Global Tracer Survey of IDRC Award Recipients Final Report

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TABLE OF CONTENTS

EXECUTIVE SUMMARY

The 1991 Global Tracer Survey represents the first attempt by IDRC to conduct a comprehensive review of its awards programs through extensive consultations with a representative group of beneficiaries of these programs. This project is a continuation of the recent work conducted by IDRC on the topics of human resource development (HRD), training and education. These research initiatives include studies of both Centre-sponsored programs, such as the 1990 Pearson Program Evaluation, and of HRD programs sponsored by other major international donor agencies and Canadian NGOs, such as the joint IDRC/CIDA 1988 Human Resource Development Survey.

The survey was intended to achieve three major objectives: 1) to improve the quality and relevance or training programs; 2) to identify international development research priorities that can be met through training, education , institution building and support for innovative projects; and 3) to improve communication with former award recipients. Other specific objectives include the preparation of a statistical profile of IDRC awards over the last 10 years, assessing the career progress and scientific work of award recipients, examining the impacts of training on institutional development, assessing recipient satisfaction with the IDRC program and seeking their opinions about how training programs could be improved.

▸ *Survey Methodology and Sample*

The Global Tracer Survey instrument was designed after extensive consultations between the consultant and IDRC FAD staff from Ottawa and the regional offices. The survey administration was the responsibility of IDRC, with the regional offices taking the lead in the efforts to identify, locate, contact and conduct follow-ups with former trainees. Ekos Research conducted the data analysis and is responsible for the preparation of this report.

Approximately 1,200 IDRC awards and fellowships were made available to trainees in six regions between 1981 and 1990 (excluding Young Canadian Researcher and Pearson Program awards). Four regions participated in the survey: Asia, South Asia, Latin America and West Africa; in these four regions a total of 886 awards had been made available in the survey study period. A total of 248 completed questionnaires were returned; 28 per cent of the maximum possible total of 886. Considering the nature of the survey, we considered this overall completion rate to be very good, particularly since there is some uncertainty about the total number of questionnaires which reached the hands of award recipients.

▸ *Profile of Award Recipients and Characteristics of Awards*

IDRC awards over the last decade were relatively evenly balanced between traditional university level training and more specialized courses. Approximately one half of all the awards were given for graduate level university programs; the other half were for other types of training such as short-term, non-degree courses, special diploma courses or student field work for graduate theses. Almost one-half of training programs included practical on-the-job or project-related training.

Award recipients have tended to be very highly qualified individuals. Most were well educated; over 80 per cent of the award recipients already had a university degree at the time of the award. Most also had extensive job experience, 10 years on average, when they received their award.

Trainees studied (and worked) all over the world: 38 per cent in Canada; 24 per cent in other developed countries; and 38 per cent in developing countries.

▸ *Professional Status and Career Progress*

Almost all former trainees (96 per cent) are currently employed. A majority of award recipients are currently associated with either a university (27 per cent) or a research centre (25 per cent) for their principal employment. Most of the rest work for a national government (19 per cent) or a non-profit organization (17 per cent). Few work in the private sector.

IDRC-sponsored training has produced significant benefits for individual participants. Most think that the training has helped their careers, both in the initial stages of their post-training professional careers and in their overall progress since the training period. This is confirmed by an analysis which showed that most participants have made positive progress from junior and middle level positions in the pre-training period to more senior levels within their organization.

Survey respondents believe that the IDRC awards carry a significant degree of prestige for the recipient, particularly with their colleagues and co-workers in their present employment. Almost three-quarters thought that the prestige of the award and respect for the IDRC was responsible, at least in part, for gaining their current employment: 20 per cent thought the role of IDRC was direct and over 50 per cent thought it was indirect.

▸ *Professional, Scientific and Research Activities*

Most award recipients are active professionals in their fields of expertise:

- ❑ a majority of award recipients rated themselves as very active in conducting research in their field, presenting papers at conferences, attending workshops, and managing research projects;
- ❑ three-quarters are members of professional and scientific associations;
- ❑ two-thirds have published books or articles in scientific journals; and,
- ❑ about 40 reported that they have won awards or some type of special recognition since completing their IDRC-sponsored training.

▸ *Satisfaction With Awards Program*

Satisfaction levels for the quality of the training institution, the program instruction, the financial support from the Centre and other aspects of the program were consistently high across all regions, types of programs and types of trainees. Former trainees were also very positive about the knowledge, skills and abilities which they had learned during the period of IDRC-sponsored training, both in areas directly related to their field of study and in other general skill areas like communication, project management and the process of conducting research.

Improvements to the awards program suggested by some people include extending the award period, increasing the money made available to the awardees, developing curricula which permitted more specialization in some disciplines, placing more emphasis on practical information and on handling practical problems, and improving the communication among participants in the current program, former award recipients, other professionals and IDRC. Respondents felt the IDRC should play a larger role in establishing and maintaining linkages among these groups.

▸ *Institutional Development*

The Global Tracer Survey addressed the issue of the development of institutional and national research capacity only indirectly because the principal focus was the individual award recipient. Former award recipients provided their views on three important topics concerning institutional development:

1) *Current research capacity*: Former trainees were moderately positive about the capacities of the institutions where they are currently employed, with over half of the respondents thinking that the capacities of their institution for research, contributing to development policy, training and education, etc. were high.

2) *The major obstacles to improving institutional capacity*: A lack of money is considered to be the biggest obstacle; almost two-thirds of former award recipients saw this as a serious problem. Other inadequacies frequently cited were the quality of research facilities, the number of qualified researchers, and the number of contacts with other institutions (at least one in four consider them to be serious problems).

3) *The types of training programs which are most needed in their countries*: Two types of programs rated as the highest priorities (85 per cent felt these should be high priorities for IDRC): 1) short-term specialized training for experienced professionals; and, 2) cooperative programs incorporating academic and practical training.

▸ *The Role of IDRC in the Development of National Capacity*

There was a strong consensus among former award recipients that IDRC could play a larger role in facilitating communication among scientists and professionals around the world. Former awardees firmly believe that IDRC projects and other Canadian-sponsored activities could be used more effectively to improve the contacts among scientists trained with support from IDRC and to build networks with the broader community of scientists and professionals. They believe that IDRC should maintain stronger links with the training institutions and projects supported by IDRC so that there would be better opportunities for professional exchanges.

▸ *Key Themes*

There are four important and recurring themes in the survey results:

1) the strong positive tone of the responses of former trainees;
2) the benefits of training in Canada;
3) the changing training needs of developing countries; and
4) the benefits of increasing the linkages between award recipients, IDRC, Canada and scientific experts and professionals.

The most consistent feature of the survey findings is their **strong positive tone.** While award recipient have some concerns, such as the desire for more opportunities to share their knowledge and to meet with experts and other professionals in their field, the positive aspects of the training experience far outweigh the negative aspects for the great majority of award recipients. A broad range of indicators dealing with scientific activities, securing employment, job satisfaction, satisfaction with the training program, and prestige associated with the award support this positive view of the IDRC-sponsored training.

A second theme is the **benefits of Canadian training**. Almost 40 per cent of IDRC training award recipients have studied in developing countries and there are many compelling reasons why there should continue to be a balance between training activity in developed and developing countries. For example, the results of this survey results show that award recipients who received their training in developing countries were more likely to participate directly in research projects and to be involved in project implementation during the course of their training.

The survey results also show that IDRC awardees trained in Canada have been more successful than those trained in developing countries in some important areas. They have been more active in conducting research and were more likely to think that the training helped their careers. Canadian-trained awardees were also more satisfied with some components of the training: for example, learning how to conduct research, learning to deal with practical problems of development, and acquiring project management skills. Furthermore, even though the award recipients trained in developing countries were more likely to have had practical or project-related training during their award tenure, recipients trained in Canada were the most likely to report that they had been successful in implementing practical solutions to development problems during their professional careers.

The relationships between training and development are far to complex to draw simplistic conclusions about the relative efficacy of different training locations or institutions. However, the results show, at least *prima facie*, that the benefits are significantly higher in a number of areas for IDRC awardees trained in Canada. These results reinforce one of the broad study conclusions about the merits of strengthening the linkages between Canadians and trainees in IDRC awards programs.

The evidence about the benefits of different types of training programs presents something of a conundrum. While there were significant benefits to graduate level university training -- much higher in some areas than non-degree and specialized course training – it is the specialized and practical training courses which former trainees believe are now most needed in their countries. Perhaps the best way to describe the findings is to say that they reflect **evolving training needs in developing countries.**

Over the past 10 years about half of IDRC awards have been for graduate level university training and half have been for non-degree courses and specialized training. Graduate-level trainees are more likely to be actively engaged in research and they have been more successful at making practical contributions to development. They also think that they have greater job mobility than other types of trainees. Despite this evidence about the benefits of IDRC-sponsored graduate-level university training and the obvious need of such training for professional scientists and researchers, former trainees were far more likely to think that short-term specialized training for experienced professionals is needed in their countries. There appears to be a

consensus that training which allows professionals to move beyond the standard programs offered in university is the most urgent priority.

Practical training is also considered a priority. Since 1981 almost one-half of the recipients of training awards have participated in some form of practical on-the-job or project-related training during the award tenure. Over 90 per cent of survey respondents think that cooperative programs incorporating academic and practical training -- like the IDRC Pearson Program -- are needed in their countries and should be a priority for IDRC; over 50 per cent rated this cooperative model of training as a "very high priority".

The fourth theme is the benefits of **increasing the links between award recipients and IDRC and Canada.** Throughout the survey respondents consistently emphasized the importa[illegible] f improving their contacts with experts in their field of study or profession through [illegible]ges, conferences, professional associations, etc. Award recipients believe the IDR[illegible]ould play a more active role in promoting contacts between trainees and the broader i[illegible]national scientific community. The principal recommendation of former trainees was to make greater use of Canadian-sponsored activities and development projects as a focus for communications among trainees. They would also like to see more support for exchanges and participation in professional association activities. Former trainees think that IDRC could take greater advantage of its prestige to raise the profile of its programs and activities in a way that would bring together Canadians and development experts and professionals.

▸ *Recommendations and Suggestions for Future Research*

This report makes 10 recommendations in three areas: future research, communications with awards recipients and programs.

Research

1. The current methodology design presents some limitations which should be understood [illegible]hen assessing the successes of the project. This methodology could be [illegible]loped and refined to provide an ongoing system for monitoring and evaluating IDRC awards programs.

2. Some of specific refinements to the methodology could include the following:

   - a precise assessment of the incremental impacts of IDRC programs could be possible with a much more rigorous design: for example, a quasi-experimental design with a control group of rejected applicants or other non-participants, or the collection of data from a representative group of development experts and developing

country officials who would be in a position to knowledgeably assess the impacts and benefits of IDRC training programs.

- ❑ the collection of standarized and comparable data about the career progress and achievements of awardees.

3. Strengthen the linkages within IDRC between research and evaluation groups and those responsible for awards and awards programs. This will increase the likelihood that evaluation and social science expertise will inform the ongoing process of improving awards programs.

4. In conjunction with efforts to improve the monitoring and evaluation of Canadian HRD programs, continue the initiative of the 1988 CIDA/IDRC Survey of HRD programs and policies of major donor organizations and study the actions of other national and international organizations so that Canada and other members of the international community can improve the overall planning and coordination of HRD.

Communications

5. Continue the initiative of this study and improve the system of tracking former awardees; maintain contacts with former trainees and consider new ways of encouraging communication among them.

6. Develop a sense of identity and affiliation among award recipients. Make the IDRC award a common bond and a reason to maintain contacts with each other, with IDRC and with other Canadians and Canadian organizations.

Programs

7. Place a higher priority on the specialized needs of institutions and scientists in developing countries and on matching these needs with Canadian expertise and capabilities. Identify some areas of specialization where Canadian expertise would be of particular benefit to scientists, researchers and practitioners in developing countries. Target a portion of the awards budget to the development of advanced-level, specialized courses in these areas, for delivery in Canada or abroad.

8. Some practical on-the-job or project-related work should be incorporated into as many training programs as possible. Wherever possible, training should be linked to Canadian projects, Canadian institutions (directly or through affiliation) and Canadian experts, academics and professionals.

9. Where resources permit, encourage communication between people who have received Canadian training awards and who have worked on Canadian sponsored projects through the sponsorship of conferences, professional associations, workshops, newsletters, etc. Ensure that Canadian representatives participate in these endeavours.

10. Promote contacts and exchanges between institutions in Canada and developing countries where trainees are studying. Whenever possible, incorporate brief trips to Canada for study and discussion into the training programs of award recipients studying in developing country institutions.

CHAPTER 1

INTRODUCTION

1.1 Background

Over the last 20 years the International Development Research Centre has been very active in the promotion and sponsorship of scientific training to deal with international development issues and problems. The IDRC has provided scholarships and fellowships for advanced scientific training to hundreds of students and professionals from developing countries. IDRC-sponsored training has been conducted in Canada and in dozens of other countries, both industrialized and developing. Similarly, the recipients of IDRC training awards have originated from countries all over the world.

These investments in human resources have been designed primarily to build the scientific capacity of institutions in developing countries. The approach used by IDRC, which is consistent with the objectives of some other major donor organizations in industrialized nations, represents an evolution of the types of scholarship programs developed in the post-war era. The participants of early advanced scientific training programs directed towards development problems originated almost exclusively in industrialized countries, with most training being conducted in these countries. As the

critical need for the emerging nations of the Third World to develop their own capacity to solve social and economic problems became apparent, many donor organizations adopted a transitional "overseas training" strategy of providing support to students from developing countries to study in recognized institutions in the industrialized world. More recently, recognition has been given to the need to develop courses and training programs that provide practical insights and experiences about relevant problems of developing countries in their own context.

The training strategy of IDRC over the last decade reflects a balanced approach to making investments in human resources. By sponsoring students from developing countries for advanced training in their home countries and regions (almost 40 per cent of awards), IDRC has been in the forefront of international efforts to build indigenous scientific and research capacity. A large number of scholarships and awards have also been given to students from developing countries to receive training in Western institutions, both in Canada, where support from IDRC and related agencies is readily available, and in other developed countries. Awards for Canadians to study development issues and problems are also available through the Young Canadian Researcher (YCR) Program, which provides support for graduate students to conduct field work or participate in field assignments in developing countries.

Despite the substantial investments in education and training of students from developing countries made by Canada and other industrialized nations, there is very little empirical evidence about the benefits and effectiveness of these investments. A recent IDRC/CIDA study of the human resource development activities of the major donor agencies in developed countries showed that formal monitoring and evaluation of training programs was infrequent and rarely comprehensive in scope.[1]

[1]Human Resource Development: Results of a 1988 International Survey by the International Development Research (IDRC) and the Canadian International Development Agency (CIDA), IDRC Manuscript Report 236e, September, 1989; report prepared by Ekos Research Associates

Of course it would be inappropriate to suggest that university education and other forms of advanced training have not made an impact. The benefits from training programs are reported by the donor organizations, trainees and developing country agencies. Where available, lists of the achievements of former trainees can be impressive.[1] However, with the information currently available it is very difficult to determine the payoff from training programs: for example, the most efficient forms of training, the extent to which achievements can be attributed to the support of donor agencies, or the effectiveness of different types of training in enhancing institutional capacity.

IDRC has taken some important steps to address the need for information about the benefits and impacts of human resource training programs. One of the more important, the 1988 IDRC/CIDA Human Resource Development Survey, was the first significant attempt by any organization to conduct a comprehensive study of the human resource development activities of major international donor agencies. While the study is only a beginning — many organizations do not yet differentiate their HRD activities from other functions — the report presents some important findings about the types of training activity, the selection of candidates, program monitoring and evaluation, and the insights and experiences of major donor organizations.

1.2 Objectives of the IDRC Global Tracer Survey

The Global Tracer Survey of IDRC award recipients represents another major step in the study of human resource development and training programs.

[1]For example, a study on the activities of four major donor agencies (Ford Foundation, Rockefeller Foundation, A/D/C, and IDRC) entitled "Building National Capacity in the Social Sciences: Insights from the Experience in Asia" (January, 1988) presents a very impressive list of the senior academic and leadership positions held by former fellows.

As part of a review of its programs and policies, IDRC decided to conduct a comprehensive survey of former award recipients who had received their training in the last 10 years. The survey was intended to help achieve three major objectives: 1) to improve the quality and relevance of training programs; 2) to identify international development research priorities that can be met through training, education, institution building and support for innovative projects; and 3) improve communication with former award recipients.

While IDRC maintains a data base with some factual information about the awardees, the survey is the first attempt to review what the recipients think about the awards program and to examine the benefits of the training such as increasing research activity, improving the career progress and professional status of award recipients and institutional development. The Global Tracer Survey will also assist IDRC with the task of maintaining contacts with their award recipients and establishing a visible network of colleagues, associates and friends around the world.

Some of the specific objectives of the survey are as follows:

- to identify and locate former award recipients; the information on location and career status will be used to update the IDRC data base on award recipients for mailings, distribution of newsletters, etc,;
- to profile the types of awards provided by IDRC over the last 10 years;
- to assess the career progress and professional status of former award recipients;

- to assess the types and volume of scientific and technical work and research, as well as other professional activities, of former awardees;

- to examine the impacts of training on institutional development and the development of national capacity for research and science; and

- to assess recipient satisfaction with the awards program and to seek their opinions about how the program could be improved.

1.3 Study Issues

The conceptual design work, including the preparation of a clear statement of the substantive research issues, is crucial to the development of a sound and practical survey instrument. The conceptual design for this study is reflected in an inventory of research issues and questions prepared during the first phase of the project. This inventory defines the scope of the study and served as a blueprint for the questionnaire, fulfilling the following roles: 1) it focused discussion among project team members about the key study issues; 2) it was used to set priorities among study issues; and 3) provided a checklist to ensure that the questionnaire items comprehensively examined all issues.

The inventory of issues presented in this section incorporates information collected from several sources. The process began with the first meeting between the consultant and the project team members from the Fellowships and Awards Division (FAD), including the Director of FAD and representatives from three of the IDRC regional offices. Some preliminary documentation was tabled at this meeting by regional representatives and discussed by everyone present. These preliminary documents included a tentative statement of issues and draft questionnaires. At this meeting, the roles and

responsibilities of the various project team members were defined and clarified. The consultant was responsible for translating the study concepts and issues, as formulated by IDRC, into a comprehensive draft conceptual inventory.

The draft inventory was then distributed to the regional offices of IDRC for feedback. After further discussions with IDRC project staff at Head Office, the statement of issues was revised and a final version was developed. The inventory was then used as a checklist for the development of the core questionnaire for the survey of former awardees from developing countries. The final version of the inventory of issues is presented in the following table.

IDRC FAD AWARD RECIPIENT SURVEY: INVENTORY OF ISSUES AND CONCEPTS

Issues	Concepts	Measures/Indicators
1. BACKGROUND TRAINEE INFORMATION	• Trainee Identification	• name • age (date of birth) • gender • country of birth • citizenship • marital status • number/ages of children • current place of residence (full address) • telephone number: residence, office, FAX, • Telex/Cable address • names of employer and immediate supervisor • addresses, telephone numbers of employer and immediate supervisor
	• Current Professional Status	• current organization of work or study • current position in organization • role/duties in organization: administration/management; research; policy formulation; program/project implementation • number of years with organization • percentage of income from principal profession
2. EDUCATION AND TRAINING **2.1 IDRC Supported Training**	• Characteristics of IDRC Award	• year of FAD award • duration of award • type of award • study program: discipline or field of study, type of degree • training institution: location, type • related activities: travel (location), work (e.g., co-op programs), teaching
	• Recipient Status at Time of Award	• type of organization of work/study at time of award • position in organization at time of award • highest academic degree • years of work experience (if applicable)

Issues	Concepts	Measures/Indicators

	• Attitudes About IDRC-sponsored Training	• recognition, prestige associated with award
		• satisfaction with program:
		  • suitability of courses
		  • quality of institution
		  • quality of instructors
		  • adequacy of specialized facilities (e.g., laboratories, field facilities)
		• professional development:
		  • theoretical and substantive knowledge
		  • research skills
		  • dealing with practical problems of development
		  • management and administration
		• usefulness of program to career development:
		  • entering preferred type of career
		  • level of achievement
		  • colleagues, contacts, networks
		  • overall efficacy in career development

	• Relationship of IDRC training to national development goals	• degree of relationship • national development goals

2.2 Other Training	• Training Activity Profile	• highest level of academic achievement
		• training activity subsequent to FAD award:
		  • degree programs: type, location, year completed
		  • non-degree training: type, location, duration, dates

3.0 INDIVIDUAL GOALS AND ACHIEVEMENTS	• Importance of different goals to award recipients:	• scientific/research achievements • developing practical solutions to development problems • professional advancement • being in a position to make key development decisions and to set policy • institutional building, developing national capacity in chosen field • knowledge and skills transfer
	• Perceptions about success in various activities	• scientific/research achievements • developing practical solutions to development problems • professional advancement: position, income • attaining a position to make key development decisions and to set policy • institutional building, developing national capacity in chosen field • knowledge and skills transfer

Issues	Concepts	Measures/Indicators

	• Professional activities since IDRC award	• positions held:
		  • types of organizations
		  • types of work
		  • level achieved
		• career preferences
		  • job/activity with greatest personal rewards
		  • job/activity with greatest impact on development (institution building, building national capacity)
		  • overall career preference

4.0 SCIENTIFIC ACTIVITIES	• Publications	• list of publications (last 5 years ?)
	• Research projects	• number of projects • size of projects (budgets, people) • sponsors
	• Participation in scientific community	• membership/role in professional and scientific associations • attendance at meetings • presentations made, seminars given, participation on panels

	• Other Projects	• consulting assignments/missions:
		  • number
		  • type
		  • role
		  • sponsors

	• Recognition	• scientific awards
		• perceived recognition:
		  • peers
		  • political leaders
		  • administrators
		  • public

5.0 INSTITUTIONAL DEVELOPMENT	• availability of position upon completion of IDRC fellowship/award	• same position as before/new position
		• satisfaction with position:
		  • organization
		  • level
		  • type of work
		• IDRC role in gaining position

Issues	Concepts	Measures/Indicators

	• Institutional context	• perceived quality of current institution
		• perceived overall quality of research in chosen field at institution
		• problems limiting development of research capacity at institution
		  • financial resources (e.g., for facilities, travel budgets, etc.)
		  • shortage of qualified researchers and professionals
		  • need for training in latest methods, techniques, approaches, etc.
		  • lack of recognition or awareness of potential benefits of work
		  • limited contacts with other institutions

	• Knowledge sharing	• opportunities to provide training to colleagues and students/workers
		  • formal
		  • informal
		• transfer of knowledge from IDRC training:
		  • extent of transfer (number of people, scope of training)
		• estimate of overall impacts on institution
		• satisfaction with results

	• Institutional training needs	• types of programs • preferred recipients • expected benefits • expected problems
6.0 COMMUNICATION WITH CANADIANS	• Travel to Canada	
	• Contacts with Canadian colleagues	
	• Benefits from contacts	
7.0 NETWORK DEVELOPMENT	• Academic	
	• Professional — public sector; private sector	
	• Institutions	

CHAPTER 2

SURVEY METHODOLOGY

This survey includes two components: 1) a global tracer survey of award recipients from other countries; and 2) a survey of recipients of Young Canadian Researcher (YCR) awards. The international awards covered many types of training programs in a broad variety of disciplines and fields of study. Study was conducted in all parts of the world, including Canada, other developed countries and developing countries. Most YCR awards were for Canadian students to conduct field work abroad, usually for a thesis or research paper on a development-related topic, leading to a degree in a graduate studies program in a Canadian university. Some YCR awards were job placements in a developing country for young Canadian professionals. The survey did not include recipients of awards of IDRC's Pearson Program, a combined program of work and study in Canada for professionals from developing countries. The Pearson Program was studied in a separate evaluation in 1989/90.

2.1 Survey Instrument Design

The survey instrument design stage began with the preparation of a draft questionnaire for the survey of former award recipients from developing countries. This draft questionnaire was reviewed by IDRC personnel at both headquarters and in the regions. After receiving comments from regional staff and holding further discussions between IDRC project team members and the consultant, a second draft of this questionnaire was developed. A third and final version of the questionnaire was prepared after final discussions among project team members. A French-language version was also prepared by the consultant. IDRC regional staff in Latin America prepared a Spanish-language version. The English-language version of the questionnaire for this component of the survey, annotated with the survey marginals (descriptive statistics), is presented in Appendix A of this report.

2.2 Survey Administration and Final Sample Characteristics

The administration of the global survey was the responsibility of the IDRC staff in the regions. Each region was responsible for setting up a team to identify and locate former award recipients, to distribute the questionnaires and to take whatever steps were necessary to secure their return. The efforts of the regions are documented in the series of region-level reports prepared as part of this study.

Sample Characteristics

Between 1971 and 1990 IDRC provided about 1,900 awards and fellowships to trainees from around the world. About 200 of these awards were under the Young Canadian Researcher (YCR) Program, a program which provided support to

Canadian researchers working towards an advanced degree at a Canadian university to conduct field work in developing countries. The YCR Program is the subject of a companion study conducted at the same time as this Global Tracer Study. About 170 of the IDRC awards were for fellowships under the Pearson Program, a combined program of work and study in Canada for professionals from developing countries. The Pearson Program was the subject of a 1990 evaluation study conducted by IDRC.

Of the approximately 1,500 IDRC training awards and fellowships provided since 1971 (excluding YCR and Pearson Program awards), almost 1,200 were made available to trainees between 1981 and 1990, the 10 year period which was the focus of this tracer study. The regional breakdown of awards made during this period is as follows:

❑ Asia	363
❑ South Asia	109
❑ East Africa	243
❑ West Africa	174
❑ Latin America	240
❑ Middle East	53
Total	1,182

The 1991 Global Tracer Survey was conducted in four regions: Asia, South Asia, West Africa and Latin America (which also includes the Carribean). The East Africa region had conducted a study of award recipients a few years prior to this study and did not choose to initiate another survey. The Middle Eastern region was not included for practical reasons: there were relatively few award recipients in the region and the staff in IDRC field offices were relatively distant from them, making survey administration (tracing, follow-ups, etc.) more difficult.

Considering that the survey dealt with a period of over 10 years, we believe that IDRC staff were very successful in eliciting a positive response from their former award recipients. Out of a maximum of 886 award recipients in the four

participating regions, completed survey questionnaires were received from 248: 89 from the two Asian regions, 84 from West Africa and 75 from Latin America. This represents 28 per cent of the theoretical maximum number of awardees in these regions who could have participated in the survey: 19 per cent for Asia; 31 per cent for Latin America; and 48 per cent for West Africa. The actual response rate (as measured by the number of completed responses over the total number of questionnaires distributed) is higher, by an indeterminate proportion, for several reasons: deaths, award recipients who could not be traced, absences during the survey period, etc. This response rate cannot be calculated precisely because of uncertainty about the number of questionnaires which were received by former award recipients.

The ratios of survey responses and total IDRC award recipients are almost the same for more recent awardees (1986 - 1990) and those who received their awards more than five years ago (1981 - 1986): 30 per cent for earlier awardees (155 responses out of a total of 522 awards) and 26 per cent for more recent awardees (93 responses out of a total of 363 awards). This indicates that IDRC staff were successful in tracing less recent award recipients and in securing their participation in the study.

A breakdown of the location of the institution where the IDRC-sponsored training was conducted is as follows:

	Location of Training Institution	Percentage of Trainees
1.	Canada	38
2.	Developed Countries	27
	Australia	1
	France	4
	Great Britain	10
	Netherlands	1
	United States	9
	Other	2
3.	Developing Countries	35
	Argentina	4
	Brazil	5
	Chile	2
	Colombia	2
	Costa Rica	2
	Mexico	2
	Philippines	8
	Senegal	4
	Singapore	1
	Togo	1
	Tunisia	1
	Other	3

CHAPTER 3

PROFILE OF AWARD RECIPIENTS

▸ *Educational Background of Award Recipients at Time of Award*

IDRC awards have generally been given for advanced level academic training. Over 80 per cent of award recipients already had a university degree at the time of the award; 44 per cent already had a graduate level degree (25 per cent with a Masters degree and 19 per cent with a Doctoral degree). The few without a university degree usually had some type of specialized training at a college or other training institution.

Award recipients had studied in a very broad range of disciplines prior to their award. The most frequent areas of study were health — 14 per cent and agriculture — 12 per cent. Other areas of study included education, sociology, economics, information sciences and engineering. The distribution of the fields of study and disciplines in which the award recipients had studied for their degrees is presented in the survey marginals (Appendix A-1, Q. 1.b).

- *Professional Background of Award Recipients at Time of Award*

Many IDRC award recipients had well-established professional careers when they received their award. Most had already spent a substantial amount of time working in a professional career prior to the award. On average, award recipients had almost 10 years of work experience before receiving the award; 35 per cent had five years or less, 27 per cent had five - 10 years and 38 per cent had over 10 years of work experience.

At the time of their award, most recipients worked in a university (39 per cent) or a research centre (28 per cent). Another 22 per cent worked in the public sector, most frequently in a national government office (15 per cent); nine per cent worked with a non-profit organization; just two per cent worked in the private sector

A large number of recipients (42 per cent) considered themselves to be mid-level staff in their organization: e.g., a program officer, middle manager or teaching professor). Relatively equal numbers considered themselves to be junior staff (e.g., research assistant, teaching assistant) or senior staff (Director, Dean, senior executive or administrator): 21 per cent and 19 per cent, respectively. The remaining awardees were students who held some other type of position.

At the time of the award, 28 per cent of recipients were engaged principally in research and 14 per cent were teaching. Another 10 per cent were engaged in program or project implementation and just seven per cent were working primarily in management.

CHAPTER 4

CHARACTERISTICS OF IDRC AWARDS

▸ *Type of Training*

While most IDRC awards have been targetted to scientific and technical training at highly advanced levels -- over 80 per cent of recipients were university graduates at the time of the award -- the training has been a balance of graduate-level degree programs and other forms of specialized courses and programs. Approximately one half of all training was for a graduate-level university program: 17 per cent of awards were for doctoral or post-doctoral training and 34 per cent were for a Masters program. The other half of training programs included 25 per cent for short-term, non-degree courses and 24 per cent were for other types of training such as special diploma courses or student field work.

Many of the training programs had a practical, work-related component. Almost half of the trainees (44 per cent) participated in practical on-the-job or project-related training. The average length of time was six months, although for almost 50 per cent of trainees the on-the-job training was for three months or less. About 10 per cent of the trainees worked for more than 12 months.

▸ *Length of Training*

The typical training period for an IDRC award was about one year. The average amount of time spent on course work was 11 months, although this varied a great deal. For about one-third of the students course work lasted five months or less; for another third the course work lasted between six and 12 months; for the remaining third the course work lasted more than 12 months.

For most of those students taking longer courses of study, the course work took 18 months (10 per cent) or 24 months (5 per cent); a very small percentage took courses that lasted for 36 months or more (3.5 per cent).

The students whose training programs included writing a thesis typically spent equal amounts of time on the course work and thesis; the average amount of time required to write the thesis was also about 11 months. Over 50 per cent of the students had completed the thesis within six months; after 12 months the proportion was over 75 per cent. About nine per cent of the award recipients took more than 24 months to complete their thesis.

▸ *Type of Training Institution*

The majority of award recipients (64 per cent) were trained in a university; another 21 per cent were trained in a research centre and nine per cent were trained in a non-profit organization. A few (six per cent) were trained in a private or public sector organization.

▸ *Location of Training*

As presented in Chapter 2, IDRC award recipients were trained in all parts of the world. Over 60 per cent were trained in developed countries: 38 per cent in Canada and 24 per cent in other developed countries (including 10 per cent in Great Britain, nine per cent in the U.S. and four per cent in France). The remaining 38 per cent were trained in developing countries, including eight per cent in the Philippines, five per cent in Brazil, four per cent in Argentina and four per cent in Senegal.

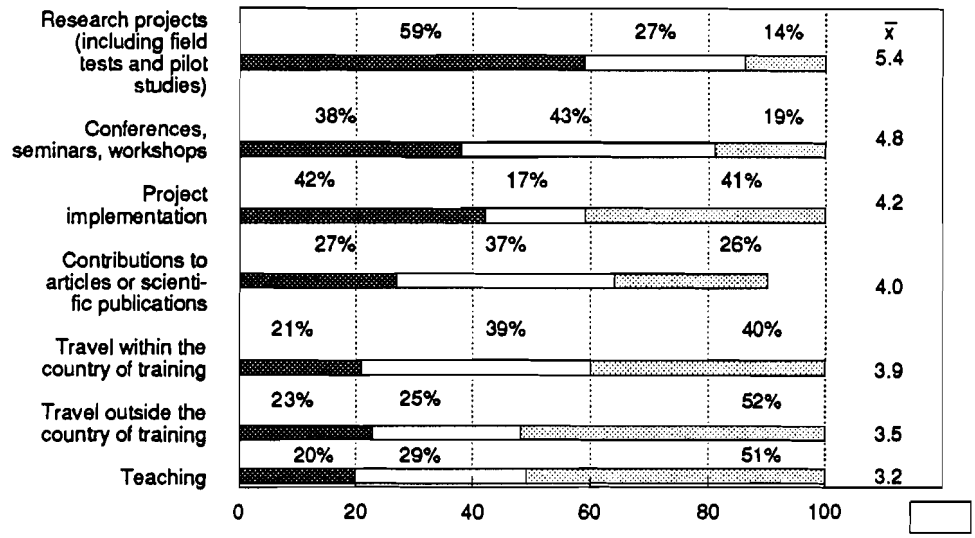
▸ *Types of Training Activities*

Participants in IDRC-sponsored training programs engaged in a variety of activities during the training period. In addition to the large number of people already discussed who combined academic study with work or other practical activities, many trainees also took part in research projects, participated in the implementation of projects after the planning and testing had been completed, taught, attended conferences and seminars, and travelled, both within and outside the country where they were studying.

A profile of the extent of trainee participation in some of these important training-related activities is presented in Exhibit 4.1. This exhibit shows that trainees were most actively involved in research projects, followed by participation in conferences and seminars and project implementation. Teaching was the activity for which participation levels were the lowest.

There were some differences in the participation levels in these activities by the location of the training institution (this analysis differentiated between training in Canada, other developed countries and developing countries). For example, trainees at institutions in developing countries were more likely to participate extensively

EXHIBIT 4.1
Levels of Participation in Training-Related Activities



Extensive participation = 6,7 on 7-point scale; some participation = 4,5; no/little participation - 1,2 and 3.

$\bar{x}$ = the average score on the 7-point scale.

in research projects: 70 per cent of trainees compared to just over 50 per cent at institutions in developed countries. They were also more likely to be extensively involved with project implementation: 52 per cent compared to 40 per cent of those trained in Canada and 28 per cent of those trained in other developed countries. The participation levels for other activities were relatively similar at this level of analysis.

There were a few important differences in participation levels in these activities between trainees who received their award prior to 1985 and those who received their award between 1985 - 1990. More recent award recipients were more likely to have participated in both research projects (65 per cent compared to 54 per cent) and

project implementation (49 per cent compared to 36 per cent). The more recent awardees were also more likely to have attended conferences, seminars and workshops: 46 per cent compared to 30 per cent.

Trainees in graduate studies programs (about one-half of the award recipients) were less likely to have been involved in teaching (10 per cent compared to 31 per cent of trainees in other programs). They were also less likely to have travelled during their training, either within the country of training (15 per cent compared to 27 per cent) or outside the country of training (17 per cent compared to 30 per cent).

CHAPTER 5

SATISFACTION WITH THE IDRC AWARDS PROGRAM

Award recipients, for the most part, were very satisfied with all of the aspects of the IDRC-sponsored training, including the quality of the training institution and instruction as well as the financial support from the centre. Even though we would expect reported satisfaction levels to be high, the findings are significant for the very high satisfaction levels and the consistency of the findings across all regions, types of programs and types of trainees. Typically, between 85 per cent and 95 per cent of trainees were satisfied with each of the aspects of the training program about which they were asked; about one-half were very satisfied. Similarly, award recipients were very positive about the knowledge, skills and abilities gained during the period of IDRC-sponsored training. A large majority of trainees reported that they were satisfied with what they had learned, both in areas directly related to their field of study and in other general skill areas like communication skills, project management and the process of conducting research.

Some of the suggestions for improvements to the program included greater flexibility in length of tenure of the awards to allow recipients to gain practical experience and improved communication with other professionals and experts in the field.

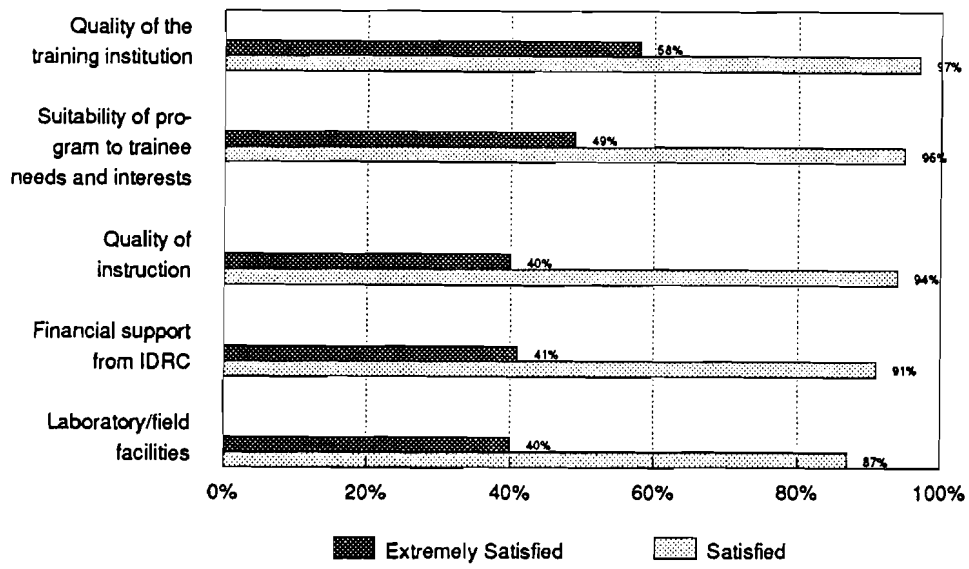
▸ *Training Programs*

As indicated, almost all of the former trainees were satisfied with each of the aspects of the training program discussed: i.e., the quality of the training institution, the suitability of the program to their needs, the quality of instruction, financial support from IDRC and the laboratory and field facilities available. The levels of dissatisfaction were trivial; they varied from between just one per cent and six per cent. At least 40 per cent of respondents, and as many as 58 per cent, were "extremely satisfied" with the different aspects of the training program reviewed. Overall, the most positive ratings were given to the quality of the training institution and the suitability of the program to trainee needs and interests. The results are presented in Exhibit 5.1.

▸ *Knowledge and Skills Learned During Training*

Award recipients were also very satisfied with knowledge, skills and abilities gained during the period of IDRC-sponsored training. While the levels of satisfaction were not quite as high as for the aspects of the training program presented in Exhibit 5.1, a large majority of trainees reported that they were very satisfied with what they had learned. This includes a broad range of knowledge and skills not necessarily directly related to their field of study. Not surprisingly, trainees were most satisfied with the knowledge acquired about the theoretical and substantive content in their chosen field of study; 94 per cent were satisfied with this aspect of the training, including 41 per cent who were "extremely satisfied". Almost all award recipients were also satisfied with other important skills that they had learned such as how to conduct research (88 per cent), communication and interpersonal skills (85 per cent), dealing with practical development problems (82 per cent), and project management skills (70 per cent). These results are presented in Exhibit 5.2.

EXHIBIT 5.1
Trainee Satisfaction with the
Awards Program

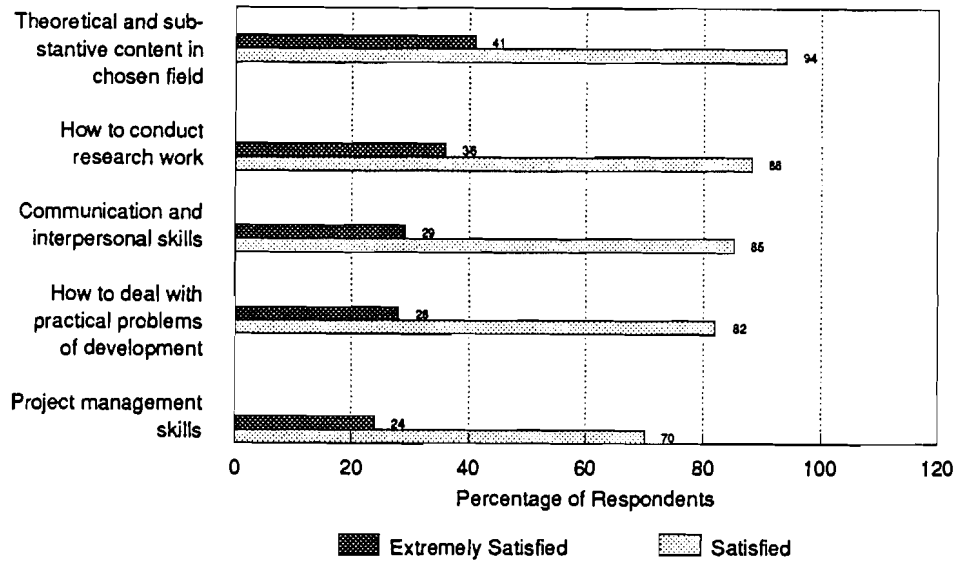


Satisfied = 5,6 or 7 on 7-point scale;
extremely satisfied = 7.

Award recipients who received their training in Canada tended to be more positive about the knowledge and skills learned during training than those trained in either other developed countries or developing countries. A summary of the major differences are as follows:

- 95 per cent of those trained in Canada were satisfied with what they learned about how to conduct research; this compares with 80 per cent of those trained in other developed countries and 86 per cent of those trained in developing countries;

EXHIBIT 5.2
Satisfaction with the Knowledge and Skills Learned During Training



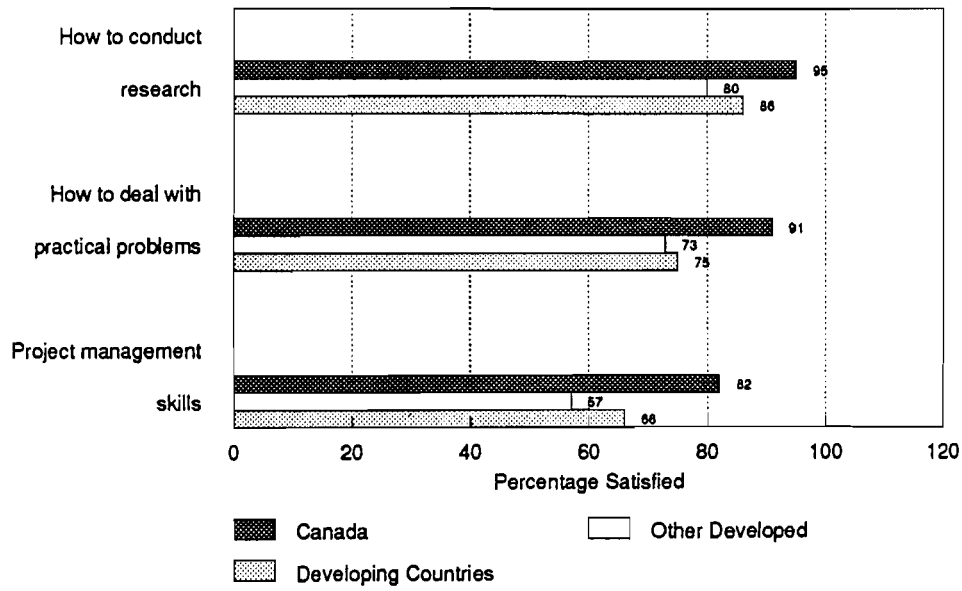
Satisfied - 5,6 or 7 on 7-point scale; extremely satisfied = 7.

- the differences are even greater for learning to deal with practical problems: 91 per cent of Canadian-trained awardees were satisfied compared to 74 per cent of those trained in other locations;

- similarly for project management skills: 82 per cent of those trained in Canada were satisfied compared to 57 per cent for those trained in other developed countries and 66 per cent for those trained in developing countries.

These differences by the location of training, which are presented in Exhibit 5.3, were the only significant relationships between satisfaction levels with the skills and knowledge gained during training and several other key variables such as the period of the award, the type of program, the region of origin of the trainee, etc.

EXHIBIT 5.3
Satisfaction with the Knowledge Gained:
Differences by Training Location



► *Suggestions for Program Improvements*

Although the statistical results clearly show that individuals were generally very satisfied with their IDRC-sponsored training, some of the comments to open-ended questions contained in the questionnaire revealed aspects of the awards

program that individuals felt needed improvement. Many respondents felt the IDRC should extend the tenure of the award so that recipients can apply their theoretical knowledge to projects that allow them to gain some practical experience. One respondent stated, " For a doctorate program most of the skills are self-taught, it therefore takes longer to become proficient, this needs to be recognized when deciding on the tenure of the award."

Another area of concern for a large number of award recipients was the lack of communication between participants in the current program and other professionals, experts and institutions from whom they could benefit. They felt the IDRC should play an active role in maintaining linkages between other trainees, other countries and other organizations. One individual stated the concern in this manner: "Individual befriending in training has been very useful, it needs to be enhanced and developed." However, according to a few survey respondents, as things are now such communication is far too infrequent; there is no official contact with the IDRC and there is insufficient provision for networking among professional colleagues.

A few respondents expressed the need to improve the present curriculum of certain programs. They felt that the curriculum did not provide for specialization in any particular discipline; the respondents who noted their concern felt that research methods, statistical procedures and management techniques were not taught. As well, they felt more emphasis should be placed on practical problems in information handling. It was also recommended that some on-the-job experience (e.g., through co-operative study and\or work programs) be provided during the training period.

A small number of survey participants were not satisfied with the financial allotment provided to them by the IDRC. They stated that, in some cases, the amount awarded was simply insufficient to cover all one's expenses. One respondent commented, " Compared to other fellows supported by the Rockefellor Foundation, the funds I received were about half of theirs and the amount of money is not enough for

living above the poverty line." Another respondent noted that the recipients' frustration with their financial allotment would not be as high if the IDRC would clearly indicate how much support they will receive instead of how much possible support exists.

A few award recipients felt that the IDRC should expand their role in the awards program. They believed that the IDRC should continue to support award recipients after they have finished their training program. A suggestion was that the IDRC could extend benefits to award holders by inviting them to seminars/conferences or short term programs to share the knowledge they gained. One respondent felt the IDRC should pick up some of the trained persons and assign them to IDRC projects in different countries.

There were some other aspects of the awards program and training received that small numbers of respondents were not satisfied with. For example, a few award recipients felt that an IDRC officer should visit and check to see that recipients are taking courses that are relevant to their particular program. According to a few others, awardees should be affiliated with a faculty in order to use their facilities; also awardees should be given a certificate or degree acknowledging fulfilment of the program. One respondent felt it would be beneficial to the recipient, as well as the IDRC, to allow recipients to obtain a strong knowledge of the English language before they take their degrees. Finally, one respondent stated that some of the trainers were not friendly or accommodating.

CHAPTER 6

BENEFITS AND IMPACTS OF IDRC-SPONSORED TRAINING

The results of the Tracer Survey provide the opportunity to review some of the impacts and benefits of IDRC-sponsored training programs. These impacts and benefits have been analyzed in two ways: for the individual, including career initiation and advancement and the achievement of professional goals; and for the development of the institution in developing countries.

The survey results indicate that the IDRC-sponsored training has produced significant benefits for individual participants. Most think that the training has helped them in their careers, both in the initial stages of their post-training professional career and in their overall progress since the training period. A more objective analysis of the pre-training and post-training positions of the awardees also shows that most participants have made positive progress in their careers. Many credit the training with benefits such as direct or indirect assistance with securing employment, rapid career progress, and prestige or special recognition from colleagues and co-workers.

Related to the issue of career development, and perhaps of greater importance to the IDRC as an agency concerned with the development of scientific excellence, is the scientific and research activities of former awardees. Almost all of the IDRC awardees are employed with organizations engaged in scientific and research activities. Over three-quarters are members of professional or scientific associations, over two-thirds have published books or articles in scientific journals, and about 40 per cent listed special achievements or awards they have received during their relatively brief (on average) careers since completing the training. A majority are very active in the following professional activities: conducting research, presenting papers and attending conferences and workshops, managing research projects, and preparing proposals for research funding. A large majority of awardees thought they have been successful at this point in their careers in achieving some of their important development-related career goals including the implementation of practical solutions to development problems, finding innovative solutions through research, sharing knowledge, and developing the capabilities of their country in their field.

The evidence from the survey about the impacts of training concerning the development of institutions and national research capacity is less direct, mainly because the survey design was not focused at the level of the institution or the nation. However, survey respondents provided three types of very useful information on these themes: 1) the capacities of institutions; 2) the barriers to the development of institutional and national research capacity; and 3) the types of training programs needed most in their countries. On the topic of institutional capacities the results were moderately positive; slightly over half of the respondents thought capacities for research, contributing to development policy, training and education, etc. were high; the other half thought that the capacities were moderate or low. Limited financial resources was by far the most serious problem to the development of research capacity for most former trainees; a number of other inadequacies in areas such as research facilities, qualified researchers and contacts with other institutions

were seen as moderate to serious barriers to development. Two types of training programs were cited more than any others as the ones most needed: 1) short-term specialized training for experienced professionals; and 2) cooperative programs incorporating academic and practical training.

6.1 Career Initiation and Advancement

▸ *Special Recognition from IDRC Award*

Most award recipients believed that there was some special recognition and prestige associated with the IDRC award, particularly from colleagues and co-workers after completion of the training. Almost 85 per cent of award recipients believed that their colleagues and co-workers attributed some special recognition or prestige to them as a result of the IDRC award, including 58 per cent who thought that the prestige associated with the award was very high (i.e., ratings of six or seven on a seven-point scale). The levels of recognition from university administrators and teachers and from other students perceived by award recipients were also high; almost 50 per cent of award recipients thought that there were high levels of special recognition and prestige from these groups.

The perceived levels of recognition from colleagues and co-workers were higher for those who had studied in developed countries. For those who had studied in Canada, 67 per cent rated the recognition and prestige as very high; for those who studied in other developed countries the figure was 58 per cent (the overall average rating); for those who studied in developing countries the figure was 50 per cent.

The levels of recognition from university staff and students perceived by trainees from West Africa were particularly high; over 60 per cent rated the recognition and prestige from these people as very high.

▸ *Career Choices After Completion of Training*

The majority of trainees (53 per cent) returned to their previous position upon completion of the IDRC-sponsored training. Almost one-quarter (22 per cent) took a new position with the same organization where they had worked prior to the training period. A few took a new position with another organization or began their first job.

For those award recipients entering a new position, 20 per cent said that IDRC played a direct role in helping them to obtain the position; another 52 per cent said that IDRC had played an indirect role.

▸ *Current Employment Status*

Almost all former trainees are currently employed (96 per cent). The average length of time in their current job is about three years. In addition, 35 per cent have a second position that is related to their professional career. On average, about 30 per cent of the time is spent on the second job for those with two positions; the second job also produces about 30 per cent of the average worker's income.

As with the actual training during the award period, a majority of award recipients are currently associated with either a university (27 per cent) or a research centre (25 per cent) for their principal employment. Many also work for a national government (19 per cent) or a non-profit organization (17 per cent). Very few work in the private sector (six per cent).

The main types of work done by former awardees in their principal job are as follows: management and administration — 30 per cent; research — 21 per cent; program or project implementation — 18 per cent; and teaching — 16 per cent.

An analysis of the positions held by award recipients prior to and after the IDRC-sponsored training shows that there has been a significant and positive progression to the higher ranks of the organizations in which they work. Over 30 per cent currently hold senior positions in their organization, compared to less than 20 per cent prior to the training. Almost 70 per cent hold positions in the middle levels of the organization; this compares to just over 40 per cent prior to training. While over 20 per cent held junior position prior to training, there are very few former awardees who currently hold junior positions.

A sample of some of the titles of positions currently held by former award recipients is as follows:

- Chief Medical Librarian
- Principal Cartographer
- Division Chief, Socio-economic Research
- Research Scientist
- Deputy University Librarian
- Deputy Director of Economic Research
- University Dean, Professor
- University Dean, Head of Department
- Health Doctor-in-Chief
- Assistant Agricultural Economist
- Senior Research Officer
- Head of Group, Research
- College Dean
- Associate Professor
- Staff, Department of Child Health
- Director of Research and Information Services
- Vive-President, Management and Research
- Assistant Professor of Epidemiology

- Head of Fish Nutrition Project
- Director, Epidemiological Research

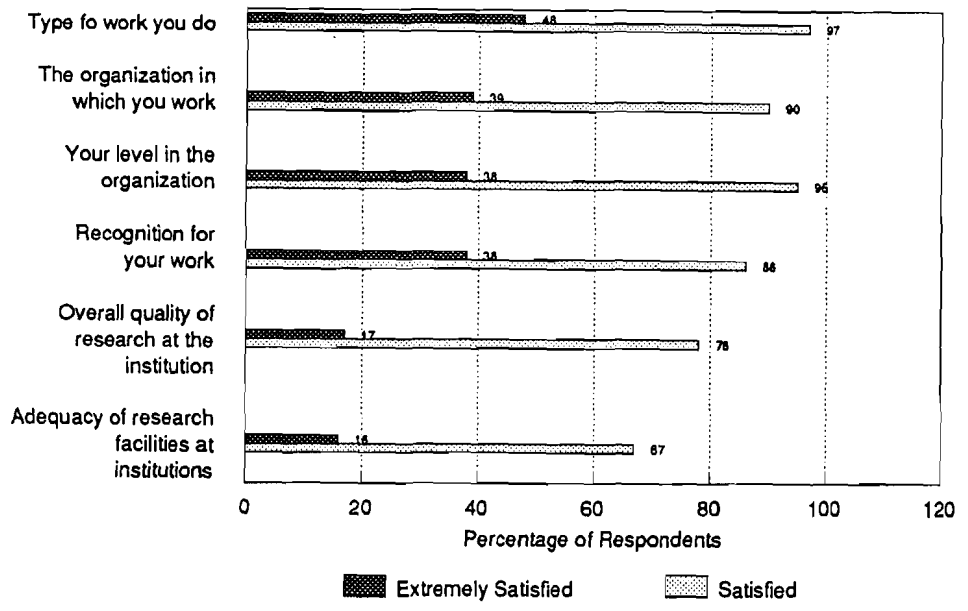
About one in four of former awardees (24 per cent) have held jobs other than their current position since completing their training. A few have held as many as four other jobs. In general, these jobs were with the same types of organizations as their current positions (i.e., the distribution of organization types are similar), with about 50 per cent of the jobs being with universities or research centres.

Satisfaction with Current Employment

Most survey respondents reported that they are very satisfied with those aspects of their employment that concern them personally and somewhat less satisfied with the capabilities of the institutions which employ them. For the type of work they do, their level in the organization and the recognition received for their work, typically about 90 per cent of the awardees were satisfied with these aspects of their current job. They also tended to be very satisfied with the organization in which they work. Considering the overall quality of the research conducted in their chosen field at the institution, 78 per cent were satisfied, with 17 per cent being extremely satisfied. Satisfaction levels were lowest for the adequacy of the research facilities at their institution of employment: while 67 per cent were satisfied, just 16 per cent were extremely satisfied and 33 per cent were not satisfied. The findings about respondent satisfaction with their current employment are presented in Exhibit 6.1.

Individuals with more work experience (i.e., those who had more than 10 years of work experience before receiving their awards) were more satisfied with their current position than trainees with less work experience. On average, satisfaction levels for their level within their organization, the overall quality of research, the adequacy of research facilities and the amount of recognition received for their work were at least

EXHIBIT 6.1
Satisfaction with Current Employment



Satisfied - 5,6 or 7 on 7-point scale;
extremely satisfied = 7.

10 per cent higher for the more experienced award recipients. The difference in the amount of work experience prior to the IDRC awards did not affect respondent satisfaction with the type of work currently performed.

▸ *Career Advancement*

Most former award recipients seemed to think that their IDRC-sponsored training had been of benefit to their career development. Respondents were most positive about the benefits of the IDRC-sponsored training to their *overall career progress*: 92 per cent thought the training had been at least somewhat helpful and 72 per

cent thought that it had been very helpful (i.e., a response of six or seven on the seven-point scale).

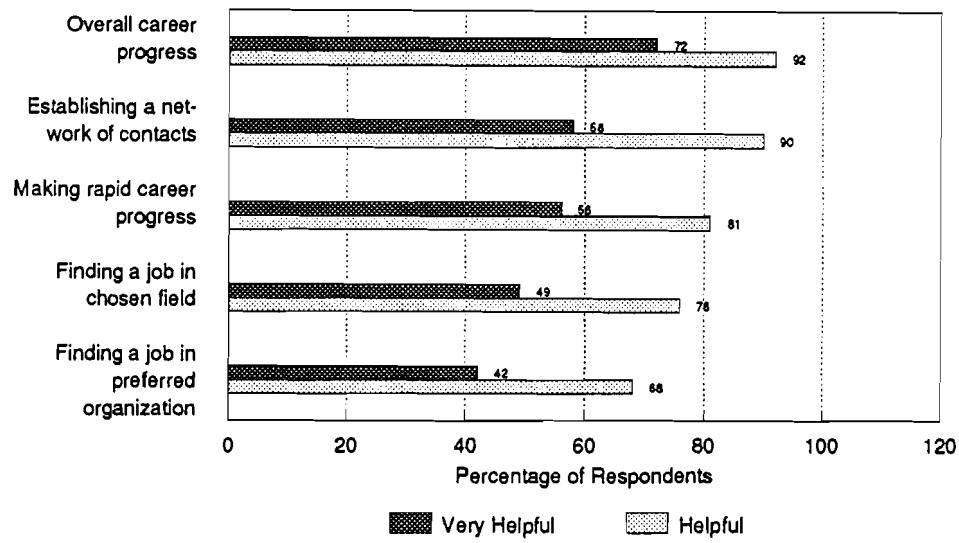
There were two specific benefits of the training that were cited by a majority of former trainees. Most thought that the training had helped them to establish a broad network of colleagues and professional contacts, something which they rated as very important to their professional and scientific activities; almost 60 per cent thought the training had been very helpful in this area. Most former awardees (54 per cent) also thought that the training had helped them to make more rapid career progress.

According to former trainees, the IDRC-sponsored training helped them to find a job, both in their chosen field and in their preferred organization. Although the ratings for these aspects of career development were not quite as positive as those for career progress and establishing professional contacts, it should be remembered that over one-half of the trainees initially returned to the same job within the same organization that employed them prior to the award. Those who went to a new job upon completion of the training, ratings of the benefits of the IDRC training were much higher.

These results concerning respondent opinions about the helpfulness of IDRC-sponsored training to career development are presented in Exhibit 6.2.

Award recipients who were trained in developed countries, particularly Canada, were more likely to report that the IDRC-sponsored training had helped their career than those trained in developing countries. Generally the differences are not large; typically about 10 per cent more of the respondents trained in developed countries found the training to be very helpful. For example, about 78 per cent of those trained in Canada found the training helped overall career progress compared to 71 per cent trained in other developed countries and 65 per cent trained in developing countries. In two other areas, making rapid career progress and establishing a broad network of colleagues and professional contacts, slightly over 60 per cent trained in developed

EXHIBIT 6.2
Ratings of Help From IDRC-Sponsored Training for Career Advancement



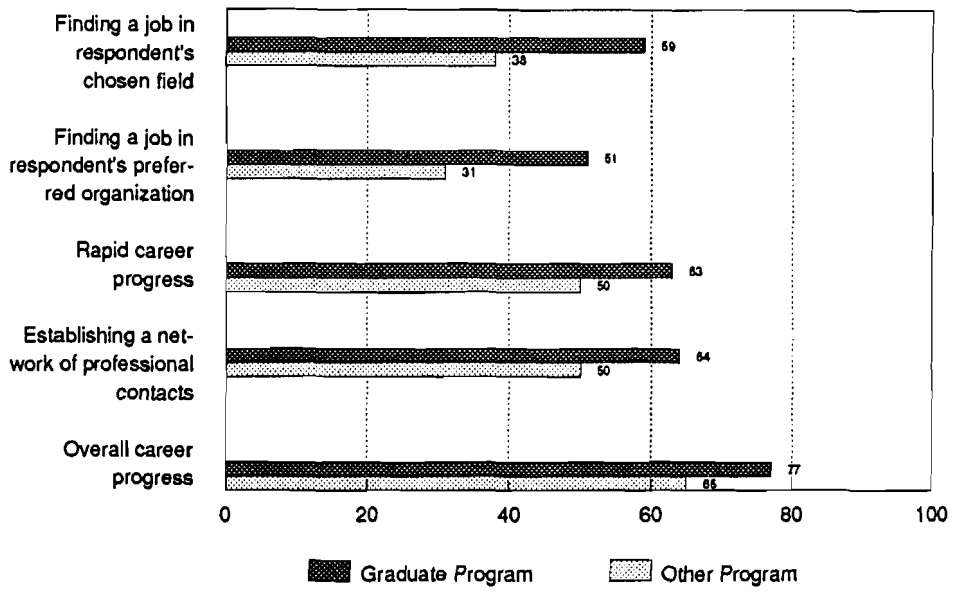
Percentages calcuated using 7-point scale: responses 4-7 helpful and 6 or 7, very helpful

countries found the training to be very helpful compared to slightly over 50 per cent of those trained in developing countries. For finding a job in the respondent's preferred organization the pattern was slightly different: the proportion of respondents who found the training very helpful was still highest for those trained in Canada (49 per cent). The ratings were lowest for those trained in other developed countries (35 per cent); the figure was 43 per cent for those trained in developing countries.

Award recipients who had taken a graduate-level training program were consistently much more likely than those who had taken other types of training to credit the IDRC-sponsored program with helping career advancement. The greatest

differences were for finding a job, either in the respondent's chosen field or in the respondent's preferred organization. These differences are presented in Exhibit 6.3. In interpreting the net benefits of different types of training programs it should be remembered that the graduate-level training programs are usually of longer duration and involve greater expense.

EXHIBIT 6.3
Help for Career Advancement Differences
in Ratings by Type of Training Program



Source: IDRC Global Tracer Survey

We also found that those who had received their award prior to 1985 were about 10 - 12 per cent more likely to rate the training as being very helpful in career advancement. For example, 76 per cent of those receiving their award prior to 1985 thought that the training had been very helpful (overall) compared to 67 per cent of more

recent awardees. The corresponding figures for making rapid career progress are 63 per cent and 50 per cent, respectively. Of course the reason for some of these differences may be that the more recent graduates have not had as long a time to establish a career or sufficient opportunity to evaluate their career advancement.

The general feeling among respondents was that the IDRC - sponsored training was extremely beneficial for advancing their careers. The positive feedback was noted in many of the responses to the open - ended questions contained in the survey. The majority of award recipients felt the training opportunities led to higher educational attainment, which in turn led to better positions, more respect and recognition, and a higher income. Respondents reported that they were able to establish connections with colleagues, governments and institutions through their training. According to many respondents, rapid advancement frequently followed their training.

Award recipients also felt the university-level training provided a foundation that college training could not. The training provided exposure and access to modern facilities, equipment and projects, as well as the opportunity to develop networks with key people in their professions or in industry. Many also reported that the training gave them a solid background in their respective subjects of interest, providing practical experience, expertise and knowledge, and increased appreciation for their fields of study.

The consensus among the award recipients was that the training increased their marketability, gave them confidence, and opened doors in their profession that otherwise would have been closed. According to many respondents, the IDRC - sponsored training enabled them to improve their aptitude in research and consulting, as well as to improve their research techniques and teaching skills: for example, they were better able to think analytically and critically. Also, the training gave them the ability to perform their work more efficiently.

A number of respondents noted that they were required to improve their language skills (usually English-language skills), a requirement which proved valuable in obtaining a new job and advancing their career. In addition, many respondents felt the opportunity to work with up-to-date computer technology -- hardware and software -- during their award tenure was very helpful in their professional careers.

▸ *Job Mobility*

Respondents were asked about how easy they thought it would be to find another job in their field if they wanted to change jobs. Opinions were mixed on this question. While the majority (56 per cent) thought that finding another job would be easy, relatively few (11 per cent) thought it would be "extremely easy" and only about one-third (36 per cent) thought it would be very easy. There were also some important differences in opinion among different groups of survey respondents. Those who had taken a graduate training program were more likely than those taking other training programs to think finding another job would be easy: 61 per cent and 51 per cent, respectively. Those trained in developed countries (Canada and others) were much more likely than those trained in developing countries to think finding another job would be easy: 65 per cent and 45 per cent, respectively.

Finally, awardees who received their award prior to 1985 were much more likely than recent awardees to think that finding another job would be easy: 70 per cent and 44 per cent, respectively. This last comparison is likely to be a reflection of the greater professional experience of the earlier group of awardees than of the types of training received. In fact, the figure for the more experienced group is probably a fairer rating of the relative job mobility of former awardees since we should not expect recent graduates to have the opportunities of more mature professionals. This would indicate that most IDRC award recipients have acquired readily portable skills as well as the advanced scientific training.

6.2 Professional Goals and Achievement

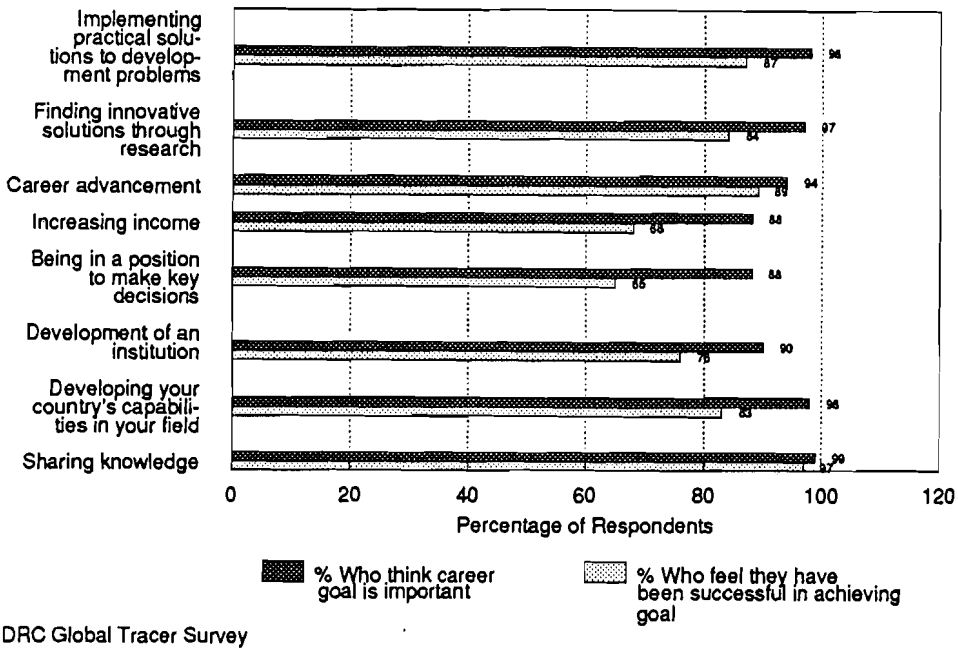
This section will review the career goals of former trainees, the importance of these goals and opinions about their success in achieving these goals. Participation in various scientific activities will also be examined.

▸ *Career Goals — Importance and Success*

Award recipients rated the importance of various goals to their individual careers. Award recipients consider all the career goals identified to be important. Helping to develop their country's capabilities in their field and sharing their knowledge with others were the two goals that trainees rated as the most important: 88 per cent and 92 per cent respectively, rated these career goals as very important. It is interesting to note that award recipients considered 'increasing their income' to be the least important of all the listed career goals. In addition, considering the same goals, they were asked to rate how successful they have been in accomplishing these goals. Most award recipients felt that they had been only moderately successful in achieving their career goals. Exhibit 6.4 presents these results in detail. Exhibit 6.5 summarizes the differences in the ratings of importance and achievement in a graph.

Most respondents, between 50 and 60 per cent on average, rated themselves as being moderately successful in achieving their career objectives. The gap between the ratings of the importance of a career goal and the awardees success in achieving the goal (based on the difference in scale means) was greatest for the following: "implementing practical solutions to development problems", "being in a position to make key decisions", and "developing you country's capabilities in your field". However, the interpretation of these results should take into account the relatively brief careers -- at least since completion of the training -- of at least one-half of the award recipients. Most awardees will not have had the opportunity to realize their career potential.

EXHIBIT 6.5
Importance of Career Goals and Opinions About Achievement



Source: IDRC Global Tracer Survey

While these results show that the majority of former award recipients are only moderately satisfied with their accomplishments so far, a significant proportion thought that they had been very successful in achieving their career goals; typically between 25 per cent and 40 per cent, depending on the specific career goal, thought they had been very successful. Former trainees were most positive about their accomplishments in sharing knowledge: 67 per cent thought they had been very successful in achieving this objective. Award recipients provided the lowest success ratings for their ability to obtain key, decision-making positions and to increase their income.

Most of these overall results about the degree of success of former awardees in achieving their career goals were consistent for different types of trainees and training programs. The one exception is the success of award recipients in implementing practical solutions to development solutions; these results varied by the region of the respondent, the type of training program and the location of the training.

Award recipients from West Africa gave lower ratings of their success in implementing practical development solutions than respondents from other regions. Of those trainees from West Africa, 34 per cent felt they were not at all successful in this area; this compares to 20 per cent of those from Latin America and 13 per cent of those from Asia.

Trainees who received their IDRC awards for graduate programs gave higher ratings of their degree of success in implementing practical solutions to development problems: 37 per cent for graduate program trainees and 26 per cent for those taking other programs. Conversely, 15 per cent fewer graduate program trainees felt they had been unsuccessful in achieving this goal.

Award recipients who were trained in developed countries thought that they were more successful in implementing practical solutions to development problems than those respondents who were trained in developing countries, even though award recipients trained in developing countries were more likely to have had practical or project-related training during their award. The results show that 40 per cent of those trained in Canada and 31 per cent of those trained in other developed countries consider that they have been successful in implementing practical solutions to development problems; this compares to only 23 per cent for those trained in developing countries. This result may be somewhat surprising since one of the rationales for training people in developing countries is to provide them with first hand experience with development problems so that they can be more effective in dealing with these problems.

▸ *Participation in Professional Activities*

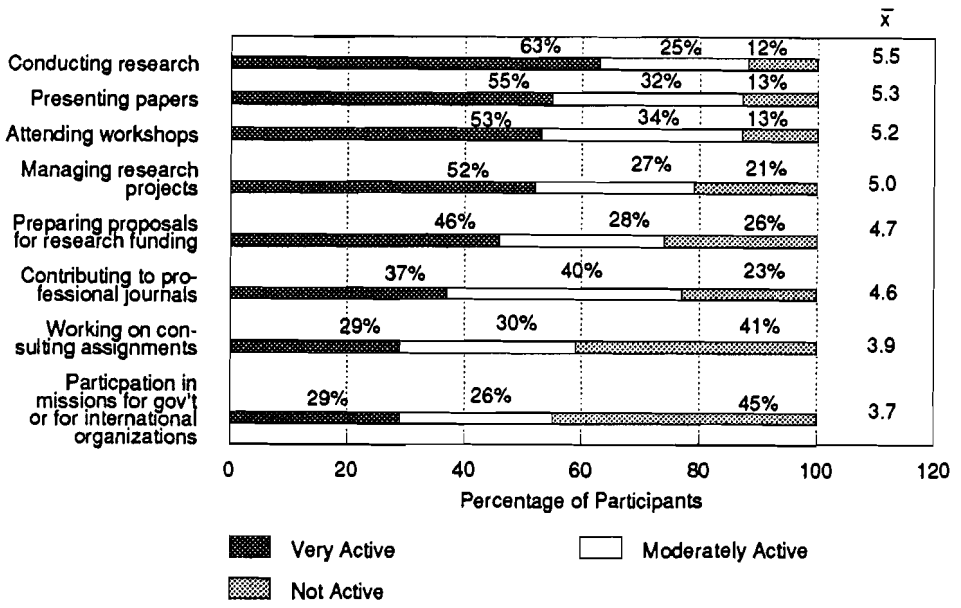
Award recipients have been quite active in professional activities in their fields since completing their studies through their IDRC fellowship or award. Exhibit 6.6 illustrates the activity levels of former trainees for various areas of professional development. Award recipients consider themselves to be extremely active in some areas: for example, conducting research in their field, presenting papers, attending workshops, etc. In a related finding, over two-thirds of respondents reported that they had published a book or an article in a professional or scientific journal; the average number of such publications for these respondents was almost seven. Awardees were less active in activities such as working on consulting assignments and participating in missions for their government or for international organizations.

Trainees who received their awards before 1985 considered themselves to be more active in professional areas than did more recent trainees; 64 per cent of those who received their award before 1985 considered themselves very active (i.e., a six or seven rating on a seven-point scale) in conducting research in the field compared to 48 per cent of individuals who received their award between 1985 and 1990. The differences between earlier and more recent awardees in the frequency of participating in missions for their government or for international organizations is even greater: 41 per cent for earlier award recipients have been very active in this area compared to 14 per cent of more recent award recipients.

Some other differences in participation rates in professional activities are as follows:

- award recipients who took graduate studies programs were 15 per cent more likely than other trainees to consider themselves very active in conducting research in the field.

EXHIBIT 6.5
Participation in Professional Activities



Averages and percentages calculated from 7-point scale: 1-3 = not active; 4, 5 = moderately active; 6, 7 = very active.

- 73 per cent of award recipients trained in Canada were very active in conducting research in the field compared to 61 per cent of those trained in other developed countries and only 36 per cent of those trained in developing countries; this pattern was the same for participating in missions for government, although the differences were not as large.

- former award recipients from Asia considered themselves to more active than those from Latin America or West Africa in several of the professional activities listed in Exhibit 6.5.

Professional Associations

Three-quarters of the award recipients who were surveyed are currently a member of a professional or scientific association. This includes 95 per cent of respondents trained in Canada, 75 per cent of those trained in other developed countries and 60 per cent of those trained in developing countries. By region, about 80 per cent of Asian respondents belong to professional associations compared to about 70 per cent of those from Latin America or West Africa. A sample of some of the professional associations that former award recipients are members of are as follows:

- The History of Education Society
- Association of Health Information in Africa
- The Royal Society for Tropical Medicine and Hygiene
- The Nigerian Cartographic Association
- The American Society for Photogrammetry and Remote Sensing
- The British, China and American Libraries Association
- The International Association of Engineering Geologists
- The Indian and Canadian Public Health Associations
- The Medical Association of Thailand
- The John Hopkins Alumni Association
- The International Epidemiological Association
- The Pakistan Engineering Council
- The American Society of International Law
- The Nepal Agriculture Association
- The Oxford Cambridge Society

▸ *Professional Awards*

About 40 per cent of former trainees reported that they had received some type of scientific or professional award since the completion of their IDRC-sponsored training; this includes well over 50 per cent of those who completed their IDRC training at least three years ago and about 15 per cent of those who have received their training in the last few years. Trainees in special and non-degree programs were as likely to have received an award as those in graduate studies programs.

6.3 Institutional Development

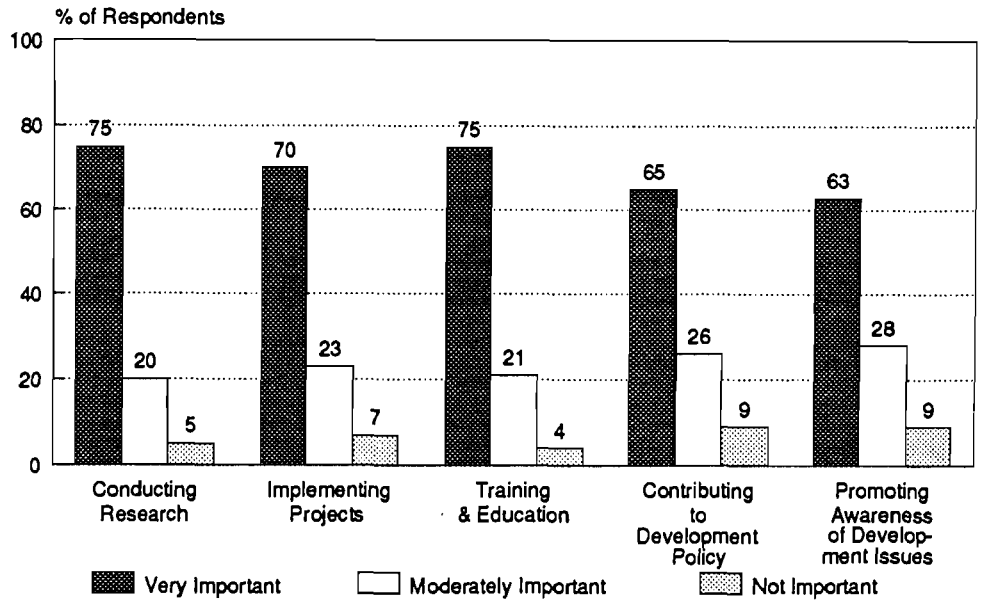
This section examines the views of IDRC award recipients about the priorities of the institutions and organizations which employ them and the capacity of these organizations for conducting scientific research and promoting development. Perceptions about barriers to the development of research capacity will also be discussed. Other topics that will be reviewed include the opportunities the trainees have to share knowledge gained during training and the types of training which they think are needed most in their countries.

▸ *Institutional Priorities*

Conducting research, training and education, implementing development projects, contributing to development policy and promoting awareness of development issues were all considered to be very important institutional priorities by a majority of respondents. The findings for the different institutional priorities reviewed were very consistent: between two-thirds and three-quarters of former award recipients believe the institutions where they work consider these activities to be very important (i.e., responses of six or seven on a seven-point scale). Only between two per cent and six per

cent of the respondents felt their institutions considered these activities not at all important. The results are presented in Exhibit 6.6.

EXHIBIT 6.6
Institutional Priorities



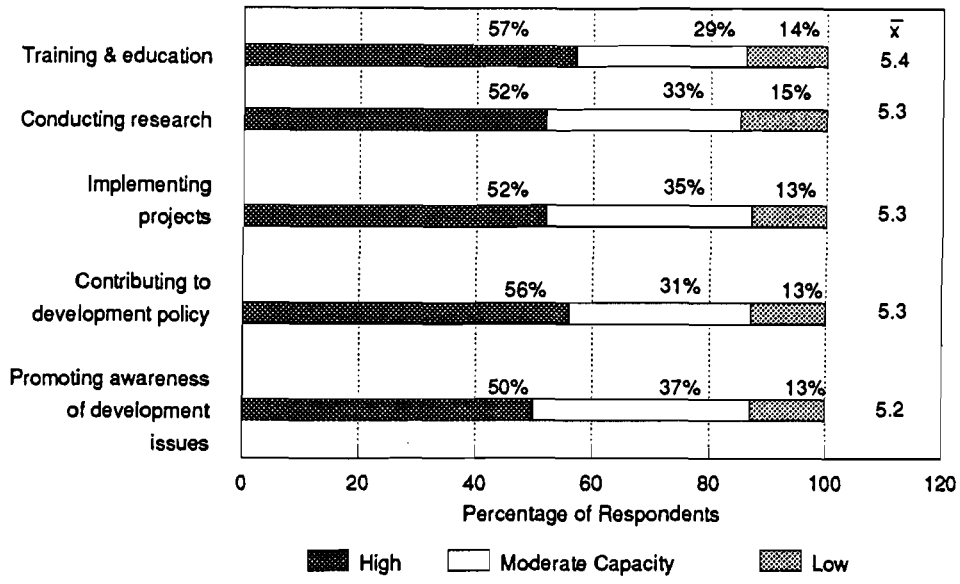
Percentages calculated using 7-point scale; 1-3 = not important; 4-5 = moderately important; 6-7 = very important.

► *Institutional Capacity*

Award recipients felt the institutions in which they are currently working have a high capacity for undertaking institutional development activities. Between 93 per cent and 96 per cent of trainees believed their institutions had at least a moderate capacity for activities such as training and education, conducting research,

implementing development projects, etc. Approximately 50 per cent of respondents think that their organizations have a high capacity in these areas. The results are presented in Exhibit 6.7.

EXHIBIT 6.7
Institutional Capacity



Means and percentages calculated from 7-point scale: 1-3 = low capacity; 4-5 = moderate capacity; 6-7 = high capacity.

Three findings indicate that the location of training is related to the type of institution hiring the awardee and the capacities of the institution. First of all, award recipients who received their training in Canada felt their institution's capacity for conducting research and implementing projects was higher than those trained in other developed countries and developing countries: 57 per cent of those trained in Canada felt

the institutions where they are employed have a high capacity for conducting research compared to 49 per cent for those trained in other developed countries and 45 per cent of those trained in developing countries; those trained in developed countries (Canada or others) were 10 per cent more likely than those trained in developing countries to think their organizations have a high capacity for training and education (60 per cent compared to 50 per cent). Secondly, this pattern was reversed when the award recipients rated the capacity for contributing to development policy. Individuals trained in developing countries were 10 per cent more likely than those trained in Canada to think their institution had a high capacity for contributing to development policy.

- *Barriers and Problems to the Development of Research Capacity*

Limited financial resources were clearly the most serious problem inhibiting institutions from developing research capacity; almost two-thirds of former IDRC award recipients think that this is a serious problem. Other problems that were considered to be relatively serious barriers to developing research capacity (with at least 25 per cent of respondents considering them to be serious problems) include the following: a shortage of qualified teachers (38 per cent rate it a serious problem), limited information resources, inadequate facilities and limited contacts with other institutions. Problems which were not considered to be as serious to most respondents include the use of out-dated methods, a lack of awareness of the potential benefits of developing research capacity, and poor administration and management. These results are presented in Exhibit 6.8.

EXHIBIT 6.8
Problems for the Development of Research Capacity

	Average Rating	Not a Problem	Moderate Problem	Serious Problem
Limited financial resources	5.5	13	25	62
A shortage of qualified researchers	4.4	33	29	38
Inadequate facilities	4.2	33	42	25
Limited information resources	4.1	38	31	31
Limited contacts with other institutions	4.0	42	27	31
Poor management & administration	3.9	40	36	24
Lack of awareness of potential benefits	3.8	43	34	23
The use of out-dated methods	3.3	53	35	12

Source: IDRC Global Tracer Survey

Note: Averages and percentages taken from 7-point scale: 1-3 = not a problem; 4-5 = a moderate problem; 6-7 = a serious problem.

The respondents made a number of useful comments in their responses to open-ended survey questions about the problems with the development of institutional research capacity. Many wrote that there is too often a lack of leadership in the institutions (e.g., Directors are changed too often); others thought that there is "too much bureaucracy". Several reported a range of problems including the lack of interest, motivation, time, incentives, commitment and discipline by the researchers as being

significant problems for institutions in developing research capacity. A few award recipients think that IDRC should maintain stronger links with the network of training institutions and projects supported by IDRC or other like agencies so there may be broader opportunities for professional exchanges and placements.

Some former trainees also felt that a lack of cooperation between people in different fields and with people in institutions in other countries is a problem for developing institutional research capacity. This is the result of insufficient interaction among professionals. More refresher courses and conferences were offered as solutions to enable scientists and researchers to have better access to current knowledge and methods in their professions and disciplines. Other barriers to the development of research capacity noted by respondents were the lack of understanding by key government officers, frequent changes in government policies, and problems with the timely dissemination of research information.

Some of the problems discussed concerned the institutions: for example, problems with organizational structures, a "slow" administration; too many administrative chores and time consuming meetings, staff turnover and the loss of qualified staff as good researchers move to the private sector for financial reasons. Finally, it was stated that a lack of consumers or users of research information, both within and outside the institution, and the fact that user agencies do not generally find it necessary to apply research results were significant barriers to the development of research capacity.

▸ *Opportunities to Share Knowledge During Training*

The sharing of knowledge is the essence and the raison d'etre of the IDRC fellowship and awards programs. Award recipients are given the opportunity to upgrade their skills and increase their knowledge in their chosen fields of study through IDRC-sponsored training. The sharing of knowledge with others from developing

countries produces benefits that have an impact far beyond the benefits to the individual; through the transfer of knowledge and skills to others these benefits can multiply and contribute to the development of both institutional and national capacity for, in this case, conducting scientific research.

IDRC award recipients reported that sharing their knowledge with professional colleagues and co-workers is very important to them. Most have been extensively involved in formal and informal training activities such as teaching, writing and conducting seminars to share their knowledge for the benefit of others. Former awardees think that their IDRC-sponsored training has had a much broader impact than on the individual award recipients; 81 per cent agreed that, overall, many people have benefitted from their IDRC-sponsored training. Most, however, would also like to have even more opportunities to share their knowledge, particularly through discussions with their colleagues and co-workers. They think that their institutions could take much better advantage of their specialized training.

A large majority of award recipients report that they have been able to share their newly acquired knowledge and experiences with students and colleagues: 86 per cent of the trainees frequently provide informal training to other employees and colleagues and 74 per cent have been able to share most of what they learned with students and colleagues through formal training. Over one-half (57 per cent) of award recipients were able to share their knowledge and experiences by writing about them or by giving formal workshops to co-workers (53 per cent do this frequently).

Almost all the trainees (89 per cent) who received their awards before 1985 think that many people have benefitted from their training. What is perhaps more surprising is that almost three-quarters (73 per cent) of those trainees who received their awards after 1985 — trainees who have not had nearly as much time to establish a career — also agreed that they had been able to share the benefits of their training with many people.

Some other significant findings concerning the opinions of former award recipients about the sharing of knowledge with others and the benefits of their training are as follows:

- Award recipients who received their awards for graduate training were more likely than those who received their awards for other types of training to agree that their training has been beneficial to a large number of people: 92 per cent and 72 per cent, respectively.

- Trainees who had more than 10 years of work experience before receiving their awards were more likely to agree that many people benefitted from their training than those individuals who had 10 years or less of experience; 89 per cent of award recipients with more job experience, compared to 76 per cent of less experienced recipients, agreed that many people have gained from their IDRC - supported training.

- Award recipients from Asia were more likely than respondents from other regions to agree that they had frequent opportunities to share their knowledge with others and that their training was beneficial to many people: 90 per cent of Asian respondents agreed that a large number of individuals had gained new knowledge as a result of their training; this compares to 82 per cent from Latin America and 72 per cent from West Africa.

Despite being very positive about their opportunities to share what they have learned with others, most former award recipients (84 per cent) do not feel that they have sufficient opportunities to discuss their training with colleagues and co-workers. Similarly, the majority of trainees (79 per cent) believe their institutions could take better advantage of their specialized training. Respondents identified a few reasons why they

believe their institutions are not taking better advantage of their IDRC training. According to a some, many institutions are preoccupied with short-term success and do not realize the potential long-term benefits that may be derived if employees' specialized training is better utilized. In order to take advantage of employees' training, many award recipients think their institutions will have to increase their interest, support and commitment to research. A number of award recipients believed their institutions would have to increase financial support, provide better research facilities, designate specific times for human resource and research development and possibly provide employees with additional incentives in order to fully utilize their training.

▸ *Types of Programs Needed Most*

Former award recipients are well positioned to provide advice about the types of training programs most needed in their countries. They are highly skilled, highly trained, most have had the benefit of several years of professional experience in organizations dedicated to learning, and most have worked on practical projects related to development in their countries. Survey respondents were asked to provide ratings of the priority that they would assign to different types of training programs in their countries. Overall, the results demonstrate the importance which respondents place on training and human resource development and a majority think that IDRC should place a high priority on almost all types of training programs.

Two types of programs, short-term specialized training for experienced professionals and cooperative programs incorporating academic and practical training, were given extremely high priority ratings; approximately 85 per cent thought these should be high priorities for IDRC. These are very interesting results which suggest that the historical priorities of IDRC in its training programs should be shifted somewhat. Although most awardees received support for graduate-level university training, almost all now think that the highest priority should be given to shorter, more specialized training

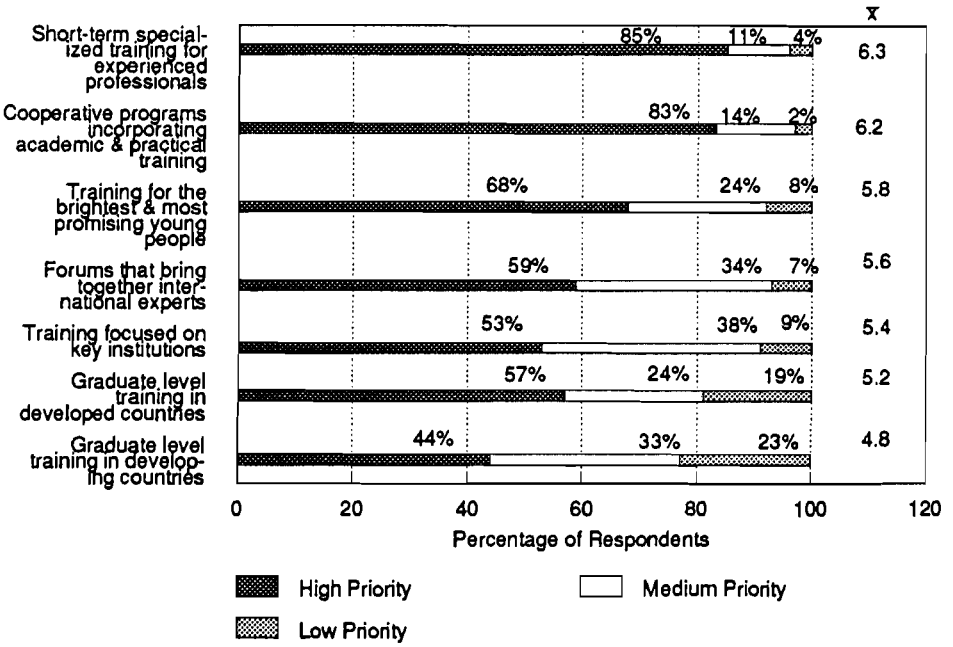
courses. It should be noted that this question dealt with national priorities. Clearly more specialized courses would be the personal priority for many respondents since most already have graduate degrees but this was not the issue. The importance placed upon cooperative programs offering practical experience is also significant since less than half of the award recipients had a practical or work-related component in their IDRC-sponsored training.

There is another cluster of four other types of training programs which a somewhat smaller majority of respondents think should be priorities for IDRC: training for the most promising young people, forums that bring together international experts, training focused on key institutions, and graduate training in developed countries.

Graduate training in developing countries was assigned the lowest priority among the types of programs listed, even though 44 per cent of respondents thought it should be a high priority. These results are presented in Exhibit 6.9.

The location of the IDRC-sponsored training did not have a major affect on the opinions about the relative priorities of graduate-level training in developing and developed countries. Award recipients trained in both Canada and developing countries were more likely to assign a higher priority to graduate-level training in developed countries. For respondents trained in Canada the proportions were 54 per cent for training in developed countries and 36 per cent for developing countries; the corresponding figures for those trained in developing countries were 64 per cent and 42 per cent. It was only for people trained in developed countries other than Canada that a majority gave relatively equal priorities to training in developed and developing countries (just over one-half in each case).

EXHIBIT 6.9
Types of Programs Most Needed



Source: IDRC Global Tracer Survey

Averages and percentages calculated from 7-point scale: 1-3, low priority, 4-5, moderate priority; 6-7, high priority.

Predictably, respondents who received their awards for graduate training believe that this type of training in both developed and developing countries should be given a higher priority than did those who received their awards for other types of training.

Awardees who were trained in developed countries tended to believe forums that bring together international experts are more important than did those trainees who studied in developing countries: 73 per cent of those trained in developed countries other than Canada, 60 per cent of those trained in Canada and only 48 per cent of those who were trained in developing countries.

Respondents from different regions had some differences of opinion about the specific types of training needed that should be a priority for IDRC:

- Over 50 per cent of the award recipients from West Africa believe a high priority should be given to graduate-level training in developing countries compared to 42 per cent of those from Latin America and only 38 per cent from Asia.

- Almost three-quarters (72 per cent) of the trainees from Latin America believe training focused on key institutions should be given a high priority by the IDRC compared to 51 per cent from Asia and only 38 per cent from West Africa.

- 83 per cent of the award recipients from West Africa believe training for the brightest young people should be a high priority compared to 64 per cent from Latin America and 56 per cent from Asia.

CHAPTER 7

ROLE OF IDRC IN DEVELOPING AND MAINTAINING INTERNATIONAL NETWORKS OF EXPERTS

The results of the Global Tracer Survey clearly demonstrate that recipients of IDRC training awards place a very high priority on their contacts with other experts, professionals and colleagues in their respective fields of endeavour. The development of networks of people with scientific and research expertise is seen as one of the most crucial components of the processes of career development, advancing science, institution building and enhancing national capacity for scientific research. The importance assigned to membership in professional associations, participation in conferences and seminars, professional and academic exchanges, and travel for all of these and other related purposes are strong indicators of the perceived need for such contacts. Perhaps what is most relevant for this study is the strong consensus among former award recipients that IDRC could play a larger role in facilitating communication among scientists and professionals around the world. Former awardees firmly believe that IDRC and other Canadian-sponsored activities could be more effectively used as a means of improving the networks of scientists and professionals trained with support from IDRC.

This section reviews the contacts that IDRC award recipients have maintained with individuals they met during their IDRC - sponsored training, including the reasons for maintaining these contacts. Problems that limit travel for professional reasons and the award recipients' satisfaction with their current opportunities for travel and making personal contacts will also be reviewed. Finally, opinions about the role of IDRC in helping to develop and promote linkages among scientists and professionals will be examined.

▸ *Reasons For Maintaining Contacts*

The majority of award recipients maintain contact at least once a year — by telephone, letter or with a personal visit — with some of the individuals they met during their IDRC-sponsored training. Contacts with their former university professors or supervisors occur with the greatest frequency; 83 per cent have remained in contact with their former teachers. Many former trainees also keep in touch with their project co-workers (67 per cent) and fellow students (66 per cent). Contacts with development organizations, while somewhat less frequent, were also maintained by a majority of former awardees in the year preceding the survey: 62 per cent remained in contact with IDRC personnel and 51 per cent remained in contact with staff from other development organizations.

These contacts with their former colleagues are maintained for several reasons. Over 50 per cent of former award recipients maintain contact for the following reasons: academic interchanges, professional development, project related work, and personal reasons. Only seven per cent of respondents stated that they communicate with individuals they met during their training period for business or commercial reasons.

Award recipients have travelled frequently during the past three years for professional reasons. Not surprisingly, travel within their home country occurs

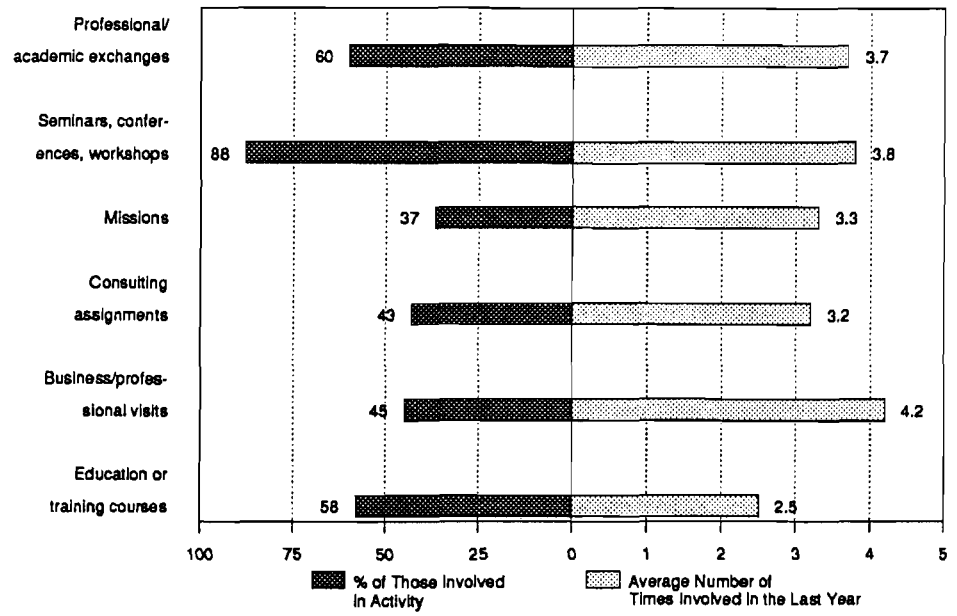
with the greatest frequency: 90 per cent of respondents have travelled within the country they work in; on average they have made 11 such trips over the past three years. At the regional level, 65 per cent of former trainees have travelled within the region (outside their country), and 62 per cent have travelled outside the region in which they currently work. Many award recipients, 25 per cent of the total number, have also travelled to Canada in the last three years for professional reasons.

▸ *Satisfaction with Opportunities for Making Contacts*

The survey results indicate that most former trainees were quite active in the past year in various professional activities. Respondents were most actively involved with learning activities such as professional and academic exchanges, seminars and conferences, and education of training programs. Many were also involved with other types of activities such as missions for government, business and professional visits and consulting assignments. These results are presented in Exhibit 7.1.

Despite the seemingly high levels of activity in these areas, the respondents generally were only moderately satisfied with these activities, at least from the perspective of making personal contacts with colleagues and other experts in their fields. Satisfaction was highest (74 per cent) for participation in seminars, conferences and workshops. For exchanges and other educational and training programs about 60 per cent were satisfied with the opportunities for making personal contacts provided by the activities. For the other activities like missions for government, business and professional visits and consulting assignments, less than one-half of respondents were offered sufficient opportunities to make contacts with other professionals in their field by the activities. Exhibit 7.2 presents these results.

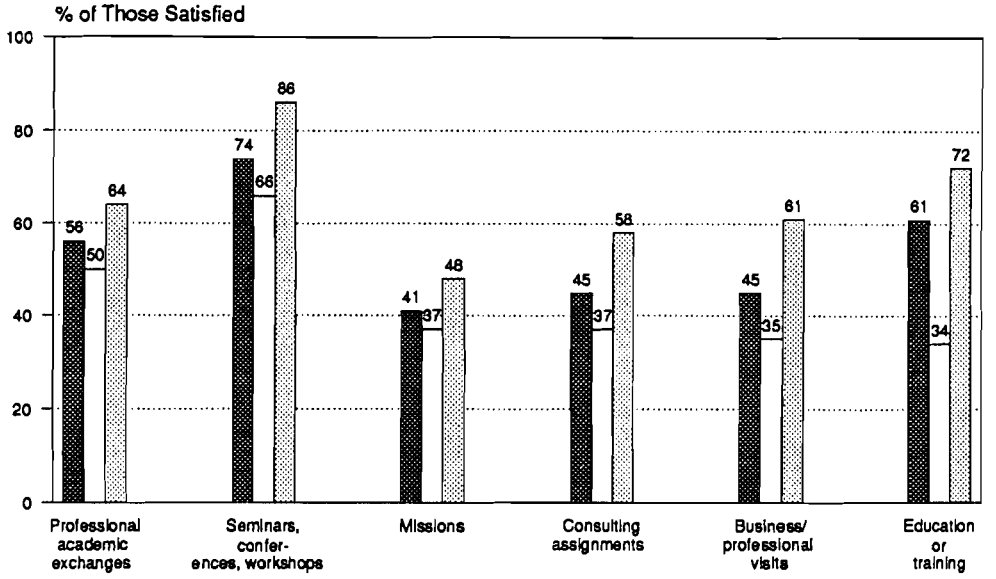
EXHIBIT 7.1
Extent of Involvement in
Communication Activities



Source: IDRC Global Tracer Survey

Respondent satisfaction with the opportunities for establishing contacts through these activities was strongly related to the amount of work experience recipients had before receiving their award, even though the activity levels were similar. People with more than 10 years of work experience before receiving their awards were much more likely to be satisfied with the opportunities provided by these activities for making personal contacts with other professionals than those individuals with less work experience. The differences ranged from as little as 11 per cent for government missions (48 per cent compared to 37 per cent) to as high as 38 per cent for education and training programs (72 per cent and 34 per cent).

EXHIBIT 7.2
Satisfaction with Opportunities for Establishing Contacts During Professional Activities



Source: IDRC Global Tracer Survey

Individuals who received their IDRC - sponsored training before 1985 were, on average, more satisfied (for all activities) than those respondents who received their award after 1985. For seminars and conferences, consulting assignments and business and professional visits, at least 10 per cent more of the earlier awardees were satisfied.

Award recipients' satisfaction with the opportunities for establishing personal contacts through some of these activities also varied by region, with award recipients from Asia were generally more satisfied. A very high percentage of award recipients from Asia (85 per cent) were satisfied with the opportunities to establish contacts

through seminars, conferences and workshops; the corresponding proportions for respondents from both Latin America and West Africa were 68 per cent. There was one exception to this pattern. West African awardees were more satisfied with their opportunities provided by government missions; 58 per cent of trainees from West Africa were satisfied compared to about 30 per cent of respondents from other regions.

▸ *Factors That Limit Travel and Communication Opportunities*

Travel is considered to be extremely important for award recipients to establish and maintain contacts with important people in their field and to develop networks among these experts. Almost 70 per cent of award recipients agreed that travel is an important means of getting information. Individuals who studied in developing countries were less likely to agree that travel as a means of obtaining information is important in comparison with domestic sources.

Many factors can limit opportunities to travel; in the survey award recipients rated the extent to which several specific factors restricted their opportunities to travel for professional reasons.

The lack of money was by far the most urgent barrier to increased travel opportunities cited by respondents; over 80 per cent reported that the high cost of travel and the level of financial support from their employer/institution were serious problems (i.e., ratings of six or seven on seven-point problem scales). The relatively low priority given to travel by employers and the lack of free time were considered moderate problems by the respondents (time was a slightly more serious problem for respondents with more work experience; they tend to be in more senior positions). The lack of existing networks related to their field of expertise was also a moderate problem for some respondents (again those receiving awards before 1985 saw this as more of a problem).

Most award recipients did not consider personal or family commitments to be a barrier to travel at all. These results are presented in Exhibit 7.3.

EXHIBIT 7.3
Factors that Limit Travel Opportunities

	Average Rating	Not a Problem	Moderate Problem	Serious Problem
Financial support from employer	6.2	5	13	82
High cost of travel	6.2	5	14	81
Priorities of employer	3.9	40	32	28
Time	3.5	46	37	17
Lack of existing networks related to field of expertise	3.3	55	27	18
Personal/family commitments	2.3	79	19	2

Source: IDRC Global Tracer Survey

Averages and percentages calculated from 7-point scale: 1-3 = not a problem; 4-5 = moderate problem; 6-7 = a serious problem.

Award recipients from West Africa were more likely than those from other regions to indicate that financial support from their employers was a serious problem limiting travel. The proportions of respondents considering this financial support a serious problem were as follows: 92 per cent from West Africa, 83 per cent from Asia, and 69 per cent from Latin America. West Africans were also more likely to think that a lack of existing networks of experts were a serious barrier to travel; approximately 25 per cent compared to 15 per cent of those from other regions. Latin American respondents were more likely to view the amount of time available for travel as a serious problem: 28 per cent compared to 12 per cent of respondents from the Asian and West African regions.

▸ *Methods of Developing Professional Contacts*

The majority of award recipients (67 per cent) agreed that their most important contacts have been made directly through the institutions they work for. These results were consistent for different award time periods, the types of training awards, and the work experience of the awardee. Respondents from Latin American were somewhat more likely to credit the institutions with their important contacts than those from other regions: about 75 per cent compared to about 65 per cent for other regions.

Most respondents think that more support for participation in professional associations should be made available to scientists and researchers from developing countries; 57 per cent of the IDRC award recipients believe that current support for membership and participation in the activities of professional associations is not adequate. Some differences by respondent groups are as follows:

- more recent award recipients were much more likely to agree that current levels of support for participation in professional associations is inadequate; 68 per cent of those who received their award after 1985 think support is inadequate compared to 48 per cent of individuals who received their award before 1985;

- recipients of awards for graduate studies were more likely to find the support inadequate: 64 per cent compared to 49 per cent of trainees involved in other programs; and

- award recipients from Asia were much more likely to find support for professional association activities inadequate: 73 per cent compared to 54 per cent of West Africans and 50 per cent of Latin Americans.

- *Role of IDRC in Developing, Maintaining and Promoting Networks of Experts and Researchers*

Former award recipients strongly support the idea that IDRC should become more actively involved in developing and promoting linkages between experts in different fields and from different countries. While the majority of award recipients had opportunities to develop links with other key people in their field through their IDRC - sponsored training, almost all of the trainees felt that IDRC could play a larger role in this area. There are three specific ways of achieving this objective that were discussed in the survey; for all three ideas the levels of support were extremely high, with almost three-quarters of respondents being in complete agreement (i.e., a rating of 7 on a 7-point scale). The recommended steps are as follows: 1) ensuring that award recipients have opportunities to meet experts in their chosen fields of study; 2) playing a larger role in maintaining linkages between former award recipients and people who have worked in IDRC-sponsored projects; and, 3) using Canadian-sponsored activities and development projects as a means of creating linkages between experts in different fields and from different countries. These results are presented in Exhibit 7.4.

EXHIBIT 7.4
Opinions About the Role the IDRC in the Development of Networks of Professionals

	Average Rating	Disagree	Neither	Agree
IDRC should ensure that award recipients have opportunities to meet experts	6.5	3	3	94
IDRC should play a larger role in maintaining linkages	6.5	1	5	94
IDRC should use Canadian-sponsored activities and projects as a means of creating linkages	6.5	2	4	94
During the IDRC training, opportunities to meet and exchange views with experts was offered	4.9	24	13	63

Source: IDRC Global Tracer Survey

Averages and percentages calculated from a 7-point scale: 1-3 = disagree; 4 = neither; 5-7 = agree.

CHAPTER 8

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

8.1 Summary of Survey Findings

The 1991 Global Tracer Survey was an ambitious study, requiring a significant effort by Canadian and regional office staff and the participation of almost 300 researchers and scientists trained with help from IDRC awards programs. It represents the first attempt by IDRC to conduct a comprehensive review of its awards programs through extensive consultations with a representative group of beneficiaries of these programs. The approach reflected in the design of the study is an explicit acknowledgement that the participants as well as the sponsors of training programs have something to offer when it comes to assessing the value of IDRC training programs and to determining the direction in which Centre should be headed.

This project is a continuation of the recent work conducted by IDRC on the topics of human resource development (HRD), training and education. This research initiative includes studies of both Centre-sponsored programs, such as the 1990 Pearson Program Evaluation, and of HRD programs sponsored by other major international

donor agencies and Canadian NGOs such as the joint IDRC/CIDA 1988 Human Resource Development Survey. The results of the 1988 HRD Survey showed that many international donor organizations do not have a clear idea of the overall direction of their HRD policies or the benefits and impacts of their training programs, partly because most organizations had only recently begun to view HRD, training and education as a distinct program area. None of the representatives from the major organizations surveyed appeared to have a global understanding of the activities in this area and of how well their HRD policies and training programs meshed with those of other organizations.

The deficiencies in the knowledge of major international players presented an opportunity for IDRC, an opportunity to promote more effective coordination of the HRD policies and programs of donor organizations. The need for better information about education and training activities was clear from the gaps in the responses of many organizations. The results also suggested that HRD activities have not yet achieved as high a priority for many organizations as they have for Canadian development agencies. The Global Tracer Survey can make a contribution to the study of human resource development in two ways: 1) by documenting the opinions of a large number of trainees from developing countries about the effectiveness of various types of training programs; and 2) by developing a research methodology that can be adapted for other settings, thereby contributing to an emerging research tradition in this important field.

This survey represents an important step in the study of HRD programs for IDRC and perhaps for other development organizations as well. Much can be learned from the results about the types of programs which seem to work and the ones which are needed for the future. This concluding section presents a summary of the evidence from the survey about these important themes.

▸ *Profile of Award Recipients and Characteristics of Awards*

One of the main objectives of the Global Tracer Survey was to provide basic information about the awards program in two areas: 1) the types of awards that have been given by the IDRC over the past 10 years; and 2) the corresponding recipients of awards during this period. The types of awards were relatively evenly balanced between traditional university level training and more specialized courses. Approximately one half of all the awards were given for graduate level university programs; the other half were for other types of training such as short-term, non-degree courses, special diploma courses or student field work. Award recipients spent an average of 11 months on course work that was part of their IDRC-sponsored training. Many of the individual programs also included some practical training; 44 per cent included practical on-the-job or project-related training.

In general, award recipients were both well educated and experienced in the professional world prior to receiving the IDRC award. Over 80 per cent of the award recipients already had a university degree at the time of the award. Most also had extensive job experience — 10 years on average. A majority of the award recipients were trained in a university (64 per cent) or a research centre (21 per cent); most of the rest were trained in non-profit organizations.

Trainees studied (and worked) all over the world: 38 per cent in Canada; 24 per cent in other developed countries; and 38 per cent in developing countries. Trainees in developing countries were more likely to participate directly in research projects and to be involved in project implementation than those trained in Canada and other developed countries.

▸ *Professional Status and Career Progress*

IDRC-sponsored training has produced significant benefits for individual participants. Most think that the training has helped them in their careers, both in the initial stages of their post-training professional careers and in their overall progress since the training period. An analysis of more objective data about the pre-training and post-training positions of the awardees (i.e., job titles, level within the organization) also shows that most participants have made positive progress in their careers. Many credit the training their progression from junior and middle levels to more senior levels within the organization and with direct or indirect assistance in securing employment, making rapid career progress, and gaining prestige or special recognition from colleagues and co-workers.

There are several indicators of the successes of former award recipients in their post-training careers. For example, almost all former trainees (96 per cent) are currently employed. About one-half of the trainees initially returned to their previous position upon completion of their IDRC-sponsored training; about one-quarter returned to the same organization in a new position. An analysis of the positions held by award recipients prior to the IDRC-sponsored training and at the time of the survey showed that there has been a significant and positive progression to the higher ranks of the organizations in which they work. Over 30 per cent currently hold senior positions in their organization, compared to less than 20 per cent prior to the training. Almost 70 per cent hold positions in the middle levels of the organization; this compares to just over 40 per cent prior to training. While over 20 per cent held junior positions prior to training, there are very few former awardees who currently hold junior positions. In interpreting these findings it should be remembered that about half of the respondents had completed their training only within the last few years.

Survey respondents believed that there was a significant level of prestige associated with receiving the IDRC award, particularly with their colleagues and

co-workers in their present employment. Furthermore, in addition to the 20 per cent of award recipients who reported that IDRC played a direct role in helping them to gain their current employment, over 50 per cent thought that the prestige of the award and respect for the IDRC was responsible, at least in part, for gaining their current employment.

A majority of award recipients are currently associated with either a university (27 per cent) or a research centre (25 per cent) for their principal employment. Most of the rest work for a national government (19 per cent) or a non-profit organization (17 per cent). Few work in the private sector.

▸ *Profession, Scientific and Research Activities*

Most former award recipients have been active professionals in their fields of expertise since completing their IDRC fellowship or award. A majority of award recipients rated themselves as very active in the following areas: conducting research in their field, presenting papers at conferences, attending workshops, and managing research projects. Three-quarters of former award recipients are currently members of professional and scientific associations. Two-thirds have published books or articles in scientific journals. About 40 per cent reported that they have won awards or some type of special recognition since completing their IDRC-sponsored training. Awardees have been less active in some other areas such as working on consulting assignments, contributing to professional journals and participating in missions for their government or for international organizations. This may be because these types of assignments would typically involve the most senior personnel of an organization and many of the survey respondents are still in the early stages of their post-training careers.

Although the post-training careers of many award recipients have been relatively brief to this point, a very high percentage believe they have achieved a reasonable level of success in some very important professional activities. For example,

over 80 per cent reported that they have been at least somewhat successful in four key areas: implementing practical solutions to development problems, finding innovative solutions through research, developing their country's capabilities in their field and sharing their knowledge.

A greater proportion of the award recipients trained in Canada reported that they were active in conducting research than those trained in other countries: 75 per cent compared to 61 per cent of those trained in other developed countries and only 36 per cent of those trained in developing countries.

More experienced trainees (those who received their awards prior to 1985) and those who received their awards for graduate level training also tended to rate themselves as more active in some key professional activities than less experienced trainees and trainees who received their awards for non-degree programs.

▸ *Satisfaction With Awards Program*

Award recipients were generally very satisfied with all aspects of the IDRC-sponsored training, including the quality of the training institution and instruction as well as the financial support from the centre. Between 85 and 95 per cent of trainees were satisfied with the different aspects of their IDRC-sponsored training; at least 50 per cent were very satisfied. While we would expect reported satisfaction levels to be high - the trainees received substantial financial support from the survey sponsor - the findings are significant for the very high satisfaction levels and the consistency of the findings across all regions, types of programs and types of trainees.

Former trainees were also very positive about the knowledge, skills and abilities gained during the period of IDRC-sponsored training. A large majority of trainees reported that they were satisfied with what they had learned, both in areas directly

related to their field of study an in other general skill areas like communication skills, project management and the process of conducting research.

Award recipients did identify some aspects of the awards program that they believed needed improvement. Many respondents felt the tenure of the awards should be extended and that the financial allotment to the awardees should be increased. A few respondents were concerned about the curriculum of certain programs. They felt the curriculum, in some cases, did not provide for adequate specialization in any particular discipline. As well, some of the trainees believed there should be more emphasis placed on practical information and handling problems. One of the frequently mentioned problems with the awards program was the lack of communication among participants in the current program, former award recipients, other professionals and experts and IDRC. As mentioned previously, respondents felt the IDRC should play a larger role in establishing and maintaining these linkages.

▸ *Institutional Development*

Institutional development — building the capacity of training institutions — has emerged as one of the primary objectives of IDRC's HRD policies. In recent years there has been a great deal of attention paid to the impacts of scholarships and training awards (and the linkages of these awards with work on specific development projects) on the training institutions. The rationale for focusing training resources on selected institutions is to foster the growth of centres of excellence and to promote higher learning through the interaction of a "critical mass" of experts, scientists and researchers.

This Global Tracer Survey addressed the issue of the development of institutional and national research capacity only indirectly because the principal focus was the individual award recipient. The study did not attempt to assess the impacts of IDRC awards at the institutional level; this would require a much different study design

(e.g., one which would incorporate features such as expert panels, surveys of institutional representatives, case studies, etc.). What this survey does provide however, are the opinions of former award recipients about the problems facing institutions in developing countries. Specifically, we requested their views about three important topics: 1) the capacities of the institutions where they are currently employed to conduct research and other development-related activities; 2) the major obstacles to improving institutional capacities; and, 3) the types of training programs which are most needed in their countries.

Former trainees were moderately confident about capacities of the institutions where they work to conduct activities necessary for developing institutional research capacity such as training and education, implementing development projects, conducting research, contributing to development policy and promoting awareness to be important. Opinions were generally positive, with slightly over half of the respondents thinking that the capacities of their institution for research, contributing to development policy, training and education, etc. were high; the other half thought that the capacities were moderate or low. The slightly lower ratings for the capacities of their institutions than for the importance of development activities suggests unfulfilled objectives and the need for increasing capabilities.

Award recipients who received their training in Canada felt their institution's capacity for conducting research and implementing projects was higher than did those trained in other developed countries and developing countries. This could be an indication that these individuals had secured employment with higher quality institutions.

Limited financial resources was by far the most difficult obstacle to the development of research capacity for most former trainees; almost two-thirds of former award recipients saw this as a serious problem. A number of other inadequacies in areas such as the quality of research facilities, the number of qualified researchers, and the number of contacts with other institutions were seen as moderate to serious barriers to

development (with at least 25 per cent of respondents considering them to be serious problems). Other barriers to the development of institutional research capacity include the poor administration of many institutions, the lack of government support and the lack of consumers or users for the research information. Survey respondents also mentioned some problems with researchers that limited the development of institutional research capacity: these include a lack of interest, motivation, commitment and discipline.

Former award recipients place a high priority on the role of training, education and human resource development. Regarding the IDRC, a majority think that the Centre should be involved in a broad variety of types of training programs. Two types of programs were considered by former trainees to be the most needed and the ones for which the IDRC should give the highest priority (85 per cent of respondents felt these should be high priorities for IDRC):

1) short-term specialized training for experienced professionals; and,

2) cooperative programs incorporating academic and practical training.

The other types of training which former trainees think should be a priority for the IDRC are, in descending order, as follows (the figure in brackets is the percentage rating the type of training as a high priority — six or seven on a seven point scale):

- training for the brightest and most promising young people (68 per cent);
- forums that bring together international experts (60 per cent);
- graduate level training in developed countries (54 per cent);
- training focused on key institutions (53 per cent); and
- graduate level training in developing countries (44 per cent).

▸ *The Role of IDRC in the Development of National Capacity*

The survey results clearly demonstrate that recipients of IDRC training awards place a very high priority on their contacts with other experts, professionals and colleagues in their respective fields of endeavour. The development of networks of people with scientific and research expertise is necessary for career development, advancing science, institution building and enhancing national capacity for scientific research. The importance assigned to membership in professional associations, participation in conferences and seminars, professional and academic exchanges, and travel for all of these and other related purposes are strong indicators of the perceived need for such contacts. There is the strong consensus among former award recipients that IDRC could play a larger role in facilitating communication among scientists and professionals around the world. Former awardees firmly believe that IDRC and other Canadian-sponsored activities could be more effectively used to improve the networks of scientists and professionals trained with support from IDRC. They believe that the IDRC should maintain stronger links with the network of training institutions and projects supported by IDRC so that there may be broader opportunities for professional exchanges. Former awardees also believe that IDRC projects and other Canadian-sponsored activities could be more effectively used as vehicles to build networks of scientists and professionals. These networks would then help enhance national capacity for scientific research.

Three specific ways of achieving this objective were discussed in the survey, with the level of support among former award recipients for all three ideas being extremely high. Almost three-quarters of respondents were in complete agreement with these recommendations:

1) ensuring that award recipients have opportunities to meet experts in their chosen fields of study;

2) playing a major role in maintaining linkages between former award recipients and people who have worked on IDRC-sponsored projects; and

3) using Canadian-sponsored activities and development projects as a means of creating linkages between experts in different fields and from different countries.

8.2 Key Themes

This study has produced a rich data base that gives information about the professional activities of IDRC award recipients and their perceptions and attitudes about the awards program. The strength of this study is that the findings are presented from the perspective of the former trainees. The report represents the award recipients' views of the benefits of the IDRC programs and the needs for the future.

Looked at globally, the most consistent feature of the survey findings is their **strong positive tone.** Despite some concerns, such as the desire for greater opportunities to share their knowledge and to meet with experts and other professionals in their field, the positive aspects of the training program and training experience far outweigh the negative aspects for the great majority of award recipients.

A broad range of indicators support this positive view of the IDRC-sponsored training. Being provided with an opportunity to pursue a career in advanced science is a key underlying theme. Almost all former trainees are employed, the great majority in their field of study and in an institution which they prefer. Satisfaction ratings for the training experience, the knowledge gained, the impacts of training in terms of employment and career progress and many other factors are almost universally high. Recipients believe that their is a great deal of prestige associated with the IDRC awards,

particularly with current colleagues and co-workers. A majority think that the IDRC award had at least an indirect role in securing employment after completion of their training. Most are engaged in activities like research or project implementation which they believe are making a contribution to development.

A second theme is the **benefits of Canadian training**. The results of the survey show that the benefits of the program were often higher for award recipients trained in Canada than for those trained in other developed or developing countries. IDRC has sponsored training for a large number of people in developing countries (38 per cent of all trainees) and there are many compelling reasons why training activities should continue to be balanced between developed and developing countries. The trend for most major western donor agencies over the last few decades has been to conduct more training in developing countries for several reasons including providing more practical training, linking training to development projects and building national capacity for training, education, science and many other fields. The survey results show that award recipients who received their training in developing countries were more likely to participate directly in research projects and to be involved in project implementation during the course of their training.

During the course of their post-training professional careers however, the IDRC awardees trained in Canada have been significantly more active in conducting research than those trained in other developed countries and especially those trained in developing countries. Three-quarters of awardees trained in Canada considered themselves active in conducting research compared to 61 per cent of those awardees trained in other developed countries and *only* 36 per cent of those trained in developing countries. Canadian-trained award recipients (and to a lesser extent those trained in other developed countries) were more likely than those trained in developing countries to think that the IDRC-sponsored training had helped their careers; the differences for a variety of aspects of their careers, although not large, were significant — usually about 10 per cent of respondents. The highest reported levels of prestige for the IDRC awards were also for

the recipients trained in Canada. Canadian-trained award recipients also tended to be more satisfied with some of the most important components of the training: for example, learning how to conduct research (about 90 per cent satisfied compared to about 80 per cent for others), learning to deal with practical problems of development (over 90 per cent satisfied compared to just over 70 per cent for others), and acquiring project management skills (82 per cent satisfied compared to 66 per cent and 57 per cent for those trained in other developed countries and developing countries, respectively).

Finally, even though the award recipients trained in developing countries were more likely to have had practical or project-related training during their award tenure, recipients trained in Canada were the most likely to report that they had been successful in implementing practical solutions to development problems during their professional careers: 40 per cent compared to 31 per cent of those trained in other developing countries and just 23 per cent of those trained in developed countries.

These results reinforce one of the broad conclusions of this study about the merits of strengthening the linkages between Canada and trainees in IDRC awards programs. The results should not be interpreted as indictments of training in developing countries. The rationale for training and the relationships between training and the benefits of training and development are far too complex to draw such conclusions with the data available from this study. However, the results show, at least *prima facie*, that there are significantly higher levels of benefits in a number of areas for IDRC awardees trained in Canada. Whether these benefits derive from the quality of the institutions, the characteristics or backgrounds of trainees, the type of training programs or the ability of awardees to capitalize on the IDRC linkage is impossible to tell; the reasons certainly merit further study.

The evidence about the different types of training programs presents something of a conundrum. While there were significant benefits to graduate level university training, much higher in some areas than non-degree and specialized course

training, it is the specialized and practical training which former trainees believe are now most needed in their countries. Perhaps the best way to describe the findings is to say that they reflect **evolving training needs in developing countries.**

Over the past 10 years about half of IDRC awards have been for graduate level university training and half have been for non-degree courses and specialized training. There were three areas where there were important differences between the respondents who had received awards for different types of training. Those who taken the IDRC-sponsored graduate-level training were much more likely than others to consider themselves active in conducting research. They were more successful in making practical contributions to development; a higher proportion thought they had been able to implement practical solutions to development problems. They also think that they have greater job mobility; they were more likely to think it would be easy to find another job in their field. Despite this clear evidence about the benefits of IDRC-sponsored graduate-level university training and the obvious need of such training for professional scientists and researchers, former trainees were far more likely to think that short-term specialized training for experienced professionals is needed in their countries. While university training is still considered a priority, the consensus appears to be that training which allows professionals to move beyond the standard programs offered in university is the greatest urgency.

Former trainees also want to see more emphasis placed upon the practical aspects of training than has been the case in the past. Since 1981 almost one-half of the recipients of training awards have participated in some form of practical on-the-job or project-related training during the award tenure. In the survey over 90 per cent of former trainees think that cooperative programs incorporating academic and practical training — like the IDRC Pearson Program — are needed in their countries and should be a priority for IDRC; over 50 per cent rated this cooperative model of training as a "very high priority".

Another theme is the importance to trainees and the benefits from **increasing the links between award recipients and IDRC and Canada.** Most award recipients believe that IDRC should play a very active role in maintaining and enhancing the linkages between themselves, other experts and professionals in their field and representatives of other organizations, both within and outside their country. Throughout the survey on many different questions respondents emphasized the importance and benefits of improving their contacts with experts in their field of study or profession through exchanges, conferences, professional associations, etc. While they believe that the IDRC has helped in this area, they would like to see IDRC be much more active in the development of international networks of experts and professionals. The principal recommendation of former trainees was to make greater use of Canadian-sponsored activities and development projects as a focus for communications among trainees. They would also like to see more support for activities like exchanges and participation in professional association activities that would promote the achievement of these objectives.

Taking advantage of the prestige of IDRC to raise the profile of Canadian programs and activities among the award recipients, the training institutions, professional colleagues and co-workers of trainees and other scientists and researchers and using Canadian projects and activities as a means of drawing trainees, experts and professionals together were strongly supported by former trainees. Former trainees believe that IDRC has the capacity and the resources to set up practical linkages and communication networks that would be beneficial to individuals and institutions.

8.3 Recommendations and Suggestions for Future Research

- *Research*

1) The current methodology design presents some limitations which should be understood when assessing the successes of the project: for example, the existing body of evidence will not permit a valid assessment of the benefits or impacts which can be attributed to IDRC programs and IDRC-sponsored training. The current FAD survey methodology could be developed and refined to provide an ongoing system for monitoring and evaluating IDRC awards programs.

2) Some of specific refinements to the methodology could include the following:

- a precise assessment of the incremental impacts of IDRC programs could be possible with a much more rigorous design; options that could be considered for future studies include a quasi-experimental design with a control group of rejected applicants or other non-participants, a body of opinion from a representative group of development experts and developing country officials who would be in a position to knowledgeably assess the impacts and benefits of IDRC and other training programs, and case studies of individuals and participating institutions.

- the collection of standardized and comparable data about the career progress and achievements of awardees: for example, more precise job descriptions, more information about scientific output, other awards, etc.

3) Strengthen the linkages within IDRC between research and evaluation groups and those responsible for awards and awards programs. This will increase the likelihood that the study of such programs will be conducted on an ongoing process and provide the evaluation and social science expertise required for more formal awards program assessments.

4) In conjunction with efforts to improve the monitoring and evaluation of Canadian HRD programs, continue the initiative of the 1988 CIDA/IDRC Survey of HRD programs and policies of major donor organizations and study the actions of other national and international organizations so that Canada and other members of the international community can improve the overall planning and coordination of HRD.

Communications

5) Continue the initiative of this study and improve the system of tracking former awardees; maintain contacts with former trainees and consider new ways of encouraging communication among them.

6) Develop a sense of identity and affiliation among award recipients. Make the IDRC award a common bond and a reason to maintain contacts with each other, with IDRC, and with other Canadians and Canadian organizations.

- *Programs*

7) Place a higher priority on the specialized needs of institutions and scientists in developing countries and on matching these needs with Canadian expertise and capabilities. Identify some areas of specialization where Canadian expertise would be of particular benefit to scientists, researchers and practitioners in developing countries. Target a portion of the awards budget to the development of advanced-level, specialized courses in these areas, for delivery in Canada or abroad.

8) Some practical on-the-job or project-related work should be incorporated into as many training programs as possible. Wherever possible, training should be linked to Canadian projects, Canadian institutions (directly or through affiliation) and Canadian experts, academics and professionals.

9) Where resources permit, encourage communication between people who have received Canadian training awards and who have worked on Canadian sponsored projects through the sponsorship of conferences, professional associations, workshops, newsletters, etc. Ensure that Canadian representatives participate in these endeavours.

10) Promote contacts and exchanges between institutions in Canada and developing countries where trainees are studying. Whenever possible, incorporate brief trips to Canada for study and discussion into the training programs of award recipients studying in developing country institutions.

APPENDIX A
SURVEY QUESTIONNAIRE WITH MARGINALS

IDRC AWARD RECIPIENT SURVEY
MARGINALS

PERSONAL IDENTIFICATION

The purpose of the items on this page is to collect some basic information that will allow IDRC to update their data base on award recipients and fellows and to make follow-up contacts. Your cooperation in taking a few minutes to complete this page is greatly appreciated. Please note that all communication between you and IDRC, including this survey, will be kept **strictly confidential.**

1. NAME _____

HOME:

MAILING ADDRESS (Check the box if the mailing address on the survey package is correct). ☐

_____

_____

_____

TELEPHONE NUMBER _____

BUSINESS/OFFICE:

MAILING ADDRESS (Check the box if the mailing address on the survey package is correct). ☐

_____

_____

_____

TELEPHONE _____

FAX _____

CABLE ADDRESS _____

TELEX NUMBER _____

I. IDRC AWARD

In this section we would like to ask you some questions about your IDRC award. The first questions concern your own situation at the time of the award. Next, we ask some questions about the characteristics of the award and the training received. Finally, we ask some questions dealing with your opinions about the training and award including your satisfaction with the training, its usefulness to your professional development and the benefits for your career.

Recipient Status at the Time of the Award

1.a. **What was the highest academic degree you had received before your receipt of the IDRC fellowship or award?**

Bachelor's degree	1	38.3%
Master's degree	2	25.5%
Doctoral degree	3	18.5%
Other	4	17.7%
		n=243

b. **What was the primary discipline or field of study for this degree?**

Agriculture	01	12.1%
Communications	02	1.3%
Computer studies	03	0.4%
Development studies	04	3.3%
Econom	05	5.8%
Educa	06	6.7%
Engi	07	4.2%
Fisheries	08	6.3%
Health	09	14.2%
Information science	10	5.0%
Journalism	11	1.7%
Management studies	12	1.7%
Public administration	13	0.8%
Technology policy	14	0.8%
Other	15	35.8%
		n=240

2. **In what type of organization were you working or studying at the time you received the IDRC award?**

Type of Organization		
Academic/Research		
University	1	38.6%
Research Centre	2	28.1%
Public Sector		
National Government office	3	15.4%
Provincial/State Government office	4	4.4%
Other Public organization	5	2.2%
Private Sector		
Private Corporation	6	1.3%
Private Organization/Consultant	7	0.9%
Non-Profit Organization	8	9.2%
		n=228

3.a) **What was your position in this organization?**

Student	1	4.9%
Junior staff (e.g., research assistant, teaching assistant)	2	21.1%
Mid-level staff (e.g., program officer, professor, middle manager)	3	41.9%
Senior staff (e.g., Director/Manager, Dean, Senior executive/administrator)	4	19.1%
Other	5	13.0%
		n=246

b) **What was the principal type of work that you did in this position?**

Management/administration	1	6.6%
Research	2	28.4%
Policy formulation	3	3.5%
Program/project implementation	4	9.6%
Teaching	5	13.5%
Other	6	38.4%
		n=229

4. **How many years of work experience did you have before you received the IDRC fellowship or award?**

NUMBER OF YEARS WORK EXPERIENCE

$\bar{x}$ = 9.7
S = 6.6
md = 8.0
n = 244

Characteristics of IDRC Award

5. **In what year did you receive your IDRC fellowship or training award?**

YEAR OF AWARD

$\bar{x}$ = 1984.5
s = 3.4 yrs
md = 1985.0
n = 241

6. **Your fellowship or training award was for which of the following types of training?**

Ph.D degree	1	12.2%
Master's degree	2	33.9%
Diploma	3	5.7%
Short-term, non-degree courses	4	24.9%
Post-doctoral training	5	4.5%
Student field work	6	2.0%
Other training	7	16.7%
		n=245

7. **What was the primary discipline or field of study of your fellowship?**

Agriculture	01	11.1%
Communications	02	1.6%
Computer studies	03	0.8%
Development studies	04	1.2%
Economics	05	4.1%
Education	06	7.0%
Engineering	07	3.3%
Fisheries	08	6.6%
Health	09	15.2%
Information science	10	9.4%
Journalism	11	1.6%
Management studies	12	1.2%
Public administration	13	1.2%
Technology policy	14	2.0%
Other	15	33.6%
		n=244

8.a) **In which type of institution did you receive your training?**

Type of Institution		
Academic/Research		
University	1	63.8%
Research Centre	2	20.6%
Public Sector		
National Government office	3	3.2%
Provincial Government office	4	0.9%
Other Public organization	5	0.5%
Private Sector		
Private Corporation	6	0.9%
Private Organization	7	1.4%
Non-Profit Organization	8	8.7%
		n=218

b) **What is the name of the institution?**

_____

c) **Where is this institution located?**

City/Town _____

Country _____

9.a) **During the award period, how many months did you spend on course work?**

NUMBER OF MONTHS

$\bar{x}$ = 11.2
s = 9.7
md = 10.0
n = 209

b) **During the award period, how many months did you spend on your thesis? (Please ensure that the total of the time spent on course work and the time spent on the thesis do not exceed the total award period.)**

NUMBER OF MONTHS

$\bar{x}$ = 10.7
s = 11.5
md = 6.0
n = 146

10.a) **Did you spend any time on practical on-the-job or project-related training (e.g., out-of-classroom) during the award period?**

Yes	1	43.9%	
No	2	56.1%	n=223

10.b) **If yes, how many months did you spend on this type of training?**

NUMBER OF MONTHS

$\bar{x}$ = 6.3
s = 5.6
md = 4.0
n = 97

Satisfaction with the Program

Now we would like to ask you some questions about the activities you participated in during the award period and how satisfied you were with various aspects of the program such as the skills and knowledge you acquired during the training.

11. **Please rate the extent to which you participated in the following activities during the award period.**

		NO PARTICIPATION			SOME PARTICIPATION			EXTENSIVE PARTICIPATION			
		1	2	3	4	5	6	7	$\bar{x}$	s	n
a.	*Research projects (including field tests and pilot studies)*	8.0	0.5	5.3	17.0	10.1	17.0	42.0	5.4	1.9	188
b.	*Project implementation (project work that is done after all research and testing is completed)*	26.8	5.5	8.7	10.2	7.1	17.3	24.4	4.2	2.4	127
c.	*Teaching*	38.2	2.3	10.7	26.0	3.1	9.2	10.7	3.2	2.1	131
d.	*Conferences, seminars, workshops*	5.9	3.2	10.0	28.8	14.2	11.4	26.5	4.8	1.8	219
e.	*Travel within the country in which you received training*	19.2	5.7	14.5	25.4	14.0	4.7	16.6	3.9	2.0	193
f.	*Travel outside the country in which you received training*	34.6	5.6	11.7	15.4	9.9	6.2	16.7	3.5	2.2	162
g.	*Contributions to articles or scientific publications*	22.7	2.7	11.4	23.2	13.5	11.4	15.1	4.0	2.1	185

12. **How would you rate your level of satisfaction with the following aspects of your IDRC-supported training.**

		EXTREMELY DISSATISFIED			NEITHER			EXTREMELY SATISFIED	$\bar{x}$	s	n
a.	*The suitability of the course/program to your needs and interests*	1	2	3	4	5	6	7			
		0.4	0.4	0.4	3.4	7.2	39.2	48.9	6.3	0.9	237
b.	*The quality of the institution at which you took your course*	1	2	3	4	5	6	7			
		0.0	0.4	0.4	2.1	7.3	31.6	58.1	6.4	0.8	234
c.	*The quality of the instruction*	1	2	3	4	5	6	7			
		0.4	0.4	0.9	4.5	12.6	41.3	39.9	6.1	1.0	233
d.	*Laboratory/field facilities*	1	2	3	4	5	6	7			
		1.4	1.4	3.2	6.8	10.9	36.4	40.0	5.9	1.3	220
e.	*The financial support you received from IDRC*	1	2	3	4	5	6	7			
		0.0	1.2	2.5	5.3	15.2	35.2	40.6	6.0	1.1	244

13. **Do you think that there was any special recognition or prestige associated with the IDRC award that you received? Please rate the extent to which you feel you received such recognition from each of the following groups?**

		NO SPECIAL RECOGNITION			SOME RECOGNITION			A GREAT DEAL OF RECOGNITION	$\bar{x}$	s	n
a.	*Other students*	1	2	3	4	5	6	7			
		16.4	2.8	5.6	14.1	16.4	23.0	21.6	4.7	2.1	213
b.	*University administrators and teachers*	1	2	3	4	5	6	7			
		9.2	3.5	5.7	15.8	17.1	21.5	27.2	5.0	1.9	228
c.	*Colleagues/co-workers after completion of training*	1	2	3	4	5	6	7			
		7.7	2.6	5.1	9.0	17.5	33.3	24.8	5.3	1.7	234

14. **We would like to know your opinion about the knowledge, skills and abilities you gained during the period of training supported by IDRC. Would you say that you were satisfied or dissatisfied with the following aspects of your training.**

		EXTREMELY DISSATISFIED			NEITHER			EXTREMELY SATISFIED	$\bar{x}$	s	n
i.	*Theoretical and substantive content in your chosen field of study*	1	2	3	4	5	6	7			
		0.0	0.0	1.3	4.8	13.2	39.2	41.4	6.2	0.9	227
ii.	*How to conduct research work*	1	2	3	4	5	6	7			
		1.8	0.9	2.7	6.4	15.5	37.3	35.5	5.9	1.3	220
iii.	*How to deal with the practical problems of development*	1	2	3	4	5	6	7			
		2.8	1.4	4.1	10.1	20.7	33.2	27.6	5.6	1.4	217
iv.	*Project management skills*	1	2	3	4	5	6	7			
		2.9	3.8	5.8	17.3	15.4	30.8	24.0	5.3	1.6	208
v.	*Communication and interpersonal skills*	1	2	3	4	5	6	7			
		1.4	0.5	1.4	11.8	18.9	36.8	29.2	5.7	1.2	212

b) **Are there any other aspects of your training which you would like to give us feedback on?**

_____

_____

_____

_____

_____

_____

_____

_____

Usefulness of the Program Content and Experience

Finally, we would like to review the kinds of benefits that your IDRC-sponsored training may have had for your professional career. We want to ask about how you applied what you learned during your award and how useful the program was to your job and career after the course.

15. **How helpful was the IDRC-sponsored training for your career advancement? For each of the following different aspects of career development, please indicate whether the training was helpful.**

		NOT AT ALL HELPFUL			SOMEWHAT HELPFUL			EXTREMELY HELPFUL			
		1	2	3	4	5	6	7	$\bar{x}$	s	n
a.	*Finding a job in your chosen field*	16.1	3.8	4.3	17.2	9.7	19.4	29.6	4.8	2.2	186
b.	*Making rapid career progress*	10.3	2.7	6.3	9.8	14.7	24.1	32.1	5.2	1.9	224
c.	*Establishing a broad network of colleagues and professional contacts*	3.5	0.4	5.7	12.2	20.9	27.8	29.6	5.5	1.5	230
d.	*Finding a job in your preferred organization*	20.2	7.1	4.4	15.3	10.9	19.7	22.4	4.4	2.2	183
e.	*Overall career progress*	4.3	1.3	2.2	6.1	14.7	28.6	42.9	5.8	1.5	231

16. **Could you provide any details about how your training program helped to advance your career.**

_____

_____

_____

_____

_____

_____

17.a) **How is your present job related to the current national development goals (as you understand them) of the country in which you work?**

b) **In what ways did your IDRC-supported training help you to prepare for this work?**

18. **Do you have any other comments that you would like to make about the benefits, usefulness, problems, etc. of the IDRC-supported training you received?**

II. CAREER AND PROFESSIONAL ACTIVITIES

We would now like to ask you some questions about what you have been doing since the completion of your IDRC-sponsored studies. This section includes questions about further studies and training as well as career and professional activities. Our purpose is to develop a better understanding of the career paths and patterns of former fellowship and award recipients.

19.a) **Since completing your IDRC fellowship or award, have you completed any additional formal education or training?**

Yes — degree program	1	9.4%	
Yes — non-degree program	2	18.5%	n = 233
No	3	72.1%	

b) **Please list the type of educational or training program, the location of the institution (or project) and the year completed.**

	Type of Program	Location	Year Completed			
Degree Programs			$\bar{x}$	s	md	n
1.	_____	_____	1986.2	7.4	1988.0	23
2.	_____	_____	1983.6	13.8	1990.0	5
Non-degree Programs						
1.	_____	_____	1987.0	4.6	1988.0	47
2.	_____	_____	1987.6	4.7	1989.0	24
3.	_____	_____	1988.3	3.3	1990.0	12

20.a) **What did you do immediately after completing your IDRC fellowship/award?**

Begin your first professional position/job	1	3.4%	
Return to your previous position	2	52.8%	
Take a new position — same organization	3	22.1%	n 235
Take a new position — different organization	4	6.8%	
Begin further study or training	5	1.7%	
Other	6	13.2%	

20.b) **Did IDRC play a direct or indirect role in helping you to gain this position?**

	Yes		No		
Yes, a direct role (e.g., identifying a job or providing a recommendation)	1	19.8%	2	80.2%	n=106
Yes, an indirect role (prestige of award, respect for IDRC)	1	52.1%	2	47.9%	n=144

21. **Next we would like to ask about your current employment including the type of organization in which you are employed, your position in the organization and the principal type of work.**

a) **Are you presently employed?**

Yes	1	95.5%	
No	2	4.5%	n=242

b) **In addition to your principal job, do you have a second job that is related to your professional career?**

Yes	1	34.5%	
No	2	65.5	n=226

c) **What proportion of your time is spent on your different jobs?**

Job 1	$\bar{x}$	= 65.9%	*Job 2*	$\bar{x}$	= 29.1%
	s	= 23.6%		s	= 18.0%
	md	= 70.0%		md	= 30.0%
	n	= 73		n	= 75

d) **What proportion of your income is earned from your different jobs?**

Job 1	$\bar{x}$	= 70.2%	*Job 2*	$\bar{x}$	= 28.4%
	s	= 27.2%		s	= 24.1%
	md	= 75.0%		md	= 25.0%
	n	= 73		n	= 65

e) **What is your position or title for (a) your principal job, and (b) your secondary job (if applicable)?**

	Principal Job	Secondary Job
Job Title	_____	_____

21.f) **Type of Organization**

_____

g) **Type of Work**

_____

22. **Excluding your current job(s), have you been employed in any other jobs since completing your IDRC-sponsored training?**

Yes	1	23.6%	
No	2	76.4%	n=237

23. **Next we would like some general information about these other jobs that you have had since completing your IDRC-sponsored training. Beginning with the job held just previous to your current job and continuing backward to the position that you first held after completing the IDRC-sponsored training, could you please identify each of the following (continue beyond four positions if applicable):**
(a) **the title of each position,**
(b) **the type of organization,**
(c) **the principal type of work that you did, and**
(d) **the amount of time you spent in each position.**

a. **Job Title**

Position 1 _____ *Position 2* _____
Position 3 _____ *Position 4* _____

b. **Type of Organization**

	Job 1	Job 2	Job 3	Job 4
University	1 26.9%	1 31.4%	1 30.0%	1 16.7%
Research Centre	2 25.0%	2 22.9%	2 10.0%	2 8.3%
National Government	3 19.2%	3 22.9%	3 20.0%	3 25.0%
Provincial/State Government	4 1.9%	4 2.9%	4 5.0%	4 0.0%
Other Public Organization	5 3.8%	5 0.0%	5 5.0%	5 8.3%
Private Organization	6 5.8%	6 5.7%	6 20.0%	6 16.7%
Non-Profit Organization	7 17.3%	7 14.3%	7 10.0	7 25.0%
	n=52	n=35	n=20	n=12

23.c. Principal Type of Work

		Job 1	Job 2	Job 3	Job 4
i.	*Management/ administration*	1 30.4%	1 20.5%	1 10.0%	1 9.1%
ii.	*Research*	2 21.4%	2 15.4%	2 15.0%	2 0.0%
iii.	*Policy formulation*	3 1.8%	3 5.1%	3 10.0%	3 9.1%
iv.	*Program/project implementation*	4 17.9%	4 7.7%	4 25.0%	4 18.2%
v.	*Teaching*	5 16.1%	5 23.1%	5 25.0%	5 27.3%
vi.	*Other*	6 12.5%	6 28.2%	6 15.0%	6 36.4%
		n = 56	n = 39	n = 20	n = 11

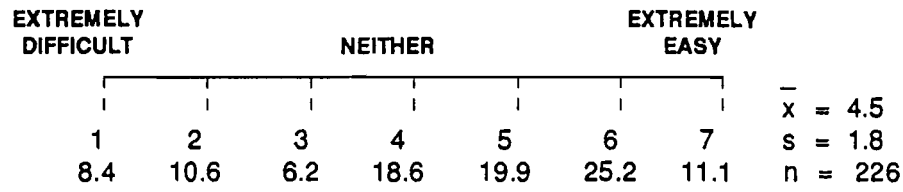
d. **Number of months spent in each position?**

	Job 1	Job 2	Job 3	Job 4
NUMBER OF MONTHS	$\bar{x}$ =35.1	$\bar{x}$ =33.5	$\bar{x}$ =32.0	$\bar{x}$ =46.6
	s =42.0	s =30.7	s =30.5	s =38.3
	md =24.0	md =24.0	md =24.0	md =36.0
	n =58	n =41	n =24	n =16

24. **Considering your current position, how satisfied are you with the following aspects of this position?**

		EXTREMELY DISSATISFIED			NEITHER			EXTREMELY SATISFIED	$\bar{x}$	s	n
a.	*The type of work you do*	1	2	3	4	5	6	7			
		0.0	0.0	0.0	3.3	13.3	35.0	48.3	6.3	0.8	60
b.	*Your level in the organization*	1	2	3	4	5	6	7			
		1.7	0.0	1.7	6.8	15.3	35.6	39.0	6.0	1.2	59
c.	*The organization in which you work*	1	2	3	4	5	6	7			
		0.0	0.0	1.8	3.6	26.8	30.4	37.5	6.0	1.0	56
d.	*The overall quality of research in your chosen field at this institution*	1	2	3	4	5	6	7			
		0.0	6.9	5.2	10.3	22.4	37.9	17.2	5.3	1.4	58
e.	*The adequacy of research facilities at this institution*	1	2	3	4	5	6	7			
		1.8	12.3	5.3	14.0	31.6	19.3	15.8	4.8	1.6	57
f.	*The amount of recognition that you receive for your work*	1	2	3	4	5	6	7			
		1.7	3.4	0.0	8.6	19.0	29.3	37.9	5.8	1.4	58

25. **If you wanted to change jobs, do you think that it would be easy or difficult to find another job in your field?**



III. INDIVIDUAL GOALS AND ACHIEVEMENTS

In this section we would like to ask about your own goals, your perceptions of the degree of success in achieving these goals to this point in your career, and your participation in various scientific activities.

26. **Please indicate how important each of the following goals is to you in your career?**

		NOT AT ALL IMPORTANT					MODERATELY IMPORTANT	EXTREMELY IMPORTANT	$\bar{x}$	s	n
a.	*Implementing **practical** solutions to development problems*	1	2	3	4	5	6	7			
		0.0	0.0	1.7	8.4	11.7	27.6	50.6	6.2	1.0	239
b.	*Finding innovative solutions to development problems through **research***	1	2	3	4	5	6	7			
		0.4	1.2	1.2	4.5	8.7	31.8	52.1	6.2	1.1	242
c.	*Career advancement*	1	2	3	4	5	6	7			
		2.1	2.5	1.2	5.8	10.0	36.5	41.9	6.0	1.3	241
d.	*Increasing your income*	1	2	3	4	5	6	7			
		4.1	5.4	2.5	11.2	21.9	28.9	26.0	5.3	1.6	242
e.	*Being in a position where you can make key development decisions and set policy*	1	2	3	4	5	6	7			
		2.9	1.7	5.9	14.6	17.6	25.9	31.4	5.5	1.5	239
f.	*Participating in the development of an **institution***	1	2	3	4	5	6	7			
		5.5	0.4	4.7	8.9	12.8	32.3	35.3	5.6	1.6	235
g.	*Helping to develop your **country's capabilities** in your field*	1	2	3	4	5	6	7			
		0.0	1.3	1.3	4.2	5.4	26.8	61.1	6.4	1.0	239
h.	***Sharing your knowledge** and skills with others*	1	2	3	4	5	6	7			
		0.0	0.4	1.2	1.2	5.4	27.4	64.3	6.5	0.8	241

27. **Now considering this same list of goals, how successful do you think you have been in accomplishing each of them.**

		NOT AT ALL SUCCESSFUL					MODERATELY SUCCESSFUL	EXTREMELY SUCCESSFUL	$\bar{x}$	s	n
a.	*Implementing practical solutions to development problems*	1	2	3	4	5	6	7			
		5.1	3.8	3.8	27.0	32.1	19.0	9.3	4.7	1.4	237
b.	*Finding innovative solutions to development problems through research*	1	2	3	4	5	6	7			
		5.0	4.2	6.7	19.3	28.6	25.2	10.9	4.8	1.5	238
c.	*Career advancement*	1	2	3	4	5	6	7			
		3.8	3.4	3.8	18.6	23.2	28.3	19.0	5.2	1.5	237
d.	*Increasing your income*	1	2	3	4	5	6	7			
		15.3	6.4	10.6	25.4	22.9	14.4	5.1	4.0	1.7	236
e.	*Being in a position where you can make key development decisions and set policy*	1	2	3	4	5	6	7			
		12.7	7.9	14.5	25.4	16.7	14.0	8.8	4.0	1.8	228
f.	*Participating in the development of an institution*	1	2	3	4	5	6	7			
		11.5	4.0	8.4	20.3	22.0	18.9	15.0	4.5	1.8	227
g.	*Helping to develop your country's capabilities in your field*	1	2	3	4	5	6	7			
		6.4	3.8	5.6	19.2	26.9	22.2	15.8	4.9	1.6	234
h.	*Sharing your knowledge and skills with others*	1	2	3	4	5	6	7			
		1.3	1.3	1.7	8.0	21.5	36.7	29.5	5.8	1.2	237

28. **Since receiving your IDRC fellowship or award, how active have you been in each of the following areas?**

		NOT AT ALL ACTIVE					MODERATELY ACTIVE	EXTREMELY ACTIVE	$\bar{x}$	s	n
a.	*Conducting research in the field*	1	2	3	4	5	6	7			
		3.9	2.1	6.4	11.6	12.9	31.8	31.3	5.5	1.6	233
b.	*Managing or directing research projects*	1	2	3	4	5	6	7			
		10.0	4.8	6.1	10.9	16.2	27.9	24.0	5.0	1.9	229
c.	*Preparing proposals for research funding*	1	2	3	4	5	6	7			
		11.8	5.7	8.8	12.3	15.8	25.0	20.6	4.7	2.0	228
d.	*Presenting papers at professional meetings*	1	2	3	4	5	6	7			
		5.6	3.0	3.9	11.7	20.3	33.8	21.6	5.3	1.6	231
e.	*Attending workshops for professionals in your field*	1	2	3	4	5	6	7			
		4.7	3.9	4.7	14.2	19.8	30.6	22.0	5.2	1.6	232
f.	*Contributing to professional journals (e.g., refereeing articles, writing book reviews)*	1	2	3	4	5	6	7			
		10.9	6.5	6.1	18.3	21.7	23.0	13.5	4.6	1.8	230
g.	*Working on consulting assignments*	1	2	3	4	5	6	7			
		20.9	11.1	8.9	16.4	13.3	18.7	10.7	3.9	2.1	225
h.	*Participating in missions for your government or for international organizations*	1	2	3	4	5	6	7			
		30.7	7.5	7.0	13.2	13.2	17.1	11.4	3.7	2.2	228

29.a. **Are you currently a member of any professional or scientific associations?**

Yes	1	74.9%	
No	2	25.1%	n=231

b. **If yes, please list the associations or organizations.**

_____

_____

_____

30. **Could you please list any articles or books you have had published or papers you have had presented at scientific meetings during the last five years.**

31. **Could you please list any scientific or professional awards that you have won since completion of your IDRC-sponsored training.**

IV. INSTITUTIONAL DEVELOPMENT

Institutional development has been identified as one of the top priorities for enhancing national research capacity. It is also one of the main goals of IDRC's Fellowship and Awards Program. In this section we would like to ask you some questions that will allow us to gain a better understanding of the problems facing institutions in developing countries. This understanding will allow IDRC to ensure that its fellowships and awards help countries to meet their current and emerging research objectives.

32. **First, we would like to know your views about the institution in which you are currently employed. In your opinion, how important are each of the following activities to this institution?**

		NOT AT ALL IMPORTANT						EXTREMELY IMPORTANT			
		1	2	3	4	5	6	7	$\bar{x}$	s	n
a.	*Conducting research*	1.7	0.4	3.4	10.3	9.5	16.8	57.8	6.1	1.4	232
b.	*Implementing projects*	2.2	1.7	3.1	10.5	12.7	20.1	49.8	5.9	1.5	229
c.	*Training and education*	1.7	1.3	0.9	10.3	11.2	21.5	53.2	6.1	1.3	233
d.	*Contributing to development policy*	2.6	2.1	3.8	11.1	14.9	25.5	40.0	5.7	1.5	235
e.	*Promoting awareness of development issues*	2.6	3.0	3.4	14.2	13.7	22.3	40.8	5.6	1.6	233

33. **How would you rate the capacity of the institution, in which you are presently working, for each of the following areas?**

		EXTREMELY LOW CAPACITY						EXTREMELY HIGH CAPACITY			
		1	2	3	4	5	6	7	$\bar{x}$	s	n
a.	*Conducting research*	3.1	3.1	8.7	17.5	15.7	22.3	29.7	5.3	1.6	229
b.	*Implementing projects*	0.9	4.0	7.6	15.2	20.6	26.0	25.6	5.3	1.5	223
c.	*Training and education*	2.6	1.3	9.6	11.7	17.4	28.3	29.1	5.4	1.5	230
d.	*Contributing to development policy*	1.8	4.0	7.2	15.7	15.2	33.6	22.4	5.3	1.5	223
e.	*Promoting awareness of development issues*	3.1	3.6	6.3	17.0	20.2	25.6	24.2	5.2	1.6	223

34.a) **The development of research capacity at an institution can be limited for a number of reasons. Please rate the extent to which you think each of the following factors is a problem for the institution in which you now work.**

		NOT A PROBLEM						SERIOUS PROBLEM			
		1	2	3	4	5	6	7	$\bar{x}$	s	n
i.	*Inadequate facilities*	9.4	13.4	10.3	21.4	20.1	11.2	14.3	4.2	1.8	224
ii.	*Limited financial resources*	3.8	3.8	4.7	12.4	12.8	22.6	39.7	5.5	1.7	234
iii.	*A shortage of qualified researchers in your chosen field*	8.3	14.3	10.0	18.7	10.4	21.7	16.5	4.4	1.9	230
iv.	*The use of out-dated methods, techniques or approaches*	17.2	21.1	14.5	22.5	12.3	9.7	2.6	3.3	1.7	227
v.	*Lack of awareness of the potential benefits of your work*	17.2	13.7	12.3	19.4	14.1	15.0	8.4	3.8	1.9	227
vi.	*Poor management and administration*	15.4	12.3	11.5	22.5	14.1	14.5	9.7	3.9	1.9	227
vii.	*Limited contacts with other institutions (e.g., conferences, exchanges)*	13.5	15.2	13.0	17.4	9.6	20.9	10.4	4.0	2.0	230
viii.	*Limited information resources*	14.5	9.3	14.0	19.8	11.6	18.0	12.8	4.1	2.0	172

b) **Are there any other problems that you can identify? Please describe these briefly.**

_____

_____

_____

35. **Sharing knowledge with colleagues and students is one of the best ways of multiplying the benefits of high-level education and training. We are particularly interested in knowing what kind of opportunities you have to share with others the knowledge you gained through IDRC-supported training. Please indicate whether you agree or disagree with each of the following statements.**

		STRONGLY DISAGREE			NEITHER			STRONGLY AGREE			
									$\bar{x}$	s	n
a.	*In a formal teaching capacity, I have been able to share most of what I learned with students and colleagues*	1 8.8	2 4.8	3 4.4	4 7.9	5 13.6	6 21.9	7 38.6	5.3	1.9	228
b.	*At work, I frequently provide informal training to other employees and colleagues*	1 3.8	2 1.3	3 1.3	4 7.6	5 15.7	6 36.9	7 33.5	5.8	1.4	236
c.	*I often give formal workshops to co-workers and subordinates*	1 10.7	2 7.6	3 10.7	4 18.2	5 17.3	6 19.1	7 16.4	4.5	1.9	225
d.	*I would like to have more opportunities to discuss what I learned with colleagues and co-workers*	1 2.6	2 2.6	3 2.2	4 8.3	5 12.6	6 32.6	7 39.1	5.8	1.4	230
e.	*The best opportunities to share knowledge and experiences with co-workers are on projects*	1 2.1	2 1.7	3 2.1	4 6.0	5 11.6	6 33.0	7 43.3	6.0	1.3	233
f.	*I think that my institution could take better advantage of my specialized training*	1 3.9	2 4.3	3 3.9	4 9.1	5 11.7	6 29.6	7 37.4	5.6	1.7	230
g.	*Overall, I would say that many people have benefitted from my IDRC-supported training* . . .	1 2.1	2 2.6	3 3.0	4 11.1	5 14.1	6 38.0	7 29.1	5.6	1.4	234
h.	*I have been able to share my knowledge and experiences by writing about them*	1 8.7	2 6.5	3 8.7	4 18.7	5 13.9	6 23.5	7 20.0	4.7	1.9	230

36. **Finally, we would like to know which types of training programs you think are needed most in your country. For each of the following type of training indicate whether you think it should be given a high priority or a low priority by IDRC.**

		VERY LOW PRIORITY			MEDIUM PRIORITY			VERY HIGH PRIORITY			
		1	2	3	4	5	6	7	$\bar{x}$	s	n
a.	*Graduate-level training in developed countries*	7.1	7.6	4.2	13.0	10.5	23.5	34.0	5.2	1.9	238
b.	*Graduate-level training in developing countries*	8.6	6.0	8.2	21.5	12.0	21.5	22.3	4.8	1.9	233
c.	*Short-term specialized training for experienced professionals*	1.2	1.2	2.1	4.1	7.0	20.6	63.8	6.3	1.2	243
d.	*Cooperative programs incorporating academic and practical training*	0.4	1.3	0.8	5.9	8.9	29.7	53.0	6.2	1.1	236
e.	*Training focused on key institutions*	1.3	3.5	4.4	21.1	16.7	22.4	30.7	5.4	1.5	228
f.	*Forums that bring together international experts*	0.9	3.0	3.4	18.3	14.9	25.5	34.0	5.6	1.4	235
g.	*Training for the brightest and most promising young people*	1.7	3.8	3.3	13.0	10.0	20.9	47.3	5.8	1.5	239

V. INTERNATIONAL COMMUNICATIONS AND NETWORKS

Building links and contacts with experts in different parts of the world is a crucial part of the process of institution building and enhancing national development capacity. During periods of both study and work you will have had the opportunity to encounter and meet many highly qualified scientists and experts from whom you or others in your country could benefit. In the following series of questions we would like to know your opinions about the quality of the communications between professionals in your field, problems with developing networks among professionals and suggestions about how these problems could be overcome.

37. **Have you maintained contact at least once a year (by telephone, letter, visit, etc.) with any of the people you met during your IDRC-sponsored training, including related or follow-up project work?**

	Yes		No		n
Fellow students	1	66.0%	2	34.0%	203
University professors or supervisors	1	83.1%	2	16.9%	219
Project co-workers	1	66.5%	2	33.5%	194
Development organization staff	1	56.7%	2	43.3%	187
IDRC personnel	1	61.5%	2	38.5%	218

38. **What are the principal reasons for the contacts that you maintain?**

			n
Academic interchange	1	51.0%	126
Business/Commercial	2	6.5%	16
Professional development	3	57.5%	142
Project-related work	4	53.4%	132
Personal	5	59.9%	148
Other	6	4.9%	12

39. Personal contacts and face-to-face communication are often the best means of exchanging views and keeping up-to-date with developments in your field. Travel is usually required for these in-person exchanges. First of all, we would like to know if you have travelled for professional reasons.

a) Have you travelled to any of the following locations? If yes, please indicate how many times during the last three years.

	Yes	No	How Many Times			
			$\bar{x}$	s	md	n
Within the country where you are working	1 89.9%	2 10.1% n=227	11.3	11.5	8.0	175
Countries within the region	1 64.9%	2 35.1% n=211	3.7	4.0	2.0	139
Countries outside the region	1 61.5%	2 38.5% n=205	2.8	2.3	2.0	130
Canada	1 25.0%	2 75.0% n=196	1.7	1.3	1.0	5.2

40. During the last year, have you been involved in any of the following activities? If yes, please indicate how many times.

	Yes	No	How Many Times			
			$\bar{x}$	s	md	n
Professional/academic exchanges	1 59.5%	2 40.5% n=205	3.7	4.7	2.0	116
Seminars, conferences, workshops	1 88.4%	2 11.6% n=225	3.8	3.4	3.0	190
Missions	1 36.6%	2 63.4% n=183	3.3	4.1	2.0	68
Consulting assignments	1 42.6%	2 57.4% n=209	3.2	6.7	2.0	86
Business/professional visits	1 45.3%	2 54.7% n=201	4.2	7.3	2.0	83
Education or training courses/programs	1 57.7%	2 42.3% n=215	2.5	2.0	2.0	120

41. How satisfied are you with your opportunities for each of the following means of making personal contacts?

		EXTREMELY DISSATISFIED			NEITHER			EXTREMELY SATISFIED	$\bar{x}$	s	n
a.	*Professional/academic exchanges*	1	2	3	4	5	6	7			
		13.5	8.4	8.4	14.0	16.3	26.0	13.5	4.4	2.0	215
b.	*Seminars, conferences, workshops*	1	2	3	4	5	6	7			
		6.9	6.0	6.0	6.9	17.7	31.9	24.6	5.2	1.8	232
c.	*Missions*	1	2	3	4	5	6	7			
		19.2	11.0	11.0	17.6	11.5	15.4	14.3	4.0	2.1	182
d.	*Consulting assignments*	1	2	3	4	5	6	7			
		16.2	12.6	7.9	17.8	13.1	18.8	13.6	4.1	2.0	191
e.	*Business/professional visits*	1	2	3	4	5	6	7			
		14.2	11.1	10.5	18.9	15.8	20.0	9.5	4.1	1.9	190
f.	*Education or training*	1	2	3	4	5	6	7			
		11.2	7.8	8.3	12.1	13.6	22.8	24.3	4.8	2.0	206

42. Many factors can limit opportunities for travel to make and maintain important contacts and to develop networks. Rate the extent to which you think each of the following factors creates a problem for you by restricting opportunities to travel to meet colleagues and experts in your field.

		NOT AT ALL A PROBLEM			MODERATE PROBLEM			SERIOUS PROBLEM	$\bar{x}$	s	n
a.	*Financial support from employer/institution*	1	2	3	4	5	6	7			
		2.1	0.0	3.0	8.1	5.1	23.8	57.9	6.2	1.3	235
b.	*Time*	1	2	3	4	5	6	7			
		21.2	15.3	8.9	25.4	12.3	10.2	6.8	3.5	1.9	236
c.	*Priorities of your employer/institution*	1	2	3	4	5	6	7			
		19.0	13.4	7.8	20.3	11.6	13.8	14.2	3.9	2.1	232
d.	*High cost of travel*	1	2	3	4	5	6	7			
		1.7	1.3	2.2	4.3	10.0	20.8	59.7	6.2	1.3	231
e.	*Personal/family commitments*	1	2	3	4	5	6	7			
		42.9	18.5	16.7	15.0	4.7	0.4	1.7	2.3	1.4	233
f.	*Lack of existing networks related to your field of expertise*	1	2	3	4	5	6	7			
		29.3	16.6	9.6	15.7	10.9	5.7	12.2	3.3	2.1	229

43. **Following are a list of statements dealing with the subjects of communications, developing networks and promoting linkages among experts Please indicate whether you agree or disagree with these statements.**

		TOTALLY DISAGREE			NEITHER			TOTALLY AGREE			
									$\bar{x}$	s	n
a.	*IDRC should ensure that award recipients have opportunities to meet experts in their chosen fields of study*	1	2	3	4	5	6	7			
		0.4	0.4	1.7	3.4	5.6	15.0	73.5	6.5	1.0	234
b.	*Travel as a means of getting information is overrated. Scientists in developing countries should focus on domestic sources of information to solve their problems*	1	2	3	4	5	6	7			
		29.4	15.2	8.2	14.7	10.8	10.0	11.7	3.4	2.1	231
c.	*During my IDRC-sponsored training I was offered a wide range of opportunities to meet and exchange views with experts on development issues*	1	2	3	4	5	6	7			
		7.7	6.0	10.3	12.8	18.8	20.1	24.4	4.9	1.9	234
d.	*IDRC should play a larger role in maintaining linkages between former award recipients and people who have worked on IDRC-sponsored projects*	1	2	3	4	5	6	7			
		0.0	0.0	1.3	5.1	7.3	18.4	67.9	6.5	0.9	234
e.	*My most important contacts have been made directly through the institutions for which I have worked*	1	2	3	4	5	6	7			
		7.1	3.5	4.4	17.7	9.3	23.9	34.1	5.3	1.8	226
f.	*Adequate support for participation in professional associations is not available* . . .	1	2	3	4	5	6	7			
		12.9	6.2	6.7	16.9	10.7	24.0	22.7	4.7	2.0	225
g.	*IDRC should use Canadian-sponsored activities and development projects as a means of creating linkages between experts in different fields and from different countries*	1	2	3	4	5	6	7			
		0.4	0.9	0.4	4.3	4.7	18.9	70.4	6.5	1.0	233

SONDAGE AUPRÈS DES BOURSIERS(ÈRES) DU CRDI

FORMULAIRE D'IDENTIFICATION

Les renseignements que nous vous invitons à fournir sur cette page ont pour objet de permettre au CRDI de mettre à jour leur base de données sur les récipiendaires de bourses, et de demeurer en rapport avec ces boursiers(ères). Nous vous serions extrêmement reconnaissants de bien vouloir remplir ce formulaire. Soyez assuré(e) que vos communications avec le CRDI, y compris les informations figurant à ce sondage, demeureront **strictement confidentielles.**

1. NOM _____

DOMICILE :

ADRESSE POSTALE (Veuillez cocher la case ci-dessous si l'adresse postale figurant sur le sondage est exacte). ☐

_____

_____

_____

NUMÉRO DE TÉLÉPHONE _____

BUREAU/LIEU DE TRAVAIL :

ADRESSE POSTALE (Veuillez cocher la case ci-dessous si l'adresse postale figurant sur le sondage est exacte). ☐

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NUMÉRO DE TÉLÉPHONE _____

NUMÉRO DE TÉLÉCOPIEUR _____

ADRESSE TÉLÉGRAPHIQUE _____

NUMÉRO DE TÉLEX _____

I. BOURSE DU CRDI

Cette première partie de notre questionnaire porte sur la bourse que le CRDI vous a octroyée. Les premières questions traitent de votre situation au moment où vous avez reçu votre bourse. Les questions subséquentes portent sur le type de bourse et de formation que vous avez reçues. En dernier lieu, nous vous demanderons de nous faire part de vos opinions sur la bourse et la formation qui s'y rattachait et de préciser dans quelle mesure vous avez été satisfait(e) de son utilité sur le plan de votre carrière et de votre perfectionnement professionnel.

Situation du/de la récipiendaire au moment de l'octroi :

1.a) **Quel diplôme le plus élevé déteniez-vous avant de recevoir une bourse du CRDI?**

Baccalauréat 1
Maîtrise 2
Doctorat 3
Autre (veuillez préciser)

_____ 4

b) **Dans quelle discipline ou quel domaine principal avez-vous obtenu votre diplôme?**

Agriculture 01
Communications 02
Informatique 03
Développement 04
Finances 05
Pédagogie 06
Génie 07
Pêcheries 08
Sciences de la santé 09
Sciences de l'information 10
Journalisme 11
Gestion 12
Administration publique 13
Politiques technologiques 14

Autre (veuillez préciser) _____ 15

2. **Dans quel milieu travailliez-vous ou étudiez-vous lorsque le CRDI vous a décerné votre bourse?**

Genre d'organisme
Milieu académique/de recherche
Université 1
Centre de recherche 2
Secteur privé
Bureaux du gouvernement national 3
Bureaux du gouvernement provincial ou d'un état 4
Autre organisme public 5
Secteur privé
Société privée 6
Organisme privé/experts-conseils 7
Société sans but lucratif 8

3.a) **Quel poste occupiez-vous au sein de cet organisme?**

Étudiant(e) . . . . . 1 --> **PASSEZ À LA QUESTION 4**
Employé(e) de niveau junior (p.ex.: chercheur(euse) adjoint(e), aide-enseignant(e)) 2
Employé(e) de niveau intermédiaire (p.ex.: gestionnaire de programme, professeur, gestionnaire intermédiaire) 3
Employé(e) de niveau supérieur (p.ex.: directeur(trice), gestionnaire cadre, doyen(ne), administrateur(trice), cadre supérieur 4
Autre (veuillez préciser)

_____ 5

b) **Quelle était la principale fonction rattachée à ce poste?**

Gestion/administration 1
Recherche 2
Élaboration de politiques 3
Mise en oeuvre de projets et programmes 4
Enseignement 5

Autre (veuillez préciser) _____ 6

4. **Combien d'années d'expérience de travail comptiez-vous avant de recevoir votre bourse du CRDI?**

NOMBRE D'ANNÉES D'EXPÉRIENCE |_|_|

Caractéristique de la bourse du CRDI

5. **En quelle année avez-vous reçu votre bourse d'étude, de formation ou de recherche?**

ANNÉE DE L'OCTROI DE LA BOURSE | 1 | 9 | | |

6. **Veuillez indiquer pour quel genre d'études vous avez reçu votre bourse?**

Doctorat 1
Maîtrise 2
Certificat 3
Études à court terme ne menant pas à un diplôme 4
Formation subséquente au doctorat 5
Recherche à titre d'étudiant(e) 6
Autre formation (veuillez préciser)

_____ 8

7. **Quelle était la principale discipline académique pour laquelle vous avez reçu une bourse d'étude?**

Agriculture 01
Communications 02
Informatique 03
Développement 04
Finances 05
Pédagogie 06
Génie 07
Pêcheries 08
Sciences de la santé 09
Sciences de l'information 10
Journalisme 11
Gestion 12
Administration publique 13
Politiques technologiques 14

Autre (veuillez préciser) _____ 15

8.a) **Dans quel milieu avez-vous effectué votre stage?** (Veuillez encercler le chiffre qui correspond à votre réponse.)

Genre d'organisme

Milieu académique de recherche
- *Université* 1
- *Centre de recherche* 2

Secteur privé
- *Bureaux du gouvernement national* 3
- *Bureaux du gouvernement provincial ou d'un état* 4
- *Autre organisme public* 5

Secteur privé
- *Société privée* 6
- *Organisme privé/experts-conseils* 7

Société sans but lucratif 8

b) **Veuillez préciser le nom de cet établissement.**

_____

c) **À quel endroit cet établissement est-il situé?**

Ville/village _____

Pays _____

9.a) **Au cours de la période allouée par le programme, combien de mois avez-vous consacrés à l'étude et aux travaux de cours?**

NOMBRE DE MOIS |__|__|

b) **Au cours de cette période, combien de mois avez vous consacrés à la préparation de votre thèse? (Veuillez vous assurer que le temps consacré à votre thèse et à vos travaux de cours n'excède pas la période allouée en vertu de votre bourse).**

NOMBRE DE MOIS |__|__|

10.a) **Au cours de la période allouée par le programme de CRDI, avez-vous consacré du temps à la formation en cours d'emploi ou à d'autres projets connexes en dehors des heures de cours?**

OUI 1
NON . . . . . 2 --> **PASSEZ À LA QUESTION 11**

b) **Dans l'affirmative: Combien de mois avez-vous consacrés à ce genre d'activités?**

NOMBRE DE MOIS ⌊__⌋⌊__⌋

Satisfaction à l'égard du programme.

Nous aimerions maintenant connaître le genre d'activités auxquelles vous avez participé en tant que boursier(ère) et savoir dans quelle mesure vous avez été satisfait(e) des diverses facettes du programme telles des compétences et des connaissances acquises au cours de la période de formation.

11. **Veuillez préciser l'importance de votre participation aux activités suivantes pendant la durée du programme?** Situez vos réponses sur une échelle de 1 à 7, où le 1 signifie que vous n'avez jamais participé à l'activité mentionnée, le 4, que vous y avez participé quelquefois, et le 7, que vous y avez participé très fréquemment.

		JAMAIS			QUELQUEFOIS		TRÈS FRÉQUEMMENT		SANS OBJET
a.	*Projets de recherche (y compris les projets-pilotes et les travaux sur le terrain)*	1	2	3	4	5	6	7	8
b.	*Mise en oeuvre de projets (projets effectués une fois toute la recherche et tous les essais terminés)*	1	2	3	4	5	6	7	8
c.	*Enseignement*	1	2	3	4	5	6	7	8
d.	*Conférences, ateliers, séminaires*	1	2	3	4	5	6	7	8
e.	*Voyages à l'intérieur du pays où vous avez reçu votre formation*	1	2	3	4	5	6	7	8
f.	*Voyages à l'extérieur du pays où vous avez reçu votre formation*	1	2	3	4	5	6	7	8
g.	*Contribution à certaines publications ou articles scientifiques.*	1	2	3	4	5	6	7	8

12. **Veuillez indiquer dans quelle mesure vous avez été satisfait(e) des aspects suivants du programme de formation du CRDI.** Situez vos réponses sur une échelle de 1 à 7, où le 1 signifie extrêmement insatisfait(e), le 7, extrêmement satisfait(e) et le 4, ni l'un ni l'autre.

		EXTRÊMEMENT INSATISFAIT(E)			NI L'UN NI L'AUTRE			EXTRÊMEMENT SATISFAIT(E)
a.	*La mesure de correspondance entre vos cours et vos besoins et intérêts*	1	2	3	4	5	6	7
b.	*La qualité de l'établissement qui dispensait le cours*	1	2	3	4	5	6	7
c.	*La qualité de l'enseignement* .	1	2	3	4	5	6	7
d.	*Les installations de travail pratique/de laboratoire*	1	2	3	4	5	6	7
e.	*L'aide financière versée par le CRDI*	1	2	3	4	5	6	7

13. **Croyez-vous qu'on attache une reconnaissance particulière ou un certain prestige à la bourse que vous avez reçue? Veuillez préciser dans quelle mesure vous estimez que chacun des groupes suivants vous a accordé une reconnaissance particulière.** Situez vos réponses sur une échelle de 1 à 7, où le 1 signifie que le groupe mentionné ne vous a conféré aucune reconnaissance particulière, le 7, une reconnaissance très importante et le 4, une légère reconnaissance.

		AUCUNE RECONNAISSANCE PARTICULIÈRE			LÉGÈRE RECONNAISSANCE			RECONNAISSANCE TRÈS IMPORTANTE
a.	*Vos confrères/consoeurs d'études*	1	2	3	4	5	6	7
b.	*Les administrateurs et professeurs de l'université*	1	2	3	4	5	6	7
c.	*Vos collègues de travail à la fin de votre stage*	1	2	3	4	5	6	7

14.a) **Nous aimerions connaître votre opinion au sujet des connaissances, des compétences et des techniques que vous avez acquises au cours de la période de formation offerte par le CRDI. Dans quelle mesure avez-vous été satisfait(e) des aspects suivants de votre formation?**

		EXTRÊMEMENT INSATISFAIT(E)			NI L'UN NI L'AUTRE			EXTRÊMEMENT SATISFAIT(E)
i.	*La matière théorique et appliquée dispensée dans le domaine que vous aviez choisi d'étudier.*	1	2	3	4	5	6	7
ii.	*L'acquisition de méthodes de recherche*	1	2	3	4	5	6	7
iii.	*L'acquisition de méthodes visant à solutionner les problèmes de développement de manière pratique*	1	2	3	4	5	6	7
iv.	*L'acquisition de compétences en matière de gestion de projets*	1	2	3	4	5	6	7
v.	*L'acquisition de techniques de communications et de compétence en matière de rapports interpersonnels*	1	2	3	4	5	6	7

b) **Y-a-t-il d'autres aspects du programme au sujet desquels vous auriez des commentaires?**

_____

_____

_____

_____

_____

_____

Utilité du programme académique et de l'expérience acquise

Pour terminer cette série de questions nous aimerions traiter des répercussions favorables que le programme de formation du CRDI a peut-être eu sur le plan de votre carrière. Nous désirons savoir comment vous avez mis en application ce que vous avez appris et dans quelle mesure le programme du CRDI vous a été utile subséquemment, sur le plan professionnel.

15. **Diriez-vous que la formation que vous avez reçue grâce au CRDI vous a été utile en termes d'avancement professionnel? Veuillez préciser dans quelle mesure le programme a favorisé chacun des aspects suivants de votre carrière.**

		ABSOLUMENT INUTILE			PLUS OU MOINS UTILE			EXTRÊMEMENT UTILE
a.	*Trouver un emploi dans votre domaine d'expertise* . . .	1	2	3	4	5	6	7
b.	*Progression rapide de votre carrière*	1	2	3	4	5	6	7
c.	*Établir un réseau d'experts ainsi que de nombreux rapports professionnels*	1	2	3	4	5	6	7
d.	*Trouver un emploi au sein de l'organisme de votre choix*	1	2	3	4	5	6	7
e.	*Progression générale de votre carrière*	1	2	3	4	5	6	7

16. **Pourriez-vous expliquer davantage comment le programme de formation a contribué au progrès de votre carrière.**

_____

_____

_____

_____

_____

_____

_____

_____

17.a) **En quoi le poste que vous occupez présentement est-il lié aux objectifs de développement national du pays où vous travaillez, tels que vous les percevez?**

b) **En quoi la formation dispensée grâce au CRDI vous a-t-elle préparée au travail que vous effectuez présentement?**

18. **Auriez-vous autre chose à ajouter au sujet du programme de formation du CRDI, de son utilité et des avantages ou problèmes etc. qu'il comporte?**

II. ACTIVITÉ PROFESSIONNELLE

Nous aimerions maintenant savoir ce que vous avez accompli au terme de vos études subventionnées par le CRDI. Les questions figurant à cette partie du questionnaire portent sur vos projets d'études et de perfectionnement ainsi que sur votre carrière et vos activités professionnelles. Nous espérons, au moyen de ces questions, mieux comprendre les voies que choisissent les ancien(ne)s boursiers(ères) du CRDI.

19.a) **Depuis la fin de vos études en tant que boursier(ère) du CRDI, avez-vous achevé d'autres études ou activités de formation?**

Oui — cours menant à un diplôme 1
Oui — cours ne menant pas à un diplôme 2
Non . . . . . 3 --> **PASSEZ À LA QUESTION 20**

b) **Veuillez indiquer ci-dessous, quel genre de programme d'étude ou de formation vous avez suivi, à quel endroit le programme était dispensé et en quelle année vous avez achevé ces études.**

	Genre de programme	Endroit	Année d'achèvement
Programme menant à un diplôme			
1.	_____	_____	19 ___
2.	_____	_____	19 ___
Programme ne menant pas à un diplôme			
1.	_____	_____	19 ___
2.	_____	_____	19 ___
3.	_____	_____	19 ___

20.a) **Qu'avez-vous fait immédiatement au terme de vos études à titre de boursier(ère) du CRDI?**

Obtenu votre premier poste ou emploi à titre de professionnel(le) 1
Repris votre ancien emploi 2
Obtenu un nouveau poste au sein du même organisme . 3
Obtenu un nouveau poste chez un nouveau employeur . 4
Entrepris un autre programme d'études ou de formation . 5 --> **PASSEZ À LA QUESTION 21**
Autre (veuillez préciser)
_____ 6

b) **Le CRDI vous a-t-il aidé, directement ou indirectement, à accéder à ce poste?**

Oui, directement (p.ex : fourni une recommandation, dirigé vers un emploi, etc.) 1
Oui, indirectement (p.ex : en raison de la bourse, ou de l'estime accordée au CRDI) 2

21. **Nous aimerions maintenant recueillir certains détails au sujet du poste que vous occupez présentement, du genre d'organisme pour lequel vous travaillez, de votre rang au sein de cet organisme et des principales fonctions qui vous incombent.**

a) **Travaillez-vous présentement?**

Oui 1
Non . . . . . 2 --> **PASSEZ À LA Q.22**

b) **En plus de votre emploi principal, occupez-vous un deuxième emploi également relié à votre profession?**

Oui 1
Non . . . . . 2 --> **PASSEZ À LA Q.22**

c) **Quel part de votre temps consacrez-vous à chacun de ces emplois?**

Emploi principal |__|__|% *Deuxième emploi* |__|__|%

d) **Quel pourcentage de votre revenu tirez-vous de chacun de ces emplois?**

Emploi principal |__|__|% *Deuxième emploi* |__|__|%

e) **Quel poste occupez-vous dans le cadre de chacun de ces emplois?**

	Emploi principal	**Deuxième emploi (s'il y a lieu)**
Titre	_____	_____

f) **Genre d'organisme**

_____

g) **Genre de travail**

_____

22. **Sans compter vos emplois actuels, avez-vous occupé d'autres postes au terme du programme du CRDI?**

Oui 1
Non . . . . . 2 --> **PASSEZ À LA Q.25**

23. **Les question suivante vise à recueillir des renseignements généraux au sujet de chaque emploi que vous avez occupé depuis l'octroi de votre bourse du CRDI. Veuillez commencer par inscrire le premier emploi que vous avez occupé au terme du programme du CRDI et énumérer tous vos autres emplois, en ordre chronologique et préciser:**
(a) **le titre de chaque poste occupé**
(b) **le genre d'organisme qui vous employait**
(c) **les tâches principales qui vous incombaient**
(d) **la durée de l'emploi.**

a. **Titre du poste**

1 er emploi _____ *2 e emploi* _____
3 e emploi _____ *4 e emploi* _____

b. **Genre d'organisme**

	1 er emploi	2 e emploi	3 e emploi	4 e emploi
Université	1	1	1	1
Centre de recherche	2	2	2	2
Gouvernement national	3	3	3	3
Gouvernement provincial ou d'un état	4	4	4	4
Autre organisme public	5	5	5	5
Société privée	6	6	6	6
Société sans but lucratif	7	7	7	7

c. **Tâches principales** (n'encerclez qu'une réponse pour chaque poste)

		1 er emploi	2 e emploi	3 e emploi	4 e emploi
i.	*Gestion/ administration*	1	1	1	1
ii.	*Recherche*	2	2	2	2
iii.	*Élaboration des politiques*	3	3	3	3
iv.	*Mise en oeuvre de projets/ programmes*	4	4	4	4
v.	*Enseignement*	5	5	5	5
vi.	*Autre (veuillez préciser)*	6	6	6	6
	.....	_____	_____	_____	_____

d. **Nombre de mois à chaque emploi?**

	1 er emploi	2 e emploi	3 e emploi	4 e emploi
NOMBRE DE MOIS	|_|_|_|	|_|_|_|	|_|_|_|	|_|_|_|

24. **Dans quelle mesure êtes-vous satisfait(e) des aspects suivants du poste que vous occupez présentement?**

		EXTRÊMEMENT INSATISFAIT(E)			NI L'UN NI L'AUTRE			EXTRÊMEMENT SATISFAIT(E)
a.	*Du genre de travail qui vous incombe*	1	2	3	4	5	6	7
b.	*Du rang que vous occupez au sein de l'organisme*	1	2	3	4	5	6	7
c.	*De l'organisme pour lequel vous travaillez*	1	2	3	4	5	6	7
d.	*De la qualité générale de la recherche dans votre domaine de spécialisation, effectuée par cet organisme*	1	2	3	4	5	6	7
e.	*De la qualité des moyens de recherche dont dispose l'établissement*	1	2	3	4	5	6	7
f.	*De la reconnaissance qui vous est accordée pour votre travail*	1	2	3	4	5	6	7

25. **Si vous désiriez changer d'emploi, croyez-vous qu'il vous serait facile de trouver un autre poste dans votre domaine d'expertise?**

EXTRÊMEMENT DIFFICILE			NI L'UN NI L'AUTRE			EXTRÊMEMENT FACILE
1	2	3	4	5	6	7

III. RÉALISATIONS ET OBJECTIFS PERSONNELS

Les questions suivantes portent sur vos objectifs personnels, sur la mesure dans laquelle vous avez, à cette étape de votre carrière, réussi à atteindre ces objectifs et, sur votre participation à diverses activités scientifiques.

26. **Veuillez préciser quelle importance chacun des objectifs suivants a pour vous, sur le plan professionnel.**

		AUCUNE IMPORTANCE		IMPORTANCE QUELCONQUE				EXTRÊME IMPORTANCE
a.	*L'application de solutions* ***pratiques*** *aux problèmes de développement*	1	2	3	4	5	6	7
b.	*La* ***recherche*** *visant la découverte de nouvelles solutions aux problèmes de développement*	1	2	3	4	5	6	7
c.	*L'avancement sur le plan carrière*	1	2	3	4	5	6	7
d.	*L'augmentation de votre revenu*	1	2	3	4	5	6	7
e.	*D'occuper un poste vous permettant d'établir des politiques et de prendre des décisions importantes en matière de développement* .	1	2	3	4	5	6	7
f.	*De participer à l'établissement d'un* ***Institut***	1	2	3	4	5	6	7
g.	*D'aider au développement des* ***compétences de votre pays*** *dans votre domaine d'expertise*	1	2	3	4	5	6	7
h.	***De partager vos connaissances*** *et vos compétences avec d'autres*	1	2	3	4	5	6	7

27. **Dans quelle mesure croyez-vous avoir connu du succès en termes de la réalisation de ces objectifs?**

		AUCUN SUCCÈS			SUCCÈS QUELCONQUE			GRAND SUCCÈS
a.	*L'application de solutions pratiques aux problèmes de développement*	1	2	3	4	5	6	7
b.	*La recherche visant la découverte de nouvelles solutions aux problèmes de développement*	1	2	3	4	5	6	7
c.	*L'avancement sur le plan carrière*	1	2	3	4	5	6	7
d.	*L'augmentation de votre revenu*	1	2	3	4	5	6	7
e.	*D'occuper un poste vous permettant d'établir des politiques et de prendre des décisions importantes en matière de développement* . . .	1	2	3	4	5	6	7
f.	*De participer à l'établissement d'un institut*	1	2	3	4	5	6	7
g.	*D'aider au développement des compétences de votre pays dans votre domaine d'expertise*	1	2	3	4	5	6	7
h.	*De partager vos connaissances et vos compétences avec d'autres*	1	2	3	4	5	6	7

28. **Depuis l'octroi de votre bourse, avez-vous été actif(ve) dans les domaines suivants?**

		AUCUNEMENT ACTIF(VE)			MODÉRÉMENT ACTIF(VE)		EXTRÊMEMENT ACTIF(VE)	
a.	*Recherche sur le terrain*	1	2	3	4	5	6	7
b.	*Gestion ou direction de projets de recherche*	1	2	3	4	5	6	7
c.	*Préparation de soumissions visant l'obtention de fonds servant à la recherche*	1	2	3	4	5	6	7
d.	*Présentations d'exposés lors d'assemblées de professionnel(le)s*	1	2	3	4	5	6	7
e.	*Participation à des ateliers destinés aux gens de votre profession*	1	2	3	4	5	6	7
f.	*Contribution à certaines publications (p.ex : critiques de livres, commentaires, etc.)* .	1	2	3	4	5	6	7
g.	*Affectations à titre d'expert-conseil*	1	2	3	4	5	6	7
h.	*Participation à certaines missions pour votre gouvernement ou autres organismes internationaux*	1	2	3	4	5	6	7

29.a) **Êtes-vous membre d'une association de professionnel(le)s ou de scientifiques actuellement?**

Oui 1
Non 2

b) **Dans l'affirmative: Veuillez mentionner le nom de chacune de ces associations.**

_____

_____

_____

_____

_____

30. **Veuillez faire état des titre(s) de tout livre ou article que vous avez publié ou présenté en public au cours des cinq dernières années.**

31. **Veuillez mentionner tous les prix et bourses qui vous ont été octroyés depuis la fin de votre stage parrainé par le CRDI.**

IV. DÉVELOPPEMENT DES COMPÉTENCES DE RECHERCHE

L'établissement d'organismes constitue une des grandes priorités du Centre sur le plan du développement des compétences en matière de recherche. Il s'agit également de l'un des principaux objectifs du programmes de prix et bourses du CRDI. Les questions qui suivent nous permettront de mieux comprendre les difficultés inhérentes à l'établissement de tels instituts dans les pays en voie de développement. Ainsi, le CRDI sera en mesure de s'assurer que ses programmes correspondent aux objectifs de recherche immédiats et à long terme des pays qui en bénéficient.

32. **Nous aimerions savoir ce que vous pensez de l'établissement pour lequel vous travaillez présentement. À votre avis quelle importance cet organisme accorde-t-il à chacune des activités suivantes?**

		AUCUNE IMPORTANCE			IMPORTANCE QUELCONQUE		EXTRÊME IMPORTANCE	
a.	*Entreprise de recherches*	1	2	3	4	5	6	7
b.	*Mise en oeuvre de projets* . . .	1	2	3	4	5	6	7
c.	*Formation et enseignement* . .	1	2	3	4	5	6	7
d.	*Participation à l'élaboration de politiques en matière de développement*	1	2	3	4	5	6	7
e.	*Démarches visant la sensibilisation aux questions touchant le développement* . . .	1	2	3	4	5	6	7

33. **Quelle cote attribueriez-vous à cet établissement en ce qui a trait à son aptitude au travail dans les domaines reliés au développement, c'est-à-dire sur le plan de la recherche, de la formation, de la mise en oeuvre de projets, etc..**

		COMPÉTENCE EXTRÊMEMENT FAIBLE			COMPÉTENCE MOYENNE		EXTRÊMEMENT HAUTE COMPÉTENCE		SANS OBJET
a.	*Entreprise de recherches*	1	2	3	4	5	6	7	8
b.	*Mise en oeuvre de projets* . . .	1	2	3	4	5	6	7	8
c.	*Formation et enseignement* . .	1	2	3	4	5	6	7	8
d.	*Participation à l'élaboration de politiques en matière de développement*	1	2	3	4	5	6	7	8
e.	*Démarches visant la sensibilisation aux questions touchant le développement*	1	2	3	4	5	6	7	8

34.a) **Le développement des compétences de recherche au sein d'un établissement est parfois limité par certains facteurs. Veuillez préciser dans quelle mesure vous croyez que les éléments suivants s'avèrent un problème dans le cas de l'établissement pour lequel vous travaillez.**

		AUCUN PROBLÈME			PROBLÈME QUELCONQUE			SÉRIEUX PROBLÈME
i.	*Installations inadéquates*	1	2	3	4	5	6	7
ii.	*Ressources financières restreintes*	1	2	3	4	5	6	7
iii.	*Insuffisance de chercheurs compétents dans votre domaine d'expertise*	1	2	3	4	5	6	7
iv.	*Utilisation de méthodes, de techniques ou d'approches dépassées*	1	2	3	4	5	6	7
v.	*Mauvaise connaissance des avantages potentiels qu'il pourrait tirer de votre travail* . .	1	2	3	4	5	6	7
vi.	*Gestion et administration laissant à désirer*	1	2	3	4	5	6	7
vii.	*Insuffisance de rapports avec d'autres établissements (p.ex : conférences, échanges, etc.)* .	1	2	3	4	5	6	7

b) **Percevez-vous d'autres problèmes? Veuillez les décrire brièvement.**

_____

_____

_____

35. **L'échange de connaissances entre collègues et étudiant(e)s s'avére un excellent moyen d'optimiser les avantages d'une éducation et d'une formation supérieures. Nous aimerions savoir dans quel cadre vous avez l'occasion de partager avec d'autres les connaissances acquises grâce au programme du CRDI. Veuillez préciser dans quelle mesure vous êtes d'accord avec chacun des énoncés suivants.**

		PAS DU TOUT D'ACCORD			NI L'UN NI L'AUTRE			TOUT À FAIT D'ACCORD
a.	*J'ai eu l'occasion, à titre d'enseignant(e) de partager la plupart des connaissances acquises grâce au programme du CRDI avec mes étudiant(e)s et collègues*	1	2	3	4	5	6	7
b.	*Au travail, j'ai souvent l'occasion de participer à titre officieux, à la formation d'autres employé(e)s et collègues*	1	2	3	4	5	6	7
c.	*Je suis souvent chargé(e) d'organiser des ateliers à l'intention de mes confrères/ compagnes de travail*	1	2	3	4	5	6	7
d.	*J'aimerais avoir davantage d'occasions de discuter de mes nouvelles connaissances avec mes confrères(soeurs) de travail*	1	2	3	4	5	6	7
e.	*Les projets constituent le meilleur moyen de partager connaissances et expérience* .	1	2	3	4	5	6	7
f.	*Je crois que l'établissement pourrait tirer plus grand parti de mon expertise*	1	2	3	4	5	6	7
g.	*En général, je peux affirmer que plusieurs ont bénéficié de la formation que j'ai reçue grâce au CRDI*	1	2	3	4	5	6	7
h.	*C'est par l'écriture que j'ai pu partager mes connaissances et expériences* . . .	1	2	3	4	5	6	7

36. **Pour terminer, de quels genres de programmes de formation votre pays a-t-il le plus grandement besoin? Veuillez indiquer quel niveau de priorité le CRDI devrait selon vous, accorder à chaque type de formation suivante.**

		FAIBLE PRIORITÉ			PRIORITÉ QUELCONQUE			PRIORITÉ ÉLEVÉE
a.	*Formation universitaire dans un pays développé*	1	2	3	4	5	6	7
b.	*Formation universitaire dans un pays en voie de développement*	1	2	3	4	5	6	7
c.	*Spécialisation à court terme destinée aux professionnels d'expérience*	1	2	3	4	5	6	7
d.	*Programmes coopératifs comportant une formation académique et pratique*	1	2	3	4	5	6	7
e.	*Programmes visant les principaux établissements*	1	2	3	4	5	6	7
f.	*Tribunes réunissant des experts de tous les pays*	1	2	3	4	5	6	7
g.	*Formation destinée aux jeunes les plus talentueux et les plus prometteurs*	1	2	3	4	5	6	7

V. RAPPORTS ET RÉSEAUX INTERNATIONAUX

Les liens et les rapports entre les experts de divers pays sont essentiels à l'établissement d'institutions et à l'amélioration des compétences de développement national. Dans le cadre tant de votre travail que de vos études vous avez sans doute eu l'occasion de rencontrer des experts et scientifiques hautement qualifiés et dont le savoir pourrait être profitable à certains collègues de votre pays ou encore à vous, personnellement. Les prochaines questions ont pour objet de recueillir vos opinions quant à la qualité des rapports entre les experts de votre domaine, les problèmes que comporte l'élaboration d'un réseau de professionnels et les solutions possibles à ces problèmes.

37. **Êtes-vous demeuré(e) en contact au moins une fois par année avec certaines personnes que vous avez rencontrées dans le cadre du programme du CRDI et de projets connexes, soit par lettre, par téléphone ou lors de visites?**

	Oui	Non
Avec certains récipiendaires?	1	2
Avec certains professeurs ou responsables du programme?	1	2
Avec des collègues connu(e)s dans le cadre de projets?	1	2
Avec le personnel de l'organisme de développement?	1	2
Avec le personnel du CRDI?	1	2

38. **Pour quelles raisons en particulier, avez-vous maintenu ces contacts?** (Encerclez toutes les réponses pertinents.)

Échanges au niveau académique 1
Raisons d'affaires/de commerce 2
Développement professionnel 3
Dans le cadre d'un projet 4
Raisons personnelles 5

Autre (veuillez préciser) _____ 6

39. **Les rapports personnels et les rencontres s'avèrent souvent d'excellents moyens de se tenir au courant des nouveaux développements et de connaître l'opinion d'autres experts. Toutefois, ces rencontres comportent la plupart du temps des déplacements. Nous aimerions donc savoir si vous avez dû faire certains voyages pour des raisons professionnelles.**

a. **Avez-vous dû vous rendre aux endroits suivants au cours des trois dernières années? Dans l'affirmative : À combien de reprises?**

	Oui	Non	Nombre de fois
À l'intérieur du pays où vous travaillez . . .	1	2	
Dans certains pays à l'intérieur de votre région	1	2	
Dans certains pays à l'extérieur de votre région	1	2	
Au Canada	1	2	

40. **Au cours de l'année qui vient de s'écouler, avez-vous pris part à l'une ou l'autre des activités suivantes? Dans l'affirmative : À combien de reprises?**

	Oui	Non	Nombre de fois
Échanges académiques/professionnels . . .	1	2	
Conférences, séminaires, ateliers	1	2	
Missions	1	2	
Affectation à titre d'expert-conseil	1	2	
Visites d'affaires ou pour des raisons professionnelles	1	2	
Cours ou programmes de formation ou d'éducation	1	2	

41. **Dans quelle mesure êtes-vous satisfait(e) des possibilités d'établir des rapports dans le cadre des activités suivantes?**

		EXTRÊMEMENT INSATISFAIT(E)			NI L'UN NI L'AUTRE			EXTRÊMEMENT SATISFAIT(E)
a.	*Échanges académiques/ professionnels*	1	2	3	4	5	6	7
b.	*Conférences, séminaires, ateliers*	1	2	3	4	5	6	7
c.	*Missions*	1	2	3	4	5	6	7
d.	*Affectation à titre d'expert-conseil*	1	2	3	4	5	6	7
e.	*Visites d'affaires ou pour des raisons professionnelles*	1	2	3	4	5	6	7
f.	*Cours ou programmes de formation ou d'éducation*	1	2	3	4	5	6	7

42. **Plusieurs facteurs peuvent faire entrave aux occasions de voyager en vue d'établir et de maintenir des rapports professionnels et de mettre sur pied un réseau de contacts. Veuillez préciser dans quelle mesure chacun des facteurs suivants fait obstacle à vos possibilités de voyager en vue de rencontrer des collègues et experts de votre domaine de compétence.**

		AUCUN PROBLÈME			PROBLÈME QUELCONQUE			SÉRIEUX PROBLÈME
a.	*Aide financière offerte par votre employeur*	1	2	3	4	5	6	7
b.	*Le facteur temps*	1	2	3	4	5	6	7
c.	*Les priorités de votre employeur*	1	2	3	4	5	6	7
d.	*Le coût élevé des voyages*	1	2	3	4	5	6	7
e.	*Les engagements personnels/ envers votre famille*	1	2	3	4	5	6	7
f.	*L'absence d'un réseau d'experts dans votre domaine*	1	2	3	4	5	6	7

43. **Suit une série d'énoncés portant sur les communications, la mise sur pied de réseaux et l'établissement de liens entre experts. Veuillez indiquer dans quelle mesure vous êtes d'accord avec chaque énoncé.**

		PAS DU TOUT D'ACCORD			NI L'UN NI L'AUTRE			TOUT À FAIT D'ACCORD
a.	*Le CRDI devrait s'assurer que ses boursiers(ères) aient l'occasion de rencontrer des professionnel(le)s appartenant à leur domaine d'expertise . . .*	1	2	3	4	5	6	7
b.	*On accorde beaucoup trop d'importance aux voyages en tant que moyen d'acquérir plus de connaissances. Les scientifiques des pays en voie de développement devraient tenter de trouver dans leur propre pays l'information nécessaire à la solution de leurs problèmes . . . . . .*	1	2	3	4	5	6	7
c.	*Dans le cadre du programme de formation du CRDI j'ai eu très souvent l'occasion de rencontrer des expert(e)s et de discuter avec eux de questions de développement . . . . . .*	1	2	3	4	5	6	7
d.	*Le CRDI devrait assumer un rôle plus important en matière de rapports entre les ancien(ne)s boursiers(ères) et les gens qui ont travaillé aux projets du Centre . . . . . .*	1	2	3	4	5	6	7
e.	*J'ai établi mes principaux contacts au sein de l'établissement pour lequel j'ai travaillé . . . . . .*	1	2	3	4	5	6	7
f.	*Il n'est pas possible d'obtenir l'aide nécessaire à la participation aux associations professionnelles . . . . . .*	1	2	3	4	5	6	7
g.	*Le CRDI devrait se servir des activités et des projets subventionnés par le Canada afin d'établir des rapports entre les expert(e)s de diverses disciplines et de différents pays . . . . . .*	1	2	3	4	5	6	7