:

1. Name : _____

2. Present Address: _____

3. Permanent Address: _____

4. Telephone : Home :

Office : _____

5. Cable : _____ Telex : _____

6. Positions and Responsibilities held 19 ...

[illegible]

7. What activities have you undertaken?

(a) Research Projects

Titles of Research

Duration (dates)

_____	_____
_____	_____
_____	_____

(b) Teaching

Subjects taught

Institution(s)

_____	_____
_____	_____
_____	_____

(c) Other research related activities

8. Do you envisage changes of activities or career in the near future? _____

9. What are your current research interests?

10. Is there an IDRC funded project at your institution

Yes ____ No ____

If yes describe it/them.

Date _____

Signature _____