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**Survey of Former
YCR Award Recipients
Final Report**

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CHAPTER 1

INTRODUCTION

1.1 **Background: Objectives and Characteristics of the Young Canadian Researcher Award Program**

Over the last 20 years the International Development Research Centre has been very active in the promotion and sponsorship of scientific training to deal with international development issues and problems. Most of the IDRC-sponsored training has been in the form of scholarships and fellowships for advanced scientific training to hundreds of students and professionals from developing countries. This training has been conducted all over the world, including Canada, other industrialized countries and developing countries, with trainees from dozens of countries.

While most of the trainees supported by IDRC have been from developing countries, the broad human resource development strategy has included a component for training Canadian researchers. The Young Canadian Researcher (YCR) Award Program supports research undertaken at the Doctoral and Master's levels by

Canadian students registered in Canadian universities. The objective of the YCR Awards Program has been stated as follows:

The general objective of this program of awards is to contribute to the growth of research capacity in Canada that is responsive to Third World priorities by supporting Canadians at various stages of their academic careers to conduct research in developing countries.¹

Other specific program objectives include facilitating the involvement of young Canadians in research on Third World issues and augmenting the pool of qualified researchers who have acquired research experience in Third World institutions. The YCR Awards Program is one of only a few programs of its kind in the world, supports primarily doctoral research in Asia, Latin America and Africa.

Of the approximately 2,500 people who have received IDRC awards over the last two decades, a relatively small number — about 200 at the time of this study — have been Canadians conducting research in developing countries. Since its inception in 1982, award recipients have undertaken research throughout the developing world in all scientific fields of endeavour of concern to IDRC: agriculture, food and nutrition sciences, health sciences, information sciences, social sciences, communications, and earth and engineering sciences.

The purpose of the current version of the YCR program is to provide assistance to Canadian graduate students who want to conduct thesis-related field research in developing countries. This research must be an integral component of the requirements to fulfil a degree program, either a doctoral dissertation or a master's thesis. The award covers the costs associated with this field research. In recent years the awards have been almost exclusively for field work by doctoral students. Prior to 1990, young Canadian professionals who had completed their graduate-level training at a Canadian university were eligible to apply for a YCR award to support job placements in approved institutions or fieldwork in specialized fields. This component has since been removed

¹IDRC Project Summary and Appraisal, File Number 91-1025, page v.

from the program to avoid duplication with other Canadian programs for professionals (e.g., CIDA Awards for Canadians).

The YCR Awards Program is one component of a broader strategy adopted by the Fellowships and Awards Division in recent years to assist in the building of national and institutional research capacity in developing countries. The specific role of this program is to contribute to the growth of Canadian research capacity that is responsive and relevant to the developing world. It reflects efforts to encourage the training of Canadians for careers in international development by providing support at a very critical stage of a graduate student's academic development. It is during this time that many students will decide on the direction of their future career and the YCR awards support students who invest their energies and intellects in the field of international development. Since the researcher must be affiliated with a research or training institution in the developing country where the research is undertaken, the program also helps to forge linkages between Canadian and developing country experts and expertise. In addition, eligibility for YCR awards have increasingly emphasized the relevance of the candidate's proposed research to the priorities of the Centre and its program divisions.

To receive a YCR award, trainees have to complete their research in an eligible field of study. At the doctoral level — the primary focus of the program — these include agriculture, food and nutrition sciences, communications, earth and engineering sciences, health sciences, information sciences and social sciences. At the master's level the eligible fields of study include health sciences, information sciences, communications and environmental policy.

The tenure of the YCR awards corresponds to the period of field research in the developing country; usually between three and twelve months. Typically, the program period lasts for about 12 months. The awards cover all justifiable field research expenses of the awardee up to \$20,000 in value. For those PhD candidates whose research requires more time in the field, the tenure period may be up to 24 months with the total value of the award not to exceed \$40,000.

1.2 Objectives of the IDRC - YCR Survey

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

While IDRC maintains a data base with some factual information about the awardees, the survey is the first attempt to review what the recipients think about the awards program and to examine the benefits of the training: for example, increased research activity, improved career progress and professional status of award recipients, and institutional development. The YCR Survey will also assist IDRC with the task of maintaining contacts with their award recipients and establishing a visible network of colleagues, associates and friends.

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

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

- ❑ to assess the types and volume of scientific and technical work and research, as well as other professional activities, of former awardees;
- ❑ to assess recipient satisfaction with the awards program and to seek their opinions about how the program could be improved and more particularly, to assess recipients opinions on recent changes to the YCR award program; and
- ❑ to compare the opinions about IDRC-sponsored training of YCR award recipients with those of trainees from developing countries.

1.3 Study Issues

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

The inventory of issues presented in this section is only slightly different from the one developed for the Global Tracer Survey. The Global Tracer Survey inventory incorporates information provided by several sources including Ottawa-based staff with the Fellowships and Awards Division (FAD) and three FAD representatives from regional offices (Uruguay, Singapore and Dakar). The issues and questions that are specific to the YCR Program were discussed only with Ottawa-based FAD project team members. The consultant was responsible for translating the study concepts and issues, as formulated by IDRC, into a comprehensive draft conceptual inventory, which is presented in Exhibit 1.

EXHIBIT 1
IDRC FAD AWARD RECIPIENT SURVEY: INVENTORY OF ISSUES AND CONCEPTS

Issues	Concepts	Measures/Indicators
1. BACKGROUND TRAINEE INFORMATION	<ul style="list-style-type: none"> • Trainee Identification 	<ul style="list-style-type: none"> • name • age (date of birth) • gender • country of birth • citizenship • marital status • number/ages of children • current place of residence (full address) • telephone number: residence, office, FAX, names of employer and immediate supervisor • addresses, telephone numbers of employer and immediate supervisor
	<ul style="list-style-type: none"> • Current Professional Status 	<ul style="list-style-type: none"> • current organization of work or study • current position in organization • role/duties in organization: administration/management; research; policy formulation; program/project implementation • number of years with organization • percentage of income from principal profession
2. EDUCATION AND TRAINING 2.1 IDRC Supported Training	<ul style="list-style-type: none"> • Characteristics of IDRC Award 	<ul style="list-style-type: none"> • year of YCR award • duration of award • type of award • study program: discipline or field of study, type of degree • training institution: location, type • related activities: travel (location), work (e.g., co-op programs), teaching
	<ul style="list-style-type: none"> • Recipient Status at Time of Award 	<ul style="list-style-type: none"> • type of organization of work/study at time of award • position in organization at time of award • highest academic degree • years of work experience (if applicable)

Issues	Concepts	Measures/Indicators
	<ul style="list-style-type: none"> • Attitudes About IDRC-sponsored Training 	<ul style="list-style-type: none"> • recognition, prestige associated with award • satisfaction with program: <ul style="list-style-type: none"> • suitability of courses • quality of institution • adequacy of specialized facilities (e.g., laboratories, field facilities) • professional development: <ul style="list-style-type: none"> • theoretical and substantive knowledge • research skills • dealing with practical problems of development • management and administration • usefulness of program to career development: <ul style="list-style-type: none"> • entering preferred type of career • level of achievement • colleagues, contacts, networks • overall efficacy in career development
<p>2.2 Other Training</p>	<ul style="list-style-type: none"> • Training Activity Profile 	<ul style="list-style-type: none"> • highest level of academic achievement • training activity subsequent to FAD award: <ul style="list-style-type: none"> • degree programs: type, location, year completed • non-degree training: type, location, duration, dates
<p>3.0 INDIVIDUAL GOALS AND ACHIEVEMENTS</p>	<ul style="list-style-type: none"> • Importance of different goals to award recipients: 	<ul style="list-style-type: none"> • scientific/research achievements • developing practical solutions to development problems • professional advancement • being in a position to make key development decisions and to set policy • institutional building, developing national capacity in chosen field • knowledge and skills transfer
	<ul style="list-style-type: none"> • Perceptions about success in various activities 	<ul style="list-style-type: none"> • scientific/research achievements • developing practical solutions to development problems • professional advancement: position, income • attaining a position to make key development decisions and to set policy • institutional building, developing national capacity in chosen field • knowledge and skills transfer

Issues	Concepts	Measures/Indicators
	<ul style="list-style-type: none"> • Professional activities since IDRC award 	<ul style="list-style-type: none"> • positions held: <ul style="list-style-type: none"> • types of organizations • types of work • level achieved • career preferences <ul style="list-style-type: none"> • job/activity with greatest personal rewards • job/activity with greatest impact on development (institution building, building national capacity) • overall career preference
4.0 SCIENTIFIC ACTIVITIES	<ul style="list-style-type: none"> • Publications 	<ul style="list-style-type: none"> • list of publications (last 5 years ?)
	<ul style="list-style-type: none"> • Research projects 	<ul style="list-style-type: none"> • number of projects • size of projects (budgets, people) • sponsors
	<ul style="list-style-type: none"> • Participation in scientific community 	<ul style="list-style-type: none"> • membership/role in professional and scientific associations • attendance at meetings • presentations made, seminars given, participation on panels
	<ul style="list-style-type: none"> • Other Projects 	<ul style="list-style-type: none"> • consulting assignments/missions: <ul style="list-style-type: none"> • number • type • role • sponsors
	<ul style="list-style-type: none"> • Recognition 	<ul style="list-style-type: none"> • scientific awards • perceived recognition: <ul style="list-style-type: none"> • peers • political leaders • administrators • public
5.0 INSTITUTIONAL DEVELOPMENT	<ul style="list-style-type: none"> • availability of position upon completion of IDRC fellowship/award 	<ul style="list-style-type: none"> • same position as before/new position • satisfaction with position: <ul style="list-style-type: none"> • organization • level • type of work • IDRC role in gaining position

Issues	Concepts	Measures/Indicators
	<ul style="list-style-type: none"> • Institutional context 	<ul style="list-style-type: none"> • perceived quality of current institution • perceived overall quality of research in chosen field at institution • problems limiting development of research capacity at institution <ul style="list-style-type: none"> • financial resources (e.g., for facilities, travel budgets, etc.) • shortage of qualified researchers and professionals • need for training in latest methods, techniques, approaches, etc. • lack of recognition or awareness of potential benefits of work • limited contacts with other institutions
	<ul style="list-style-type: none"> • Knowledge sharing 	<ul style="list-style-type: none"> • opportunities to provide training to colleagues and students/workers <ul style="list-style-type: none"> • formal • informal • transfer of knowledge from IDRC training: <ul style="list-style-type: none"> • extent of transfer (number of people, scope of training) • estimate of overall impacts on institution • satisfaction with results
	<ul style="list-style-type: none"> • Institutional training needs 	<ul style="list-style-type: none"> • types of programs • preferred recipients • expected benefits • expected problems
6.0 COMMUNICATION	<ul style="list-style-type: none"> • Travel 	
	<ul style="list-style-type: none"> • Contacts with colleagues 	
	<ul style="list-style-type: none"> • Benefits from contacts 	
7.0 NETWORK DEVELOPMENT	<ul style="list-style-type: none"> • Academic 	
	<ul style="list-style-type: none"> • Professional — public sector; private sector 	
	<ul style="list-style-type: none"> • Institutions 	

CHAPTER 2

SURVEY METHODOLOGY

The broader 1991-92 study of IDRC award recipients included both the survey of recipients of Young Canadian Researcher (YCR) awards documented in this report and a global tracer survey of award recipients from other countries. The international awards survey was a first ever attempt to contact and consult with everyone who had received an IDRC award (for practical reasons this "census" was limited to those individuals who had received their award in the last 10 years). The survey was conducted with award recipients in all parts of the world, including those who had studied in Canada, other developed countries and developing countries. It dealt with a wide range of training issues and programs, covering many disciplines and fields of study. Survey administration was conducted by the IDRC regional offices with guidance and overall direction from the senior project coordinators in Ottawa. The results of the global survey are presented in a companion report entitled "Global Tracer Survey of IDRC Award Recipients".

The Survey of YCR award recipients was also designed as a census of all awardees who had completed their fieldwork. There have been approximately 200 YCR award recipients, about 170 of whom had completed their field work at the time of the survey; 142 — about 70 per cent — were traced and sent a survey questionnaire. This

instrument was similar in design to the Global Tracer Survey questionnaire. Details of the design of the survey methodology are presented in an Interim Research Design Report prepared for the Fellowships and awards Division.

The 1991-92 surveys did not include recipients of awards of IDRC's Pearson Program, a combined program of work and study in Canada for professionals from developing countries. The Pearson Program was studied in a separate evaluation in 1989/90.¹

2.1 Survey Instrument Design

The detailed list of issues presented in Exhibit 1 was used as a guide for both the YCR and Global Tracer Survey questionnaires. The global survey questionnaire, which was design first, provided the core of questions for the YCR version. Appropriate additions and deletions were made to adapt the instrument to the YCR award recipients. IDRC staff reviewed the original questionnaire and suggested alterations which would make it more appropriate for the Canadian survey population. The final draft was reviewed by IDRC before English and French language versions were finalized.

The final version of the YCR Survey instrument that was used in the field is presented in Appendix A (English and French versions). The English version of the instrument is annotated with the survey marginals (i.e., univariate descriptive statistics).

¹"Pearson Program Evaluation" (1990) for the Fellowships and Awards Division of IDRC. This report presents the results of a detailed survey of Pearson Program Fellows.

2.2 Survey Administration and Final Sample Characteristics

The administration of the global survey was the responsibility of the Ottawa-based IDRC staff with the Fellowships and Awards Division. The YCR award recipients who participated in the study were subject to the eligibility guidelines that were in place prior to 1990. Questionnaires were distributed by mail to all former YCR recipients who could be located: 142 of an approximate total of 200. The survey was conducted in the spring and summer of 1991.

A total of 64 completed instruments were returned to IDRC for an overall response rate of 45 per cent. About one-half of awardees (54 per cent) received their awards between 1982 and 1987; the other half (46 per cent) received their awards between 1988 and 1990.

CHAPTER 3

CHARACTERISTICS OF IDRC-YCR AWARDS

The results presented in this section provide a description of the Young Canadian Researcher (YCR) Awards Program, including a profile of award recipients, the characteristics of the IDRC awards, recipient activities during the award period, satisfaction with the program and the usefulness of the YCR program.

3.1 Profile of Award Recipients

- ▶ *Educational Background of Award Recipients at Time of Award*

YCR awards are given to highly educated individuals who have a specific plan of research to complete. Three quarters of the recipients had a graduate level degree prior to receiving the YCR award: 71 per cent with **Masters degrees** and three per cent with **Doctoral degrees**. Award recipients studied in a broad range of disciplines including health — 16 per cent, anthropology — 13 per cent, and development studies — 13 per cent, and journalism — eight per cent (most of the journalism trainees were in professional placements, a component of the program no longer in place).

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

At the time of their award, the overwhelming majority of award recipients — 88 per cent — were studying: 85 per cent in a university and three per cent in a research centre. Of those few who were working, eight per cent worked in the private sector and four per cent worked in the public sector. Most of the people who were working considered themselves to be in junior positions in their organization; their work included teaching, program and project implementation, research, management and administration.

3.2 Characteristics of IDRC Awards

Over the course of the YCR Program, the great majority of awards have been for graduate level students to conduct field work in developing countries. Most of the award recipients in the sample (over 80 per cent) were for conducting field work in a graduate level university program: 72 per cent in a doctoral or post-doctoral program and 10 per cent in a Masters program. While applications for professional placements were eligible before 1990, relatively few awards were given for such activities — about seven per cent (e.g., a journalist working for a newspaper in Asia). The remaining 12 per cent of respondents in the sample were involved with other variations of the program: for example, field work not associated with a degree program.

Typically, award recipients were associated with an academic or research institution in the developing country: 38 per cent in a university and 27 per cent in a research centre. Others were associated with a national government office (15 per cent), non-profit organizations (15 per cent) and private corporations (five per cent).

Award recipients studied, conducted field work and worked all over the world. A regional distribution of the location of training is as follows:

YCR recipients who did field work in Asia were the most likely to have participated extensively in conferences and seminars (56 per cent); the corresponding proportions of recipients who did field work in Latin America and West Africa were 33 per cent and 16 per cent, respectively.

Only about one-quarter of those associated with academic and research institutions participated extensively in teaching activities (26 per cent), while the majority of those associated with other types of institutions (62 per cent) taught extensively.

► *Recognition for the Award*

The recognition and prestige associated with the YCR award was a significant consideration for most award recipients. Overall, two thirds of the award recipients felt they received special recognition from other students, university administrators and teachers, and, after completion of field work, from colleagues and co-workers as a result of the award.

The type of organization that the trainees were associated with in Canada had a great deal to do with trainee perceptions of the special recognition associated with the award. Those in academic or research institutions were particularly likely to believe that they received such recognition; over three quarters of these awardees received a great deal of recognition from other students and university administrators (79 per cent and 76 per cent respectively). However, for those award recipients who were not associated with academic or research institutions (just 15 per cent of the total), about two-thirds believed they received little or no recognition from others such as students or administrators. This large difference in opinion may not be surprising since the YCR award is a research award.

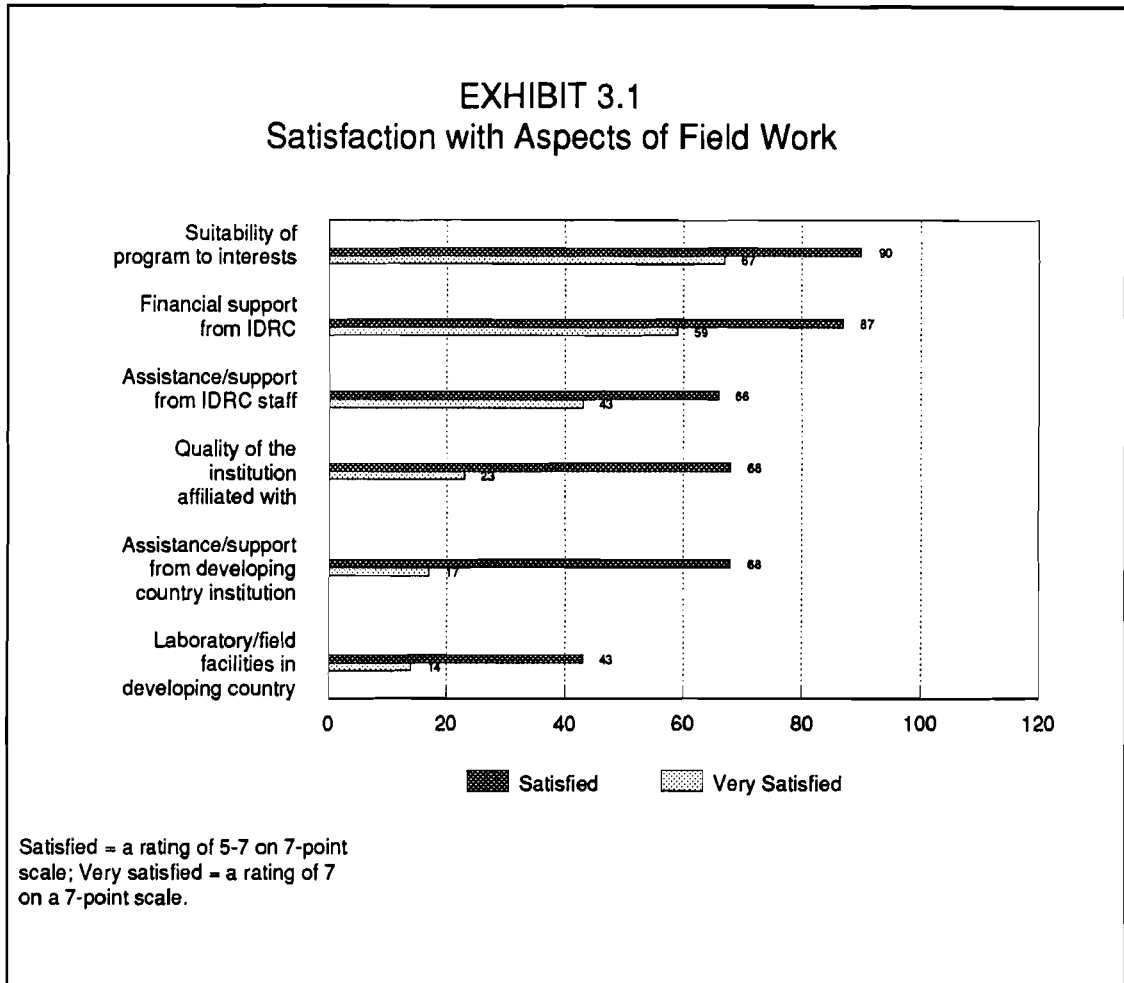
3.4 Satisfaction with the YCR Awards Program

► *Satisfaction with Field Work*

The majority of recipients were satisfied with the overall experience and knowledge gained from their IDRC supported field work. Almost all of the award recipients (90 per cent) were satisfied (i.e., a rating of five, six or seven on a seven point scale) with the suitability of the program to their needs and interests. Of this percentage, 67 per cent were extremely satisfied (i.e., a rating of seven on a seven point scale). Similarly, 87 per cent of the respondents were satisfied and 59 per cent were extremely satisfied with the financial support they received from IDRC. There were also high levels of satisfaction for almost all of the other aspects of the IDRC-supported field work: 68 per cent were satisfied with the quality of the institution with which they were affiliated in the developing country; 67 per cent were satisfied with the assistance and support they received from the developing country institution; and 66 per cent were satisfied with the assistance and support they received from IDRC staff. The results are presented in Exhibit 3.1.

There was only one area of dissatisfaction. The majority of award recipients (57 per cent) were not satisfied with the laboratory and field facilities in the developing country where they conducted their research.

Although the majority of awardees (87 per cent) were satisfied with the financial support received from IDRC, a few recipients commented that the funding covered their research and field work but that they had been unable to complete their thesis because of financial restraints. It was suggested that IDRC fund the writing of thesis and aid in the publication through encouragement and guidance. Some of the comments mentioned a need for increased information. Awardees also mentioned that they were unsure of IDRC expectations and felt that more information is needed upon receiving the grant. Others think that IDRC should increase the visibility of their formal support as

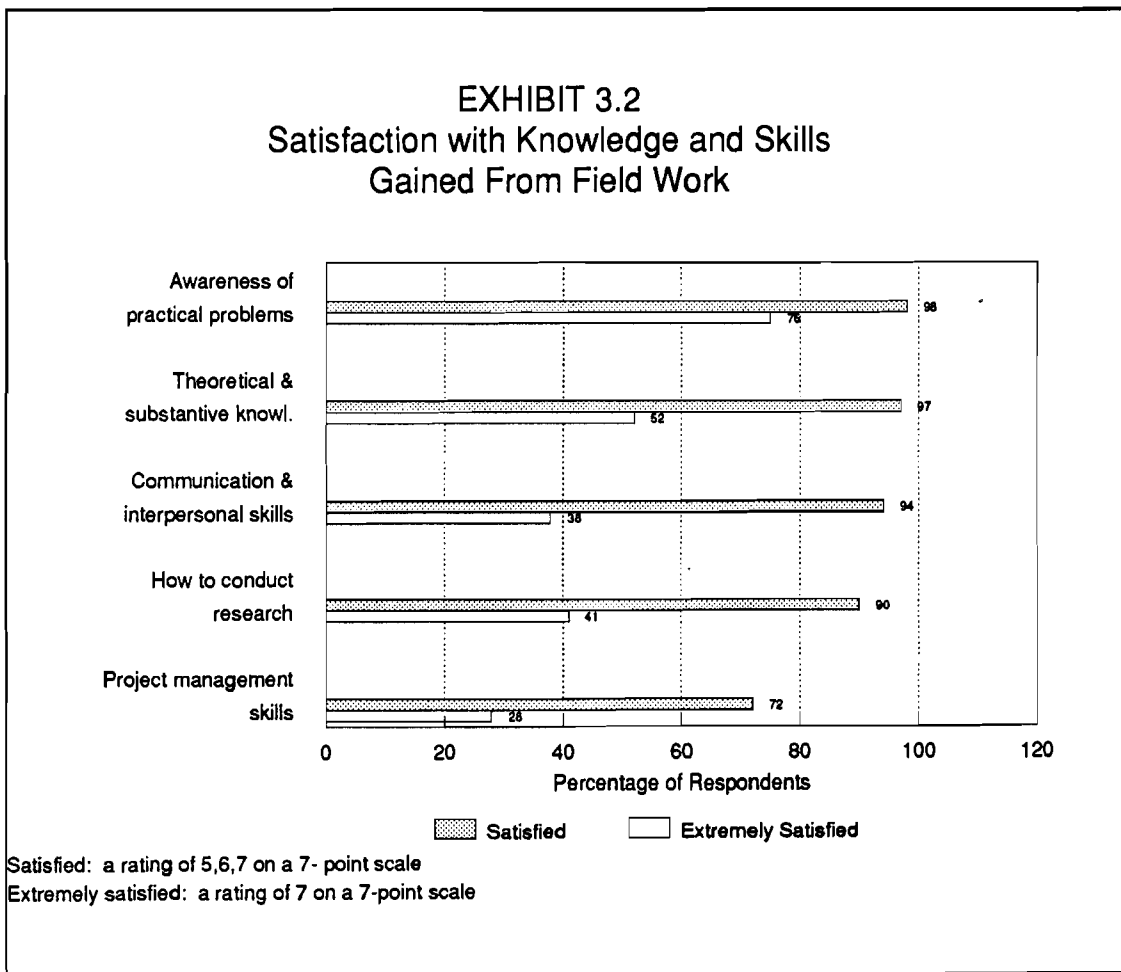


some officials in developing countries are unaware of IDRC. Other suggestions were that funding should cover an exploratory, preparation trip to the field so that time is not lost during the actual field work, and that the results of research (at a basic level) could be shared with local representatives who might benefit from the research.

► *Satisfaction with Knowledge, Skills and Abilities Gained During Field Work*

Award recipients were satisfied with the knowledge, skill and abilities gained from their field work. Of those awardees in the study sample, 98 per cent were satisfied (i.e., a rating of five, six or seven on a seven point scale) and 75 per cent

were extremely satisfied (a rating of seven on the scale) with their new awareness of the practical problems of development. In addition, 97 per cent of the respondents were satisfied and 52 per cent were extremely satisfied with the theoretical and substantive knowledge that they gained in their chosen field of study. Also, 93 per cent of award recipients were satisfied with the communication and interpersonal skills that they gained from their field experience and 90 per cent were satisfied with their new knowledge on how to conduct research work. Comparatively, awardees were not as satisfied with the project management skills they learned during their field experience, however, 72 per cent were still satisfied with this aspect of their training. The results are presented in Exhibit 3.2.



The award recipients were also very satisfied with the knowledge and skills they learned during their IDRC-supported field work; they were also satisfied with the ways in which they acquired their new skills. One awardee commented "I probably learned most through my errors: crisis management, constructive responses to criticism, flexibility, adaptability and resourcefulness."

3.5 Usefulness of Program Content and Experience

- ▶ *Benefits of IDRC Sponsored Field Experience in Career Advancement*

Almost all of the recipients felt their YCR award was at least somewhat helpful in finding a job in their chosen field and in helping them to establish a network of colleagues and professional contacts (86 per cent for both). One half of recipients considered the award to be of little or no help in finding a job in their preferred organization. Most importantly, a majority — 63 per cent — felt it was very helpful in their overall career progress; another 20 per cent thought it was at least somewhat helpful.

In general those who received their awards between 1988 and 1990 were more positive about how their field experience helped advance their careers:

- ❑ Just over half (54 per cent) of the recipients who received their awards between 1982 and 1987 felt the IDRC field experience was helpful in finding a job in their chosen field; almost all of those who received awards between 1988 and 1990 (86 per cent) felt the field experience helped in finding a job.
- ❑ One third of those who received awards between 1982 and 1987 (30 per cent) felt their IDRC field experience was very helpful in finding a job in their preferred organization; for recipients of awards between 1988 and 1990 this had increased to three quarters (75 per cent).
- ❑ The majority of those who received awards between 1982 and 1987 (71 per cent) felt the experience was extremely helpful in their overall career progress; for those who received awards between 1988 and 1990 this figure increases to 92 per cent.

Overall, the recipients were positive about the benefits their field experience could or would have on their career. The field work provided direct experience that increased their practical knowledge of development and provided first hand experience in project management that is often difficult to obtain. This direct, practical experience of the field work allows the researcher to focus his or her interests and establish an area of expertise. Also, it is often a required qualification for further research or career advancement.

CHAPTER 4

CAREER AND PROFESSIONAL ACTIVITIES OF AWARD RECIPIENTS

This section highlights the professional and educational activities of awardees since the completion of their IDRC sponsored field experience. After their IDRC sponsored training the majority of awardees completed the university studies in which they were engaged (64 per cent); 15 per cent took new positions in the labour force; others began further studies or training or returned to their previous employment (between five and seven per cent). While most recipients believe that the IDRC had no direct role in helping them gain their position (93 per cent), half of the recipients think that the IDRC played an indirect role in helping them gain the position they held immediately after the award.

The awardees felt that the field experience has helped them in their current work in a variety of ways. For example, it provided themes and material for class lectures and discussions, it increased proposal preparation and project management skills, and it increased the practical work-related knowledge, experience and expertise in the awardee's particular field. Successful research projects increased the credibility and enhanced the reputation of some award recipients and led to their current positions.

Award recipients made many suggestions about ways to improve the IDRC field experience: increased direct communication between awards recipients and IDRC regional offices to help in dealings with local officials, and to solve administrative problems with IDRC; increased communications could also be used to establish information networks linking experts and institutions; awards should be extended to two years to allow for more extensive research and or follow-up research based on initial findings; funding to support language training and research preparation and follow-up in Canada; and, increased information on the health risks of the various countries would help the awardees prepare for their field work.

The awardees also cited numerous benefits of their IDRC experiences: it allowed awardees to develop a new perspective and understanding of the world that challenged the western perspective; and, the flexibility of the award allowed them to cope with unexpected circumstances, and adapt to the conditions and culture of the country.

CHAPTER 5

INDIVIDUAL GOALS AND ACHIEVEMENTS

This section details the IDRC award recipients' goals and achievements and their participation in various scientific activities.

► *Importance of Career Goals*

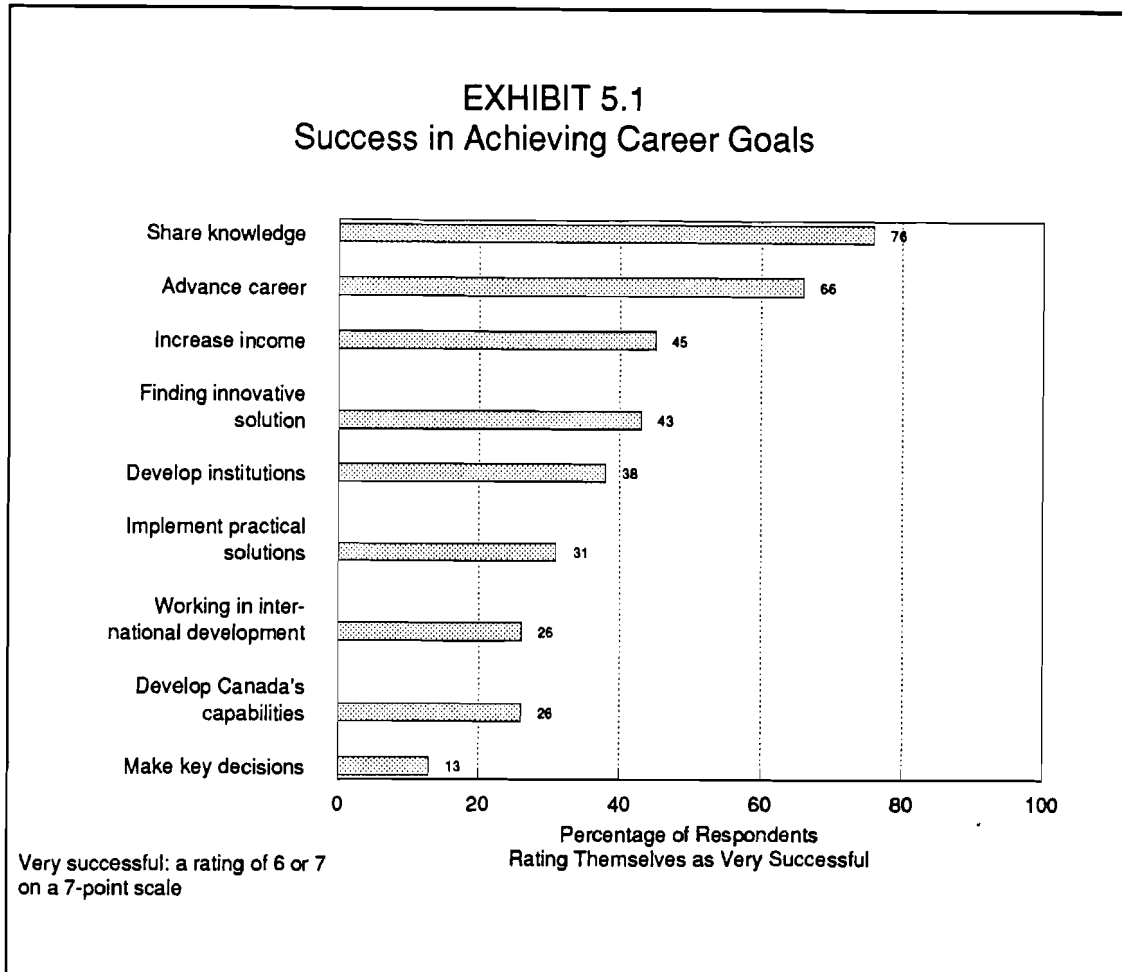
Most respondents rate a variety of career goals as important to them: The majority of awardees (between 84 and 95 per cent) consider working in the field of international development, implementing solutions to development problems and sharing their knowledge and skills with others as important career goals. Slightly smaller proportions, about three quarters, consider that finding innovative solutions to development problems through research, improving the capacity of their institution to work in the area of international development, improving Canada's capabilities for international development, and career advancement are important career goals (between 70 and 79 per cent). Approximately one half of awardees consider attaining a position where they can make decisions and set development policy for Canada, and increasing their income as important career goals (55 and 46 per cent respectively).

Working in the field of international development is most important as a career goal for those associated with academic/research institutions (94 per cent); 68 per cent of those associated with other types of institutions rated this as important.

► *Success in Accomplishing Career Goals*

Relative to the importance of these career goals, award recipients were somewhat more reserved in their assessments of how successful they had been in accomplishing these goals. The award recipients consider they have only been moderately successful in achieving these career goals. The aspect in which most respondents feel they have been successful is in sharing their knowledge and skills with others (76 per cent). Since the majority of recipients returned to university studies following their IDRC award and that they had spent on average, only a few years in the work force since their training, it is perhaps not surprising that many have not yet had success in achieving their career goals. The overall findings about the opinions of YCR award recipients concerning career success are presented in Exhibit 5.1.

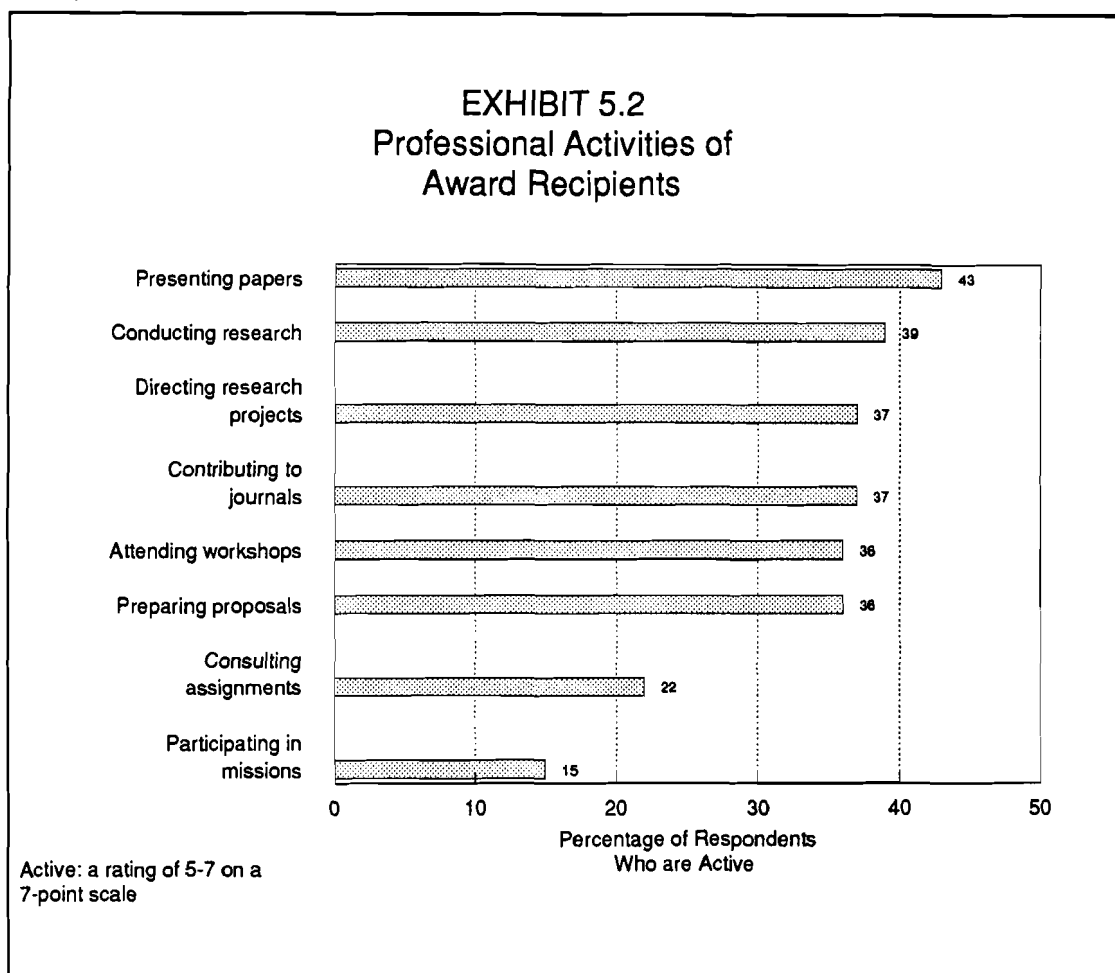
Of recipients who received awards between 1982 and 1987 only 27 per cent felt that they were very successful in achieving their goal of finding innovative solutions to development problems through research, whereas for those who received their awards between 1988 and 1990 the percentage increased to the majority of recipients — 65 per cent.



► *Level of Activity in Various Scientific Areas Since Receiving the Award*

As Exhibit 5.2 illustrates, over one-third of the awardees have been active since receiving their awards in most of the different areas of scientific endeavour reviewed in the survey. Between 36 and 43 per cent of the award recipients have been active in presenting papers, conducting research in the field, directing research projects, contributing to journals, attending workshops and preparing proposals. However, a smaller percentage of awardees have worked on consulting assignments and participated

in missions for their government or international organizations (22 and 15 per cent respectively).



In general, those who received their awards between 1982 and 1987, and those affiliated with academic/research institutions were more active in the various scientific areas than those who received their awards more recently and those affiliated with other types of institutions.

Most of the recipients (three quarters) are members of professional or scientific associations.

CHAPTER 6

INSTITUTIONAL DEVELOPMENT

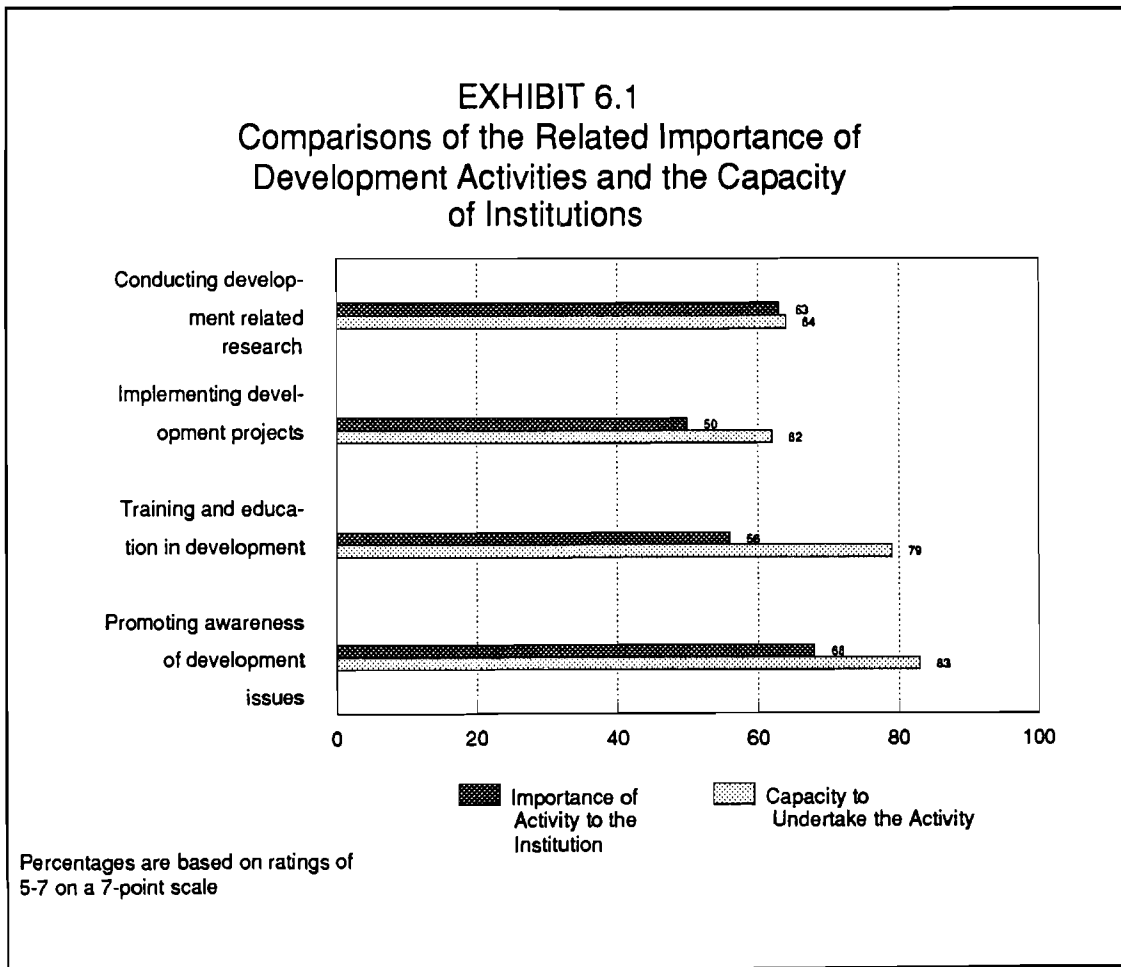
In this chapter, the problems of institutions and the development of research capacity in developing countries will be examined. Institutional priorities, institutional capacity, barriers to the development of research capacity and opportunities to share knowledge will be looked at. In addition, awardees views on what types of training programs are needed most in Canada will be discussed.

6.1 Institutional Priorities and Capacity

A majority of YCR award recipients believe their employers place a high priority on development activities. However, award recipients give higher ratings to their institution's capacity to undertake these activities. Therefore, although awardees believe development activities are important to their employers, they believe their respective institutions have the capacity to do more in these areas.

On average, award recipients believe conducting development-related research, implementing development projects, development training and education and promoting awareness of development issues are at least moderately important to the institutions in which they are employed.

Exhibit 6.1 provides the percentages of respondents who believe their employers consider these various development activities to be important. Also corresponding percentages are given to illustrate the awardees' perceptions concerning their institutions' capacity to undertake these training activities. The award recipients rate their institution's capacity to undertake development activities, especially training and education in development and promoting awareness of development issues, considerably higher (23 and 15 per cent respectively) than they rate the importance their employers place on the activities.



Individuals who have recently received YCR awards (i.e., 1988-1990) felt their institutions place a higher importance on development activities than did earlier award recipients (before 1988). For example, 73 per cent of more recent awardees believe their employers consider training and education in development to be important; this compares to only 42 per cent of earlier award recipients.

6.2 Barriers to Working with Developing Country Research Institutions

The YCR award recipients believed there were certain factors that were more of a problem than others when it came to their institution's capacity to work with developing country research institutions.

Respondents considered a shortage of qualified researchers, a lack of institutional commitment, poor management and administration, limited contacts and a shortage of information to be, on average, moderate problems for institutions in their ability to work with developing country research institutions. The majority of awardees believed limited financial resources for development-related activities, and to a lesser extent, the lack of awareness of the potential benefits of work in international development, to be the most serious problems for their respective institutions when working with these organizations; 56 per cent and 41 per cent respectively, of YCR award recipients, believed these two factors were a 'serious problem'.

Exhibit 6.2 illustrates the extent to which survey respondents believed these factors were problems for the development of an institutional capacity to cooperate with foreign research facilities.

EXHIBIT 6.2
Factors Limiting Institutions in Working for International Development

	Average Rating	Not a Problem	Moderate Problem	Serious Problems
Limited financial resources	5.3	18	26	56
Lack of awareness of potential benefits	4.6	30	29	41
Lack of commitment to development goals	4.1	38	37	25
Lack of qualified researchers	3.9	42	30	28
Limited contacts with other institutions	3.8	43	35	22
Poor management and administration	3.4	49	42	9
Limited information resources	3.3	52	25	23
Inadequate facilities	3.2	60	20	20
Source: IDRC, YCR Survey.				
Averages and percentages calculated from 7-point scale; 1-3, not a problem; 4-5, moderate problem; 6-7 serious problem				

Some additional areas of concern that institutions have in developing a capacity to work with developing country research institutions were also identified by awardees in their responses to an open-ended question in the survey. A few respondents believe that one of the problems is the lack of overall commitment many institutions have in this particular area. In many cases, the institutional mandates are not concerned with the development of relationships with foreign research organizations. Other difficulties that YCR award recipients mentioned as problems that must be overcome if institutions hope to improve their relationships with developing country research organizations include a lack of a serious commitment by respective governments, excessive and needless bureaucracy in their institutions and the general lack of communication among interested parties.

6.3 Opportunities to Share Knowledge

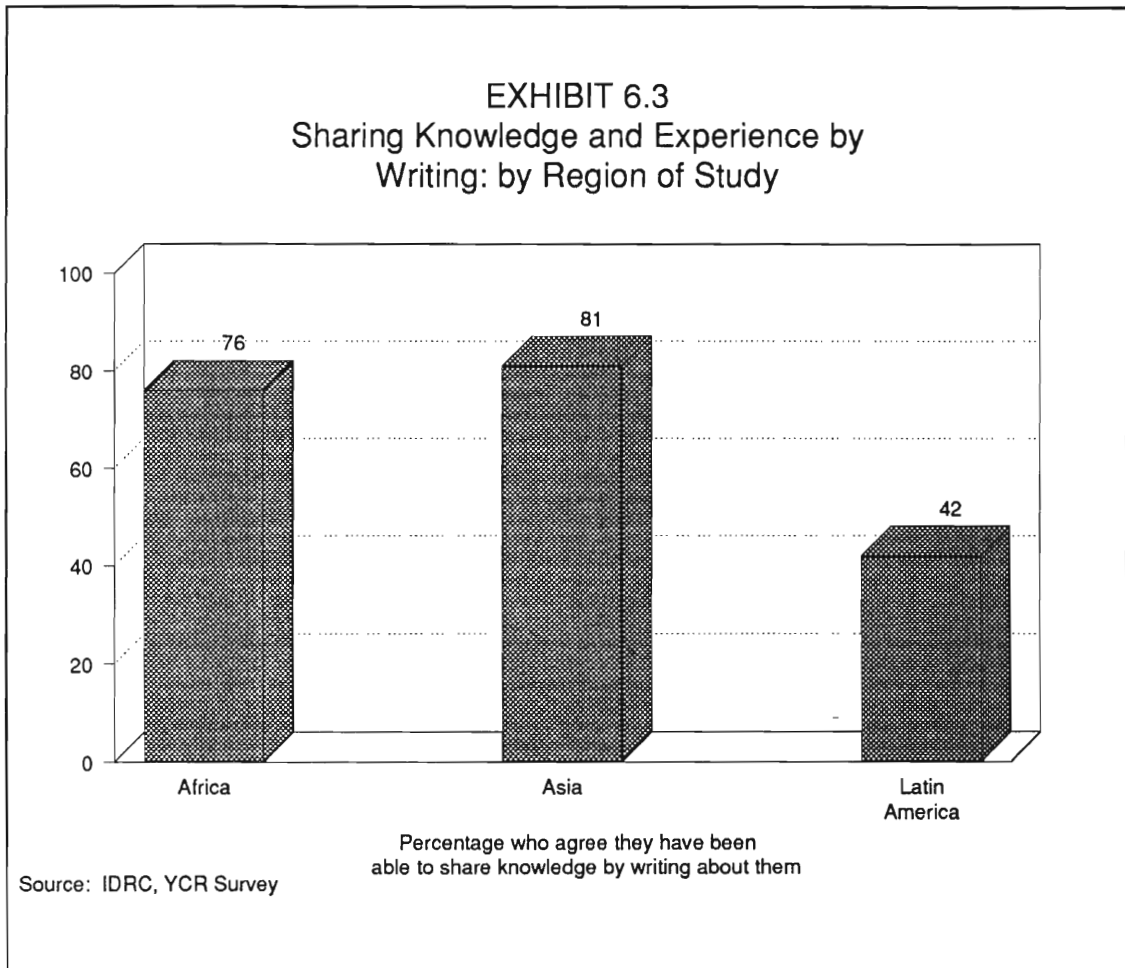
Most YCR award recipients have been able to share what they learned with their students and professional colleagues; at least in an informal setting. Almost all of the respondents (92 per cent) were able to share their knowledge and experiences with colleagues on a casual basis. In the formal context, over half of the awardees (53 per cent) believed they were able to share most of what they learned with their students and colleagues in an official teaching capacity; in addition, 29 per cent gave structured workshops to co-workers and subordinates.

Overall, 66 per cent of respondents reported that they have been able to share their experiences by writing about them. There was, however, a noticeable discrepancy between individuals who did their IDRC-supported field work in various regions around the world in terms of their opportunities to write about their experiences. These results are shown in Exhibit 6.3.

YCR award recipients who performed their fieldwork in Latin America, for one reason or another, have not had as many opportunities to write about their knowledge and experiences as those awardees who trained in Asia and Africa.

The survey data also revealed that a majority of the respondents (58 per cent) agreed that their respective institutions could take better advantage of their specialized training. Many YCR award recipients believed that additional opportunities should be provided to them so that they can take advantage of their experiences and share their knowledge with others.

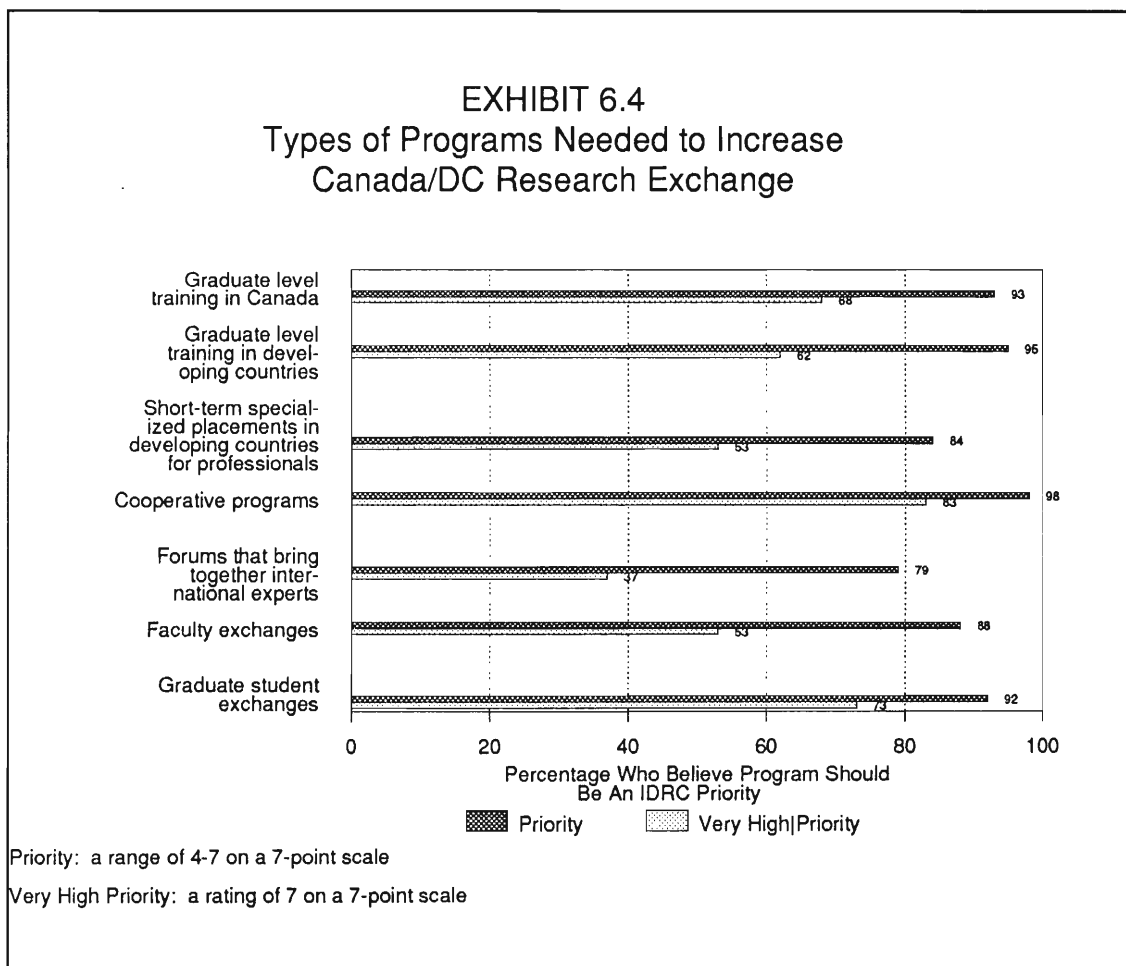
A majority of the respondents did agree, however, that overall, many people have benefitted from their IDRC-supported field experience. Recent award recipients were more likely (74 per cent) than less recent recipients (41 per cent) to strongly agree that others have benefitted from the knowledge gained through their fieldwork.



6.4 Programs that Canadians Need Most

To increase the exchange of research between Canadian and developing country institutions survey respondents believed the IDRC should place a high priority on some specific types of programs. They believe the IDRC should place the highest priority on cooperative programs for Canadians incorporating academic and practical training, with a field component in a developing country. Other programs that respondents believe should be given a high priority are graduate student and faculty exchanges between Canadian and developing country institutions, graduate level training in Canada and in developing countries, and short-term specialized placements in

developing countries for experienced professionals. Forums that bring together international experts were assigned a medium priority. A more detailed breakdown of the results is presented in Exhibit 6.4.



Further analysis of the survey data revealed that 86 per cent of the individuals who were affiliated with academic or research institutions felt faculty exchanges between Canadian and developing countries should be a high priority, compared to 58 per cent for individuals who were not affiliated with these types of institutions. In addition, every respondent who performed their fieldwork in Africa (n=20) believed graduate student exchanges should be a high priority for the IDRC.

Some of the main suggestions for increasing the exchange of research between Canadian and developing country institutions included increasing the IDRC award amounts to cover high foreign student fees, providing Third-World students with more scholarships, getting the IDRC to assume a more visible leadership role in development, assisting developing countries to build up their universities and research institutions, and providing lower and middle level workers with short-term, technical and specialized programs.

Other suggestions provided by YCR award recipients included better monitoring of award winners to ensure that their practical research gets back to the developing country and the host institution, providing foreign students with a qualifying year to provide them with a solid background in their field, supporting the production and exchange of academic/professional journals and scientific literature in developing countries, and finally, developing a computer-based information network with on-line linkages between Canadian and developing country institutions.

CHAPTER 7

INTERNATIONAL COMMUNICATION AND NETWORKS

This chapter will examine the extent of the contacts that have been established between IDRC-sponsored researchers and other experts and contacts in different parts of the world. The reasons for maintaining these contacts will also be looked at; in addition, the importance of networks to researchers, and the problems associated with developing and maintaining these networks will be addressed. Finally, YCR award recipients' perceptions about what the IDRC's role should be in developing, maintaining and promoting communication among networks of experts and researchers will be examined.

The majority of awardees have maintained contact with some of the people they met during their IDRC-sponsored field work. Respondents were more likely to call, write or visit professors or supervisors (87 per cent), project co-workers (75 per cent) and fellow students (71 per cent) than they were to contact development organization staff (54 per cent) or IDRC personnel (34 per cent).

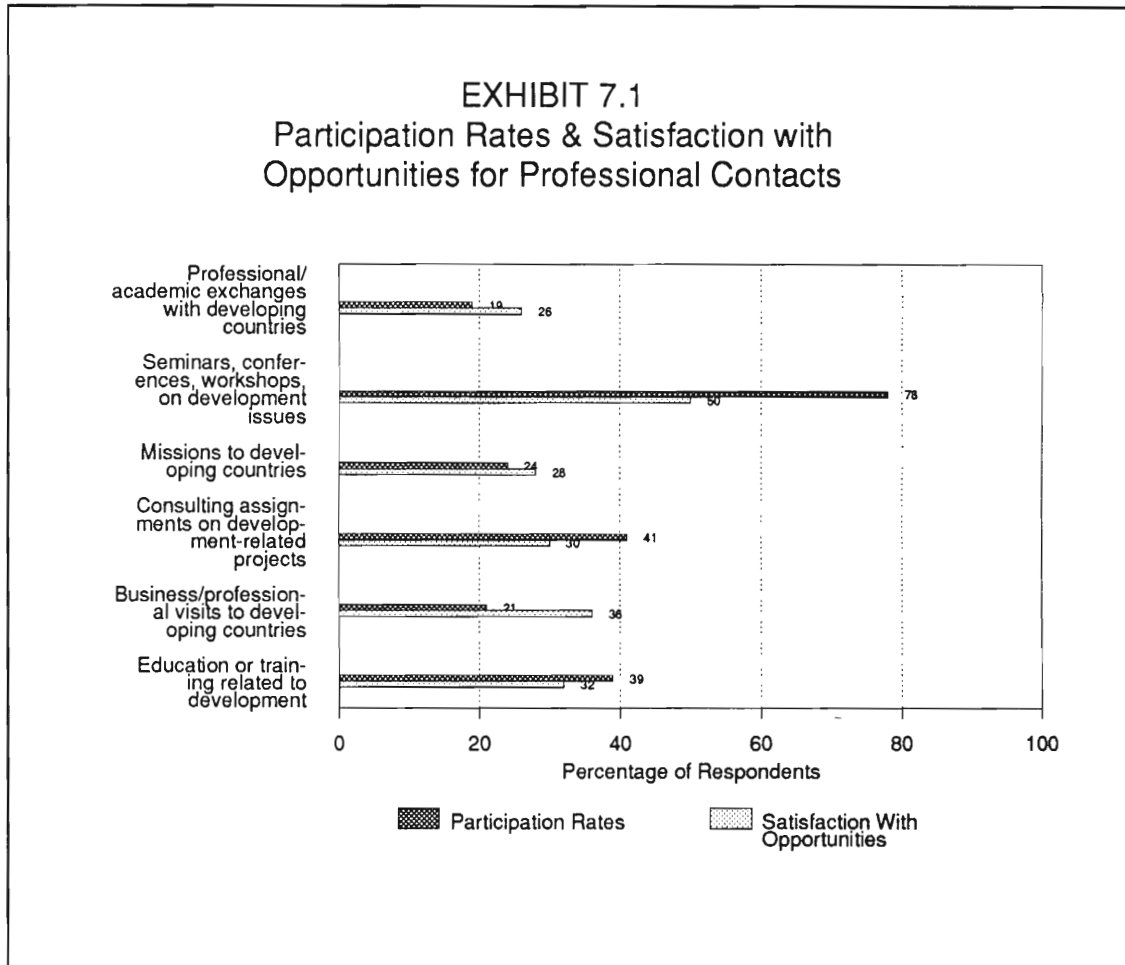
Over half of the respondents revealed that the principal reasons why they maintain contacts are for personal reasons (77 per cent), academic interchange (54 per cent) and project-related work (51 per cent). Professional development and

business exchanges were not significant reasons why award recipients kept in touch, respectively, only 30 and 10 per cent of awardees maintained contact for these reasons.

Face-to-face communication is often the best means of exchanging views and keeping up-to-date with developments in an individual's field of expertise. In the past three years, 78 per cent of respondents travelled within Canada, an average of four times, for professional reasons. In addition, in the past three years, 39 per cent of YCR award recipients have visited countries within the region they did their field work in. More specifically, 34 per cent have travelled to the country where they performed their research. Also, 55 per cent of individuals have visited other countries outside these regions, an average of three times, for professional reasons.

The IDRC-YCR survey questioned awardees about their involvement in different activities that lead to professional exchanges and their satisfaction with their opportunities for making personal contacts. Exhibit 7.1 presents the percentage of respondents who have participated in a series of these activities and the percentage of individuals who are satisfied with their opportunities for participating in the activities.

Excluding seminars, conferences and workshops on development issues, award recipients did not have high participation rates in activities aimed at establishing contacts. This may be a result of the corresponding low levels of satisfaction that awardees have with the available opportunities for participating in these activities. Over three-quarters of award recipients (78 per cent) participated in seminars, conferences and workshops; only one-half of the respondents (50 per cent), however, were satisfied with their opportunities for making personal contacts through these methods. Of those awardees in the study sample, 41 per cent participated in consulting assignments on development-related projects and 39 per cent participated in education or training related to development. For these two activities, only 30 per cent and 32 per cent, respectively, were satisfied with their opportunities in these areas. Award recipients had the lowest participation rates for activities that would help establish contacts in developing countries. Awardees were also not very satisfied with their opportunities for professional and



academic exchanges with developing countries, missions to developing countries and business and professional visits to developing countries. The percentages for participation in, and satisfaction with opportunities for, making personal contacts are relatively low yet similar; to expect high levels of participation when there are low levels of satisfaction with opportunities is not very realistic, and vice versa.

The majority of award recipients (84 per cent) agreed that travelling is important for establishing contacts and maintaining communication. Award recipients were asked to rate the seriousness of a number of problems which can restrict opportunities to travel to meet with experts and colleagues in their field. Finances were clearly the most important factor. Of those individuals who received YCR awards, 88 per

cent believed the high cost of travel and 86 per cent believed financial support from their employers were problems that limited travel opportunities. Also, about three-quarters (73 per cent) of awardees believed that the priorities of their employers and institutions and the lack of time were problems that limited travel opportunities. Less than half of the YCR award recipients believed the lack of existing networks in their field of expertise (46 per cent) and personal or family commitments (39 per cent) were barriers to maintaining contacts through travel.

► *Role of IDRC*

Respondents generally agreed that the current program does not provide them enough opportunities to meet and exchange views with fellow experts on development issues. They also agreed that the IDRC should expand the extent of their participation in the development of international communications and networks.

Almost all of the award recipients (92 per cent) believed the IDRC should use Canadian-sponsored activities and development projects as a means of creating linkages between experts in different fields and from different countries. In addition, most respondents believed the IDRC should ensure that award recipients have opportunities to meet experts in their chosen fields of study (74 per cent) and agreed that the IDRC should play a larger role in supporting bonds between former award recipients and people who have worked on IDRC-sponsored projects (66 per cent).

CHAPTER 8

IMPROVEMENTS TO THE YCR AWARD PROGRAM

This chapter will examine the YCR Award Program changes that have been implemented since 1990 and the views of award recipients about these changes, including whether or not they would have been of some help to them at the time they received their YCR award.

Former award recipients were very supportive of all the recent program changes; between 80 and 97 per cent of respondents believed the different changes that have been made to the YCR Award Program since 1990 would have been at least moderately helpful to them at the time they received their awards. The highest approval ratings were for the direct communication between award recipients and IDRC regional offices and for the encouragement to discuss their field research.

Exhibit 8.1 summarizes respondents opinions on how helpful these recent changes may have been to them if the modifications had been present at the time they received their awards.

EXHIBIT 8.1
Support for Changes to the YCR Award Program

	Average Rating	Not at all Helpful	Moderately Helpful	Extremely Helpful
Active provision of application and program information	5.2	13	42	45
Elimination of competition deadlines	5.3	20	20	60
IDRC follow-up procedures with recipients	5.5	11	30	59
Encouragement to discuss thesis field research	5.8	9	22	69
Continuous communication with award recipient before, during and after award tenure period	5.5	11	33	56
Direct communication between award recipients and IDRC regional offices	5.9	3	33	64
Arranged contacts with the developing country institutions	5.1	18	30	52
Post-tenure linkages with new YCR award recipients and universities	5.5	10	34	56
Source: IDRC, YCR Survey.				
Averages and percentages calculated from 7-point scale; 1-3, not at all helpful; 4-5, moderately helpful; 6-7, very helpful.				

Additional analysis revealed that 24 per cent more respondents who were affiliated with academic or research institutions during their award tenure compared to those not affiliated with these types of institutions believed direct communication between award recipients and IDRC regional offices would have been helpful.

Generally, award recipients comments concerning the YCR Awards Program were very positive. However, award recipients suggested a few improvements to the YCR Award Program in their responses to open ended questions in the survey.

Many respondents believed that increasing the monetary value of the awards would improve individual research and thus the entire program. Conversely, one respondent felt the IDRC should decrease the amount it allocates to every award recipient, in order to give more individuals the opportunity to participate in the program.

A frequently mentioned improvement to the program was increasing the communication between institutions, former award recipients, and awardees and the IDRC. There were numerous suggestions by YCR award recipients relating to what IDRC should do to improve communication. Many respondents felt the IDRC should provide introductions to agencies that would assist awardees in developing personal links with professional colleagues. The award recipients believed that faculty exchange should be given a high priority. In addition, awardees believed there should be an explicit training/exchange component in all exchange programs and student projects. A number of respondents also stated that the IDRC should set up more direct institution to institution linkages and exchanges.

Another improvement to the YCR Award Program that was suggested by award recipients was the elimination of needless bureaucracy. According to a few respondents, IDRC could also improve its overall awards program by assuming a leadership role in the promotion of institutional development.

Generally, award recipients believed the YCR Awards Program is well organized and that it provides valuable experience and knowledge. The only areas of the program that award recipients feel could be improved are: the system for allocating funds and the communication among awardees, institutions and IDRC.

CHAPTER 9

SUMMARY OF FINDINGS

The current YCR Award program is designed to provide support for thesis-related field work in developing countries for Canadian students in graduate-level programs in Canadian universities. As a result of this and other eligibility criteria the program participants have advanced educational backgrounds; three-quarters already had a graduate degree at the time of the award.

In terms of the specific benefits associated with the YCR awards, two thirds of awardees believed that they had received special recognition from other students, administrators and teachers and other colleagues because of receiving their YCR awards. Most believe that this recognition translates into an advantage in the labour market. Awardees who were associated with an academic or research institution were the most likely to think that they received special recognition from the YCR award; those linked with other types of organizations during their field work tended to discount the value of the recognition associated with the award.

In general, award recipients were very satisfied with most of the aspects of the YCR award program, particularly those dealing with the suitability of the training and the support provided by IDRC. Most awardees were extremely satisfied with

the suitability of the program to their needs and interests. A large majority were satisfied with the support from IDRC, both financial support and the assistance from IDRC staff. While we would expect reported levels of satisfaction in this area to be high because of the funding from IDRC received by participants, it is noteworthy that the satisfaction levels were consistent for all types of respondents. The only aspect of the program that a majority of the award recipients were not satisfied with was the laboratory and field facilities in the developing countries where they conducted their field work. While most were satisfied with the support from the institution in the developing country, satisfaction levels were not as high as for the support provided from Canada.

Most award recipients believed their IDRC-sponsored training was helpful to them in finding a job in their chosen field. A majority also believed the training was very helpful to their career progress. The most recent award recipients (i.e., those who received their award after 1987) were considerably more positive about the usefulness of their IDRC-sponsored training in achieving these objectives. A majority of respondents also thought that the program aided in their professional development by helping them to establish a network of professional contacts in their field. A number of other benefits from their training experiences were mentioned by survey respondents, one of the most important being that it allowed them to develop a new perspective and understanding of the world that challenged their existing (western) perspective in both their own and other disciplines.

Award recipients suggested some improvements to the program, the most frequently mentioned problem dealing with a lack of communication. While they gave positive marks to IDRC for the support provided by the staff, they also believe that increased communication between former award recipients and the IDRC offices would be useful in establishing professional contacts and developing networks among experts, as well as in helping them to reduce some of the administrative problems experienced by some awardees.

A number of career goals are very important to YCR award recipients, particularly those dealing directly with international development in the following areas: working in this field, conducting research, finding both practical and innovative solutions to development problems, sharing knowledge with others, and improving Canada's capabilities to assist with development problems. Most respondents were more reserved in their assessments of how successful they had been in attaining these goals; typically they thought they had only been moderately successful in achieving these objectives. However when the number of years of experience of most respondents is considered — about half received their award within three years of the survey — these moderate ratings of their achievements appear quite positive.

Award recipients believe their institutions place a moderate priority on institutional development activities. However, the awardees rate the institutional capacity to undertake these development activities higher than their perceptions of their institutions' priorities in this area. The conclusion being that award recipients believe their institutions have the potential to do more in this area than they currently do.

The majority of award recipients considered limited financial resources for development-related activities to be the major barrier limiting the ability of the institution where they currently work to cooperate with developing country research institutions. The quality of facilities or personnel, the availability of contacts or the commitment to development objectives were not considered to be serious problems. The findings are somewhat different for those award recipients currently working with organizations which are not academic or research institutions; over one-half of these respondents reported that inadequate facilities at their organization are a serious barrier to assisting developing country research institutions.

YCR award recipients were generally satisfied with their opportunities to share what they learned through their IDRC-sponsored field work. Most reported that they had extensive informal opportunities to share their knowledge, for example by discussing their work with their colleagues on the job. They were somewhat

less satisfied with their formal opportunities for knowledge sharing; several thought that their current organization was not taking full advantage of their specialized skills and training.

Canadian award recipients believed that the IDRC should place a high priority on the exchange of research between Canadian and developing country institutions. They believe the highest priority should be given to cooperative programs that incorporate academic and practical training with a field or placement component in a developing country.

The majority of award recipients have maintained contact with some of the people they met during their IDRC-sponsored fieldwork. Most awardees have maintained contacts with their professors or supervisors, project co-workers and fellow students for personal reasons, academic interchanges or project-related work. A large percentage of respondents also travel frequently for professional reasons, both within Canada and to other regions in the world. Most awardees think that IDRC should expand their participation in activities which promote the development of international networks of experts and scientists. They also believe that the current program does not provide them with enough opportunities to meet and exchange views with fellow experts on development issues.

The IDRC has incorporated numerous changes to its YCR awards program. The consensus among all former award recipients was that all of these changes would have been helpful to them at the time they received their awards. The strongest support was for the changes which increase the links and contacts between award recipients and IDRC: for example, more direct communication between award recipients and IDRC regional offices, encouragement to discuss their field research with relevant IDRC staff, the facilitation by IDRC of post-tenure linkages with new YCR recipients and universities, and the increased frequency of contacts between IDRC and award recipients.

APPENDIX A
SURVEY QUESTIONNAIRE WITH MARGINALS

APPENDIX A
SURVEY QUESTIONNAIRE WITH MARGINALS

**IDRC AWARD RECIPIENT SURVEY
YOUNG CANADIAN RESEARCHER (YCR) PROGRAM**

PERSONAL IDENTIFICATION

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

1. NAME _____

HOME:

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

TELEPHONE NUMBER _____

BUSINESS/OFFICE:

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

TELEPHONE _____

FAX _____

CABLE ADDRESS _____

TELEX NUMBER _____

I. IDRC AWARD

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

Recipient Status at the Time of the Award

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

<i>Bachelor's degree</i>	1	19.7%	
<i>Master's degree</i>	2	70.5%	
<i>Doctoral degree</i>	3	3.3%	n = 61
<i>Other</i>	4	6.6%	

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

<i>Agriculture</i>	01	1.6%	
<i>Communications</i>	02	0.0%	
<i>Computer studies</i>	03	0.0%	
<i>Development studies</i>	04	8.2%	
<i>Economics</i>	05	1.6%	
<i>Education</i>	06	3.3%	
<i>Engineering</i>	07	1.6%	
<i>Fisheries</i>	08	1.6%	
<i>Health</i>	09	13.1%	n = 61
<i>Information science</i>	10	1.6%	
<i>Journalism</i>	11	4.9%	
<i>Management studies</i>	12	1.6%	
<i>Public administration</i>	13	0.0%	
<i>Technology policy</i>	14	0.0%	
<i>Other</i>	15	60.7%	

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

<u>Type of Organization</u>		
<i>Academic/Research</i>		
University	1	85.0%
Research Centre	2	3.3%
<i>Public Sector</i>		
National Government office	3	1.7%
Provincial/State Government office	4	0.0% n = 60
Other Public organization	5	1.7%
<i>Private Sector</i>		
Private Corporation	6	5.0%
Private Organization/Consultant	7	1.7%
Non-Profit Organization	8	1.7%

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

Student	1	83.1%
Junior staff (e.g., research assistant, teaching assistant)	2	8.5%
Mid-level staff (e.g., program officer, professor, middle manager)	3	3.4% n = 59
Senior staff (e.g., Director/Manager, Dean, Senior executive/administrator)	4	0.0%
Other	5	5.1%

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

Management/administration	1	9.1%
Research	2	9.1%
Policy formulation	3	0.0% n = 11
Program/project implementation	4	9.1%
Teaching	5	18.2%
Other	6	54.5%

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

NUMBER OF YEARS WORK EXPERIENCE

—
 \bar{x} = 6.2
 s = 5.2
 md = 5.0
 n = 55

Characteristics of IDRC Award

5. In what year did you receive your IDRC award?

YEAR OF AWARD

—
 \bar{x} = 1986.9
 s = 2.0
 md = 1987.0
 n = 61

6. Your fellowship award was for which of the following types of activities?

<i>Student field work</i>			
<i>Master's level</i>	1	9.8%	
<i>Doctoral level</i>	2	72.1%	
<i>Professional placement</i>	3	6.6%	n = 61
<i>Other training</i>	4	11.5%	

7.a) What was the primary discipline or field of study of the work undertaken with the assistance of your fellowship?

<i>Agriculture</i>	01	3.3%	
<i>Communications</i>	02	3.3%	
<i>Computer studies</i>	03	0.0%	
<i>Development studies</i>	04	13.1%	
<i>Economics</i>	05	0.0%	
<i>Education</i>	06	1.6%	
<i>Engineering</i>	07	1.6%	
<i>Fisheries</i>	08	1.6%	n = 61
<i>Health</i>	09	16.4%	
<i>Information science</i>	10	1.6%	
<i>Journalism</i>	11	8.2%	
<i>Management studies</i>	12	1.6%	
<i>Public administration</i>	13	0.0%	
<i>Technology policy</i>	14	0.0%	
<i>Other</i>	15	47.5%	

8.a) You were affiliated with which type of institution in the developing country during your award tenure?

Type of Institution

<i>Academic/Research</i>			
<i>University</i>	1	38.2%	
<i>Research Centre</i>	2	27.3%	
<i>Public Sector</i>			
<i>National Government office</i>	3	14.5%	
<i>Provincial Government office</i>	4	0.0%	n = 55
<i>Other Public organization</i>	5	0.0%	
<i>Private Sector</i>			
<i>Private Corporation</i>	6	5.5%	
<i>Private Organization</i>	7	0.0%	
<i>Non-Profit Organization</i>	8	14.5%	

b) What is the name of the institution?

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

City/Town _____

Country _____

9. **During the award period, how many months did you spend in the developing country doing field work?**

NUMBER OF MONTHS \bar{x} = 9.7
s = 6.2
md = 9.0
n = 59

Satisfaction with the Program

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

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

	NO PARTICIPATION		SOME PARTICIPATION			EXTENSIVE PARTICIPATION		\bar{x}	s	n
	1	2	3	4	5	6	7			
a. <i>Research projects (including field tests and pilot studies) . . .</i>	3.8	3.8	0.0	0.0	5.8	3.8	82.7	6.4	1.5	52
b. <i>Project implementation (project work that is done after all research and testing is completed)</i>	41.4	13.8	6.9	6.9	10.3	3.4	17.2	3.1	2.4	29
c. <i>Teaching</i>	25.0	5.0	10.0	22.5	22.5	2.5	12.5	3.7	2.0	40
d. <i>Conferences, seminars, workshops</i>	11.1	7.4	13.0	35.2	22.2	9.3	1.9	3.9	1.5	54
e. <i>Travel within the country in which you undertook field work</i>	5.5	5.5	3.6	12.7	21.8	12.7	38.2	5.3	1.8	55
f. <i>Travel outside the country in which you undertook field work</i>	27.1	18.8	16.7	25.0	6.3	6.3	0.0	2.8	1.5	48
g. <i>Contributions to articles or scientific publications</i>	20.4	5.6	14.8	27.8	11.1	5.6	14.8	3.8	2.0	54

11. How would you rate your level of satisfaction with the following aspects of your IDRC-supported field work?

	EXTREMELY DISSATISFIED		NEITHER			EXTREMELY SATISFIED		\bar{x}	s	n
	1	2	3	4	5	6	7			
a. <i>The suitability of the program to your needs and interests</i>	1	2	3	4	5	6	7			
	0.0	1.6	4.9	3.3	4.9	18.0	67.2	6.3	1.2	61
b. <i>The quality of the institution with which you were affiliated in the developing country</i>	1	2	3	4	5	6	7			
	1.7	8.3	8.3	13.3	25.0	20.0	23.0	5.1	1.6	60
c. <i>Laboratory/field facilities in the developing country</i>	1	2	3	4	5	6	7			
	3.6	16.1	5.4	32.1	17.9	10.7	14.3	4.3	1.7	56
d. <i>The financial support you received from IDRC</i>	1	2	3	4	5	6	7			
	0.0	1.6	1.6	9.8	9.8	18.0	59.0	6.2	1.2	61
e. <i>The assistance/support you received from the developing country institution</i>	1	2	3	4	5	6	7			
	8.6	6.9	6.9	10.3	15.5	34.5	17.2	4.9	1.9	58
f. <i>The assistance/support you received from IDRC staff</i>	1	2	3	4	5	6	7			
	3.4	1.7	3.4	25.9	6.9	15.5	43.1	5.5	1.7	58

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

	NO SPECIAL RECOGNITION		SOME RECOGNITION			A GREAT DEAL OF RECOGNITION		\bar{x}	s	n
	1	2	3	4	5	6	7			
a. <i>Other students</i>	1	2	3	4	5	6	7			
	12.1	3.4	3.4	22.4	20.7	22.4	15.5	4.7	1.8	58
b. <i>University administrators and teachers</i>	1	2	3	4	5	6	7			
	8.8	3.5	10.5	17.5	14.0	24.6	21.1	4.8	1.9	57
c. <i>Colleagues/co-workers after completion of field work</i>	1	2	3	4	5	6	7			
	11.9	5.1	5.1	18.6	18.6	23.7	16.9	4.7	1.9	59

13.a) We would like to know your opinion about the knowledge, skills and abilities you gained doing field work that was supported by IDRC. Would you say that you were satisfied or dissatisfied with the following aspects of your field experience.

	EXTREMELY DISSATISFIED		NEITHER			EXTREMELY SATISFIED				
	1	2	3	4	5	6	7	\bar{x}	s	n
i. <i>Theoretical and substantive knowledge gained in your chosen field of study</i>	1	2	3	4	5	6	7			
	0.0	0.0	1.7	1.7	15.0	30.0	51.7	6.3	0.9	60
ii. <i>How to conduct research work</i>	1	2	3	4	5	6	7			
	0.0	1.7	1.7	6.8	16.9	32.2	40.7	6.0	1.1	59
iii. <i>Awareness of the practical problems of development</i>	1	2	3	4	5	6	7			
	0.0	0.0	0.0	1.6	8.2	14.8	75.4	6.6	0.7	61
iv. <i>Project management skills</i>	1	2	3	4	5	6	7			
	0.0	0.0	1.8	26.3	15.8	28.1	28.1	5.5	1.2	57
v. <i>Communication and interpersonal skills</i>	1	2	3	4	5	6	7			
	0.0	0.0	0.0	6.6	14.8	41.0	37.7	6.1	0.9	61

b) Are there any other aspects of your IDRC-sponsored field work experience on which you would like to give us feed-back?

Usefulness of the Program Content and Experience

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

14. **How helpful was the IDRC-sponsored field experience for your career advancement? To the extent that you can identify specific benefits of your field experience, please indicate how helpful the field work was in each of the following areas.**

	NOT AT ALL HELPFUL		SOMEWHAT HELPFUL			EXTREMELY HELPFUL				
	1	2	3	4	5	6	7	\bar{x}	s	n
a. <i>Finding a job in your chosen field</i>	8.2	2.0	4.1	18.4	20.4	16.3	30.6	5.1	1.8	49
b. <i>Establishing a broad network of colleagues and professional contacts</i>	7.0	3.5	3.5	26.3	17.5	19.3	22.8	4.9	1.7	57
c. <i>Finding a job in your preferred organization</i>	6.4	10.6	8.5	25.5	14.9	14.9	19.1	4.5	1.8	47
d. <i>Overall career progress</i>	5.4	1.8	3.6	8.9	17.9	17.9	44.6	5.6	1.7	56

15. **Could you provide any details about how your field experience helped to advance your career?**

16. In what ways did your IDRC-supported field experience help you to prepare for the work you are doing now?

17. Do you have any other comments that you would like to make about the benefits, usefulness, problems, etc. of your IDRC-supported field experience?

II. CAREER AND PROFESSIONAL ACTIVITIES

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

18.a) **Since completing your IDRC-sponsored field experience, have you completed any additional formal education or training?**

<i>Yes — degree program</i>	1	50.0%	
<i>Yes — non-degree program</i>	2	1.7%	n = 58
<i>No</i>	3	48.3%	

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

	<u>Type of Program</u>	<u>Location</u>	<u>Year Completed</u>			
			<u>\bar{x}</u>	<u>s</u>	<u>md</u>	<u>n</u>
Degree Programs						
1.	_____	_____	1989.3	2.3	1990.0	27
2.	_____	_____	1989.0	0.0	1989.0	2
Non-degree Programs						
1.	_____	_____	1988.3	2.1	1989.0	3
2.	_____	_____	1990.0	0.0	1990.0	1
3.	_____	_____	1990.0	0.0	1990.0	1

19.a) **What did you do immediately after completing your IDRC field work?**

<i>Begin your first professional position/job</i>	1	3.3%	
<i>Return to your previous position</i>	2	4.9%	
<i>Take a new position — same organization</i>	3	3.3%	
<i>Take a new position — different organization</i>	4	11.5%	n = 61
<i>Complete the university studies in which you were engaged</i>	5	63.9%	
<i>Begin further study or training</i>	6	6.6%	
<i>Other</i>	7	6.6%	

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

	Yes	No	<u>n</u>		
<i>Yes, a direct role (e.g., identifying a job or providing a recommendation)</i>	1	7.1%	2	92.9%	28
<i>Yes, an indirect role (prestige of award, respect for IDRC)</i>	1	50.0%	2	50.0%	38

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

a) Are you presently employed?

Yes	1	83.3%	
No	2	16.7%	n = 60

b) What is your position or title?

Job Title _____

c) In which type of organization do you work?

University	1	35.4%	
Research Centre	2	4.2%	
National Government	3	6.3%	
Provincial/State Government	4	4.2%	n = 48
Other Public Organization	5	12.5%	
Private Organization	6	29.2%	
Non-Profit Organization	7	8.3%	

d) What is the principal type of work you do in your current employment?

Management/administration	1	6.0%	
Research	2	18.0%	
Policy formulation	3	0.0%	n = 50
Program/project implementation	4	8.0%	
Teaching	5	24.0%	
Other	6	44.0%	

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

	EXTREMELY DISSATISFIED		NEITHER				EXTREMELY SATISFIED		\bar{x}	s	n
	1	2	3	4	5	6	7				
a. The type of work you do	1	2	3	4	5	6	7	6.0	1.0	48	
b. Your level in the organization	1	2	3	4	5	6	7	5.5	1.6	47	
c. The organization in which you work	1	2	3	4	5	6	7	5.6	1.6	45	
d. The overall quality of research in your chosen field at this institution	1	2	3	4	5	6	7	5.1	1.8	36	

21. Continued.

	EXTREMELY DISSATISFIED		NEITHER			EXTREMELY SATISFIED				
	1	2	3	4	5	6	7	\bar{x}	s	n
e. <i>The adequacy of research facilities at this institution</i>	6.1	3.0	21.2	9.1	21.2	24.2	15.2	4.7	1.7	33
f. <i>The amount of recognition that you receive for your work</i>	4.4	6.7	4.4	20.0	11.1	35.6	17.8	5.0	1.7	45

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

	EXTREMELY DIFFICULT		NEITHER			EXTREMELY EASY				
	1	2	3	4	5	6	7	\bar{x}	s	n
	8.5	19.1	4.3	14.9	21.3	17.0	14.9	4.3	2.0	47

23. **Excluding your current job, have you been employed in any other jobs since completing your IDRC-sponsored field work?**

<i>Yes</i>	1	27.6%	
<i>No</i>	2	72.4%	n = 58

24. Next we would like some general information about these other jobs that you have had since completing your IDRC-sponsored field work. Beginning with the job held just previous to your current job and continuing backward to the position that you first held after completing the IDRC-sponsored field work, could you please identify each of the following (continue beyond four positions if applicable):

- (a) the title of each position,
- (b) the type of organization,
- (c) the principal type of work that you did, and
- (d) the amount of time you spent in each position.

a. Job Title

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

	<u>Job 1</u>	<u>Job 2</u>	<u>Job 3</u>	<u>Job 4</u>
b. Type of Organization				
University	1 37.5%	1 37.5%	1 40.0%	1 0.0%
Research Centre	2 25.0%	2 0.0%	2 0.0%	2 0.0%
National Government	3 0.0%	3 12.5%	3 0.0%	3 0.0%
Provincial/State Government	4 0.0%	4 0.0%	4 0.0%	4 0.0%
Other Public Organization	5 12.5%	5 25.0%	5 40.0%	5 100.0%
Private Organization	6 18.8%	6 12.5%	6 20.0%	6 0.0%
Non-Profit Organization	7 6.3%	7 12.5%	7 0.0%	7 0.0%
	n = 16	n = 8	n = 5	n = 1

c. Principal Type of Work

	<u>Job 1</u>	<u>Job 2</u>	<u>Job 3</u>	<u>Job 4</u>
i. Management/ administration	1 18.8%	1 0.0%	1 0.0%	1 0.0%
ii. Research	2 31.3%	2 62.5%	2 50.0%	2 0.0%
iii. Policy formulation	3 0.0%	3 0.0%	3 25.0%	3 100.0%
iv. Program/project implementation	4 12.5%	4 12.5%	4 25.0%	4 0.0%
v. Teaching	5 25.0%	5 12.5%	5 0.0%	5 0.0%
vi. Other	6 12.5%	6 12.5%	6 0.0%	6 0.0%
	n = 16	n = 8	n = 4	n = 1

(please specify) _____

d. Number of months spent in each position?

	<u>Job 1</u>	<u>Job 2</u>	<u>Job 3</u>	<u>Job 4</u>
NUMBER OF MONTHS	\bar{x} = 13.1 s = 8.8 md = 12.0 n = 16	\bar{x} = 10.1 s = 4.3 md = 10.0 n = 8	\bar{x} = 16.6 s = 18.8 md = 12.0 n = 5	\bar{x} = 8.0 s = 0.0 md = 8.0 n = 1

III. INDIVIDUAL GOALS AND ACHIEVEMENTS

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

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

	NOT AT ALL IMPORTANT		MODERATELY IMPORTANT			EXTREMELY IMPORTANT				
	1	2	3	4	5	6	7	\bar{x}	s	n
a. <i>Working in the field of international development</i>	3.3	0.0	1.6	11.5	11.5	26.2	45.9	5.9	1.4	61
b. <i>Implementing practical solutions to development problems</i>	3.3	3.3	3.3	6.6	13.1	27.9	42.6	5.8	1.6	61
c. <i>Finding innovative solutions to development problems through research</i>	1.6	3.3	4.9	16.4	6.6	18.0	49.2	5.7	1.6	61
d. <i>Career advancement</i>	1.6	3.3	9.8	16.4	21.3	27.9	19.7	5.2	1.5	61
e. <i>Increasing your income</i>	6.6	8.2	13.1	26.2	24.6	6.6	14.8	4.3	1.7	61
f. <i>Being in a position where you can make decisions and set development policy for Canada</i>	13.3	6.7	13.3	11.7	16.7	15.0	23.3	4.5	2.1	60
g. <i>Improving the capacity of your institution to work in the area of international development</i> . . .	6.7	6.7	6.7	10.0	13.3	20.0	36.7	5.2	1.9	60
h. <i>Improving Canada's capabilities for international development in your field</i>	4.9	3.3	1.6	11.5	16.4	23.0	39.3	5.6	1.7	61
i. <i>Sharing your knowledge and skills with others</i>	0.0	0.0	1.7	3.3	8.3	21.7	65.0	6.5	0.9	60

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

	NOT AT ALL SUCCESSFUL		MODERATELY SUCCESSFUL			EXTREMELY SUCCESSFUL		\bar{x}	s	n
	1	2	3	4	5	6	7			
a. <i>Working in the field of international development</i>	1	2	3	4	5	6	7			
	19.2	9.6	3.8	11.5	17.3	13.5	25.0	4.4	2.3	52
b. <i>Implementing practical solutions to development problems</i>	1	2	3	4	5	6	7			
	24.5	16.3	16.3	12.2	12.2	10.2	8.2	3.4	2.0	49
c. <i>Finding innovative solutions to development problems through research</i>	1	2	3	4	5	6	7			
	13.2	11.3	11.3	20.8	13.2	18.9	11.3	4.1	1.9	53
d. <i>Career advancement</i>	1	2	3	4	5	6	7			
	7.4	3.7	5.6	24.1	16.7	29.6	13.0	4.8	1.7	54
e. <i>Increasing your income</i>	1	2	3	4	5	6	7			
	13.7	9.8	7.8	23.5	17.6	15.7	11.8	4.2	1.9	51
f. <i>Being in a position where you can make decisions and set development policy for Canada</i>	1	2	3	4	5	6	7			
	51.1	17.8	11.1	6.7	11.1	2.2	0.0	2.2	1.5	45
g. <i>Improving the capacity of your institution to work in the area of international development</i> . . .	1	2	3	4	5	6	7			
	19.1	8.5	8.5	25.5	21.3	14.9	2.1	3.8	1.8	47
h. <i>Improving Canada's capabilities for international development in your field</i>	1	2	3	4	5	6	7			
	37.3	9.8	7.8	19.6	19.6	3.9	2.0	2.9	1.8	51
i. <i>Sharing your knowledge and skills with others</i>	1	2	3	4	5	6	7			
	3.5	0.0	7.0	14.0	22.8	28.1	24.6	5.4	1.5	57

27. Since receiving your IDRC award, how active have you been in each of the following areas?

	NOT AT ALL ACTIVE		MODERATELY ACTIVE			EXTREMELY ACTIVE		\bar{x}	s	n
	1	2	3	4	5	6	7			
a. <i>Conducting research in the field</i>	1	2	3	4	5	6	7	3.5	2.3	60
	38.3	6.7	5.0	11.7	15.0	6.7	16.7			
b. <i>Managing or directing research projects</i>	1	2	3	4	5	6	7	3.3	2.2	60
	40.0	3.3	10.0	10.0	18.3	10.0	8.3			
c. <i>Preparing proposals for research funding</i>	1	2	3	4	5	6	7	3.4	2.1	59
	33.9	6.8	11.9	11.9	16.9	10.2	8.5			
d. <i>Presenting papers at professional meetings</i>	1	2	3	4	5	6	7	4.2	1.9	60
	11.7	11.7	8.3	25.0	15.0	15.0	13.3			
e. <i>Attending workshops for professionals in your field</i>	1	2	3	4	5	6	7	3.8	1.8	59
	15.3	11.9	11.9	25.4	15.3	11.9	8.5			
f. <i>Contributing to professional journals (e.g., refereeing articles, writing book reviews)</i>	1	2	3	4	5	6	7	3.7	1.8	60
	13.3	13.3	20.0	16.7	20.0	10.0	6.7			
g. <i>Working on consulting assignments</i>	1	2	3	4	5	6	7	2.7	2.1	58
	55.2	5.2	1.7	15.5	8.6	5.2	8.6			
h. <i>Participating in missions for your government or for international organizations</i>	1	2	3	4	5	6	7	2.1	2.0	58
	74.1	3.4	0.0	6.9	3.4	3.4	8.6			

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

Yes	1	75.4%	
No	2	24.6%	n = 61

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

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

30. **Could you please list any scientific or professional awards that you have won since completion of your IDRC-sponsored field work?**

IV. INSTITUTIONAL DEVELOPMENT

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

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

	NOT AT ALL IMPORTANT		MODERATELY IMPORTANT			EXTREMELY IMPORTANT		\bar{x}	s	n
	1	2	3	4	5	6	7			
a. <i>Conducting development-related research</i>	1	2	3	4	5	6	7	4.0	2.0	51
	13.7	15.7	7.8	17.6	19.6	13.7	11.8			
b. <i>Implementing development projects</i>	1	2	3	4	5	6	7	3.6	2.2	50
	28.0	10.0	12.0	12.0	12.0	10.0	16.0			
c. <i>Training and education in development</i>	1	2	3	4	5	6	7	4.0	2.1	52
	17.3	7.7	19.2	11.5	13.5	15.4	15.4			
d. <i>Promoting awareness of development issues</i>	1	2	3	4	5	6	7	3.9	2.1	53
	18.9	9.4	13.2	18.9	13.2	9.4	17.0			

32. How would you rate the *capacity* of the institution in which you are presently working to undertake each of the following activities?

	EXTREMELY LOW CAPACITY		MODERATE CAPACITY			EXTREMELY HIGH CAPACITY		\bar{x}	s	n
	1	2	3	4	5	6	7			
a. <i>Conducting development-related research</i>	1	2	3	4	5	6	7	4.4	2.0	47
	10.6	6.4	19.1	17.0	8.5	19.1	19.1			
b. <i>Implementing development projects</i>	1	2	3	4	5	6	7	4.1	2.0	44
	11.4	18.2	9.1	22.7	6.8	13.6	18.2			
c. <i>Training and education in development</i>	1	2	3	4	5	6	7	4.7	1.7	48
	6.3	4.2	10.4	22.9	18.8	20.8	16.7			
d. <i>Promoting awareness of development issues</i>	1	2	3	4	5	6	7	5.0	1.8	47
	8.5	0.0	8.5	17.0	21.3	19.1	25.5			

33.a) The development of an institutional capacity to work with developing country research institutions can be limited for a number of reasons. Please rate the extent to which you think each of the following factors is a problem for the institution in which you now work.

	NOT A PROBLEM		MODERATE PROBLEM			SERIOUS PROBLEM				
	1	2	3	4	5	6	7	\bar{x}	s	n
i. <i>Inadequate facilities</i>	1	2	3	4	5	6	7			
	31.1	15.6	13.3	15.6	4.4	6.7	13.3	3.2	2.1	45
ii. <i>A shortage of qualified researchers in your chosen field</i>	1	2	3	4	5	6	7			
	25.6	7.0	9.3	11.6	18.6	14.0	14.0	3.9	2.2	43
iii. <i>Lack of commitment to development objectives/international development a low priority for the institution</i>	1	2	3	4	5	6	7			
	15.6	6.7	15.6	20.0	17.8	8.9	15.6	4.1	2.0	45
iv. <i>Limited financial resources for development-related activities</i>	1	2	3	4	5	6	7			
	2.2	2.2	13.3	15.6	11.1	22.2	33.3	5.3	1.7	45
v. <i>Lack of awareness of the potential benefits of your work in international development</i>	1	2	3	4	5	6	7			
	9.1	15.9	4.5	15.9	13.6	18.2	22.7	4.6	2.1	44
vi. <i>Poor management and administration</i>	1	2	3	4	5	6	7			
	20.9	14.0	14.0	27.9	14.0	2.3	7.0	3.4	1.8	43
vii. <i>Limited contacts with other institutions (e.g., conferences, exchanges)</i>	1	2	3	4	5	6	7			
	21.4	11.9	9.5	14.3	21.4	7.1	14.3	3.8	2.1	42
viii. <i>Limited information resources</i>	1	2	3	4	5	6	7			
	31.8	13.6	6.8	13.6	11.4	18.2	4.5	3.3	2.1	44

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

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

	STRONGLY DISAGREE		NEITHER			STRONGLY AGREE				
	1	2	3	4	5	6	7	\bar{x}	s	n
a. <i>In a formal teaching capacity, I have been able to share most of what I learned with students and colleagues</i>	1	2	3	4	5	6	7	4.3	1.8	55
	12.7	5.5	10.9	18.2	21.8	23.6	7.3			
b. <i>I often give formal workshops to co-workers and subordinates</i>	1	2	3	4	5	6	7	3.2	1.9	55
	30.9	12.7	5.5	21.8	18.2	5.5	5.5			
c. <i>On an informal basis through conversations or meetings, I have been able to share my knowledge and experience with colleagues</i>	1	2	3	4	5	6	7	5.9	1.2	59
	1.7	1.7	1.7	3.4	16.9	37.3	37.3			
d. <i>I would like to have more opportunities to discuss what I learned with colleagues and co-workers</i>	1	2	3	4	5	6	7	5.4	1.4	58
	1.7	1.7	1.7	22.4	15.5	32.8	24.1			
e. <i>The best opportunities to share knowledge and experiences with co-workers are on projects</i>	1	2	3	4	5	6	7	4.7	1.7	59
	6.8	5.1	0.0	39.0	16.9	15.3	16.9			
f. <i>I think that my institution could take better advantage of my specialized training</i>	1	2	3	4	5	6	7	4.9	1.7	52
	3.8	7.7	5.8	25.0	11.5	26.9	19.2			
g. <i>Overall, I would say that many people have benefitted from my IDRC-supported field experience</i>	1	2	3	4	5	6	7	4.3	1.8	59
	10.2	8.5	10.2	15.3	32.2	13.6	10.2			
h. <i>I have been able to share my knowledge and experiences by writing about them</i>	1	2	3	4	5	6	7	4.9	1.8	58
	6.9	6.9	8.6	12.1	17.2	25.9	22.4			

35.a) Finally, we would like to know which types of programs you think are needed most for Canadians, in order to increase the exchange of research between Canadian and developing country institutions. For each of the following types of programs indicate whether you think it should be given a high priority or a low priority by IDRC.

	VERY LOW PRIORITY		MEDIUM PRIORITY			VERY HIGH PRIORITY		\bar{x}	s	n
	1	2	3	4	5	6	7			
i. Graduate-level training in Canada which includes the opportunity for international linkages	1	2	3	4	5	6	7	5.8	1.3	60
	1.7	0.0	5.0	6.7	18.3	30.0	38.3			
ii. Graduate-level training in developing countries	1	2	3	4	5	6	7	5.7	1.4	58
	1.7	3.4	0.0	12.1	20.7	27.6	34.5			
iii. Short-term specialized placements in developing countries for experienced professionals . .	1	2	3	4	5	6	7	5.2	1.8	59
	6.8	3.4	6.8	15.3	15.3	22.0	30.5			
iv. Cooperative programs incorporating academic and practical training with a field component in a developing country	1	2	3	4	5	6	7	6.3	1.0	60
	0.0	0.0	1.7	6.7	8.3	31.7	51.7			
v. Forums that bring together international experts	1	2	3	4	5	6	7	4.7	1.9	60
	6.7	10.0	5.0	33.3	8.3	8.3	28.3			
vi. Faculty exchanges between Canadian and developing country institutions	1	2	3	4	5	6	7	5.5	1.5	60
	0.0	5.0	6.7	10.0	25.0	18.3	35.0			
vii. Graduate student exchanges between Canadian and developing country institutions	1	2	3	4	5	6	7	5.9	1.5	59
	1.7	1.7	5.1	8.5	10.2	23.7	49.2			

b) Could you suggest other ways in which IDRC could increase the exchange of research between Canadian and developing country institutions?

V. INTERNATIONAL COMMUNICATIONS AND NETWORKS

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

36. **Have you maintained contact at least once a year (by telephone, letter, visit, etc.) with any of the people you met during your IDRC-sponsored field work?**

	<u>Yes</u>	<u>No</u>		
<i>Fellow students</i>	1 71.4%	2 28.6%	n = 49	
<i>University professors or supervisors</i>	1 87.0%	2 13.0%	n = 54	
<i>Project co-workers</i>	1 75.0%	2 25.0%	n = 52	
<i>Development organization staff</i>	1 54.2%	2 45.8%	n = 48	
<i>IDRC personnel</i>	1 34.0%	2 66.0%	n = 50	

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

<i>Academic interchange</i>	1	54.1%	n = 33
<i>Business/Commercial</i>	2	9.8%	n = 6
<i>Professional development</i>	3	29.5%	n = 18
<i>Project-related work</i>	4	50.8%	n = 31
<i>Personal</i>	5	77.0%	n = 47
<i>Other</i>	6	3.3%	n = 2

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

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

	<u>Yes</u>	<u>No</u>	n	<u>How Many Times</u>			
				<u>\bar{x}</u>	<u>s</u>	<u>md</u>	<u>n</u>
<i>The country where you did your field work</i>	1 34.0%	2 66.0%	n = 53	2.3	1.5	2.0	17
<i>Countries within that region</i>	1 39.2%	2 60.8%	n = 51	3.2	3.2	2.0	20
<i>Countries outside that region</i>	1 54.9%	2 45.1%	n = 51	2.9	2.8	2.0	26
<i>Within Canada</i>	1 77.8%	2 22.2%	n = 54	4.3	4.0	3.0	35

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

	<u>Yes</u>	<u>No</u>		<u>How Many Times</u>					
				<u>\bar{x}</u>	<u>s</u>	<u>md</u>	<u>n</u>		
<i>Professional/academic exchanges with developing countries</i>	1	19.3%	2	80.7%	n = 57	4.4	3.1	4.5	8
<i>Seminars, conferences, workshops on development issues</i>	1	78.0%	2	22.0%	n = 59	3.0	3.1	2.0	37
<i>Missions to developing countries</i>	1	24.1%	2	75.9%	n = 58	2.7	2.0	2.0	14
<i>Consulting assignments on development-related projects</i>	1	41.4%	2	58.6%	n = 58	3.0	2.5	2.0	21
<i>Business/professional visits to developing countries</i>	1	21.1%	2	78.9%	n = 57	2.4	1.8	1.0	12
<i>Education or training courses/programs related to development</i>	1	39.0%	2	61.0%	n = 59	1.5	0.7	1.0	17

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

	EXTREMELY DISSATISFIED		NEITHER			EXTREMELY SATISFIED		<u>\bar{x}</u>	<u>s</u>	<u>n</u>
	1	2	3	4	5	6	7			
a. <i>Professional/academic exchanges with developing countries</i>	13.0	18.5	9.3	33.3	13.0	3.7	9.3	3.6	1.7	54
b. <i>Seminars, conferences, workshops on development issues</i>	5.4	3.6	8.9	32.1	23.2	21.4	5.4	4.5	1.4	56
c. <i>Missions to developing countries</i>	22.6	11.3	7.5	30.2	7.5	13.2	7.5	3.6	1.9	53
d. <i>Consulting assignments on development-related projects</i>	18.9	9.4	13.2	28.3	9.4	11.3	9.4	3.7	1.9	53
e. <i>Business/professional visits to developing countries</i>	22.6	13.2	11.3	26.4	11.3	7.5	7.5	3.4	1.9	53
f. <i>Education or training courses/programs related to development</i>	11.1	7.4	18.5	31.5	16.7	7.4	7.4	3.9	1.6	54

41. Many factors can limit opportunities for travel to make and maintain important contacts. Rate the extent to which you think each of the following factors creates a problem for you by restricting opportunities to travel to meet colleagues and experts in your field involved with development studies and issues.

	NOT AT ALL A PROBLEM		MODERATE PROBLEM			SERIOUS PROBLEM				
	1	2	3	4	5	6	7	\bar{x}	s	n
a. <i>Financial support from employer/institution</i>	1	2	3	4	5	6	7			
	6.9	3.4	3.4	15.5	6.9	15.5	48.3	5.5	1.9	58
b. <i>Time</i>	1	2	3	4	5	6	7			
	8.5	5.1	13.6	28.8	15.3	11.9	16.9	4.4	1.8	59
c. <i>Priorities of your employer/institution</i>	1	2	3	4	5	6	7			
	13.2	5.7	7.5	15.1	9.4	26.4	22.6	4.7	2.1	53
d. <i>High cost of travel</i>	1	2	3	4	5	6	7			
	3.4	5.1	3.4	15.3	10.2	30.5	32.2	5.4	1.7	59
e. <i>Personal/family commitments</i> ..	1	2	3	4	5	6	7			
	20.3	23.7	16.9	15.3	8.5	6.8	8.5	3.2	1.9	59
f. <i>Lack of existing networks related to your field of expertise</i>	1	2	3	4	5	6	7			
	32.2	15.3	6.8	22.0	1.7	8.5	13.6	3.3	2.2	59

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

	TOTALLY DISAGREE		NEITHER			TOTALLY AGREE		\bar{x}	s	n
	1	2	3	4	5	6	7			
a. <i>IDRC should ensure that award recipients have opportunities to meet experts in their chosen fields of study</i>	1	2	3	4	5	6	7	5.4	1.6	61
	3.3	1.6	6.6	14.8	21.3	16.4	36.1			
b. <i>Travelling to developing countries is the best means for Canadian researchers and scientists to share their knowledge</i>	1	2	3	4	5	6	7	5.6	1.2	61
	1.6	1.6	1.6	11.5	19.7	42.6	21.3			
c. <i>During my IDRC-sponsored field work I was offered a wide range of opportunities to meet and exchange views with experts on development issues</i>	1	2	3	4	5	6	7	4.8	1.9	60
	6.7	10.0	8.3	13.3	18.3	25.0	18.3			
d. <i>IDRC should play a larger role in maintaining linkages between former award recipients and people who have worked on IDRC-sponsored projects</i>	1	2	3	4	5	6	7	5.2	1.6	61
	0.0	6.6	8.2	19.7	18.0	18.0	29.5			
e. <i>IDRC should use Canadian-sponsored activities and development projects as a means of creating linkages between experts in different fields and from different countries</i>	1	2	3	4	5	6	7	6.1	1.1	61
	0.0	1.6	0.0	6.6	16.4	31.1	44.3			

VI IMPROVEMENTS TO THE YOUNG CANADIAN RESEARCHERS AWARD PROGRAM

Since 1990 there have been a number of changes to the Young Canadian Researchers Award Program. We would like your opinions about these changes and whether you think they would have helped you during your IDRC-sponsored field work.

43. For each of the following changes, please rate the extent to which you think that they would have been helpful to you.

	NOT AT ALL HELPFUL		MODERATELY HELPFUL			EXTREMELY HELPFUL				
	1	2	3	4	5	6	7	\bar{x}	s	n
a. <i>Application and program information are actively provided by academic advisors and IDRC staff</i>	1	2	3	4	5	6	7	5.2	1.6	60
	5.0	1.7	6.7	16.7	25.0	16.7	28.3			
b. <i>Competition deadlines are eliminated and applications are accepted throughout the year . . .</i>	1	2	3	4	5	6	7	5.3	2.0	60
	6.7	11.7	1.7	6.7	13.3	23.3	36.7			
c. <i>When the field experience is complete, IDRC conducts a systemic follow-up with the award recipient</i>	1	2	3	4	5	6	7	5.5	1.5	61
	1.6	6.6	3.3	6.6	23.0	27.9	31.1			
d. <i>Awardees are encouraged to discuss their thesis field research with relevant IDRC program staff</i>	1	2	3	4	5	6	7	5.8	1.6	61
	1.6	4.9	3.3	6.6	14.8	19.7	49.2			
e. <i>IDRC establishes and maintains contact with the award recipient before, during and after the award tenure period</i>	1	2	3	4	5	6	7	5.5	1.6	61
	4.9	3.3	3.3	6.6	26.2	23.0	32.8			
f. <i>There is direct communication between award recipients and IDRC regional offices</i>	1	2	3	4	5	6	7	5.9	1.3	61
	1.6	0.0	1.6	13.1	19.7	19.7	44.3			
g. <i>Contacts and linkages with the developing country host institution are arranged in cooperation with IDRC staff</i>	1	2	3	4	5	6	7	5.1	1.8	60
	5.0	8.3	5.0	10.0	20.0	25.0	26.7			
h. <i>IDRC facilitates post-tenure linkages with new YCR award recipients and universities</i>	1	2	3	4	5	6	7	5.5	1.6	61
	3.3	3.3	3.3	13.1	21.3	21.3	34.4			

SONDAGE AUPRÈS DES BOURSIERS(ÈRES) DU CRDI

FORMULAIRE D'IDENTIFICATION

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

1. NOM _____

DOMICILE :

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

NUMÉRO DE TÉLÉPHONE _____

BUREAU/LIEU DE TRAVAIL :

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

NUMÉRO DE TÉLÉPHONE _____

NUMÉRO DE TÉLÉCOPIEUR _____

ADRESSE TÉLÉGRAPHIQUE _____

NUMÉRO DE TÉLEX _____

I. BOURSE DU CRDI

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

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

1.a) Quel était le plus haut grade que vous déteniez avant de recevoir votre bourse du CRDI?

<i>Baccalauréat</i>	1
<i>Maîtrise</i>	2
<i>Doctorat</i>	3
<i>Autre (veuillez préciser)</i>	
_____	4

b) Dans quelle discipline ou quel domaine de spécialisation avez-vous obtenu votre diplôme?

<i>Agriculture</i>	01
<i>Communications</i>	02
<i>Informatique</i>	03
<i>Développement</i>	04
<i>Sciences économiques</i>	05
<i>Pédagogie</i>	06
<i>Génie</i>	07
<i>Pêcheries</i>	08
<i>Sciences de la santé</i>	09
<i>Sciences de l'information</i>	10
<i>Journalisme</i>	11
<i>Gestion</i>	12
<i>Administration publique</i>	13
<i>Politiques technologiques</i>	14
<i>Autre (veuillez préciser)</i> _____	15

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

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

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

Étudiant(e)	1 --> PASSEZ À LA QUESTION 4
Employé(e) de niveau junior (p.ex.: chercheur(euse) adjoint(e), aide-enseignant(e))	2
Employé(e) de niveau intermédiaire (p.ex.: agent de programme, professeur, gestionnaire intermédiaire)	3
Employé(e) de niveau supérieur (p.ex.: directeur(trice), gestionnaire cadre, doyen(ne), administrateur(trice), cadre supérieur)	4
Autre (veuillez préciser) _____	5

- b) Quelle était votre principale fonction à ce titre?

Gestion/administration	1
Recherche	2
Élaboration de politiques	3
Mise en oeuvre de projets et programmes	4
Enseignement	5
Autre (veuillez préciser) _____	6

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

NOMBRE D'ANNÉES D'EXPÉRIENCE

□ □ □

Particularités de la bourse du CRDI

5. En quelle année le CRDI vous a-t-il décerné votre bourse?

ANNÉE DE L'OCTROI DE LA BOURSE

1	9			
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6. Veuillez indiquer pour quel genre d'activités vous avez reçu votre bourse de recherche?

<i>Travail sur les lieux à titre d'étudiant(e)</i>	
<i>au niveau de la maîtrise</i>	1
<i>au niveau du doctorat</i>	2
<i>Affectation a titre de professionnel(le)</i>	3
<i>Autre formation (veuillez préciser)</i>	
_____	4

7. De quelle discipline principale le travail entrepris grâce à votre bourse de recherche relevait-il?

<i>Agriculture</i>	01
<i>Communications</i>	02
<i>Informatique</i>	03
<i>Développement</i>	04
<i>Sciences économiques</i>	05
<i>Pédagogie</i>	06
<i>Génie</i>	07
<i>Pêcheries</i>	08
<i>Sciences de la santé</i>	09
<i>Sciences de l'information</i>	10
<i>Journalisme</i>	11
<i>Gestion</i>	12
<i>Administration publique</i>	13
<i>Politiques technologiques</i>	14
<i>Autre (veuillez préciser)</i> _____	15

8. À quel genre d'organisme du pays en voie de développement étiez-vous affilié(e) au cours de la période couverte par votre bourse? (Veuillez encercler le chiffre qui correspond à votre réponse.)

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

- b) Veuillez préciser le nom de cet établissement.

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

Ville/village _____

Pays _____

9. Au cours de la période allouée par le programme, combien de mois avez-vous consacrés au travail sur les lieux dans le pays en voie de développement?

NOMBRE DE MOIS

--	--	--

Satisfaction à l'égard du programme.

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

10. **Veillez préciser l'importance de votre participation aux activités suivantes pendant la durée du programme? Situez vos réponses sur une échelle de 1 à 7, où le 1 signifie que vous n'avez jamais participé à l'activité mentionnée, le 4, que vous y avez participé quelquefois, et le 7, que vous y avez participé très fréquemment. Si un article ne s'applique pas à votre cas, veuillez encercler le 8.**

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

11. Veuillez indiquer dans quelle mesure vous avez été satisfait(e) des aspects suivants du travail que vous avez entrepris avec l'aide du CRDI.

	EXTRÊMEMENT INSATISFAIT(E)		NI L'UN NI L'AUTRE			EXTRÊMEMENT SATISFAIT(E)	
	1	2	3	4	5	6	7
a. <i>La mesure de correspondance entre le programme et vos besoins et intérêts</i>	1	2	3	4	5	6	7
b. <i>La qualité de l'établissement du pays en voie de développement auquel vous étiez affilié(e)</i>	1	2	3	4	5	6	7
c. <i>Les installations de travail pratique/de laboratoire dans ce pays en voie de développement</i>	1	2	3	4	5	6	7
d. <i>L'aide financière que vous a fournie le CRDI</i>	1	2	3	4	5	6	7
e. <i>L'aide et l'appui fournis par l'établissement du pays en voie de développement . . .</i>	1	2	3	4	5	6	7
f. <i>L'aide et l'appui fournis par le personnel du CRDI</i>	1	2	3	4	5	6	7

12. Croyez-vous qu'on attache une reconnaissance particulière ou un certain prestige à la bourse que vous avez reçue? Veuillez préciser dans quelle mesure vous estimez que chacun des groupes suivants vous a accordé une reconnaissance particulière.

	AUCUNE RECONNAISSANCE PARTICULIÈRE		LÉGÈRE RECONNAISSANCE			RECONNAISSANCE TRÈS IMPORTANTE	
	1	2	3	4	5	6	7
a. <i>Vos confrères/consoeurs d'études</i>	1	2	3	4	5	6	7
b. <i>Les administrateurs et professeurs de l'université</i>	1	2	3	4	5	6	7
c. <i>Vos collègues, au terme de votre travail sur les lieux</i>	1	2	3	4	5	6	7

- 13.a) Nous aimerions connaître votre opinion au sujet des connaissances, des compétences et des techniques que vous avez acquises au cours de la période de recherche allouée par le CRDI. Dans quelle mesure avez-vous été satisfait(e) des aspects suivants de votre travail sur les lieux?

		EXTRÊMEMENT INSATISFAIT(E)		NI L'UN NI L'AUTRE			EXTRÊMEMENT SATISFAIT(E)	
		1	2	3	4	5	6	7
i.	<i>De la matière théorique et appliquée acquise dans le domaine que vous aviez choisi</i>	1	2	3	4	5	6	7
ii.	<i>De l'acquisition de méthodes de recherche</i>	1	2	3	4	5	6	7
iii.	<i>De l'amélioration de votre connaissance des réalités en matière de développement .</i>	1	2	3	4	5	6	7
iv.	<i>De l'acquisition de compétences en matière de gestion de projets</i>	1	2	3	4	5	6	7
v.	<i>De l'acquisition de techniques de communications et de compétences en matière de rapports interpersonnels</i>	1	2	3	4	5	6	7

- b) Y-a-t-il d'autres aspects du programme de travail sur les lieux au sujet desquels vous auriez des commentaires?

Utilité de l'expérience acquise et du contenu du programme

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

14. **Diriez-vous que l'expérience acquise grâce au CRDI vous a été utile en termes d'avancement professionnel? Si vous pouvez identifier les bénéfices particuliers de votre expérience sur les lieux, veuillez préciser dans quelle mesure le programme de travail sur les lieux a favorisé chacun des aspects suivants de votre carrière.**

	ABSOLUMENT INUTILE		PLUS OU MOINS UTILE			EXTRÊMEMENT UTILE	
	1	2	3	4	5	6	7
a. <i>L'obtention d'un emploi dans votre domaine d'expertise . . .</i>	1	2	3	4	5	6	7
b. <i>L'établissement d'un vaste réseau d'experts ainsi que l'augmentation des rapports professionnels</i>	1	2	3	4	5	6	7
c. <i>L'obtention d'un emploi au sein de l'organisme de votre choix</i>	1	2	3	4	5	6	7
d. <i>Le progrès général de votre carrière</i>	1	2	3	4	5	6	7

15. **Pourriez-vous expliquer davantage comment le travail sur les lieux a contribué au progrès de votre carrière?**

16. **En quoi le programme de travail sur les lieux du CRDI vous a-t-il préparé au travail que vous effectuez présentement?**

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

II. CARRIÈRE ET ACTIVITÉS PROFESSIONNELLES

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

18.a) Depuis la fin de votre travail sur les lieux en tant que boursier(ère) du CRDI, avez-vous achevé d'autres études ou activités de formation?

- Oui — cours menant à un diplôme* 1
Oui — cours ne menant pas à un diplôme 2
Non 3 --> PASSEZ À LA QUESTION 19

b) Veuillez indiquer ci-dessous, quel genre de programme d'étude ou de formation vous avez suivi, quel établissement ou projet dispensait ce programme et en quelle année vous avez achevé ces études.

	<u>Genre de programme</u>	<u>Établissement/projet</u>	<u>Année d'achèvement</u>
Programme menant à un diplôme			
1.	_____	_____	1 9 [] []
2.	_____	_____	1 9 [] []
Programme ne menant pas à un diplôme			
1.	_____	_____	1 9 [] []
2.	_____	_____	1 9 [] []
3.	_____	_____	1 9 [] []

19.a) Qu'avez-vous fait immédiatement au terme de la période de travail sur les lieux à titre de boursier(ère) du CRDI?

- Obtenu votre premier poste ou
 emploi à titre de professionnel(le)* 1
Repris votre ancien emploi 2
Obtenu un nouveau poste au sein du même organisme . 3
Obtenu un nouveau poste chez un nouvel employeur . . . 4
*Terminée les études universitaires que
 vous aviez entreprises auparavant* 5
Entrepris un autre programme d'études ou de formation . 6 --> PASSEZ À LA QUESTION 20
Autre (veuillez préciser) 7

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

	OUI	NON
<i>Oui, directement (p.ex : recommandé à un employeur, mis au courant d'un poste vacant)</i>	1	2
<i>Oui, indirectement (p.ex : en raison du prestige associé à la bourse, ou de l'estime accordée au CRDI)</i>	1	2

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

a) Travaillez-vous présentement?

Oui 1
Non 2 --> PASSEZ À LA Q.23

b) Quel poste occupez-vous?

Titre du poste _____

c) Pour quel genre d'organisme travaillez-vous?

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

d) Quelles sont vos principales fonctions dans le cadre de cet emploi?

Gestion/administration 1
Recherche 2
Élaboration des politiques 3
Mise en œuvre de projets/programmes 4
Enseignement 5
Autre (veuillez préciser) 6

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

	EXTRÊMEMENT INSATISFAIT(E)		NI L'UN NI L'AUTRE			EXTRÊMEMENT SATISFAIT(E)		SANS OBJET
	1	2	3	4	5	6	7	8
a. Du genre de travail qui vous incombe	1	2	3	4	5	6	7	8
b. Du rang que vous occupez au sein de l'organisme	1	2	3	4	5	6	7	8
c. De l'organisme pour lequel vous travaillez	1	2	3	4	5	6	7	8
d. De la qualité générale de la recherche effectuée par cet organisme dans votre domaine de spécialisation	1	2	3	4	5	6	7	8
e. De la qualité des installations et des outils de recherche dont dispose l'établissement	1	2	3	4	5	6	7	
f. De la reconnaissance qui vous est accordée pour votre travail	1	2	3	4	5	6	7	8

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

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

23. Sans compter votre emploi actuel, avez-vous occupé d'autres postes au terme du programme du CRDI?

- Oui 1
 Non 2 --> PASSEZ À LA Q.25

24. Les questions suivantes visent à recueillir des renseignements généraux au sujet de chaque emploi que vous avez occupé depuis la fin du programme de travail sur les lieux du CRDI. Veuillez commencer par inscrire le premier emploi que vous avez occupé depuis et énumérer tous vos autres emplois, en ordre chronologique et préciser:
- le titre de chaque poste occupé
 - le genre d'organisme qui vous employait
 - les tâches principales qui vous incombent et,
 - la durée de l'emploi.

a. Titre du poste

1^{er} emploi _____ 2^{ème} emploi _____
 3^{ème} emploi _____ 4^{ème} emploi _____

b. Genre d'organisme	1 ^{er} emploi	2 ^{ème} emploi	3 ^{ème} emploi	4 ^{ème} emploi
Université	1	1	1	1
Centre de recherche	2	2	2	2
Gouvernement national	3	3	3	3
Gouvernement provincial ou d'un état	4	4	4	4
Autre organisme public	5	5	5	5
Société privée	6	6	6	6
Société sans but lucratif	7	7	7	7

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

	1 ^{er} emploi	2 ^{ème} emploi	3 ^{ème} emploi	4 ^{ème} emploi
i. Gestion/ administration	1	1	1	1
ii. Recherche	2	2	2	2
iii. Élaboration des politiques	3	3	3	3
iv. Mise en oeuvre de projets/ programmes	4	4	4	4
v. Enseignement	5	5	5	5
vi. Autre	6	6	6	6

(veuillez préciser) _____

d. Nombre de mois à chaque emploi?

	1 ^{er} emploi	2 ^{ème} emploi	3 ^{ème} emploi	4 ^{ème} emploi
NOMBRE DE MOIS	_____	_____	_____	_____

III. RÉALISATIONS ET OBJECTIFS PERSONNELS

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

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

	AUCUNE IMPORTANCE	IMPORTANCE QUELCONQUE					EXTRÊME IMPORTANCE
a. <i>Travailler dans le domaine du développement international</i>	1	2	3	4	5	6	7
b. <i>Apporter des solutions pratiques aux problèmes de développement</i>	1	2	3	4	5	6	7
c. <i>Effectuer des recherches visant la découverte de nouvelles solutions aux problèmes de développement</i>	1	2	3	4	5	6	7
d. <i>Veiller à l'avancement de votre carrière</i>	1	2	3	4	5	6	7
e. <i>Augmenter votre revenu</i>	1	2	3	4	5	6	7
f. <i>Occuper un poste qui vous permet d'établir des politiques et de prendre des décisions importantes en matière de développement pour le Canada</i>	1	2	3	4	5	6	7
g. <i>Améliorer les compétences de votre organisme dans les domaines de développement visés</i>	1	2	3	4	5	6	7
h. <i>Contribuer à l'acquisition des compétences du Canada en matière de développement international dans votre domaine d'expertise</i>	1	2	3	4	5	6	7
i. <i>Partager vos connaissances et vos compétences avec d'autres</i>	1	2	3	4	5	6	7

26. Dans quelle mesure croyez-vous avoir connu du succès en termes de la réalisation des objectifs figurant à la question précédente? Si un des objectifs ne s'applique pas à votre cas ou n'a aucune importance pour vous veuillez encercler le 8.

	AUCUN SUCCÈS	SUCCÈS QUELCONQUE					GRAND SUCCÈS	SANS OBJET
	1	2	3	4	5	6	7	8
a. <i>Travailler dans le domaine du développement international</i>	1	2	3	4	5	6	7	8
b. <i>Apporter des solutions pratiques aux problèmes de développement</i>	1	2	3	4	5	6	7	8
c. <i>Effectuer des recherches visant la découverte de nouvelles solutions aux problèmes de développement</i>	1	2	3	4	5	6	7	8
d. <i>Veiller à l'avancement de votre carrière</i>	1	2	3	4	5	6	7	8
e. <i>Augmenter votre revenu</i>	1	2	3	4	5	6	7	8
f. <i>Occuper un poste vous permettant d'établir des politiques et de prendre des décisions importantes en matière de développement</i> .	1	2	3	4	5	6	7	8
g. <i>Améliorer les compétences de votre organisme dans les domaines de développement visés</i>	1	2	3	4	5	6	7	8
h. <i>Contribuer à l'acquisition des compétences du Canada en matière de développement international dans votre domaine d'expertise</i>	1	2	3	4	5	6	7	8
i. <i>Partager vos connaissances et vos compétences avec d'autres</i>	1	2	3	4	5	6	7	8

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

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

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

Oui 1
Non 2

b) **DANS L’AFFIRMATIVE:** Veuillez mentionner le nom de chacune de ces associations.

29. **Veillez faire état des titre(s) de tout livre ou article que vous avez publié ou présenté dans le cadre de conférences scientifiques au cours des cinq dernières années.**

30. **Veillez mentionner tous les prix et bourses (scientifiques ou professionnels) qui vous ont été octroyés depuis la fin de votre période de travail sur les lieux parrainée par le CRDL.**

IV. DÉVELOPPEMENT DES COMPÉTENCES DE RECHERCHE

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

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

	AUCUNE IMPORTANCE		IMPORTANCE QUELCONQUE			EXTRÊME IMPORTANCE		
	1	2	3	4	5	6	7	
a. <i>Entreprise de recherches en matière de développement . . .</i>	1	2	3	4	5	6	7	
b. <i>Mise en oeuvre de projets de développement</i>	1	2	3	4	5	6	7	
c. <i>Formation et enseignement en matière de développement . . .</i>	1	2	3	4	5	6	7	
d. <i>Sensibilisation aux questions touchant le développement . . .</i>	1	2	3	4	5	6	7	

32. Quelle cote attribueriez-vous à l'établissement qui vous emploie présentement en ce qui a trait à son aptitude au travail dans les domaines suivants?

	COMPÉTENCE EXTRÊMEMENT FAIBLE		COMPÉTENCE MOYENNE			EXTRÊMEMENT HAUTE COMPÉTENCE		SANS OBJET
	1	2	3	4	5	6	7	8
a. <i>Entreprise de recherches en matière de développement . . .</i>	1	2	3	4	5	6	7	8
b. <i>Mise en oeuvre de projets de développement</i>	1	2	3	4	5	6	7	8
c. <i>Formation et enseignement en matière de développement . . .</i>	1	2	3	4	5	6	7	8
d. <i>Sensibilisation aux questions touchant le développement . . .</i>	1	2	3	4	5	6	7	8

33.a) Le développement des compétences permettant de travailler auprès d'un établissement dans un pays en voie de développement est parfois limité par certains facteurs. Veuillez préciser dans quelle mesure vous croyez que les éléments suivants s'avèrent un problème dans le cas de l'établissement pour lequel vous travaillez présentement.

	AUCUN PROBLÈME			PROBLÈME QUELCONQUE			SÉRIEUX PROBLÈME
	1	2	3	4	5	6	7
i. <i>Installations inadéquates</i>	1	2	3	4	5	6	7
ii. <i>Insuffisance de chercheurs compétents dans votre domaine d'expertise</i>	1	2	3	4	5	6	7
iii. <i>Faible engagement de la part de cet établissement envers les pays en voie de dévelop- pement/les objectifs de développement ne figurent pas parmi les grandes priorités . . .</i>	1	2	3	4	5	6	7
iv. <i>Ressources financières restreintes sur le plan des activités de dévelop- pement</i>	1	2	3	4	5	6	7
v. <i>Mauvaise connaissance des avantages potentiels que votre travail offre au niveau du développement international</i>	1	2	3	4	5	6	7
vi. <i>Gestion et administration laissant à désirer</i>	1	2	3	4	5	6	7
vii. <i>Insuffisance de rapports avec d'autres établissements (p.ex : conférences, échanges, etc.) .</i>	1	2	3	4	5	6	7
viii. <i>Ressources restreintes en matière d'information</i>	1	2	3	4	5	6	7

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

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

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

- 35.a) Pour terminer, de quels genres de programmes croyez-vous que les canadien(ne)s aient le plus grandement besoin en vue de favoriser de plus importants rapports entre les établissements canadiens et ceux des pays en voie de développement? Veuillez indiquer quel niveau de priorité le CRDI devrait selon vous, accorder à chaque type de programmes suivants.

	FAIBLE PRIORITÉ	PRIORITÉ QUELCONQUE					PRIORITÉ ÉLEVÉE
i. <i>Formation universitaire au Canada comportant des occasions d'établir des rapports internationaux</i>	1	2	3	4	5	6	7
ii. <i>Formation universitaire dans un pays en voie de développement</i>	1	2	3	4	5	6	7
iii. <i>Affectations à court terme destinées aux professionnel(le)s d'expérience</i>	1	2	3	4	5	6	7
iv. <i>Programmes coopératifs comportant une formation académique et pratique ainsi que du travail sur les lieux dans un pays en voie de développement</i>	1	2	3	4	5	6	7
v. <i>Tribunes réunissant des experts de tous les pays</i>	1	2	3	4	5	6	7
vi. <i>Échanges entre les facultés des institutions canadiennes et celles des pays en voie de développement</i>	1	2	3	4	5	6	7
vii. <i>Échanges-étudiants (diplômé(e)s universitaires) entre le Canada et les pays en voie de développement</i>	1	2	3	4	5	6	7

- b) Auriez-vous des suggestions quant aux moyens par lesquels le CRDI pourrait accroître les échanges dans le domaine de la recherche entre les institutions du Canada et celles des pays en voie de développement?
-
-

V. RAPPORTS ET RÉSEAUX INTERNATIONAUX DE COMMUNICATION

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

36. Êtes-vous demeuré(e) en contact au moins une fois par année avec certaines personnes que vous avez rencontrées dans le cadre du projet de travail sur les lieux du CRDI, soit par lettre, par téléphone ou lors de visites?

	<u>Oui</u>	<u>Non</u>
<i>D'autres étudiant(e)s?</i>	1	2
<i>Certains professeurs ou responsables du programme?</i>	1	2
<i>Des collègues connu(e)s dans le cadre du projet?</i>	1	2
<i>Le personnel de l'organisme de développement?</i>	1	2
<i>Le personnel du CRDI?</i>	1	2

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

<i>Échanges au niveau académique</i>	1
<i>Raisons d'affaires/de commerce</i>	2
<i>Développement professionnel</i>	3
<i>Dans le cadre d'un projet</i>	4
<i>Raisons personnelles</i>	5
<i>Autre (veuillez préciser) _____</i>	6

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

a. Avez-vous dû vous rendre aux endroits suivants au cours des trois dernières années? **DANS L’AFFIRMATIVE : À combien de reprises?**

	<u>Oui</u>	<u>Non</u>	<u>Nombre de fois</u>
<i>À l'intérieur du pays où vous avez effectué votre travail sur les lieux</i>	1	2	□ □ □
<i>Dans certains pays à l'intérieur de cette région</i>	1	2	□ □ □
<i>Dans certains pays à l'extérieur de cette région</i>	1	2	□ □ □
<i>Au Canada</i>	1	2	□ □ □

39. Au cours de l'année qui vient de s'écouler, avez-vous pris part à l'une ou l'autre des activités suivantes? **DANS L’AFFIRMATIVE : À combien de reprises?**

	<u>Oui</u>	<u>Non</u>	<u>Nombre de fois</u>
<i>Échanges académiques/professionnels avec certains pays en voie de développement</i>	1	2	□ □ □
<i>Conférences, séminaires et ateliers portant sur les questions de développement</i>	1	2	□ □ □
<i>Missions dans certains pays en voie de développement</i>	1	2	□ □ □
<i>Affectations à titre d'expert-consultant dans le cadre de projets de développement</i>	1	2	□ □ □
<i>Visites d'affaires ou pour des raisons professionnelles dans un pays en voie de développement</i>	1	2	□ □ □
<i>Cours ou programmes de formation ou d'éducation portant sur le développement</i>	1	2	□ □ □

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

	EXTRÊMEMENT INSATISFAIT(E)		NI L'UN NI L'AUTRE			EXTRÊMEMENT SATISFAIT(E)	
	1	2	3	4	5	6	7
a. <i>Échanges académiques/professionnels avec certains pays en voie de développement . . .</i>	1	2	3	4	5	6	7
b. <i>Conférences, séminaires et ateliers portant sur les questions de développement .</i>	1	2	3	4	5	6	7
c. <i>Missions dans certains pays en voie de développement . . .</i>	1	2	3	4	5	6	7
d. <i>Affectations à titre d'expert-conseil dans le cadre de projets de développement . . .</i>	1	2	3	4	5	6	7
e. <i>Visites d'affaires ou pour des raisons professionnelles dans un pays en voie de développement</i>	1	2	3	4	5	6	7
f. <i>Cours ou programmes de formation ou d'éducation portant sur le développement .</i>	1	2	3	4	5	6	7

41. Plusieurs facteurs peuvent faire entrave aux occasions de voyager en vue d'établir et de maintenir des rapports professionnels. Veuillez préciser dans quelle mesure chacun des facteurs suivants fait obstacle à vos possibilités de voyager en vue de rencontrer des collègues et experts de votre domaine, préoccupés par les questions de développement.

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

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

	PAS DU TOUT D'ACCORD			NI L'UN NI L'AUTRE			TOUT À FAIT D'ACCORD
	1	2	3	4	5	6	7
a. <i>Le CRDI devrait s'assurer que ses boursiers(ères) aient l'occasion de rencontrer des professionnel(le)s appartenant à leur domaine d'expertise . . .</i>	1	2	3	4	5	6	7
b. <i>Pour les chercheurs et scientifiques canadiens, les voyages dans les pays en voie de développement constituent le meilleur moyen de partager leurs connaissances .</i>	1	2	3	4	5	6	7
c. <i>Dans le cadre du projet de travail sur les lieux du CRDI j'ai souvent eu l'occasion de rencontrer des experts et de discuter avec eux de questions de développement .</i>	1	2	3	4	5	6	7
d. <i>Le CRDI devrait assumer un rôle plus important en matière de rapports entre les ancien(ne)s boursiers(ères) et les gens qui ont travaillé aux projets du Centre</i>	1	2	3	4	5	6	7
e. <i>Le CRDI devrait tirer parti des activités et des projets subventionnés par le Canada dans le but d'établir des rapports entre les expert(e)s de diverses disciplines et de différents pays</i>	1	2	3	4	5	6	7

VI. AMÉLIORATION DU PROGRAMME DE BOURSES AUX JEUNES CHERCHEURS CANADIENS

Le programme de bourses aux jeunes chercheurs canadiens a fait l'objet de nombreux changements depuis 1990. Nous aimerions connaître votre opinion à ce sujet et savoir si les modifications apportées auraient pu vous être utiles lorsque vous avez entrepris votre recherche sur les lieux en tant que boursier(ère) du CRDI.

43. Veuillez préciser dans quelle mesure vous croyez que chacun des changements suivants vous aurait été utile.

	AUCUNEMENT UTILE			PLUS OU MOINS UTILE			EXTRÊMEMENT UTILE
	1	2	3	4	5	6	7
a. <i>Le personnel du CRDI et les conseillers académiques fournissent eux-mêmes les formulaires de demandes et les renseignements au sujet du programme</i>	1	2	3	4	5	6	7
b. <i>Les dates limites des concours sont maintenant éliminées et les demandes de bourses sont acceptées durant toute l'année</i>	1	2	3	4	5	6	7
c. <i>Une fois le travail sur les lieux terminé, le CRDI procède automatiquement à un suivi auprès des boursier(ère)s</i>	1	2	3	4	5	6	7
d. <i>Les récipiendaires sont encouragés à discuter des travaux pratiques associés à leurs thèses avec le personnel du CRDI compétent en la matière</i>	1	2	3	4	5	6	7
e. <i>Le CRDI demeure en rapport avec ses boursier(ère)s avant, après et au cours de la période de jouissance de la bourse</i>	1	2	3	4	5	6	7
f. <i>Les récipiendaires de bourses sont en rapport direct avec les bureaux régionaux</i>	1	2	3	4	5	6	7

43. Suite.

		AUCUNEMENT UTILE		PLUS OU MOINS UTILE			EXTRÊMEMENT UTILE	
		1	2	3	4	5	6	7
g.	<i>Les rapports et les liens avec l'établissement d'accueil dans le pays en voie de développement sont établis avec le concours du personnel du CRDI</i>	1	2	3	4	5	6	7
h.	<i>Le CRDI favorise les liens entre les ancien(ne)s boursier(ère)s et les nouveaux-réceptaires et les universités</i>	1	2	3	4	5	6	7