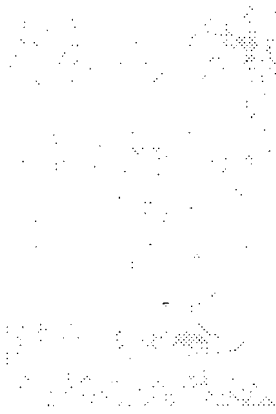


IDRC and the Canadian University Community

A background paper prepared for Fellowships and Awards Division
by George Tillman Consulting
6 September 1991



1. Canadian universities and the Third World: historical links

Canadian universities have a considerable tradition of working with their counterparts in other countries, including those in developing countries. Individual scholarships and fellowships, exchanges, institutional and departmental links, and personal contacts and friendships have always played an important role in the development of universities internationally. Some Canadian institutions have especially strong ties with African universities through faculty and administrators who helped organize and manage them before and after independence.

These activities were consonant with the central mission and values of Canadian universities — research and teaching (the advancement and transmission of knowledge). The work of educating and training students and scholars from developing countries and helping develop departments, faculties and institutions there was conceived as part of a university's broader responsibilities within the international scholarly community to foster the advancement of knowledge. It depended upon, and nurtured, personal individual relations of faculty and senior administrators with their colleagues in the Third World. It also reflected a similar historical relationship with those European and American scholars and universities which helped in the establishment and growth of Canadian institutions.

The concept of international development as a socioeconomic and political process did not figure greatly in these activities. Rather, the belief that informed this work was rooted in the scholarly and scientific impulses at the heart of the university enterprise: it held that knowledge and those who could discover and transmit it effectively provide a necessary basis for a truly free and advanced society.

The "projects" involved little if any oversight by or involvement of external agencies, nor did the universities act as "executing agencies" — i.e., as external agents carrying out a specific activity with a

particular objective or set of objectives in view. Most activities stemmed from initiatives of committed individuals acting in a traditional collegial fashion, to assist colleagues requesting help. Little funding was available for such activities, however. Consequently, only a small number of scholars and scientists were able to develop a body of knowledge related to the Third World. It was not until the 1960s, when governments turned to education as an engine for development, that more funds became available.¹

2. Canadian universities and ODA

Evolution of management structures

Since about 1970, largely stimulated by the growth of funds available from CIDA and IDRC, Canadian universities and their faculty have been increasingly involved in international development activities such as the development of higher education institutions and systems in Third World countries, the reception of scholarship students and sponsored research fellows, and research and teaching about and in the Third World.

Most of these activities were managed by a faculty member through a department, school or faculty, following the traditional pattern of managing international activities in the university, such as inviting distinguished scholars, participating in exchanges with foreign universities, and other "linking" activities which helped contribute to the university's mission.

1. For a recent discussion of the history of Canadian universities' links with Third World universities, see Ian McAllister, 1988. "The role of a university in international development: a Canadian case." *Canadian Public Administration* 31 (4): 605-621.

2. See George Tillman, 1989. "The infrastructure of international cooperation in Canadian universities: evolution from 1985-1988." mimeo. International Division, AUCC.

By the end of the 1970s, however, and in response to requests from outside agencies, many universities had designated International Liaison Officers (ILOs), and a few began organizing specialized offices to coordinate if not manage their international activities. By 1990, close to 30 universities included a general policy statement on international development and cooperation in their mission statements. They value or encourage such activities in so far as they contribute to teaching and research and bring in extra funds to support teaching and research on campus. They do not view their involvement in international development projects as executing agencies. Hence, in many cases, institutional support for projects depends upon external resources covering all costs. This attitude becomes a source of tension in relations with funders when it comes to defining costs, accountability and the allocation of responsibilities.²

In 1978, the Association of Universities and Colleges of Canada

established an International Development Office (now the International Division) to assist its members by providing information, contacts and advice on international development agencies and activities. The office has ten staff members, and continues to provide the main forum for the exchange of ideas, information and strategies among ILOs. Its services include two databases, CUE (Canadian University Exchanges), and CUPID (Canadian University Projects in International Development) which lists project title, approval and end dates, discipline and subdiscipline, developing country institution, developing country, and amount of funding by source.

Funding

Three main sources of data on funding of Canadian universities' international development activities exist: CIDA, IDRC and CUPID, the latter being at once broader in scope but less accurate than the others. This paper and the appended Tables draw on selected data from all three.

The limitations of these sources should be noted. The data from CIDA report disbursements to Canadian universities, but do not indicate whether all disbursements are for the university alone, or whether any portions are channelled to Third World partner institutions. The CUPID and CIDA data also include undetermined amounts for administrative and capital expenditures. The IDRC data show only funds allocated to Canadian universities for research-related work.

CUPID depends entirely upon self-reporting by universities. It has the advantage of identifying a wide range of donors, but the disadvantage of dependence on the vagaries of respondents' own recording systems and of their definitions of development, of what constitutes a project, and of other categories in the database. Some universities include their own contributions to projects in the "funding by sources" category, for example. CUPID also has design faults which the AUCC is gradually correcting, as it can find the resources.

Comparison of CUPID reports of total annual funding received by all universities from CIDA, with CIDA *annual* reports, indicates that CUPID data though incomplete appear to underreport funds from this source consistently by between 10-15% (see Table B). Despite these limitations, data from CUPID provide a reasonable indication of the scale, growth and distribution of funds supporting the international development activities of universities.

The data from these three sources are thus neither "clean" nor strictly

comparable. As a result, the Tables appended to this paper should be treated with caution, as indicators of relative levels of funding. This section accordingly makes only general observations on the data presented in the Tables (Appendix I).

Support for international development activities connected to Canadian universities (as reported to CUPID) exceeded \$100 million annually by the end of the 1980s, with CIDA the main and leading funder, and IDRC the second leading single donor (see Table A). These funds represent about 1.75% of the \$8.5 billion expended on post-secondary education in universities in 1988–89 (this amount includes expenditures and investments by the universities themselves, as well as tuition fees and funds from governments and private donations). They represent around 24% of the \$618 million expended by the three research granting councils (MRC, NSERC and SSHRC) on university research, student aid and related administration costs.³

Thus, although support for development activities related to university-level research is tiny in relation to overall post-secondary expenditures, it is significant both in relation to direct support to all research and in absolute terms. Table B presents total annual support as reported to CUPID and recorded by CIDA and IDRC for the 1985–91 period. (The IDRC figures are for project support to the Canadian universities only, and exclude support for their overseas partners; the CIDA figures are of total disbursements to the universities).

According to CUPID, Africa and the Asia–Pacific regions each have benefited from more than 1/3 of the funds reported (see Table C). No IDRC or CIDA data are easily available for comparison. Many IDRC cooperative projects, for example, involve universities in several different world regions. In Canada, of the ten institutions receiving most funds from IDRC in the 1986–90 period, four figure in CIDA's leading ten, and four in CUPID's ten leaders. Two institutions — the École Polytechnique and the École Nationale d'Administration Publique — received no support from IDRC, but appear among the leading ten in both the CUPID and CIDA lists.

The disciplinary distribution indicates substantial funds have gone to administration, economics and law, and education, and increasingly to agriculture (Table E). When the data are rearranged in categories corresponding to the five main IDRC program divisions — AFNS, EES, HS, IS and SS (see Table F) — the social sciences apparently received about as much support as all other disciplines combined, with agricultural and health sciences roughly equal. The information

3. *Federal and Provincial Support to Post-Secondary Education in Canada, A Report to Parliament, 1988–89*. 1990: Hull, Department of the Secretary of State of Canada, pp. 38 and 71.

sciences appear to have received particularly low support. Disbursements by IDRC program divisions to Canadian universities (Table G) reveal a similar relative low level of funding in IS, but SS disbursements only slightly greater than those in HS.

These data appear to indicate that IDRC support to Canadian universities fits roughly into the general pattern of overall reported funding. In relative terms, however, the Centre has given greater support to the agricultural and health sciences, and less to the social sciences. This observation causes no surprise, given the history of the Centre's growth and development.

3. IDRC's mandate and its relation to Canadian universities

The IDRC mandate Broadly stated, the Centre's mission is to contribute to development in the Third World through research and activities which support research. The *IDRC Act* provides that the Centre will:

"... initiate, encourage, support and conduct research into the problems of the developing regions of the world and into the means for applying and adapting scientific, technical and other knowledge to the economic and social advancement of those regions ..."
para. 4(1)

It further gives the Centre the power

"...to enlist the talents of natural and social scientists and technologists of Canada and other countries; ... to encourage generally the coordination of international development research; and ... to foster cooperation in research on development problems between the developed and developing regions for their mutual benefit." para. 4(1)(a)

IDRC uses the term "development" to mean a continuing process of social and economic change in which people have the power and ability to decide what changes to make in society, and how to make them. They must be able to participate equally in these decisions, and to share fully in the results of change. This process improves the material conditions of people's lives and encourages a sense of dignity and self-respect.

Types of research IDRC funds two types of research bearing upon the problems of poverty in the Third World:

- *applied research*, defined as "original investigation undertaken to acquire new knowledge ..., directed primarily towards a specific practical aim or objective"; and
- *experimental development*, which is "systematic work, drawing on existing knowledge gained from research and practical experience, that is directed to producing new materials, products and devices, to installing new processes, systems and services, and to improving substantially those already introduced or installed." [*The Measurement of Scientific and Technical Activities: Proposed Standard Practice for Surveys of Research and Experimental Development, 1979, OECD*]

This policy, however, does not limit research to studying obvious problems to reach predictable, practical results. IDRC recognizes that it is difficult to forecast what research will accomplish and that the innovation and creativity necessary in good research are unpredictable and intangible. It thus supports basic research which complements applied field research if the latter has run into obstacles that only further research, not alternative methodologies, can resolve.

Those Canadian university researchers who have been involved in IDRC cooperative projects clearly believe that such research has fundamental scientific value. Unfortunately, while universities acknowledge the importance of the international dimension of research, international development as a field has relatively low priority at most of them. One reason for this low value appears to be the impression that development work involves more project management and administration than research. In addition, while scholarship and fellowship programs are part of the traditional university structure of support for students and researchers, those which bring developing country scholars to Canadian campuses also bring extra needs and demands which faculty feel hard-pressed to meet.

Building research capacity Research capacity involves the ability to identify and carry out research independently; to assess, adapt and apply research results for domestic application; to offer a stimulating research environment

counteracting migration to other countries; to disseminate research results and participate in international research cooperation. Although capital investments such as constructing buildings or buying and maintaining large equipment or libraries are vital to maintaining and enhancing research capacity, the Centre does not support capital projects because their cost is too high.

FAD funds the training of Third World researchers which enables them to contribute more effectively to an IDRC-sponsored project or program. Generally, training is short-term, and takes place as close to the researcher's home institution as possible; but over 100 researchers a year study in Canada. FAD's Canadian Program supports two types of activity: strengthening individual capacity by supporting individually tailored activities, and fostering and strengthening institutional linkages.

Research communication is an important part of the infrastructure of building and maintaining research capacity. IDRC provides funds for researchers associated with IDRC-supported projects for seminars, meetings and individual travel to maintain and broaden links among research groups in different countries. It also supports information networks which have in some cases become research networks. At one time, the Centre provided some support to Canadian area studies learned societies.

4. Working with the main actors responsible for international development work in Canadian universities

As indicated in section 2 above, most Canadian universities now have an international office or unit of some kind, and all have designated an International Liaison Officer to deal with development agencies, among other tasks (see Appendix II). It is important to understand the context of this position within the university's mandate.

The international office or unit, as it is now constituted and mandated, clearly owes its existence to the availability of international development funds and to a certain congruence between the objectives of funders and universities in Canada and the Third World. All want developing country universities to strengthen their capacity to transmit knowledge and to play a significant role in the evolution of free and democratic societies.

At the same time, universities view their international mission and responsibilities as comprising far more than relations with developing countries, and far more than participating in scholarship programmes and development cooperation projects. The international unit (or ILO), as a coordinator and sometime administrator of international development activities, plays an important but decidedly ancillary role in the fulfilment of the institution's mission.

The ILO role is idiosyncratic, reflecting as much the diversity and particularity of each institution as a common need to ensure some coordination of the flow of information concerning things international. This circumstance is unlikely to change.

Canadian universities seem to feel no more of an urgent need to adopt specific policy statements on their international mission than they do on most other particular policy areas. In response to the concerns expressed by individual faculty and administrators involved with international development activities that the universities should make stronger explicit commitments to development work, they appear satisfied to indicate that research and teaching in international development work is a legitimate academic activity which helps to achieve excellence, and which should broaden the university's international perspective and create benefits for all involved. It seems unlikely that the policy or mission statements of most universities will go any further than this (see again section 2a above).

Given this context, there is no reason why the established pattern of decentralized project administration should not continue in most universities, and especially in the larger ones. As long as involvement in international development activity is viewed as a legitimate part of the faculty's role, the primary responsibility for it will reside with faculty. The international unit, like the Office of Research Administration or the central office of the Faculty of Graduate Studies, will keep a watchful eye on progress and maintain contact with appropriate external bodies.

Thus, while it is important for IDRC to develop strong contacts with leading Canadian development researchers, it cannot neglect the ILOs and their offices. Many of the ILOs themselves are among the leading researchers, and are active in the various area studies Learned Societies. The International Division of the AUCC provides one efficient communication network with the ILOs and development researchers through its various publications, regular visits to campuses, and occasional conferences and meetings.

5. IDRC's role in the development of Canadian universities' capacity to address Third World issues and needs

Canadian researchers and universities have participated in IDRC-supported projects from the very beginning, initially by providing specialized training and expert advice on technical matters.

The Cooperative Program

The Cooperative Program (CP) was initiated in 1980 in response to a proposal by the 1979 United Nations Conference on Science and Technology for Development (UNCSTD) that industrialized countries apply a portion of their domestic research and development capacity to solving developing country problems through cooperative arrangements. The CP was conceived as complementary to the Centre's established programs, and introduced three new objectives to its mandate:

- i. to develop the scientific and technological capacity in Third World institutions;
- ii. to create channels of communication between scientists in Canada and those in the Third World;
- iii. to influence the direction of Canadian research towards Third World concerns.⁴

By 1987, 181 cooperative projects had been supported, 88 of them by the established program divisions. The IDRC Board Panel which reviewed the CP's mandate, performance and strategic intentions noted the staff had prevented any attempts to use the program "as a sort of granting agency for Canadian projects overseas", and urged continued vigilance to head off such attempts.⁵

In discussing how the concept of partnership had evolved, it found a useful distinction between equity and equality to clarify what collaboration means: "each partner has 'equity' in a project — each partner contributes to a goal agreed upon jointly, and each partner has equal opportunity to participate in the formulation of objectives and procedures."⁶

4. *Report of IDRC Board Review Panel - Co-op.* March 1987, p. 8.

5. *Ibid.*, p. 13

6. *Ibid.*, p. 18.

The cooperative program introduced an innovation in relations between Canadian and Third World researchers and universities by fostering this type of partnership and collaboration in all stages of

projects. As a result, those participating in them see South–North exchange as a two-way flow of ideas, superseding the concept of assistance to the "disadvantaged" partner. Through their collaboration with their counterparts in developing countries, Canadian institutions and researchers have helped build institutional capacity in the Third World, and developed individual Canadian researchers' expertise in a broad range of areas. A number regularly exchange graduate students and intend to maintain their partnerships as long as feasible.

Fellowships and Awards Division

FAD's Canadian program has also provided opportunities to Canadians to develop skills and expertise on development issues in their fields. Since 1971, its Canadian program has granted over 375 fellowships and awards, and funded a small number of training projects, for a total value of more than \$10 million. The majority of awards (197, for \$3.7 million) have been made through the Young Canadian Researchers Award program, with the balance awarded through a variety of programs to senior scholars and talented young researchers (see Table H).

The results of IDRC's work with the Canadian university research community

These activities have contributed to strengthening the research capacity of those individual Canadian researchers who have participated in them.

These benefits, however, have been limited to a small number of Canadians. No more than 18% of IDRC program funds are allocated to cooperative projects. In contrast to CIDA, the Centre has focused principally on Third World researchers and institutions and used a minimal level of Canadian technical assistance in favour of Third World experts; while its staff has had relatively limited contact with Canadian campuses.

IDRC's activities have thus contributed mainly to the capacity of individuals and of a small number of specialized research groups to address Third World issues and needs.

IDRC's research orientation and expertise, its track record and contacts in the Third World and its specialization and flexibility constitute the chief strengths of the Centre in establishing its credibility as a reliable and appropriate agent for developing Canadian institutional capacity. As a research organization, it should command more attention from senior administrators and researchers than other development agencies. The steady demand for and positive feedback

about the *AUCC Guide to IDRC* indicates that potential for increased activity with Canadian universities and researchers does exist.

If it wishes to assist in strengthening Canadian universities' institutional capacity in relation to Third World needs and issues, the Centre must broaden its knowledge of and contacts with Canadian researchers and heighten its visibility in the university research community as a scientific and academic organization. Above all, IDRC must be very sensitive to the structures and procedures of universities, and to their political context.

6. Canadian universities and international development: issues⁷

Education and training

"Education" and "training" certainly do not carry the same connotations or convey the same implicit objectives for development agencies as they do for universities.

For universities, education, especially at the graduate level, comprises teaching and learning the skills, discipline, methods, values and aims of an area of knowledge or research. And for every discipline, graduate studies are also an important initiation rite: graduate degree holders are part of the living tradition of knowledge, and share the responsibility of passing on that knowledge. That at least is the received wisdom. "Training" refers to the development of specific technical expertise and skills to accomplish particular tasks; it involves little, if any, reflection, questioning or research.

Most development agencies which deal with universities are indifferent to the initiation rite aspect of graduate education, and largely do not understand it; for them "training" encompasses all activities that will equip students to work in their home country or region. That, at least, is the common perception among universities. From a Third World perspective, the initiation aspect has also been criticized as western colonialism, an imposition of foreign values on Third World students. Universities do not contest the argument that developing countries need trained people who can go to work immediately for the benefit of their societies, not highly specialized researchers requiring the most modern equipment. While they by and large understand this point of view, universities still are disappointed, disturbed, and sometimes even offended by outsiders' indifference to some of their fundamental values.

7. For a useful discussion of these questions, see McAllister 1988.

Universities see their task as focusing on knowledge as a value in itself. The use and application of knowledge may produce important and worthwhile effects or results for society at large, but its more significant value lies in the feedback it provides for continued research and scholarship, the principal activity of the university. Use and application are field tests, as it were, of the validity and elegance of specific formulations of knowledge, which is understood to be fundamentally dynamic and evolving.

Development agencies (and private industry, for that matter) value knowledge in so far as it contributes to society and its development. Knowledge, the results of research, is a tool or instrument to be used in specific circumstances to provoke desired changes. Universities tend to feel this approach treats knowledge as a commodity. Although these 'external' agencies recognize that knowledge changes and develops, their prime concern lies with the dynamism, the changes, knowledge can produce in society. The feedback from applications of knowledge informs future program and project planning, in preference to further research.

Hence, there is a real difference in values, a cultural difference, between the world of the universities and that of the development agencies. The experience of the past 20 years demonstrates that this difference is not an unbridgeable gap, but it does indicate weaknesses in institutional capacity for research and education concerning Third World issues.

8. Comment in survey response for Tillman 1989 study.

Universities need to become more familiar with the context and background of research and work in and about developing countries, and more knowledgeable about the trends and players in international HRD. They need to develop training programmes to help faculty and administrative staff cope with and understand the nature and challenges of all aspects of research and education related to developing countries, as the Australians are doing by training faculty in cross-cultural communications skills. Finally, as the University of Guelph has stated, they need "increasingly to incorporate an appropriate international perspective into all parts of the university."⁸

Money

Attitudes towards money and about recruitment of "clients" are another source of tension between universities and development agencies. The current promotion of the marketing of education services abroad by Industry, Science and Technology Canada and the Department of External Affairs has raised concerns. Although some in

the universities agree with this approach, the idea of profit in education is heresy in some academic circles, while universities in general are not concerned with the profit motive in their international activities.⁹

A further conflict arises from the perception that scholarship programs treat students and education as commodities. The perceived neglect of the personal welfare of students by sponsoring agencies once the students are placed is a regular complaint of faculty and support staff.

A fundamental financial problem arises from the failure of general university funding to keep up with continuing requirements. As a result, new external funds are diligently sought, and when found tend to be treated and managed as part of the central operating budget. Funds for international development activities are thus welcome, but the reporting and management requirements create additional workload (as they require different systems), and hence a certain level of frustration and sometimes resentment. Virtually no distinction is made among funders.

9. See Don Simpson and Carol Sissons, 1989. *Entrepreneurs in Education*. IDRC, Ottawa. Technical study 62e.

Internal functioning

Universities are conglomerates or congeries of individuals and (perhaps) units; not coordinated collectivities, much less centrally managed organizations. Their traditional fundamental operating values are autonomy and peer review which regulate a fairly anarchic social process (in the sense of absence of final superior authority). Like all cultures, they react with suspicion to the new, but even more so to the new introduced or imposed from outside.

Universities' experience of much international development activity has meant that "outsiders" (representatives of development agencies) have exercised more authority or control, or imposed more "foreign" administrative directives, over the work of researchers than most external agents are felt to do. That is disturbing to most faculty members.

Project administration

The mission, structure, staffing and functioning of universities is not geared to administering projects, whether overseas or in Canada. This has created problems both internally and with external funders.

Since the mid-1980's, participants and observers inside and outside the universities have begun to ask questions about the appropriateness of universities' involvement in specific international

development projects, the capacity and ability of universities to manage such projects, and the influence of these activities on the general teaching and research functions of universities.

Many in the universities look upon external funding agencies, especially governmental agencies, as outsiders engaged at worst in the procrustean exercise of trying to force the universities into a role and a style which is not theirs, and which they legitimately resist. At best, they are viewed to be acting with little comprehension of the academic world, and to have little inclination to learn anything about it.

On the other hand, agency officers can often feel that universities are arrogant and stubborn publicly funded institutions, removed from the practical needs and exigencies of the real world, which refuse to cooperate with society in an important task for which they are uniquely fitted.

These perceptions, and the stresses they produce in relations between universities and funding agencies, arise in large part from ignorance, and from the attitudes which ignorance produces when funds are scarce, as they are in Canada's universities. There is ignorance on both sides of the regular structure and routine of operations and administration of the other.

Academic recognition

It has been difficult for faculty involved in international development work to gain recognition for their work. The traditional tenure and promotion system recognizes three basic types of responsibilities of faculty: teaching, research and community service, with community service in many universities informally viewed as a poor cousin. Research and teaching are of paramount value. International development work appears to the larger university community (and is so referred to in some mission statements) as community service, the least valued of responsibilities. The more time spent on that, the less available for the essential academic responsibilities of teaching and research. This perception further lowers the academic prestige of international development work on many campuses. Nevertheless, as the very existence and success of IDRC demonstrate, teaching and research are essential to effective development.

Efforts to raise the visibility and recognition for development through public education activities have met some success on campuses, often generating financial support for particular projects or campaigns. They

are organized and perceived as community service, equal in status with movie clubs, volunteer work, and other involvement in the community. But they have no formal academic status.

International development as subject matter

International development is only one of many possible subjects of interest for a university, somewhere between particle physics and Mesopotamian archaeology, and enjoys rather less acceptance as a distinct area than most. It arouses suspicion in academic circles because it spills out beyond accepted scientific bounds (research and teaching), into project management, public education and provision of support services. A typical response to the recent discussions of "internationalizing" curricula, for example, is that scholarship is and has always been international. In this context, creating sensitivity to international development issues is as much of a task as is gaining recognition for international development as a specific subject area.

The route to academic recognition for any fledgling subject area follows an established pattern: researchers explore a field, develop hypotheses and methodologies, and publish their results in peer-reviewed journals of increasing prestige. When the general level of publication reaches a sufficient standard of quality to be noticed and recognized by researchers in established fields, the new area achieves the respectability necessary to merit consideration as an addition to the basic curriculum to which students are exposed. Viewed through this typology, international development studies in Canada are a fairly recent newcomer to the academic menu.

Table I lists 110 programs — 63 at the undergraduate level — offered by 27 Canadian universities which bear some relation to international development. Over half (65) are language or area studies programs, and three-quarters (83) are offered at only ten institutions. It seems clear that matters relating to the developing world are not considered an important subject area by most of the 89 degree-granting institutions who are members of the AUCC. As a result, only a small number of students at any level are exposed to such issues or have the opportunity to develop the specialized knowledge and skills (such as language competence) necessary to contribute to advanced research and education in this field, or to enter a professional career in development or informed by development issues.

The funding which has supported universities in their development activities has thus had a limited effect on their capacity to generate new knowledge and to attract students to development-related

studies. Programs to draw new recruits and develop new resources are relatively limited and small. If Canadian universities are to participate more effectively in international development, and to sustain that participation, the support available to them must allow for new strategies and initiatives which will strengthen the core of their work: the production and transmission of knowledge.

7. Areas for potential initiatives

An initial consideration of the results of Canadian universities' involvement in international development, and of IDRC's expertise and achievements, suggests several types of initiatives for the Centre to consider in fostering Canadian capacity to become partners in development. The main objective of such initiatives should be to develop the knowledge base of the universities, not to provide them with more administrative tasks.

Experimental deregulation

Administrative rules and procedures could be eased on a case-by-case basis in order to develop and strengthen flexible structures and methodologies for administering partnerships of Third World researchers and IDRC with Canadian universities. IDRC has long experience with flexible management of research projects at developing country institutions, such as the use of imaginative and appropriate systems in francophone Africa. This administrative approach could be adapted to Canadian universities to encourage innovative research activities.

Sensitizing research administrators to international development

Exchanges and internships for university administrative personnel could broaden their understanding of development issues and of the particular circumstances affecting research on and in developing countries. The Association of Commonwealth Universities administers a small program of this sort for personnel from developing countries; while the AUCC is planning a number of workshops for ILOs which are intended to go beyond learning administrative techniques to include understanding the effects of cultural values on research and development.

Building on existing programs

Increasing funds available for Canadians to conduct research would strengthen and expand existing activities in specialized development

research and education at the graduate level. While such a program would not target any specific academic structure, it would focus on research areas which are IDRC priorities. CIDA's Centres of Excellence program promotes some increased capacity in this manner, but has a limited budget. This program, initiated in 1989, provides 5-year grants for a total of up to \$10 million annually to support Canadian universities in their efforts to achieve world-class standing in teaching, training and research in international development. Of the six grants which have been made so far (see Table J), one has been received by researchers whom IDRC has supported.

Increased support to existing research networks would help to involve more Canadian researchers and graduate students in linkages with Third World institutions. Such a program must have safeguards to ensure that the Canadians do not overwhelm developing country participants.

Internationalizing curricula

Universities must prepare students to have a truly international outlook and to acquire a high degree of intercultural sensitivity if they are to help society adapt and change better and more effectively in response to the many challenges facing the planet. They therefore need strategies and means to internationalize the curriculum.

Providing support for research and research-related work to internationalize curricula and develop sensitivity among faculty and senior administration to international development research would lay the ground for long-term changes in university perceptions and attitudes towards development.

Dr Maurice Harari, Dean of the Center for International Education, California State University, Long Beach argues that "[t]he internationalization of higher education is not a strand which can be separated from the overall and continuous reform of higher education.... There is insufficient realization that limiting the teaching-learning process to the traditional approach through single disciplines is not adequate in helping students understand the major issues confronting human society, especially since these issues have become increasingly interdisciplinary in nature..."¹⁰

10. "The internationalization of universities: a critical imperative." Presentation to the Annual Conference of the International Division of the AUCC, Vancouver, September 1990.

If Canadian university researchers are to continue to work effectively in collaboration with their partners in the Third World, they must sustain their sensitivity to the cultural, social, economic and political conditions in which developing country researchers work, and develop

that sensitivity among their Canadian colleagues and students through more effective and longer-lasting means than their personal example.

Faculty are essential to the task of internationalizing the curriculum. An increase in area studies courses and programs may be desirable, and faculty in these disciplines have the ability to develop new courses and adapt existing ones; they lack the necessary resources in time and funds. The main challenge however is to design course content which fosters an international outlook and intercultural sensitivity, and to persuade departments and faculties of the academic value and validity of such innovations (in Australia, for example, AIDAB has provided funds to help faculty develop culturally sensitive pedagogical skills and methods).

Both interdisciplinary and comparative studies and approaches are needed to develop academically sound and appropriate curricula and teaching methods for all disciplines, including those in professional studies. In addition, support should be made available for consultations and meetings among Canadian and developing country researchers, on the model of established IDRC research and information networks.

It may be relatively easier to introduce such a program to researchers with development experience. But IDRC should also consider approaching senior academics and administrators to consider how it can help strengthen the capacity of universities to address issues of increasing importance to Canadian society to which an international perspective or dimension would contribute: sustainable development, preventive medicine and community health, racism, the socioeconomic development of remote areas, etc.

IDRC should consider approaching the Social Sciences and Humanities Research Council (SSHRC) to sponsor a joint initiative. The SSHRC's Joint Initiatives Program is intended to:

- encourage multisectoral consultation and promote the development of multidisciplinary approaches to the study of contemporary issues;
- promote consultation on the definition of needs within a sector and the implementation of the most appropriate mechanisms to meet these needs;
- encourage communication between researchers and users of research;

- ensure rapid and effective dissemination of new knowledge to users;
- help integrate research results with policy making and socio-economic development.¹¹

11. These objectives are taken from an August 1991 draft text for the Joint Initiatives Program brochure.

Not only would a joint program bring new funds to international development related research, it would increase the Centre's visibility in Canada's higher education community, and could well attract established scholars and scientists with limited previous experience in development.

Appendix I Tables

Table A	Contributions of funders recorded in the CUPID database, by fiscal year, 1985–91.
Table B	Annual disbursements to Canadian universities, 1985–86 to 1990–91 (as reported by universities, CIDA, and IDRC).
Table C	Canadian university international development project funding by world region for 5 fiscal years, 1984–89.
Table D	Cumulative disbursements to Canadian universities, 1985–86 to 1990–91.
Table E	Canadian university international development project funding by discipline for 5 fiscal years, 1984–89.
Table F	Canadian university international development project funding by discipline arranged in categories approximating IDRC program divisions.
Table G	Funding to Canadian universities by IDRC program divisions.
Table H	FAD program for Canadians — awards and project support, 1971–91.
Table I	Programs related to international development issues offered at Canadian universities.
Table J	CIDA grants to centres of excellence.

Table A
Contributions of funders recorded in the CUPID database, by fiscal year,^a 1985–1991.

Funder	1985–86	1986–87	1987–88	1988–89	1989–90	5-year total
CIDA: All (see below)	41 277 523	49 626 305	62 804 455	76 059 962	93 084 971	322 853 216
Developing country institutes involved in projects	12 870 054	12 418 894	12 467 942	15 303 115	13 629 163	66 689 168
IDRC	7 616 812	10 061 819	10 341 362	10 723 107	9 630 723	48 373 823
Canadian universities involved in projects	5 902 849	6 915 265	8 406 500	9 340 660	12 086 687	42 651 961
Developing country governments involved in projects	2 746 353	4 464 057	9 560 265	7 280 636	7 051 269	31 102 580
Miscellaneous funders	1 437 694	1 639 023	1 369 082	1 152 034	955 004	6 552 837
Petro-Canada International			1 969 610	1 965 227	2 000 000	5 934 837
UN Fund for Population Activities	360 249	360 248			3 577 500	4 297 997
Rockefeller Foundation		68 500		1 550 000	1 500 000	3 118 500
Private sector (in Canada and LDC)	336 707	383 275	259 862	909 139	855 572	2 744 555
Provincial governments	628 976	414 781	260 286	483 461	239 870	2 027 374
ACCT				629 312	1 112 139	1 741 451
Gov't of Canada	173 500	242 558	74 906	166 672	630 948	1 288 584
UN Development Programme	77 778	564 444	429 750	138 000	68 000	1 277 972
Donner Canadian Foundation	80 417	259 750	289 750	168 750	91 666	890 333
Partnership Africa Canada					741 196	741 196
World Bank	172 177	282 511	170 233	89 600		714 521
Development banks other than IBRD	10 900		125 000	250 000	250 000	635 900
NSERC	81 652	2 700	12 700	225 800	222 700	545 552
Muttart Foundation	162 500	162 500				325 000
Alberta Heritage Foundation of Medical Research			100 000	100 000	100 000	300 000
Individual donations	3 750	5 750	4 500	143 572	140 072	297 644
Potatoes Canada	47 316	51 109		83 500	83 500	265 425
Money from fundraising activities		10 000	10 000	127 060	117 060	264 120
AUPELF	6 334				250 000	256 334
ACCC	50 000	4 400	12 667	66 000	112 743	245 810
Ford Foundation	41 501	75 400	33 900	33 900	46 960	231 661
The University of Manitoba			66 900	74 400	71 701	213 001
Third-country LDC governments involved in projects	207 366					207 366
World Health Organization	61 645		114 660	10 000		186 305
NGOs and church groups					185 299	185 299
Unesco/CIDA Assistance Programme			19 500	156 500		176 000
USAID			87 500	70 000	18 260	175 760
Max Bell Foundation					175 000	175 000
Fund for Support of International Development Activities	10 000	37 361	49 974	53 662		150 997
International Federation of Institutes of Advanced Study	70 490	70 490				140 980
University of Toronto		1	39 251	40 918	40 917	121 087
Université de Montréal	52 050			16 000	52 211	120 261
Télé-université (UQ)			68 845		50 265	119 110
Carleton University	65 008	31 730	10 530	10 530		117 798
Not stated	78 667	31 666				110 333
ICOD			9 000		99 567	108 567
Alberta AID	25 000		77 884			102 884
Agricultural Development Bank	7 546	7 546	7 545	71 841		94 478
Third-country universities	49 000	39 000				88 000
CUSO				45 000	42 560	87 560

Table A continued.

Funder	1985-86	1986-87	1987-88	1988-89	1989-90	5-year total
Commonwealth agencies	83 543	1 400	1 283			86 226
Memorial University	1	1		42 873	42 873	85 748
University of Ottawa	55 601	22 322	1 123	1 124	1	80 171
CBIE	48 351	31 100				79 451
Aga Khan Foundation (Canada)				39 140	39 140	78 280
SSHRC	35 572	31 676	1 493		2 851	71 592
CCODP	500	2 000		40 000	27 000	69 500
École nationale d'administration publique (UQ)			68 845			68 845
MISEREOR (German CCODP)				40 000	27 000	67 000
World University Service of Canada	60 410	4 750				65 160
Dalhousie University	23 550	1	12 986	12 986	12 983	62 506
Université Laval	25 826		1	16 001	16 002	57 830
Unesco		7 000	25 000	25 560		57 560
Rotary International	50 000					50 000
Developing country NGOs involved in projects	10 874	10 873	10 873	7 500	7 500	47 620
WaterCan			14 000	26 000		40 000
Mount Saint Vincent University			12 984	12 984	12 983	38 951
CIIPS					35 748	35 748
University of Guelph		1	11 202	11 203	11 200	33 606
Worldview	15 250	15 250				30 500
Hospital for Sick Children Foundation	26 550					26 550
University of Alberta		2	58	10 700	10 697	21 457
Nuffield Foundation	20 000					20 000
École polytechnique (consortium member)	18 334			1	1	18 336
North South Institute		3 000			15 000	18 000
International Labour Organization	5 761	5 762	6 370			17 893
Mennonite Central Committee	15 000					15 000
UNICEF			7 500	7 500		15 000
University of British Columbia				6 310	6 309	12 619
University of Western Ontario	12 333		1	1	1	12 336
Queen's University	12 333					12 333
Royal Ontario Museum	5 378	5 378				10 756
UN Volunteers	10 000					10 000
ÉHÉC (consortium member)	9 701	1				9 702
UN Centre for Human Settlements	8 000					8 000
Norwegian AID	7 500					7 500
Pan-American Health Organization					7 097	7 097
UN Environment Programme	5 000					5 000
Organisation Universitaire Interaméricaine		1 112	1 111	1 111		3 334
University of Waterloo			2	4	2	8
York University			1	2	1	4
Calgary				1	2	3
McGill University	1	1	1			3
University of New Brunswick		1	1	1		3
Université du Québec à Rimouski			1	1	1	3
Concordia University	1	1				2
Université du Québec à Montreal	1	1				2

Table A continued.

Funder	1985-86	1986-87	1987-88	1988-89	1989-90	5-year total
University of Victoria	1	1				2
University of Regina					1	1
University of Saskatchewan					1	1
Totals	75 277 186	88 372 717	109 429 195	127 839 361	149 587 917	550 506 376
CIDA (subcategories)						
Not defined	3 267 485	3 065 526	2 020 665	1 633 379	1 234 026	11 221 081
Bilateral branches	25 717 873	33 775 261	44 499 380	50 265 769	65 077 371	219 335 654
ICDS	11 787 560	12 605 783	16 000 730	23 729 684	26 455 399	90 579 156
ICDS funded Microfund projects		89 352	157 580	211 827	225 050	683 809
Industrial Cooperation Division	147 837					147 837
NGO Division	47 316	51 109		83 500	83 500	265 425
Public Participation Program	309 452	39 274	126 100	135 803	9 625	620 254

Source: CUPID July 1991.

* A fiscal year runs from 1 April to 31 March.

Table B
Annual disbursements to Canadian universities, 1985-86
to 1990-91 (as reported by universities, CIDA, and IDRC).

Year	CUPID	CIDA	IDRC
1985-86	56 241 549	35 965 035	4 437 192
1986-87	72 709 910	47 037 144	4 389 843
1987-88	85 017 121	50 535 431	5 595 288
1988-89	103 980 015	59 182 864	4 994 770
1989-90	116 497 992	70 961 542	2 727 691
1990-91	137 121 653	86 382 676	2 696 060
Totals	571 568 240	350 064 692	24 840 844
1991-92	— *	9 079 571	631 007
Totals		359 144 263	25 471 851

Sources: CUPID July 1991; CIDA Corporate Memory August 1991; IDRC PINS August 1991.

* No data available from CUPID for 1991-92.

Table C
Canadian university international development project funding
by world region for 5 fiscal years, 1984–89.

Year and region	Projects		Funding	
	Number	%	Amount	%
1984–85				
Africa	127	34.99	19 820 603	33.54
Asia & Pacific	95	26.17	20 687 280	35.00
Caribbean	35	9.64	5 576 658	9.44
Europe	2	0.55	296 039	0.50
Latin America	44	12.12	6 310 879	10.68
Middle East	7	1.93	726 707	1.23
Multidisciplinary	20	5.51	4 492 710	7.60
North America	33	9.09	1 189 993	2.01
Totals	363	100.00	59 100 869	100.00
1985–86				
Africa	94	28.06	28 999 105	38.52
Asia & Pacific	104	31.04	24 838 391	33.00
Caribbean	22	6.57	2 911 958	3.87
Europe	52	15.52	7 263 598	9.65
Latin America	11	3.28	838 396	1.11
Middle East	29	8.66	5 800 451	7.71
Multidisciplinary	3	0.90	82 144	0.11
North America	20	5.97	1 241 034	1.65
Totals	335	100.00	71 975 077	95.62
1986–87				
Africa	103	25.18	29 688 900	33.60
Asia & Pacific	144	35.21	31 817 980	36.00
Caribbean	32	7.82	5 367 858	6.07
Europe	74	18.09	9 915 250	11.22
Latin America	13	3.18	1 508 196	1.71
Middle East	25	6.11	5 084 601	5.75
Multidisciplinary	1	0.24	10 000	0.01
North America	17	4.16	1 654 821	1.87
Totals	409	99.99	85 047 606	96.23
1987–88				
Africa	124	31.47	37 200 174	36.83
Asia & Pacific	118	29.95	37 478 166	37.10
Caribbean	37	9.39	7 030 662	6.96
Latin America	74	18.78	9 708 805	9.61
Middle East	12	3.05	2 169 032	2.15
Multidisciplinary	17	4.31	6 444 244	6.38
North America	12	3.05	976 782	0.97
Totals	394	100.00	101 007 865	100.00
1988–89				
Africa	132	33.59	39 334 793	38.60
Asia & Pacific	122	31.04	39 411 122	38.68
Caribbean	35	8.91	3 671 962	3.60
Latin America	67	17.05	10 022 289	9.84
Middle East	10	2.54	2 004 049	1.97
Multidisciplinary	16	4.07	6 570 516	6.45
North America	11	2.80	878 591	0.86
Totals	393	100.00	101 893 322	100.00

Source: CUPID, July 1991.

Table D

Cumulative disbursements to Canadian universities, 1985-86 to 1990-91 (as reported by universities, CIDA, and IDRC).

CUPID		CIDA		IDRC	
Dalhousie	38 698 737	Éc Polyt	28 833 817	Laval	2 920 737
Laval	37 732 928	Dalhousie	27 972 620	Toronto*	1 918 849
Simon Fraser	34 480 820	Guelph	26 100 937	Saskatchewan	1 783 895
Éc Polyt	33 918 500	McGill	24 897 463	Guelph*	1 561 601
Guelph	30 779 983	Laval	23 640 669	UBC*	1 518 674
UQ-ÉNAP	26 621 055	Calgary	16 658 793	McGill	1 355 286
McGill	25 740 728	UWO	16 315 224	Sherbrooke	1 241 254
Toronto	24 933 209	Sherbrooke	15 251 657	Waterloo	1 190 774
Ottawa	22 990 127	UQ-ÉNAP	13 906 235	Queen's	1 122 294
St FX	18 799 468	Montréal	13 627 895	Alberta*	1 051 526
Montréal	16 087 921	Saint Mary's	12 687 738	Dalhousie	1 031 522
Calgary	15 951 470	Manitoba	11 987 511	Montréal	992 867
Saint Mary's	14 754 269	Simon Fraser	11 510 558	TUNS	791 279
ÉHÉC	14 348 302	Carleton	11 063 008	Victoria*	773 490
Sherbrooke	14 326 795	Alberta	9 969 208	Manitoba*	692 100
Waterloo	13 165 903	Queen's	9 905 856	Ottawa*	650 000
McMaster	13 098 487	Ottawa	9 013 100	UWO	577 214
Manitoba	13 090 725	McMaster	6 587 658	Simon Fraser	552 842
Queen's	13 036 877	UBC	6 326 372	Moncton	497 874
UBC	12 914 266	Memorial	5 903 354	York	458 250
Ryerson	12 123 012	Toronto	5 273 383	UQAC	401 193
Carleton	11 607 790	St FX	4 173 698	Carleton*	323 465
Alberta	10 325 043	Saskatchewan	4 006 737	Calgary	298 280
Saskatchewan	9 429 065	Brandon	3 502 394	UNB	238 250
Memorial	9 416 641	ÉHÉC	3 446 564	UQAM	212 620
Moncton	8 056 567	UQ	3 155 798	Éc Polyt	150 479
UQAM	7 541 585	Waterloo	2 841 165	Laurentian	144 484
York	7 376 696	TUNS	2 552 249	UQAR	116 800
TUNS	5 980 227	York	2 460 584	Memorial*	104 800
Brandon	5 478 535	Trent	2 333 694	McMaster	62 120
UQAC	5 386 366	UQTR	2 282 675	UQAH	51 600
UWO	4 641 586	UQAM	1 906 850	Concordia	30 325
UQTR	4 550 220	Moncton	1 610 207	Brandon	24 100
UQ	3 361 329	UQ-INRS	1 200 000	Acadia	0
UNB	3 303 355	UNB	1 165 179	Cape Breton	0
UQ-IAF	3 005 000	Winnipeg	1 079 021	Mount Allison	0
Trent	2 584 917	Windsor	858 765	Mt St Vincent	0
Winnipeg	2 392 410	Mt St Vincent	839 772	NSAC	0
Victoria	2 177 841	Nippissing	794 283	UPEI	0
NSAC	2 083 082	Victoria	742 645	St FX	0
OISE	2 045 881	UQAH	607 220	Saint Mary's	0
Mt St Vincent	1 904 479	UQAC	302 684	UQ	0
UQ-TÉLÉU	1 758 067	UQAR	220 415	UQ-ÉNAP	0
Regina	1 549 099	Lethbridge	194 910	UQ-ÉTS	0
Cape Breton	1 439 863	St-Paul U	132 339	UQ-INRS	0
Laurentian	1 156 922	Acadia	125 939	UQ-TÉLÉU	0
Lethbridge	1 047 855	Cape Breton	95 849	UQTR	0
Concordia	1 033 494	Athabasca	0	Lakehead	0
Windsor	773 012	Bishop's	0	OISE	0

Table D continued.

CUPID		CIDA		IDRC	
UQAR	571 781	Concordia	0	RMC	0
WLU	400 700	Lakehead	0	Ryerson	0
SIFC	392 067	Laurentian	0	Trent	0
UQAH	391 547	Mount Allison	0	WLU	0
UQ-INRS	362 389	NSAC	0	Windsor	0
UQ-ÉTS	193 850	OISE	0	Athabasca	0
Acadia	167 024	Regina	0	Lethbridge	0
Lakehead	68 331	Ryerson	0	Regina	0
Athabasca	9 980	SIFC	0	SIFC	0
Mount Allison	6 200	St Paul's	0	Winnipeg	0
UPEI	3 862	UPEI	0		
Bishop's	0	UQ-IAF	0		
		UQ-TÉLÉU	0		
		UQ-ÉTS	0		
		WLU	0		
Total	571 568 240	Total	350 064 692	Total	24 840 844

Sources: CUPID July 1991; CIDA Corporate Memory August 1991; IDRC PINS August 1991.

* Universities participating with a second Canadian university in a co-op project; funding is recorded here only for the first of each pair.

Table E
Canadian university international development project funding
by discipline for 5 fiscal years, 1984-89.

Year and discipline	Projects		Funding	
	Number	%	Amount	%
<i>1984-85</i>				
Administration economics & law	67	18.46	13 014 742	22.02
Agriculture & veterinary science	36	9.92	5 401 637	9.14
Biological & environmental sciences	21	5.79	6 522 356	11.04
Building science & architecture	11	3.03	3 254 030	5.51
Education	42	11.57	6 450 124	10.91
Energy	12	3.31	974 266	1.65
Family science	14	3.86	3 037 527	5.14
Forestry	3	0.83	566 287	0.96
Health sciences	40	11.02	6 035 733	10.21
Human & social development	54	14.88	7 712 178	13.05
Information sciences	21	5.79	1 807 704	3.06
Mining & metallurgy	11	3.03	1 612 987	2.73
Multidisciplinary	7	1.93	337 444	0.57
Tourism & recreation	3	0.83	168 917	0.29
Transportation	5	1.38	436 499	0.74
Water sciences & fisheries	16	4.41	1 768 438	2.99
Totals	363	100.04	59 100 869	100.01
<i>1985-86</i>				
Administration economics & law	51	15.22	16 805 782	22.33
Agriculture & veterinary science	38	11.34	4 425 508	5.88
Biological & environmental sciences	23	6.87	6 564 317	8.72
Building science & architecture	11	3.28	4 278 332	5.68
Education	41	12.24	12 333 558	16.38
Energy	19	5.67	2 247 378	2.99
Family science	10	2.99	2 762 099	3.67
Forestry	2	0.60	954 500	1.27
Health sciences	32	9.55	5 244 516	6.97
Human & social development	52	15.52	9 947 381	13.21
Information sciences	17	5.07	1 111 810	1.48
Mining & metallurgy	10	2.99	2 038 880	2.71
Tourism & recreation	3	0.90	151 454	0.20
Transportation	6	1.79	315 614	0.42
Water sciences & fisheries	20	5.97	2 793 948	3.71
Totals	335	100.00	71 975 077	95.62
<i>1986-87</i>				
Administration economics & law	60	14.67	18 114 962	20.50
Agriculture & veterinary science	55	13.45	11 427 123	12.93
Biological & environmental sciences	24	5.87	6 406 283	7.25
Building science & architecture	20	4.89	6 187 101	7.00
Education	42	10.27	11 350 907	12.84
Energy	26	6.36	3 856 454	4.36
Family science	12	2.93	2 732 274	3.09
Forestry	9	2.20	1 785 359	2.02
Health sciences	44	10.76	5 256 369	5.95
Human & social development	46	11.25	8 374 434	9.48
Information sciences	17	4.16	2 592 549	2.93
Mining & metallurgy	16	3.91	2 758 691	3.12
Transportation	4	0.98	227 433	0.26
Water sciences & fisheries	34	8.31	3 977 667	4.50
Totals	409	100.01	85 047 606	96.23

Table E continued.

Year and discipline	Projects		Funding	
	Number	%	Amount	%
<i>1987-88</i>				
Administration economics & law	50	12.69	17 830 664	17.65
Agriculture & veterinary science	57	14.47	12 964 008	12.83
Biological & environmental sciences	31	7.87	4 799 382	4.75
Building science & architecture	22	5.58	7 532 494	7.46
Education	45	11.42	23 366 320	23.13
Energy	17	4.31	4 554 719	4.51
Family science	21	5.33	2 547 602	2.52
Forestry	9	2.28	1 911 438	1.89
Health sciences	43	10.91	6 505 248	6.44
Human & social development	37	9.39	8 181 256	8.10
Information sciences	11	2.79	2 224 757	2.20
Mining & metallurgy	14	3.55	2 932 460	2.90
Multidisciplinary	8	2.03	1 571 922	1.56
Transportation	2	0.51	266 500	0.26
Water sciences & fisheries	27	6.85	3 819 095	3.78
Totals	394	99.98	101 007 865	99.98
<i>1988-89</i>				
Administration economics & law	65	16.54	19 336 580	18.98
Agriculture & veterinary science	58	14.76	15 500 755	15.21
Biological & environmental sciences	20	5.09	2 254 428	2.21
Building science & architecture	18	4.58	5 972 488	5.86
Education	36	9.16	20 158 611	19.78
Energy	14	3.56	4 920 131	4.83
Family science	20	5.09	2 896 789	2.84
Forestry	9	2.29	1 910 029	1.87
Health sciences	42	10.69	8 672 358	8.52
Human & social development	38	9.67	8 678 714	8.52
Information sciences	11	2.80	2 561 711	2.51
Mining & metallurgy	19	4.83	3 048 513	2.99
Multidisciplinary	10	2.54	1 512 550	1.48
Transportation	3	0.76	273 450	0.27
Water sciences & fisheries	30	7.63	4 196 215	4.12
Totals	393	99.99	101 893 322	99.99

Source: CUPID July 1991.

Table F
Canadian university international development project funding by discipline arranged in categories approximating IDRC program divisions.

Discipline	1984-85	1985-86	1986-87	1987-88	1988-89	Cumulative totals
<i>Agriculture, Food and Nutrition Sciences</i>						
Agriculture & veterinary science	5 401 637	4 425 508	11 427 123	12 964 008	15 500 755	
Forestry	566 287	954 500	1 785 359	1 911 438	1 910 029	
Water sciences & fisheries	1 768 438	2 793 948	3 977 667	3 819 095	4 196 215	
Totals	7 736 362	8 173 956	17 190 149	18 694 541	21 606 999	73 402 007
<i>Earth and Engineering Sciences</i>						
Building science & architecture**	3 254 030	4 278 332	6 187 101	7 532 494	5 972 488	
Energy	974 266	2 247 378	3 856 454	4 554 719	4 920 131	
Mining & metallurgy	1 612 987	2 038 880	2 758 691	2 932 460	3 048 513	
Totals	5 841 283	8 564 590	12 802 246	15 019 673	13 941 132	56 168 924
<i>Health Sciences</i>						
Biological & environmental sciences	6 522 356	6 564 317	6 406 283	4 799 382	2 254 428	
Family sciences	3 037 527	2 762 099	2 732 274	2 547 602	2 896 789	
Health sciences	6 035 733	5 244 516	5 256 369	6 505 248	8 672 358	
Totals	15 595 616	14 570 932	14 394 926	13 852 232	13 823 575	72 237 281
<i>Information Sciences</i>	1 807 704	1 111 810	2 592 549	2 224 757	2 561 711	10 298 531
<i>Social Sciences</i>						
Administration economics & law	13 014 742	16 805 782	18 114 962	17 830 664	19 336 580	
Education	6 450 124	12 333 558	11 350 907	23 366 320	20 158 611	
Human & social development	7 712 178	9 947 381	8 374 434	8 181 256	8 678 714	
Tourism and recreation*	168 917	151 454				
Transportation	436 499	315 614	227 433	266 500	273 450	
Totals	27 782 460	39 553 789	38 067 736	49 644 740	48 447 355	203 496 080
Multidisciplinary*	337 444			1 571 922	1 512 550	3 421 916
Grand totals	59 100 869	71 975 077	85 047 606	101 007 865	101 893 322	419 024 739

Source: Data derived from CUPID, March 1989 and July 1991.

** The category Building science & architecture includes both engineering and urban planning; only a portion of the funds noted here fall under EES categories. The balance falls under SS categories.

* These categories were not used in all years of reporting data to CUPID.

Table G
Funding to Canadian universities by IDRC program divisions.

	1971-84	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	Totals
AFNS	2 513 825	495 000	100 500	67 800	1 181 440	718 000	421 510	0	5 498 075
Joint*	3 345 110	756 918	1 418 392	1 298 913	154 000	105 050	0	0	7 078 383
EES/CP	5 317 104	1 381 921	1 734 436	1 947 578	1 730 448	1 292 524	1 003 416	285 817	14 693 244
Joint	0	0	0	60 000	388 113	0	150 479	0	598 592
HS	601 753	79 860	655 110	519 410	175 150	1 286 350	222 568	361 089	3 901 290
Joint	428 300	251 287	212 820	153 600	0	0	0	0	1 046 007
IS	112 958	0	0	0	187 500	192 504	312 939	0	805 901
Joint	302 580	11 700	167 855	215 843	511 984	166 694	0	0	1 376 656
SS	401 849	20 790	0	0	707 840	286 285	345 817	0	1 762 581
Joint	1 530 326	271 940	510 590	527 194	195 000	147 328	399 331	0	3 581 709
Other divisions**	255 625	345 885	406 930	0	125 300	431 706	142 527	0	1 707 973
Joint	391 285	284 711	157 860	0	125 300	293 696	275 961	0	1 528 813
Totals	15 200 715	3 900 012	5 364 493	4 790 338	5 482 075	4 920 137	3 274 548	646 906	43 579 224

Source: IDRC PINS August 1991.

* Joint funding with one or more other divisions.

** Other divisions: COMM, EO, FAD, SO, SPA.

Table H
FAD program for Canadians — awards and project support, 1971–91.

Senior awards*	3 784 363
Young Canadian Researchers Awards	3 678 158
John G. Bene Fellowships	34 000
New Initiatives	260 000
Tropical Disease Training Program	950 000
Scientific Manuscripts	60 000
The Scholar	195 000
Travel and Research	30 000
Project support to Canadian universities:	
FAD alone	924 798
Joint support with CP & SPA	1 030 111
Total	10 946 430

Sources: Coupal, F. 1989. *The Canadian Program: A Retrospective Review*, FADMIS August 1991; IDRC PINS 1991.

* Include: Professional Development Canada, PhD Canadian Awards, Research Associates Canada, Research Fellows, Senior Fellows, Senior Research Associates

Table I
Programs related to international development issues offered at Canadian universities.

	PhD	MPhil	Masters	Graduate diploma	Bachelor	Major/ diploma	Minor/ certif.	No. programs
Alberta					E Asian			1
Brock					Asian st.			1
Calgary					Dev.st.(econ.)			1
Carleton	Econ.dev.		Dev.st.(hist.) Dev.st.(admin.) 3W st.		Dev.st.(hist.) Asian st. 3W st. Int.bus. Afr.st.			9
Concordia					Int.bus.			1
Dalhousie	Car/LA hist. Econ.dev.		Car/LA hist. Econ. dev. Dev.st.(econ.) Int.bus.		Car/LA hist. Afr.st.			8
ÉHÉC			Int.admin.					1
ÉNAP				Int.admin.				1
Guelph					ID/coop			1
King's					Dev.st.(econ.) ID/coop			2
Laval							Afr.st.	1
McGill					Afr.st. E Asian Mideast st. LA/Car. Int.bus.			5
McMaster					Asian st.		E Asian Ét. arab LA st.	1
Montréal			Int.admin.	Éd.comp.&int.		E Asian Afr.st.		7
OISE	Int.ed.&dev.		Int.ed.&dev.					2
Ottawa	Int.ed.&dev. Econ.dev.		Int.ed.&dev. ID/coop Int.admin. Dev.st.(admin.) LA hist.	ID/coop				8
Queen's					LA & Car.			1

Table I continued.

	PhD	MPhil	Masters	Graduate diploma	Bachelor	Major/ diploma	Minor/ certif.	No. programs
SFU					LA & Car. Hist.&LA	LA & Car. Hist.&LA	LA & Car. Chinese	6
St Mary's			Dev.st.(hist.)		Dev.st.hist. Asian st. E Asia hist.			4
Toronto	Chinese E Asian hist. E Asian Mideast st. Dev.st.(PS)	E Asian	Chinese E Asia hist. E Asian Mideast st. Dev.st.(admin.)		Chinese E Asia hist. E Asian Mideast st. LA & Car. Comm. & E Asia Afr.st.			18
Trent					Dev.st.(admin.) Dev.st.(econ.) Dev.st.(PS)			3
UBC	Asian st. Chinese		Asian st. Chinese Int.bus.		Asian st. Chinese Int.bus S Asian E Asian SE Asian st.			11
UNB			E Asia hist. Int.bus.		E Asia hist. Asian st.	3W st.		5
Victoria					Chinese Pacific st.			2
Windsor					Asian st. LA & Car.			2
Winnipeg					Econ.dev.			1
WLU					3W st.			1
York	Chinese hist. Asian hist.		Chinese hist. Int.bus.		E Asian Afr.st.			6
Totals	15	1	28	3	52	5	6	110

Source: *Directory of Canadian Universities*, 1991: Ottawa, AUCC.

Abbreviations used in Table I:

Afr.st.	African studies
Asian hist.	Asian history
Asian st.	Asian studies
Car./LA hist.	Caribbean and Latin American history
Chinese hist.	Chinese history
Comm. & E Asia	Commerce and East Asian studies
Dev.st.(admin.)	Development studies - administration
Dev.st.(econ.)	Development studies - economics
Dev.st.hist.	Development studies - history
Dev.st.(PS)	Development studies - political science
E Asia hist.	East Asian history
E Asian	East Asian studies
Econ.dev.	Economic development
Éd.comp.&int.	Éducation comparée et internationale
Ét.arab	Études arabes
Hist & LA	History and Latin American studies
Int.admin.	International administration
Int.bus.	International business
ID/coop	International development cooperative program
Int.ed. & dev.	International education and development
LA & Car.	Latin American and Caribbean studies
LA hist.	Latin American history
LA st.	Latin American studies
Mideast st.	Middle Eastern studies
Pacific st.	Pacific studies
S Asian	South Asian studies
SE Asian st.	South-east Asian studies
3W st.	Third World studies

Appendix II

International liaison officers, 1991

Note: The ILO list is updated every September by the International Division, AUCC.

Acadia University

Mr David J. Green
International Liaison Officer
Registrar
Acadia University
Wolfville, Nova Scotia B0P 1X0

(902) 542-2201 ext. 441

Fax: (902) 542-7224

University of Alberta

Dr Brian L. Evans
International Liaison Officer
Associate Vice-President (International
Affairs)
University of Alberta
3-12A University Hall
Edmonton, Alberta T6G 2J9

(403) 492-2280

Fax: (403) 492-1438

Athabasca University

Dr Michael Owen
International Liaison Officer
Assistant to the Vice-President,
Academic,
Athabasca University
Box 10,000
Athabasca, Alberta T0G 2R0

(403) 675-6111

Fax: (403) 675-6184

Bishop's University

Dr William Sheraton
Vice-principal, external and planning

or:

Mrs. Elizabeth Towers
International Liaison Officer
Bishop's University
Lennoxville, Québec J1M 1Z7

(819) 822-9616

Brandon University

Dr P.G. Halamandaris
International Liaison Officer
Director, Office of the International
Development Projects
Brandon University
Brandon, Manitoba R7A 6A9

(204) 727-7479 or 727-7325

Fax: (204) 726-4573

The University of British Columbia

Mr Larry R. Sproul
International Liaison Officer
Director, International Liaison Office
University of British Columbia
1871 West Mall, 609 Asian Centre
Vancouver, BC V6T 1W5

(604) 228-3114 or 228-3225

Fax: (604) 228-5597

Brock University

Mr John Kaethler
International Liaison Officer
International Students Advisor
Students Services
Brock University
St Catharines, Ontario L2S 3A1

(416) 688-5550 ext. 3710

Fax: (416) 688-2789

The University of Calgary

Dr Titus Matthews
Associate vice-president (academic)
or:
Mr Bill Warden
Executive Director
International Centre
University of Calgary
2500 University Drive N.W.
Calgary, Alberta T2N 1N4

(403) 220-8221

Camrose Lutheran College

Dr Leroy Johnson
International Liaison Officer
Inter Relation Officer
Camrose Lutheran College
4901 - 46 Avenue
Camrose, Alberta T4V 2R3

(403) 679-1103

FAX: (403) 679-1129

University College of Cape Breton

Dr B. Tennyson
International Liaison Officer
Director
Centre for International Studies
University College of Cape Breton
P.O. Box 5300
Sydney, Nova Scotia B1P 6L2

(902) 539-5300 ext. 277

Fax: (902) 562-119

Carleton University

Dr D.R. Fraser Taylor
International Liaison Officer
Director, Carleton International
Carleton University
1506 Dunton Tower
Ottawa, Ontario K1S 5B6

(613) 788-2519

Fax: (613) 788-2521

Concordia University

Mr Bruce Mabley
International Liaison Officer
Director, Council for International
Cooperation
Concordia University
1455 de Maisonneuve West
Montreal, Quebec H3G 1M8

(514) 848-4989

Fax: (514) 848-8766

Université du Québec en Abitibi-Témiscamingue

M. Jules Arsenault
Agent de liaison internationale
Recteur
Université du Québec en Abitibi-Témiscamingue
42, rue Mgr. Rhéaume E.
Rouyn (Québec) J9X 5E4

(819) 762-0971 poste 267
Fax: (819) 797-4727 poste 520

Université du Québec à Chicoutimi

M. Gilles Caron
Adjoint au Vice-recteur à
l'enseignement et à la recherche
Université du Québec à Chicoutimi
555, boulevard de l'Université
Chicoutimi (Québec) G7H 2B1

(418) 545-5367
Fax: (418) 545-5012

Université du Québec à Hull

M. Jean Lengellé
Agent de liaison internationale
Doyen des études avancées et de la
recherche
Université du Québec à Hull
C.P. 1250, Succursale "B"
Hull (Québec) J8X 3X7

(819) 595-3940
Fax: (819) 595-3924

Université du Québec à Montréal

M. Jean-Pierre Lemasson
Adjoint au doyen des études avancées
et de la recherche
Université du Québec à Montréal
Case postale 8888, Succursale "A"
Montréal (Québec) H3C 3P8

(514) 987-7969
Fax: (514) 987-3095

Université du Québec à Rimouski

M. Pierre Couture
Agent de liaison internationale
Doyen des études avancées et de la
recherche
Bureau de la Coopération
internationale
Université du Québec à Rimouski
300, avenue des Ursulines
Rimouski (Québec) G5L 3A1

(418) 724-1540 ou 724-1614
Fax: (418) 724-1525

Université du Québec à Trois-Rivières

M. André Thibault
Directeur
Bureau de liaison Université-Milieu
Université du Québec à Trois-Rivières
3351, boulevard des Forges
Trois-Rivières (Québec) G9A 5H7

(819) 376-5028
Fax: (819) 376-5012

Université Sainte-Anne

Monsieur L. Comeau
Agent de liaison internationale
Vice-recteur, affaires extérieures
Université Sainte-Anne
Pointe-de-l'Église (N.-E.) BOW 1M0

(902) 769-2114 poste 134
Fax: (902) 769-2930

St Francis Xavier University

Dr J.J. MacDonald
International Liaison Officer
Executive Vice-President
St. Francis Xavier University
Antigonish, N.S. B2G 1C0

(902) 867-2443
Fax: (902) 867-5153

Saint Mary's University

Dr John C. O'C. Young
Acting vice-president, academic and
research
Saint Mary's University
Halifax, N.S. B3H 3C3

(902) 420-5406
Fax: (902) 420-5566

St Paul's College

Dr Richard Lebrun
Rector
St. Paul's College
430 Dysart Road
Winnipeg, MB R3T 2M6

(204) 474-8581

St Thomas More College

Dr D.L. Farmer
International Liaison Officer
Professor of History
St Thomas More College
1437 College Drive
Saskatoon, Sask. S7N 0W6

(306) 966-8924

St Thomas University

Professor Stan Atherton
International Liaison Officer
Department of English
St. Thomas University
Fredericton, N.B. E3B 5G3

(506) 452-7700

University of Saskatchewan

Dr B. Schnell
Vice-president, external
University of Saskatchewan
Saskatoon, Saskatchewan S7N 0W0

(306) 966-6607

**Saskatchewan Indian Federated
College**

Dr R. Ramirez
International Liaison Officer
Coordinator, Centre for International
Indigenous Studies & Development
Saskatchewan Indian Federated
College
University of Regina
127 College West
Regina, Saskatchewan S4S 0A2

(306) 584-8333
FAX: (306) 584-0955

Université de Sherbrooke

Monsieur Alain Caillé
Agent de liaison internationale
Vice Recteur à la recherche
Université de Sherbrooke
Sherbrooke (Québec) J1K 2R1

(819) 821-7700
Fax: (819) 821-7881

Simon Fraser University

Dr Gregg Macdonald
International Liaison Officer
Director
Office of International Cooperation
Simon Fraser University
Burnaby, British Columbia V5A 1S6

(604) 291-4641
Fax: (604) 291-4045

Technical University of Nova Scotia

Mr Robert Eagle
International Liaison Officer
Director
International Development Programs
Technical University of Nova Scotia
P.O. Box 1000
Halifax, Nova Scotia B3J 2X4

(902) 420-7500
Fax: (902) 420-7551

Télé-Université

M. Pierre Patry
Directeur, Bureau de la coopération
extérieure
Télé-Université
4835, ave. Christophe-Colomb
Montréal (Québec) H2J 4C2

(514) 522-3540
Fax: (514) 522-3608, Poste 286

University of Toronto

Director, Institute for International
programmes
Room 10A, Simcoe Hall
27 King's College Circle
University of Toronto
Toronto, Ontario M5S 1A1

(416) 978-4168
Fax: (416) 978-8182

Trent University

Mr Karanja Njoroge
International Liaison Officer
Director, International Programs
Trent University
Peterborough, Ontario K9J 7B8

(705) 748-1300
Fax: (705) 748-1246

Trinity Western University

Dr Don Page
International Liaison Officer
Trinity Western University
7600 Glover Road
Langley, British Columbia V3A 6H4

(604) 888 7511
Fax: (604) 888 5336

University of Victoria

Dr J.J. Jackson
International Liaison Officer
Associate Vice-President, Research
University of Victoria
P.O. Box 1700
Victoria, B.C. V8W 2Y2

(604) 721-7973
Fax: (604) 721-8960

University of Waterloo

Miss V. Leavoy
International Program Officer
Office of Research
University of Waterloo
Waterloo, Ontario N2L 3G1

(519) 885-1211 ext. 2288
Fax: (519) 746-7151

The University of Western Ontario

Dr Bill McClelland
Acting director, International
education
University of Western Ontario
London, Ontario N6A 5C9

(519) 661-2053
Fax: (519) 661-3292

Wilfrid Laurier University

Dr Max D. Stewart
International Liaison Officer
Department of Economics
Wilfrid Laurier University
Waterloo, Ontario N2L 3C5

(519) 884-1970
Fax: (519) 886-9351

University of Windsor

Dr E. Donald Briggs
International Liaison Officer
Director, Institute for International
and Development Studies
University of Windsor
Windsor, Ontario N9B 3P4

(519) 253-4232
Fax: (519) 973-7050

The University of Winnipeg

Dr A. Ross McCormack
International Liaison Officer
Vice-President (Academic)
University of Winnipeg
515 Portage Avenue
Winnipeg, Manitoba R3B 2E9

(204) 786-9797
Fax: (204) 783-8910

York University

Dr H. Ian Macdonald
International Liaison Officer
Director, York International
Room 110, Administrative Studies
Bldg.
York University
4700 Keele Street
North York, Ontario M3J 1P3

(416) 736-5177
Fax: (416) 736-5643

The impact of international development projects on Canadian universities

EEGRON@AUCC.CA
VP of Int'l Development

→ George Tilman, Freelancer
text for IDRC Handbook

→ Full Report in
Evalⁿ Inventory.

IDRC + the Canadian University
Cooperation 91-4612-43
44

Measuring impact at home

BY TIM LOUGHEED AND ANIA WASILEWSKI

When universities engage in international development projects, it is not surprising that their three major functions can be identified somewhere in the projects' goals: teaching, research and community service. Such projects usually strengthen the teaching or research functions in the developing country and sometimes tie the benefits of the project to the local community. The success of these projects is usually assessed in terms of those benefits, that is, their effectiveness in changing conditions in the developing country. Take a moment, however, to twist the equation around: what impact does an international develop-

What did AUCC ask?

Questions posed in the AUCC study were aimed at discovering what kinds of impacts Canadian university international development projects had on teaching, research and community service in Canada, including:

- development of new courses
- new material added to reading lists
- new topics for student research
- guest lecturers
- faculty and student exchanges
- academic theses on international development issues
- articles in refereed journals
- presentations at conferences
- writing of books or chapters in books
- production of articles for newsletters
- new research directions for faculty
- development of new patents
- participation in or development of new international academic networks
- media interviews
- participation in volunteer or nongovernmental organizations
- professional development of participants
- new skills, understanding and global awareness for students, faculty, administrators and local communities.

ment project have on the Canadian university?

A study carried out by AUCC's International Division in the summer of 1992 tried to measure this impact in quantitative and qualitative terms. As far as we know, this was the first study of this type. Examining projects funded by IDRC and both the bilateral sections and the educational institutions program of CIDA, we looked at the instructional, research and community service impacts of 181 international development projects at Canadian universities.

The results clearly show that Canadian teaching and research were enriched by participation in international development projects. Over half of the respondents indicated that new topics for student research arose from the projects; 36% reported that new material was added to the reading list; and 27%

indicated that new courses, programs or curriculum changes in teaching areas such as gender and development, international health, international trade and cross-cultural management had resulted. Others reported that courses or modules developed abroad were adapted and incorporated into Canadian curricula.

In terms of research, more than half of the respondents reported that their projects had resulted in presentations at conferences or in academic theses. Almost half had published articles in refereed journals, and over one-third had discovered new directions of research as a result of project involvement. Almost 10% had developed patent registrations or agreements. One project director said that in his department, 16 theses were underway and 20 working papers had been published in the project's specialization. Many noted that, although CIDA has previously undervalued research as part of the projects it funds, the contribution of research to capacity-building was fundamental.

A major disappointment was the clear indication that many project directors had not even considered that their project might have an impact on their teaching, their research or their communities because "this wasn't part of the original goal of the project." Given the new emphasis on



Participants from Pakistan, Nigeria, Jamaica and Canada in a McMaster University workshop on women and health in Indonesia "create" their impressions of the workshop on t-shirts. Photo credit: McMaster University

Lessons reported in AUCC study

Respondents were eager to share the lessons learned from their involvement in university international development projects. This is what they said:

- build more exchanges into projects including two-way flow of project directors, faculty and students
- improve orientation, language and cross-cultural training
- consult more with faculties and administrations at both institutions to ensure broad support and understanding and higher visibility
- start planning much earlier, set realistic budgets, and build in more time for project management
- give more attention to the setting of objectives that are understood by all partners
- build evaluation into future projects to provide ongoing feedback
- recognize the demands of long-distance management
- consider purchasing equipment and materials locally
- start thinking about maintaining the linkage after funding ends even before the funding begins

Canadian development within the new University Partnerships in Cooperation and Development program and the growing allure of internationalization, one hopes that this will soon change.

Results of the study also indicate that funding agencies' insistence on multidisciplinary has fostered interuniversity collaboration that might not otherwise have occurred. One project led to the creation of a new Canadian nongovernmental organization.

As AUCC was carrying out this study, Dalhousie economics professor, Ian McAllister, used the same three factors to assess the general impact of international development projects at his own campus and community. He too was struck by how often these elements remained independent of one another.

"The first thing that hit me on a lot of projects was that there really wasn't much of a link between those projects that were teaching projects, those projects that were research projects and those projects that were community service projects," he says. "This was a great shame, because one should see in many projects some combination taking place."

His observations stem, in part, from a seminar series he organized at Dalhousie University in 1992 to share the experiences of more than 20 projects involving Dalhousie faculty and students over the past 20 years. The result is *Windows on the World*, an edited collection of

papers describing university partnerships in international cooperation and sustainable development. "One of the things I found surprising was that there had been so little write-up for any publication of what it is these projects had been doing and what people felt they had learned," he says.

He observes that international development work often appears to take place outside the "mainstream" of other university activities. "One of the things that universities don't seem to be very good at is giving much of an incentive to anyone," says Professor McAllister, noting that often it is strictly personal motivation and satisfaction that leads to outstanding results. "That's the case of all the successful projects Dalhousie's been involved in — you can usually pin it to one or two individuals who really sweated it out."

Nevertheless, both AUCC's and Professor McAllister's studies show that international development projects regularly leave their mark on a university: innovations crop up within courses or degree programs; research takes on new dimensions; and both the university and its surrounding community can acquire a intimate awareness of a larger world that might otherwise have remained remote and misunderstood.

The articles that follow illustrate the impacts at various universities across Canada. They prove that international development projects have much to offer Canadian students, professors, researchers and communities. They prove that the benefits of international development projects flow both ways —

from North to South and from South to North. They prove that taking part in international development projects enables Canadians to participate more intelligently and with more success in both the academic world and the business world.

As Heidi Taylor, director of the Canada-China language and cultural program at Saint Mary's University puts it, there are academic, economic and political benefits for Canadians:

"Academic benefits include the opportunity for research, professional development, and training of faculty and staff. Political benefits refer to the increased level of interaction with the world outside university walls and the resulting ability to function and communicate well with that world. Economic benefits accrue when the reputation and contacts built through the project lead to other kinds of international and domestic activities."

Tim Lougheed is a freelance writer specializing in higher education issues. Ania Wasilewski is the managing editor of UniWorld.

Windows on the World is reviewed on page 17 of this issue and can be obtained by writing to the address given there. AUCC's impact study is available from Darlene Gibbs, assistant editor, UniWorld at the address listed on the inside cover of this magazine.

Another look at native education

Laurentian University's involvement in a project aimed at helping students in rural China may lead to a fresh look at ways of helping Laurentian's native students cope with the unfamiliar social conditions they face in university.

The project, part of the AUCC-administered, Canada-China university linkage program, paired Laurentian with the Sichuan Institute of Building Materials, which admits a number of students from minority groups living in remote parts of China. These students generally experience homesickness and culture shock when they arrive in the more urban setting of a university campus.

The two institutions worked together to design a special pre-university year, complete with its own curriculum and textbooks, intended to ensure that each minority student's educational background met the university's standards. The students lived with other members of their minority group, eating their usual foods and taking part in familiar cultural activities.

"They generally try to make them feel at home," says Canadian project director Frank Smith. He notes that the effort has paid off: virtually all the minority students passed their entrance examination and all completed their first year. These results contrast with previously high rates of failure and dropout.

Dr Smith says the experience has left him and others eager to apply the same principles to Laurentian's incoming native students, who confront similar problems of transition and adaptation to campus life. At a conference on minority student issues this fall, he plans to raise the possibility of creating a bridging year for native students. Such a program has already been implemented at Lakehead University. "I'm hoping we can do the same thing here," says Dr Smith. "If we do, it will be at least partly because of the success we achieved in China."

T.L.

Note de la rédactrice

UniMonde paraît trois fois par année et est publiée par la Division internationale de l'Association des Universités et Collèges du Canada. Cette publication fournit des nouvelles, des articles ainsi que des commentaires sur les activités des universités canadiennes en matière de développement international et sur leurs partenaires du Sud.

Rédactrice en chef

Ania Wasilewski

Rédactrice adjointe

Darlene Gibbs

Rédacteurs

Tim Loughheed

Laura Pratt

Helen Smith

Bruce Waring

Traduction

Bernard Eskénazi

Andrée Quesnel

Graphisme

Gregory Gregory Limited

Les contributions et demandes de renseignements sont les bienvenues et devraient être adressées à:

UniMonde

Division Internationale

AUCC

350 rue Albert, bureau 600

Ottawa

K1R 1B1

Canada

Tél: (613) 563-1236

Télécopieur: (613) 563-9745

Email: awasilew@aucc.ca

Tout article d'*UniMonde* peut être reproduit entièrement ou en partie, avec mention de la source. Les points de vues exprimés dans les articles sont ceux des auteurs et ne reflètent pas nécessairement ceux de l'AUCC.

La Division internationale de l'AUCC remercie vivement l'Agence canadienne de développement international (ACDI) et le Centre de recherches pour le développement international (CRDI) de leur contribution à la publication d'*UniMonde*.

ISSN 1183-725X



Association
des Universités et
Collèges du Canada

Chers lecteurs,

J'ai le très grand plaisir de vous présenter ce numéro d'*UniMonde* qui porte principalement sur les répercussions que peuvent avoir les projets de développement international sur les universités canadiennes qui les entreprennent.

Voilà plusieurs années maintenant que nous lisons toutes sortes de choses sur les bienfaits des projets de développement international pour nos universités partenaires, que nous en entendons parler ou que nous en parlons nous-mêmes. Toutefois, nous avons rarement parlé, en bonne connaissance de cause, des avantages de ces projets pour les universités canadiennes. Quelle n'est donc pas ma satisfaction de constater que tel n'est plus le cas dorénavant.

En effet, dans le courant de l'été 1992, la division internationale de l'AUCC, à la suggestion de notre comité consultatif, entreprit une enquête destinée à mesurer les répercussions qualitatives et quantitatives de projets de développement international sur les universités canadiennes. Cette tâche a certes été difficile, mais grâce à l'aide des agents de liaison international et des directeurs de projet nous avons pu procéder à une évaluation préliminaire de ces répercussions. Nous nous sommes surtout penchés sur la mission traditionnelle de l'université, soit l'enseignement, la recherche et le service communautaire. Dans le présent numéro d'*UniMonde*, nous étudions six cas qui découlent de cette étude et qui témoignent d'une variété de répercussions : changements de programmes d'études à la University of Guelph; nouvelles orientations de la recherche à la Wilfrid Laurier University; programmes de participation communautaire à la Dalhousie University. J'ai par ailleurs le plaisir de vous faire savoir que, contrairement aux résultats de l'étude de Ian McAllister, la plupart des projets que nous abordons dans le présent numéro ont eu des répercussions sur au moins deux des trois aspects du mandat traditionnel de l'université, et bien souvent sur les trois. Je pense que cela est parfaitement illustré dans l'inspirant article de Laura Pratt sur June Pollard, qui enseigne à Ryerson.

Dans une lettre qu'elle nous a récemment envoyée, Marie-France Labreque, de l'Université Laval, souligne fort à propos que nous avons par erreur ignoré la contribution de l'institut d'été de cette université dans notre récent numéro sur les femmes et le développement. Nous espérons pouvoir nous pencher de plus près sur ce qu'a réalisé cet institut, dans le prochain numéro d'*UniMonde* qui se concentrera sur la question de l'Afrique et la «crise du développement». Nous vous prions de nous faire parvenir vos articles.

Le présent numéro d'*UniMonde* sera mon dernier du fait que je vais quitter l'AUCC pour me rendre à la Commission canadienne de mise en valeur de la main-d'oeuvre, à la mi-décembre. Le moment est donc bien choisi pour remercier tous ceux et celles d'entre vous qui ont travaillé avec nous afin de permettre le lancement d'*UniMonde* il y a un peu plus de trois ans. Votre collaboration précieuse va très certainement me manquer.

Ania Wasilewski
Rédactrice en chef

off the public trough and espousing rigid and counter-educational ideas." In preparing this book, he hopes to ensure that universities will work at their best in international development.

Aid As Peacemaker: Canadian Development Assistance and Third World Conflict, edited by Robert Miller. Published by Carleton University Press, 1992.

This timely book will be of interest to those questioning what role, if any, peacemaking should have in Canadian international development policy. The essays are wide-ranging and the editor, Robert Miller, the deputy director of the Parliamentary Centre for Foreign Affairs and Foreign Trade, readily admits that those looking for a framework to link them together may be disappointed. Most contributors ask when and how Canadian development assistance should be used to help avert, ameliorate or reduce large-scale violent conflict in recipient countries. Difficult questions raised throughout include: Does development by its very nature produce conflict? Are there circumstances in which Canada should take sides in Third World conflict? Are there circumstances in which aid would be put to better use in support of conflict? How should Canada use development assistance to promote peace? The conclusions reached by many of the authors clearly challenge the prevailing notion that economic development is the necessary and sufficient cure for conflict.

Meeting the Challenge: The African Capacity Building Initiative, edited by Alexander A. Kwapong and Barry Lesser. Published by the Lester Pearson Institute for International Development, Dalhousie University, 1992.

This volume is based on the proceedings of the roundtable on "Operationalizing the African Capacity Building Initiative," held in Harare,

Zimbabwe, in June 1992. Jointly sponsored by the Lester Pearson Institute for International Development at Dalhousie University, CIDA and the African Capacity Building Foundation, the roundtable brought together a group of eminent Africans with representatives of the World Bank, the African Development Bank and CIDA to discuss the political and economic environment within which the ACBF must operate and how it should proceed to set and implement its agenda. There was general agreement that, with its limited resources, the ACBF could not hope, and should not try, to be all things to all people. Criteria for defining success in the initial period of the ACBF's operations were identified as: a significant and tangible increase in African capacity in policy analysis and management in selected countries and institutions and the potential for increase and replication in other parts of Africa; significant and increased use of African expertise both by donors and African governments; strengthened national and regional research and training institutions in the field of development management; cooperation between these institutions; and the creation of policy and management units in key ministries and agencies of African governments.

North, South, and the Environmental Crisis, by Rodney White. Published by the University of Toronto Press, 1993.

The internationalization of environmental issues and the impact this may have on the relation between the North and the South is the focus of this book. It opens with an overview of biospheric changes and responses to these changes by governments in rich and poor countries. Author Rodney White sets up a framework for analysis and traces the concepts that are fundamental to a general understanding of environmental change at the end of the 20th century. In subsequent chapters, he

looks at a set of related problems including: global warming, the depletion of the ozone layer, acid rain, ocean management, land use, water supply, urban management and waste management. He warns against a tendency to see the solution to the environmental crisis in terms of technology and emphasizes that the major stumbling block to a solution is the political problem of poverty. According to White, it is "poverty that accounts for the different environmental agenda of North and South. Until that problem is addressed there is little chance of broad international cooperation in dealing with the problems of the global environment, and without such cooperation there is little hope of a reversal of the trend towards environmental degradation." Also featured is a glossary of technical terms and key environmental events.

World Bank Financing of Education: Lending, Learning and Development, by Phillip W. Jones. Published by Routledge, 1992.

The World Bank has helped shape the economic and social policies of many governments, including policies that affect education. As author Phillip Jones points out, the Bank has served as a major purveyor in developing countries of western ideas about how education and the economy are, and should be, connected. Jones' book is an historical account of the emergence of Bank views, policies and financing criteria for education from its inception to the early 1990s. He argues that the Bank's ability to construct a fully comprehensive view of educational development has been constrained by the banking character of the institution. Operationally, this has meant that the Bank's development function is determined by banking rationale. The Bank's challenge, therefore, is to "discover a view of education that is sufficiently comprehensive and powerful to create the conditions conducive

BY BRUCE WARING AND ANIA WASILEWSKI



Windows on the World: University Partnerships, International Cooperation and Sustainable Development, edited by Ian McAllister. Published by

Lester Pearson Institute for International Development, Dalhousie University, 1993. To obtain a copy please fax the institute at (902) 494-1216.

Windows on the World explores a number of Dalhousie University's international development activities in the framework of its role as a partner in search of sustainable development. Edited by Ian McAllister, formerly with the International Federation of National Red Cross and Red Crescent Societies, and presently a professor of economics at Dalhousie University, the book consists of a detailed study of over 20 international development projects involving Dalhousie and funded by external agencies such as CIDA, IDRC and others. In each study, the nature of the project and of the linkage arrangement with the sister institution is described and the extent to which the project has been able to achieve its original objectives is discussed. The impact of the project on Dalhousie University is also considered.

The cases studies fall within five general fields: ocean and ocean studies; economic development and public administration; business studies and management; social services, educational outreach and training; environmental studies and development. They are preceded by three general papers. In the first, Jim MacNeill, formerly secretary-general of the Brundtland Commission and later an adviser at the Earth Summit, discusses the implications of the Rio conference. In the

second, Alexander Kwabong brings together some of his perspectives on the global challenges facing universities, an outcome of many years as a senior university leader. In the third paper, John Berry, formerly vice-president, international at AUCC, talks about how internationalization is fundamentally changing the environment in which the university's central mandate of teaching, research and service is carried out.

Of particular interest is the final essay by Professor McAllister, in which he summarizes some of the main findings of the case studies. For example:

- international projects have opened up a variety of intellectual and business opportunities for Canadian and overseas participants and institutions;
- universities' institutional memories are frail, and there is repeated evidence of failure to learn from past experiences even within departments;
- when a project leader has developed partnerships beyond the university — to include community groups, public and private sector bodies and NGOs — the overall benefits have been more substantial and the project more sustainable;
- successful projects are characterized by breadth of vision and recognition of the imperatives of interdisciplinary and cross-cultural connections;
- more effective linkages combine research, publication, teaching and community service;
- moving from a single project to a network effort is critical in building sustainability;
- when students are actively involved, the quality of the project is higher;
- individual and departmental jealousies reduce the effectiveness and sustainability of many projects;
- little advantage has been taken of opportunities for South-South cooperation;
- linkages between projects are few and

far between — mechanisms for generating more "cross-fertilization" between projects and disciplines are needed;

- little has been done to link research outputs or processes between Dalhousie projects;
- large numbers of Dalhousie students have spent time abroad due to project connections;
- when lessons learned by faculty teaching overseas have been transmitted back to Dalhousie classrooms, they have been well received by students; however a large number of faculty have never presented seminars to colleagues, students, or any organization upon their return.

He argues that, to be sustainable, projects must benefit from a creative and supportive environment both at the administrative and professional level: "Many of those working on development projects appear to have felt themselves on the fringes of university and departmental priorities and have adopted defensively independent working strategies. A deliberate strategy of bringing these various resources together (committed faculty, students, project administrators, academic programs and facilities) would appear to be one necessary next step towards sustainability." Projects must be seen as elements of a longer-term strategic program connected to larger networks involving communities, NGOs, business, government agencies, educational institutions and multiple funders. He adds: "Partner institutions must not be encouraged to become pale reflections of Northern universities."

In his introduction, Professor McAllister writes that "at their best, universities have been power houses of new ideas, of the best elements of civilization and of moral leadership to older and younger generations. At their worst, they have been self-serving isolated elites — living pretentiously

off the public trough and espousing rigid and counter-educational ideas." In preparing this book, he hopes to ensure that universities will work at their best in international development.

Aid As Peacemaker: Canadian Development Assistance and Third World Conflict, edited by Robert Miller. Published by Carleton University Press, 1992.

This timely book will be of interest to those questioning what role, if any, peacemaking should have in Canadian international development policy. The essays are wide-ranging and the editor, Robert Miller, the deputy director of the Parliamentary Centre for Foreign Affairs and Foreign Trade, readily admits that those looking for a framework to link them together may be disappointed. Most contributors ask when and how Canadian development assistance should be used to help avert, ameliorate or reduce large-scale violent conflict in recipient countries. Difficult questions raised throughout include: Does development by its very nature produce conflict? Are there circumstance in which Canada should take sides in Third World conflict? Are there circumstances in which aid would be put to better use in support of conflict? How should Canada use development assistance to promote peace? The conclusions reached by many of the authors clearly challenge the prevailing notion that economic development is the necessary and sufficient cure for conflict.

Meeting the Challenge: The African Capacity Building Initiative, edited by Alexander A. Kwapong and Barry Lesser. Published by the Lester Pearson Institute for International Development, Dalhousie University, 1992.

This volume is based on the proceedings of the roundtable on "Operationalizing the African Capacity Building Initiative," held in Harare,

Zimbabwe, in June 1992. Jointly sponsored by the Lester Pearson Institute for International Development at Dalhousie University, CIDA and the African Capacity Building Foundation, the roundtable brought together a group of eminent Africans with representatives of the World Bank, the African Development Bank and CIDA to discuss the political and economic environment within which the ACBF must operate and how it should proceed to set and implement its agenda. There was general agreement that, with its limited resources, the ACBF could not hope, and should not try, to be all things to all people. Criteria for defining success in the initial period of the ACBF's operations were identified as: a significant and tangible increase in African capacity in policy analysis and management in selected countries and institutions and the potential for increase and replication in other parts of Africa; significant and increased use of African expertise both by donors and African governments; strengthened national and regional research and training institutions in the field of development management; cooperation between these institutions; and the creation of policy and management units in key ministries and agencies of African governments.

North, South, and the Environmental Crisis, by Rodney White. Published by the University of Toronto Press, 1993.

The internationalization of environmental issues and the impact this may have on the relation between the North and the South is the focus of this book. It opens with an overview of biospheric changes and responses to these changes by governments in rich and poor countries. Author Rodney White sets up a framework for analysis and traces the concepts that are fundamental to a general understanding of environmental change at the end of the 20th century. In subsequent chapters, he

looks at a set of related problems including: global warming, the depletion of the ozone layer, acid rain, ocean management, land use, water supply, urban management and waste management. He warns against a tendency to see the solution to the environmental crisis in terms of technology and emphasizes that the major stumbling block to a solution is the political problem of poverty. According to White, it is "poverty that accounts for the different environmental agenda of North and South. Until that problem is addressed there is little chance of broad international cooperation in dealing with the problems of the global environment, and without such cooperation there is little hope of a reversal of the trend towards environmental degradation." Also featured is a glossary of technical terms and key environmental events.

World Bank Financing of Education: Lending, Learning and Development, by Phillip W. Jones. Published by Routledge, 1992.

The World Bank has helped shape the economic and social policies of many governments, including policies that affect education. As author Phillip Jones points out, the Bank has served as a major purveyor in developing countries of western ideas about how education and the economy are, and should be, connected. Jones' book is an historical account of the emergence of Bank views, policies and financing criteria for education from its inception to the early 1990s. He argues that the Bank's ability to construct a fully comprehensive view of educational development has been constrained by the banking character of the institution. Operationally, this has meant that the Bank's development function is determined by banking rationale. The Bank's challenge, therefore, is to "discover a view of education that is sufficiently comprehensive and powerful to create the conditions conducive