IDRC's Contributions to Building Emerging Research for Development Leaders

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International Development Research Centre's Contributions to Building Emerging Research for Development Leaders

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Acronyms

COPAZ	Central American and Caribbean Citizen Security Platform
FI	Foundations for Innovation
IDRC	International Development Research Centre
IDRA	IDRC Doctoral Research Award
IFP	International Fellowship Program
NGO	Non-Governmental Organization
R4D	Research for Development
RQ+	Research Quality Plus Framework
SAWA	South Asian Water (Leadership Program on Climate Change)
TOC	Theory of Change

Annexes

Executive Summary

The International Development Research Centre (IDRC) commissioned the Institute of International Education (IIE) to carry out a comprehensive evaluation to inform its second strategic objective—*Building the Leaders for Today and Tomorrow*—and to evaluate IDRC's investments in strengthening the capacity of graduate students and early career researchers to be leaders in their fields.

The purpose of the evaluation was threefold: (1) evaluate the strategies used in IDRC's programming and analyze how the interventions have contributed to the career pathways of awardees and grantees; (2) assess the effectiveness of IDRC's award programs and grants, including their considerations on gender and social equity; and (3) identify lessons learned regarding the success of leadership programs.

For the purposes of the evaluation, IDRC defined categories for projects with strategies designed to build research for development (R4D) and leadership skills among emerging research leaders:

- **Awards projects for individuals** offered fellowships, scholarships, or training opportunities to individual graduate students and early-career researchers, whether as part of a degree program or as a separate program of capacity-building.
- **Embedded projects** refer to research projects with embedded strategies demonstrating a clear intention to build research or leadership capacities of emerging research leaders.

IIE examined the capacity and leadership outcomes for individuals in terms of both technical and leadership skills, with 934 survey responses representing 102 countries and 75 projects, and interviews with 38 IDRC staff, alumni, collaborating organization[1] members, and external experts.

Key Findings

Defining Good Leaders

Respondents shared common values and language for characteristics of being a good R4D leader, emphasizing the value of an inclusive, collaborative approach. Alumni respondents selected characteristics including decision-making capabilities (40%), accountability (28%), ability to empower others (28%), and ability to inspire others (25%). Alumni in focus groups emphasized the value of an inclusive approach to effectively address complex, deeply rooted development issues and the importance of sharing leadership responsibilities.

IDRC's Contributions to Building Emerging Leaders

Corporate policies and initiatives. The strategic objective *Building Leaders for Today and Tomorrow* put a spotlight on leadership development. Although some capacity-building and leadership

[1] Collaborating organizations are organizations that received grants from IDRC, in this case for capacity-building and leadership development of emerging-researcher projects.

development existed in previous projects, this focus provided additional space to explore and expand the ways in which they were addressed. IDRC's approach to building trusting, respectful relationships with collaborating organizations framed project design processes, encouraging a learning environment where ideas emerged through meaningful, evidence-based dialogue.

Equitable practices and inclusion. IDRC has placed particular emphasis in recent years on equality, inclusion, and intersectionality. Alumni respondents were extremely positive about the stages of their IDRC-supported experience being fair and equitable, although only one of eleven project designs reviewed had a component targeting participants from marginalized or disadvantaged groups. Almost a quarter of alumni respondents participated in trainings and workshops focused on gender analysis.

IDRC-Supported Capacity-Building Activities

IDRC-supported projects were multifaceted, offering a range of academic and experiential activities that went beyond providing funding. The majority of alumni respondents reported participating in five to six activities, most frequently participating in or presenting at a conference or conducting fieldwork.

Half of survey respondents indicated that they participated in a technical skills training or workshop, most frequently in trainings on research methods and statistical analysis. A quarter of alumni respondents reported soft skills trainings, which are critical for less-traditional characteristics of a good leader: visionary, collaborative, inspiring, and empowering. Of these, the majority indicated training related to effective communications, working in teams and problem-solving. A majority of respondents (61%) said they participated in some follow-up activities or support, highlighting the sustained commitment of IDRC to its awardees and grantees.

Professional Development and Skills Acquisition

A vast majority of alumni respondents agreed that IDRC had made a positive contribution to their careers and contributed to their awareness of research- and policy-related knowledge critical for their work and study. IDRC-supported experiences inspired a stronger commitment to address social issues. One of the most unique findings was that engaging with research users led to positive effects in research and leadership skills, and policy awareness.

Research Quality Plus (RQ+) skills. Most alumni respondents indicated acquiring skills across all four RQ+ dimensions—research integrity, research importance, research legitimacy, and positioning research for use. The greatest skills changes were in research integrity and research importance. When alumni worked directly with research users, they indicated higher rates of acquiring RQ+ skills in all dimensions.

Leadership skills. IDRC-supported activities were critical to leadership skills acquisition — thinking strategically, communicating effectively, driving results, and motivating others — and strongly linked to activities offered by IDRC projects. Engaging with research users continued to show a significant increase across all four leadership categories.

Networks and personal connections. All evaluation participants agreed that building individual leaders is critical, and not enough on its own, with alumni in focus groups stressing the importance of the connections they made during their IDRC-supported experience helping them in professional and personal growth.

Professional Trajectories and Leadership

Half of all alumni respondents (50%) indicated that they have a leadership or senior management position in their work, advising on policy, conducting targeted research on pressing development issues, and teaching in universities, among other roles. Alumni have also been recognized as leaders through awards, with over 100 survey respondents reporting winning one or more scholarships, fellowships, research grants, and other recognitions.

Knowledge Products and Sharing

Alumni respondents have generated high-quality research and shared that knowledge to inform decision-making. Since their IDRC-supported experience, the majority of alumni have had the opportunity to share their research and expertise. Alumni have generated over 15,000 products, participated in over 2,000 new research projects and led over 1,000 of them, while garnering over CAD 90 million in additional research funding. Over 100 alumni reported influencing approximately 250 policies at the local, national, and international levels. Alumni were inspired by their IDRC-supported experience to encourage the next generation of potential emerging leaders.

Conclusions and Considerations

How did IDRC design activities and strategies to support leadership development among its awardees and grantees? A testament to IDRC staff's ability to keep the organization's core values at the center of its programming, the results of this study are aligned with the strategic objective. Across the board evaluation participants had similar definitions of a good leader. IDRC's emergent and responsive approach to building respectful, trusting relationships along with its strategic objective to build leaders facilitated a space for collaborative exploration and innovation in how to address leadership building. Contrary to IDRC's value of equity, inclusion, and intersectionality, the qualitative research showed limited intentionally inclusive programming.

How effective have IDRC programs been in contributing to building leadership among their awardees and grantees? IDRC-supported experiences have been effective in contributing to building leadership among participants from around the globe and across research fields. IDRC provided a unique opportunity for alumni by offering critical technical and leadership skills through academic and practical learning activities. Half of alumni respondents acquired technical skills that helped them hone their expertise and a quarter acquired soft skills that improved their leadership abilities. Working directly with research users was an effective design component that increased alumni's skills acquisition.

What contribution did the programs' leadership-building components have on awardees and grantees in their careers?

Alumni translated their IDRC-supported experiences into significant catalysts for directing and boosting their careers. In fact, the vast majority said their IDRC-supported experience contributed to their ability to obtain work, as well as shifting or solidifying their focus from themselves to the greater good and to addressing development challenges with an evidence-based approach. Most of those not employed were pursuing further education. In addition, alumni were able to generate and share a vast number of outputs.

What can we learn from IDRC's award programs and grants?

- Strength of common understanding and core values led to consistent corporate outcomes
- Respectful, trusting, collaborative long-lasting personal connections are critical for personal and professional support, counteracting isolation and encouraging motivation in intense contexts
- The combination of practical and academic activities was considered unique to IDRC and critical for high-quality learning
- Working with research users significantly increased the number of alumni acquiring technical and leadership skills
- Inclusion and intersectionality are articulated values that, according to the qualitative research, were minimally integrated into project designs when related to marginalized or disadvantaged socioeconomic backgrounds
- Gender issues were somewhat integrated into the project designs of the qualitative research projects, although there were further areas for improvement

Considerations for Future Actions

- IDRC should continue objectives or policies that support intentional programming that identifies implicit and explicit roles and their impacts when building R4D leaders from a range of fields.
- IDRC should facilitate ongoing dialogue on R4D leadership among stakeholders and IDRC staff and the question of who is involved and in what ways – as managers, mentors, professors, and learners – so that all can grow and thrive.
- IDRC should consider how project design can more systematically incorporate participants working with research users and incorporate complementary practical and academic learning opportunities throughout their programming.
- Projects should provide a capacity-building component that includes practical learning opportunities, whether funded by IDRC or a collaborating partner.
- IDRC should promote understanding and receptivity to its standard of high-quality R4D and leadership with the collaborating teams, organizations, and other local or global funding organizations.

1. Introduction

The International Development Research Centre (IDRC) is renowned for its committed, innovative support of local and global research for development (R4D) actors to "advance knowledge and solve practical development problems"[2] in challenging and complex contexts. Providing resources, technical advice, networking opportunities, and training for purposeful R4D, IDRC is contributing to building research capacities that will generate high-quality evidence to inform policy and programs that ultimately lead to improving the lives of people in need.

Evaluation Purpose and Scope of Work

As part of an organizational reflection process, IDRC commissioned the Institute of International Education (IIE, hereafter the evaluation team) to provide an assessment of the second strategic objective *Build the Leaders for Today and Tomorrow,*[3] focusing on IDRC's strategies and the results of investments in strengthening the capacity of emerging research leaders[4] in their fields. Although IDRC's Strategic Plan 2015-2020 introduced the term "building leaders," a focus on building the capacity of graduate students and early-career researchers has been a long-standing component of IDRC's corporate strategy.[5]

The purpose of the evaluation was threefold: (1) evaluate the strategies and modalities used in IDRC's programming and analyze how the interventions have contributed to the pathways of awardees and grantees in becoming leaders in their fields; (2) assess the effectiveness of IDRC's award programs and grants, including their considerations on gender and social equity; and (3) identify lessons learned regarding factors of success of leadership capacity-building programs. The evaluation took place from September 2018–July 2019 and focused on answering four evaluation questions:

1. How did IDRC design activities and strategies to support leadership development among its awardees and grantees?
2. How effective have IDRC-supported projects been in contributing to building leadership among their awardees and grantees?

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[2] IDRC Website. *About IDRC*. Accessed July 2019, https://www.idrc.ca/en/about-idrc.
[3] IDRC Website. *Our Strategic Plan.* Accessed July 2019, https://www.idrc.ca/en/our-strategic-plan.
[4] IDRC's working definition of an emerging research leader: "A person who has completed training and some research, usually as a part of a Ph.D. or post-doctoral program, or in an early to mid-career position in a university, think tank, research lab, public or private agency. They lead smaller research teams or play an important but secondary role in larger research teams. They display potential to play a stronger role and are beginning to engage with policy-makers and practitioners, providing evidence to inform discussions about social, economic, or environmental change processes." Price-Kelly, Hayley, *Mapping IDRC's Efforts to Build Emerging Research Leaders Background Analysis for Module II of IDRC's Evaluation on Building Leaders* (POEV, September 2018).
[5] A separate evaluation was also conducted focusing on IDRC's contributions to building leading organizations in the field of R4D.

3. What contribution did the projects' leadership-building components have on awardees and grantees in their careers?
4. What can IDRC learn from its past and current implementation of award programs and grants?

Definitions of Projects Analyzed in This Evaluation

For the purposes of this evaluation, IDRC was interested in assessing strategies designed to build R4D and leadership skills. IDRC developed a purposeful sample of 75 supported award and research projects grouped by type.[6] Projects were initiated between 1995 and 2018, with preference given to projects with alumni who had completed their IDRC-supported award or project and could speak to the outcomes of their experience. The evaluation provides a comparative assessment between the two main project categories: (1) awards projects for individuals and (2) embedded support in research projects that demonstrate distinct approaches to capacity-building.

Awards Projects for Individuals[7]

The primary purpose of awards projects for individuals is to offer fellowships, scholarships, or training opportunities to graduate students and early-career researchers, whether as part of a degree program or as a separate program of capacity-building. Since 2000, IDRC has initiated 157 of these projects, some of which represent different installments of a single awards program. In total, these projects represent an investment of CAD 170,296,930.[8] The evaluation data represent a subset of 45 individual awards projects, broken out into the following categories:

- **Foundations for Innovation (FI):** As part of their broader portfolio, FI and its predecessor programs have focused programming on providing fellowships and scholarships to Canadians and Global South graduate students and early-career researchers. These projects represent 49% of IDRC's overall investments in individual awards projects since 2000. The FI individual awards projects fall into two broad categories:
    - **Corporate Award Projects/FI (referred to in this report as Corporate/FI):** These projects cover a range of fellowship, scholarship, and internship programs typically managed in-house by IDRC.[9] The evaluation sample includes 11 Corporate/FI projects, with significant response and engagement from the IDRC Doctoral Research Award (IDRA) program and the one-year IDRC Research Award program.

[6] Annex A: Detailed Methodology.
[7] Scholarship or another type of award to enhance leadership development. Note that this award does *not* correspond to the "awards" project type used in IDRC's grant management systems. IDRC helped IIE define project types.
[8] Data provided by IDRC.
[9] For the purposes of analysis, this category also includes the few other FI-funded projects offering fellowships, scholarships, or training to individuals that do not fall into other categories.

- **International Fellowship Programs (IFPs):** The IDRC Fellowship and Award program in collaboration with another IDRC program developed IFPs to address a priority area of research. The IFP model included a collaborating organization[10] in the Global South that managed the program. The collaborative IFP approach was used for approximately 10 years from 2007–2008 until 2015–2016.[11] The evaluation sample includes 23 IFPs.

- **Program-Led Awards Projects (referred to in this report as Program-Led Awards):** These awards projects are investments by IDRC programs (without internal IDRC collaboration) in areas that are of relevance to their programming objectives. Collaborating organizations typically design and manage these awards. The evaluation includes 11 Program-Led Awards.

Embedded Projects

The evaluation includes 30 IDRC-funded research projects with embedded strategies for supporting emerging research leaders. The evaluation team focused on projects with clear intention and associated activity or strategy to build R4D and leadership capacities among emerging leaders within research teams. Capacity-building in these projects tended to address both scientific research capacity and a range of related professional capacities (e.g., communication, evaluation, on-the-job training) that complemented the objectives of the research project. Given the integrated nature of these activities in research projects, it is not possible to identify the proportion and overall total investments in capacity-building and leadership development through embedded research projects. Overall budgets of research projects with embedded strategies varied greatly, indicating that these embedded activities take place in a range of different-sized IDRC research investments.

Technical Approach and Methodology

The evaluation team initially reviewed relevant IDRC strategic and project documents and engaged with IDRC in an inception workshop to inform further data collection and develop a tailored evaluation process. Fundamental to framing the evaluation was the collaborative adaptation of the IDRC Building Leaders working group's Theory of Change (TOC)[12] and the development of the evaluation matrix, which combined key aspects of the IDRC working group's results framework, IDRC's Research Quality Plus (RQ+) framework, and IIE's leadership matrix.[13]

Alumni Survey

The evaluation began data collection in January 2019 with an online survey to 1,825 alumni for whom updated contact information was available. The survey was administered in English, French, and

[10] For the purposes of this evaluation, collaborating organizations are organizations that received grants from IDRC, in this case for capacity-building and leadership development of emerging-researcher projects.
[11] Prior to 2015, IDRC's Fellowship and Awards program were responsible for Corporate Awards and IFPs (in collaboration with other IDRC programs). In 2014, the Fellowship and Awards program was closed, the newly created FI program took on the Corporate Awards, and collaborating programs took over management of IFPs.
[12] Annex B: Revised Theory of Change.
[13] Annex A: Detailed Methodology.

Spanish. During the five weeks of survey administration, the team gathered 934 responses—a 51% response rate (see Chapter 2: Alumni Respondent Profile). IIE analyzed all survey data by key characteristics such as gender, project type (including awards versus embedded and among Corporate/FI, IFP, and Program-Led Awards), cohort year, and marginalized group. The findings in this report are considered statistically significant (and are reported at $p<.05$, $p<.01$, or $p<.001$).

Qualitative Data Collection

The evaluation team limited the qualitative research in scope and designed it as complementary to the alumni survey. The sample included 38 stakeholders from 11 projects. To facilitate a more nuanced understanding of their evolution and complexities, four example projects were explored with higher representation in all aspects of the qualitative research and project document review:

- **IDRC Research Awards** funding started in 1988 and continues today. These Corporate Awards allow master's or doctoral students or graduates (either Canadians, permanent residents of Canada, or citizens of certain developing countries) to take part in a 12-month project, which includes an internship at IDRC's head office in Ottawa or one of the field offices, as well as fieldwork. (Awards)
- **South Asian Water (SAWA) Leadership Program on Climate Change** is a current Program-Led Award. It covers Bangladesh, India, Nepal, and Sri Lanka. The main goal of the project has been to contribute to the development of female specialists trained to use multi-disciplinary approaches when tackling water issues. The project specifically focuses on supporting women in leadership roles in water management in Asia. (Awards)
- **Central American and Caribbean Citizen Security Platform (COPAZ)** was implemented in collaboration with the National Foundation for Development (*Fundación Nacional para el Desarrollo*) from 2016 to 2018. The project sought to foster constructive dialogue among diverse stakeholders in five priority public policy issues: crime prevention, enhancing security, access to justice, rehabilitation, and reinsertion with participants from Dominican Republic, El Salvador, and Honduras. (Embedded)
- **Neglected Issues Relating to African Health Systems: An Incentive for Reform** encompassed six research projects by social anthropologists of health at *Laboratoire d'Etudes et de Recherches sur les Dynamyques Sociales et le Développement Local*. The focus was on issues considered systemic "blind spots" in the healthcare system of Niger affecting access to and quality of healthcare for the poor and vulnerable in West Africa. (Embedded)

The evaluation team conducted 16 individual interviews and 4 focus groups in March and April 2019. The team used 5 interview protocols, developed in consultation with IDRC and aligned with the evaluation matrix. The interviewees included (1) IDRC staff, (2) principal investigators or project leads of collaborating organizations, (3) key external experts, and (4) alumni. The focus groups (conducted in English, French, and Spanish) were composed of as many as five former awardees and grantees, with a

balanced distribution of men and women and representation from various geographic regions. Each focus group included awardees and grantees from example projects as well as other projects.

Limitations

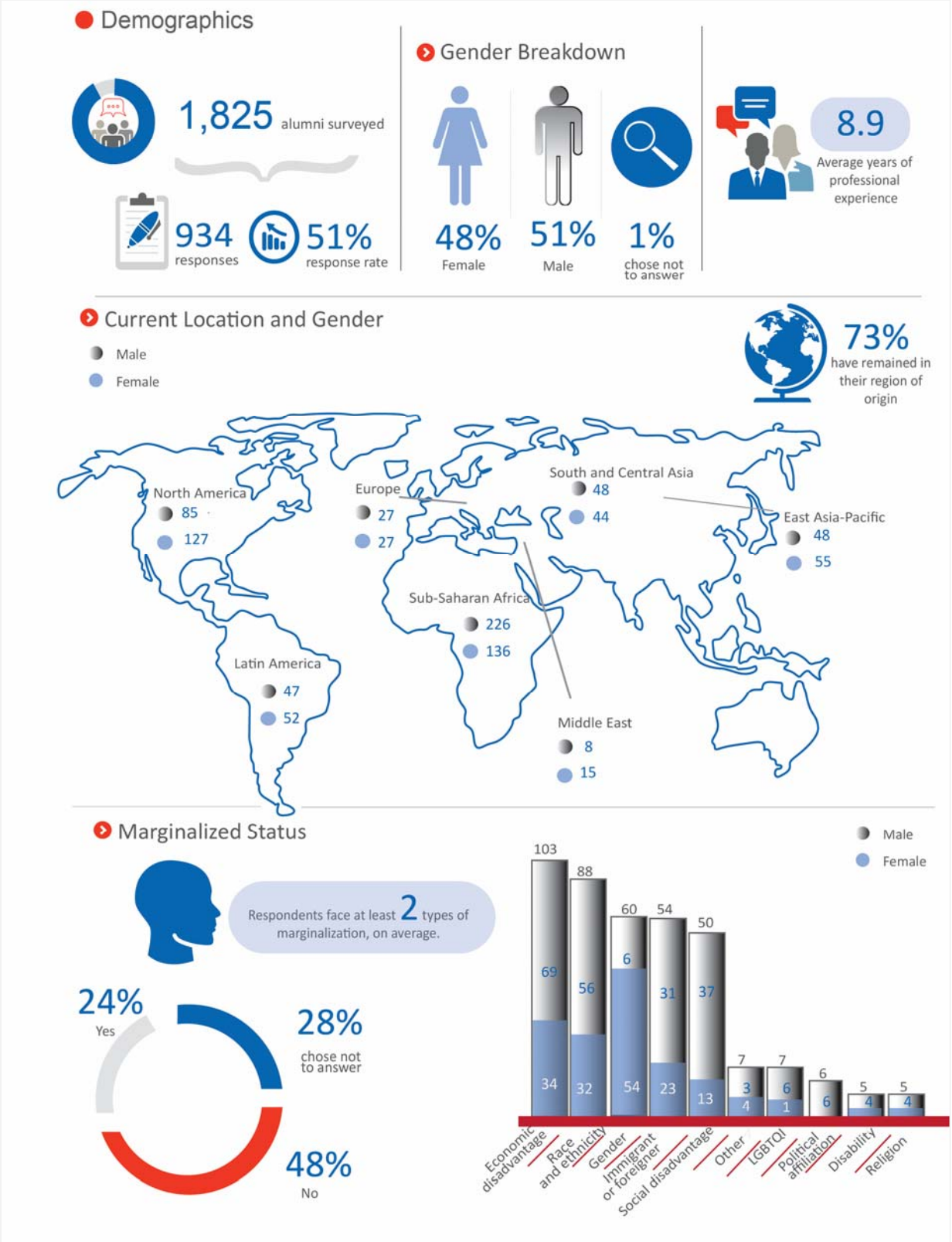
As in any research design, the team is aware of the limitations of this evaluation:

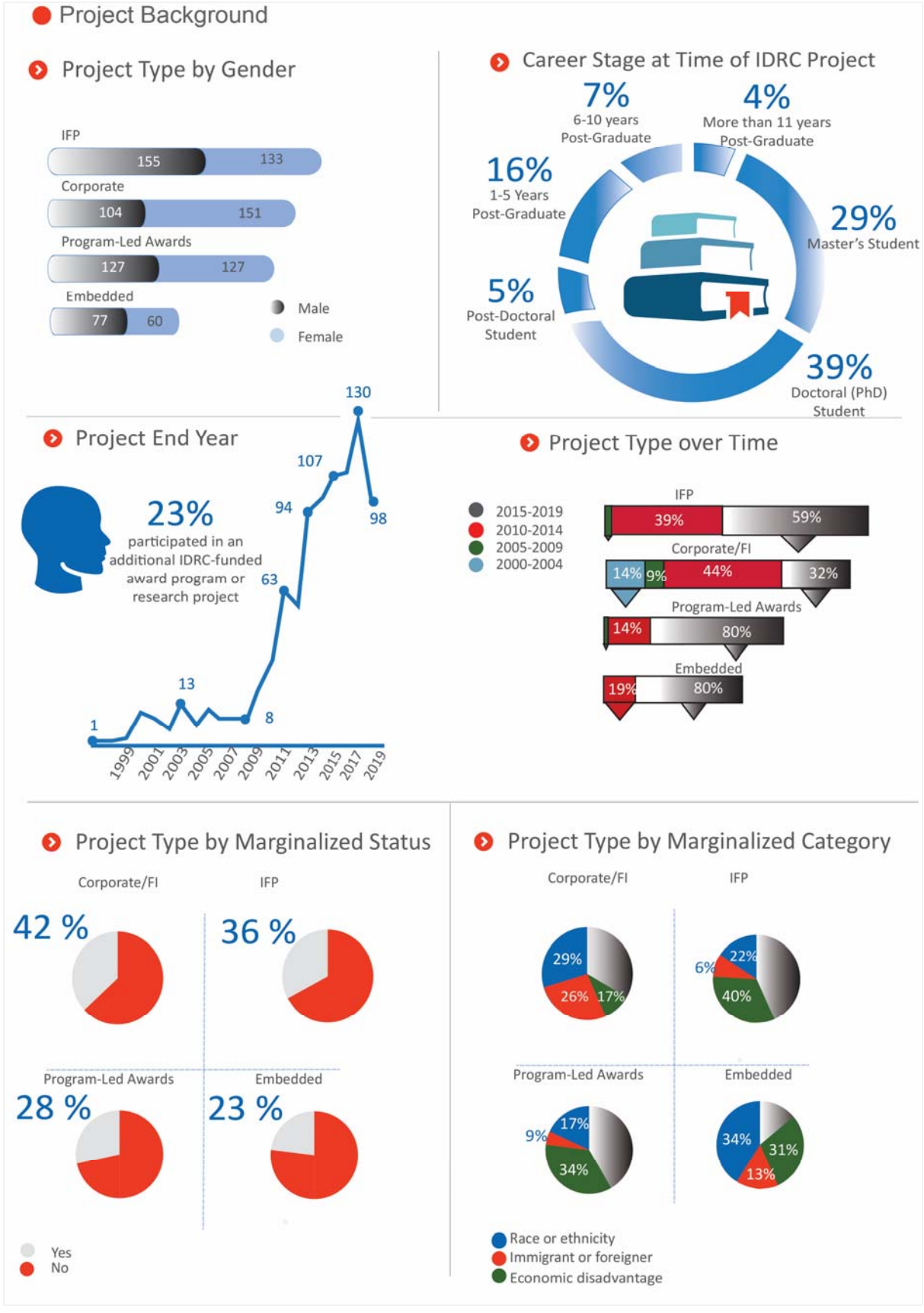
- **Measuring leadership:** "Leaders" or "leadership" are complex terms to define and measure. These concepts are often not easily distinct from general capacity-building. Numerous factors outside a project influence in what ways the individual is able to demonstrate leadership capabilities, including societal and cultural norms, organizational receptivity, and access to additional opportunities.
- **Diversity of project interventions:** Each IDRC-supported project had a different intervention, making comparisons challenging. The purpose of the intervention, length of time, and level and kind of provided support varied. In addition, because of budget and scope of this evaluation, a thorough review of all project designs and implementation was not possible. As a result, the team analyzed diverse perspectives to determine general considerations.
- **Limited qualitative data collection:** Given budgetary restrictions, all data was collected virtually with a small sample of actors. Without field visits for observation and opportunities to engage a broader range and number of stakeholders, the experiences shared for this study were limited in depth of contextual understanding. To mitigate this shortcoming, the team designed data collection to engage a range of participants, and the virtual focus groups had the added benefit of participants exchanging ideas with other alumni from countries from different regions.
- **Availability of contact information:** Grantee information was not systematically amassed by IDRC and therefore updated contact information of the emerging research leaders was collected for the purposes of this evaluation. Included projects were only those able to provide this data.
- **Respondents self-select and self-report:** Alumni self-selected to respond to the survey and the focus groups. As such, there are limitations of the self-reported data. Alumni may have been inclined to emphasize positive outcomes. To the extent possible, we collected data from alumni with varied perspectives, comparing data for cross-cutting themes.

Overview of Report

The second chapter presents infographics of the respondent profile from the alumni survey. As this was the primary data collection method, the infographics present demographics and further respondent information by marginalized status and project type. Chapter 3 presents the results of the evaluation. Each section begins with a highlighted finding from the data analysis. Where available, major sections culminate with key takeaways. Throughout the report, findings related to the three categories of awards programs—Corporate/FI, IFP, and Program-Led Awards—have been delineated at the request of IDRC. The final section sets out potential considerations for IDRC as they move toward refining and adapting their strategies and programming.

2. Alumni Respondent Profile




Project Background
Project Type by Gender
IFP
155
133
Corporate
104
151
Program-Led Awards
127
127
Embedded
77
60
Male
Female
Career Stage at Time of IDRC Project
7%
6-10 years Post-Graduate
4%
More than 11 years Post-Graduate
16%
1-5 Years Post-Graduate
29%
Master's Student
5%
Post-Doctoral Student
39%
Doctoral (PhD) Student
Project End Year
23%
participated in an additional IDRC-funded award program or research project
130
107
94
98
63
13
8
1
1999
2001
2003
2005
2007
2009
2011
2013
2015
2017
2019
Project Type over Time
2015-2019
2010-2014
2005-2009
2000-2004
IFP
39%
59%
Corporate/FI
14%
9%
44%
32%
Program-Led Awards
14%
80%
Embedded
19%
80%
Project Type by Marginalized Status
Corporate/FI
IFP
42 %
36 %
Program-Led Awards
Embedded
28 %
23 %
Yes
No
Project Type by Marginalized Category
Corporate/FI
IFP
29%
26%
17%
6%
22%
40%
Program-Led Awards
Embedded
9%
17%
34%
34%
31%
13%
Race or ethnicity
Immigrant or foreigner
Economic disadvantage

3. Defining Good Leaders

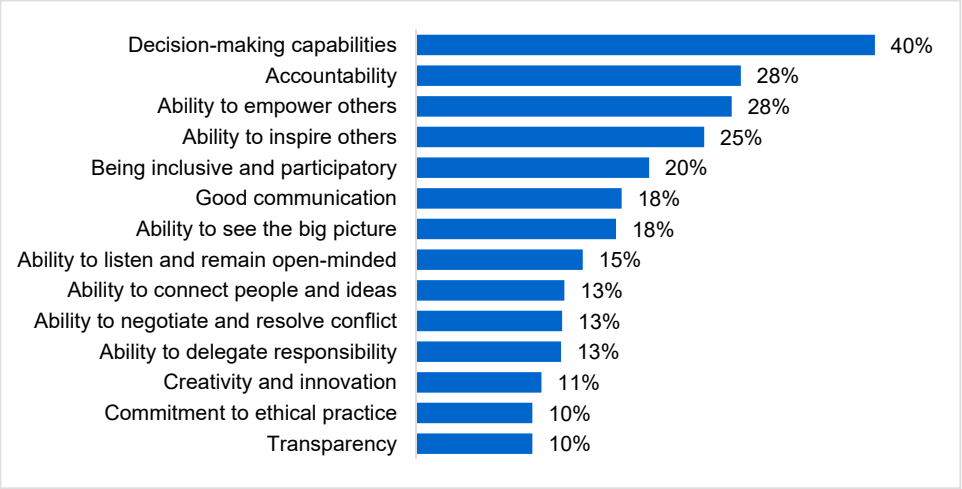
IDRC has had a long-standing responsive and emergent approach to supporting capacity-building for graduate students and early-career researchers. Evolving from this history of support, the strategic objective of *Building Leaders for Today and Tomorrow* distinguishes the organization's intention to integrate a stronger focus on support for building leadership capacities. Appreciating the importance of valuing these differences, this study began by exploring the ways in which alumni, IDRC staff, representatives of collaborating organizations, and external experts defined effective leaders and R4D leaders from their different perspectives and cultures from across the globe.

Starting with a Common Understanding

Finding: Evaluation participants across the board shared common values and language for characteristics of being a good R4D leader.

Good leaders or leadership can be characterized in a wide range of ways depending on culture, tradition, and personal experience. Alumni, IDRC staff, representatives of collaborating organizations, and external experts from across all regions, types of programs, and contexts described similar characteristics for a good leader, providing a solid base of understanding that aligns with IDRC's corporate values and intentions.

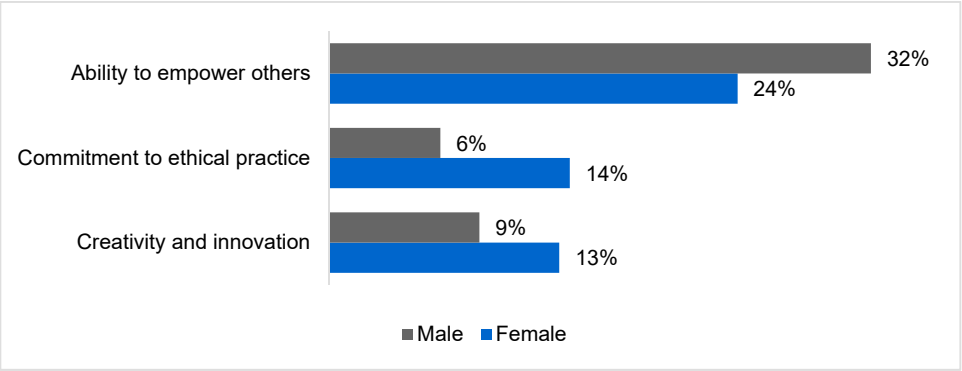
Figure 1. Top Qualities that Define Leaders (n=934)



When asked to select their top three qualities that define effective leadership, survey respondents most frequently selected decision-making capabilities (40%) and accountability (28%) as well as less traditional characteristics such as the ability to empower others (28%), ability to inspire others (25%), and being inclusive and participatory (20%).

Gender: There was a distinctive manner in which men and women defined good leadership. Women were more likely to indicate the ability to empower others (p<0.01) and men were more likely to indicate creativity and innovation (p<.05). Women were also more likely to indicate commitment to ethical practice as one of the top three characteristics of being a good leader (p<.001).

Figure 2. Leadership Qualities by Gender (n=816)



Cohort end year: There were no differences for survey responses by cohort end year, meaning that perceptions of what constitutes a good leader have not changed according to when alumni completed their IDRC-supported experience.

Marginalized status: Alumni respondents who identified being from a marginalized group were less likely to emphasize decision-making skills in leaders than those who did not report being marginalized (p<.01). However, marginalized alumni respondents were more likely to indicate being inclusive and participatory as a key characteristic of a leader than their counterparts (p<.05).

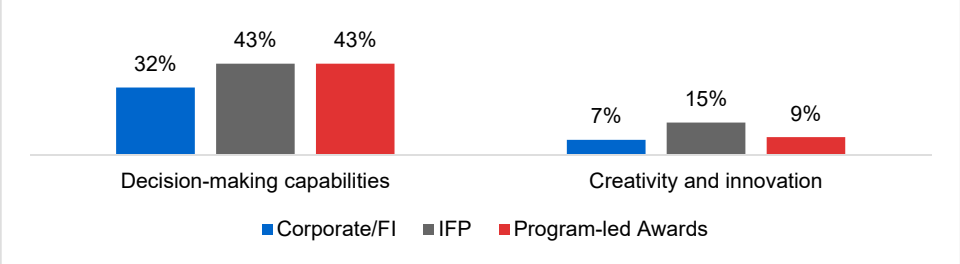
Leadership status: Alumni respondents who self-identify as *currently* in a leadership position were more likely to indicate commitment to excellence as a key characteristic of a leader compared with those who did not report being in a leadership role (p<.01).

IDRC-supported project activities: Alumni respondents who participated in a formal mentorship component were more likely to indicate that a leader should empower others (p<.05) and inspire others (p<.05) than those who did not have mentors. Those who received technical training or soft skills training were more likely to emphasize decision-making capabilities (p<.001 and p<.01, respectively). Finally, alumni respondents who conducted advocacy work as part of their IDRC-supported project indicated that being inclusive and participatory was an important characteristic of a leader (p<.05) more frequently than those who did not have this component.

Awards Programs

Although there were no significant differences between individual awards and embedded programs, there were significant differences among individual awards. Corporate/FI participants were less likely to prioritize decision-making ($p<.05$). IFP awardees were more likely to indicate creativity and innovation ($p<.01$).

Figure 3. Leadership Qualities by Project Type (n=795)



As noted earlier, the Corporate/FI category was largely composed of alumni from IDRA and the 1-year IDRC Research Award program. In subsequent discussions with IDRC staff, it is possible that some attributes, including decision-making, may not have been as critical of a characteristic of leadership for these alumni respondents.

In their own words, interviewees described in similar language the less traditional characteristics that embody a good leader. All interviewees agreed that first and foremost a leader must have expertise in their field. In addition, they said a leader should have the ability to be visionary, an active listener, empower others, a strong communicator, and work collaboratively and inclusively with a diverse team.

> *[A leader needs to be] able to lead the group to make it very dynamic. [A leader] must also be able to adapt to the circumstances that are specific to both, attitudes, behaviors of members of his/her group, and circumstances that are external. He/she must be patient. But also a leader is someone who makes decisions, who is able to both communicate, but who is able to make decisions to advance his/her group, team. — Alumnus, Embedded Project*

Leading Collaboratively is Key

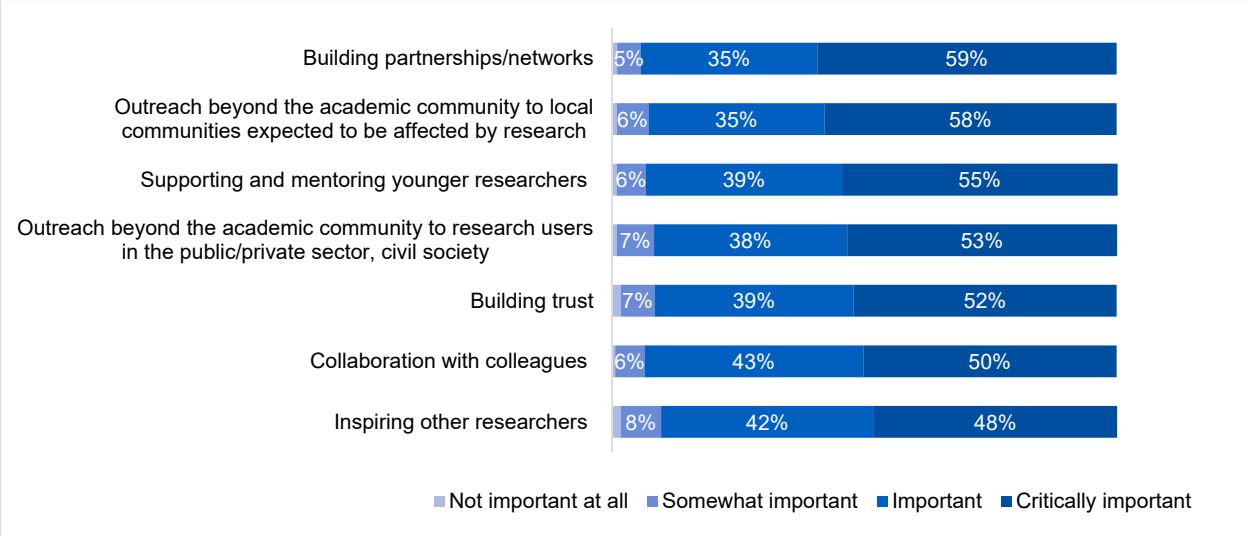
Finding: Evaluation participants emphasized the value of a diverse, collaborative approach to effectively address complex, deeply rooted development issues and the importance of sharing leadership responsibilities according to each individual's expertise and capacities.

The qualitative research provided more nuanced understanding of how evaluation participants understand leadership. For example, when addressing deeply rooted issues, many emphasized the importance of a collaborative, rather than individual, approach as they lead teams. This idea was also

discussed in the IDRC *Southern Perspectives on Research Leadership* study, concluding that "relationships and influence, not just individual skills and outputs, are essential dimensions of leadership."[14]

In the survey, almost 95% of alumni respondents considered building partnerships/networks to be important or critically important (59% said critically important) to leadership. Respondents also prioritized outreach beyond the academic community to local communities (58% said critically important), and supporting and mentoring young researchers.

Figure 4. Capacities for Becoming an R4D Leader (n=932)



Gender: Male alumni respondents indicated supporting and mentoring younger researchers as an important R4D leader characteristic more so than women ($p<.01$). Conversely, women indicated building inclusivity and gender-transformative outcomes in research more readily than men ($p<.01$).

Cohort end year: Over time, alumni respondents who participated in IDRC-supported projects more recently were more likely to indicate that R4D leaders should support and mentor young researchers ($p<.001$). The importance of this characteristic grew steadily over time. For example, 37% of alumni respondents from 2000–2004 considered this characteristic to be critically important, compared with 57% who indicated the same in the 2015–2019 group.

Marginalized status: Similar to our findings on gender, alumni respondents who identified themselves as marginalized were more likely to indicate the importance of inclusivity and gender-transformative outcomes in research than others ($p<.01$).

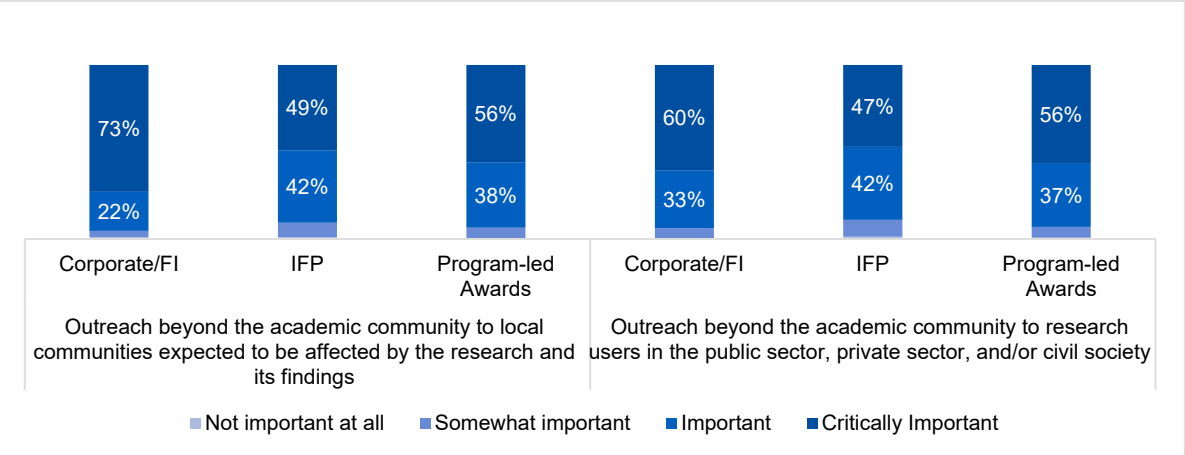
[14] Fieldhouse, Emma. "Southern Perspectives on Research Leadership: Towards an Evaluation Framework." Final Technical Report. Pg. 26

Embedded projects: Alumni respondents who participated in embedded projects were more likely to select mentoring your researchers ($p<.01$) than those who participated in individual award programs.

Awards Programs

Alumni respondents who indicated the importance of outreach beyond the academic community (both to local communities and research users) were more likely to participate in Corporate/FI and Program-Led Awards: $p<.01$ for both. During the sense-making workshop, it was noted that as solely a financial award, IDRA recipients would not have had particular focus on outreach and therefore might have felt more strongly that this was a critical capacity that needed to be built. In contrast, IFP participants may have felt this was less critical because they had a component of outreach integrated into their fieldwork.

Figure 5. Capacities for Becoming an R4D Leader by Project Type (n=793)



In addition, some participants from the evaluation stressed the importance of being able to manage and inspire multidisciplinary and diverse teams, particularly when tackling complex issues. Alumni explained that, because of their IDRC-supported experience, their definitions shifted and prior would not have included concepts like teamwork and mentorship as important for being a good leader. One alumnus noted that a key aspect they learned from their IDRC-supported experience was "the focus on developing working teams … focusing on the team's constant guidance without it being a path towards imposing hierarchy, but rather promoting processes of joint construction where everyone contributes to building effective processes."

A few strongly expressed that the characteristics for being a leader in R4D requires something beyond being a high-quality researcher. They believe that R4D leaders must understand high-quality research, but the R4D leaders have the added role of bringing research to use, whether or not they conducted the research. One stakeholder discussed the difference between academic researchers and R4D leaders, "Those are two different people … It then means we're having a conversation about [research capacity-building programs] should give people grants to conduct their research. If you're doing a research

leadership program, [research grants are] not as important as giving small grants for people to engage in communities … That is almost a practical element of leadership, showing the way." Stakeholders and alumni additionally pointed to the need for multidisciplinary research teams or collaborations to effectively address complex development issues. In the sense-making workshop, participants noted that this underscores the importance of collaboration and the notion that not one person needs to lead all aspects.

In their open-ended survey responses, alumni mentioned various other accomplishments or capacities they found important for being an R4D leader. Some focused on the importance of collaboration and local context, such as being empathetic toward local communities and contexts, "Pursuit of local knowledge development—having a global perspective is important but local research to drive local solutions to local challenges is imperative," and "empowering the local community." Others highlighted capacities for addressing complexity, such as having a multidisciplinary approach, "Capacity for systems-thinking, or higher-order thinking, to perceive the contours of the challenges in a way that are commensurate with their complexity," "adaptability to emerging situations," "ability to balance the needs and requirements of multiple stakeholders in order to arrive at a contextually nuanced outcome/solution," and "ensuring that your knowledge/research dissemination are in unconventional spaces with innovative thinkers." Others described process and transparency, such as being independent and unbiased and "modelling good practice in terms of openness, and commitment to sharing knowledge openly; commitment to increasing the diversity of the research community, including when that means personally playing a lesser role."

Key Takeaways

- Stakeholders across projects have a common understanding of good leadership, incorporating less traditional characteristics such as being visionary, collaborative, empowering, and inspiring.
- Alumni interviewed often attributed the shift in their more inclusive, collaborative understanding to their IDRC-supported experience.
- The number of alumni specifying the importance for supporting and mentoring young researchers steadily increased over time, with more than half in the 2015–2019 group indicating it was of critical importance.

4. IDRC's Contribution to Building Emerging Leaders

IDRC has a long history of offering opportunities to build capacities for graduate students and early-career researchers. Although the type of project and approach to building leadership skills varied widely, this chapter provides insights into outcome-level results related to project design and activities, as well as skills acquisition.

Project Design

Finding: Project design was emergent and responsive to local needs and interests. Corporate policies and initiatives provided the impetus for more focused programming and space for further exploration of topics.

According to the qualitative research and document review, IDRC's approach of building relationships and dialogue with collaborating organizations framed the way in which the example projects were designed and adapted. IDRC staff and representatives of collaborating organizations described how ideas for projects emerged and evolved through meaningful dialogue between them, clarifying local needs, defining the specific gap the project would fill within the larger context, and determining an appropriate scope and budget.

> *Their project coincided really with the development and launch of a renewed strategy, which really was geared towards change to building leadership … So, it was after those first consultations [and] the establishment of that broader [regional] initiative [that I then] had discussions with [the collaborating organization] … [who] said, 'Well, we've been talking, and we realized there are so many of these key problems, but they're hidden. They never even make it to the table.' And those are the discussions that then fed into the development of the proposal. —IDRC staff*

IDRC's respect, trust, and commitment to these relationships facilitated a space for learning and project evolution, encouraging ideas emerging from experiences in the field to be explored and supported with IDRC. One example was the recognition by a project team of the benefits from having participants from marginalized groups. The project initially had criteria to select mostly women for training in a male-dominated field. They observed these women thriving through the project's ability to create space where the female participants felt more comfortable speaking up, exploring ideas, and taking risks in their learning. The current phase now solely accepts female participants to further foster this safe learning space. In addition, they observed in this current phase that a few participants happened to be from disadvantaged socioeconomic backgrounds and are currently considering with IDRC how to adapt the project design for its next phase to incorporate more comprehensively an intention to support people from disadvantaged socioeconomic backgrounds.

> *This time, it is quite distinct … of the three students who have been selected for the second batch of [project name] … now they're really from a very poor socioeconomic background. My personal perspective is also that the others, they may be getting some other avenues to expose them to leadership and things like that. But these students, they really deserve that." —Stakeholder*

Corporate strategies and initiatives put a spotlight on aspects of project design. Although projects may have had some level of those aspects already incorporated in their design, IDRC's corporate focus on *building leaders for today and tomorrow* provided additional space to explore and expand the ways in which they are addressed. This approach was the impetus for a number of efforts, such as the working group that further articulated what building leaders means for IDRC, the recent evaluation on building leading organizations, and this study.

> *"I think having the strategic objective of leaders was very enabling … to respond to the innovative ideas coming from the field. And I think it's been really helpful in terms of creating a space to deepen our understanding of what we're talking about in terms of leaders." — IDRC staff*

Inclusion and Diversity

Finding: IDRC practices were seen as fair and equitable for those who participated, including one-quarter of alumni respondents who self-identified as part of a marginalized group. Project designs from the qualitative sample addressed gender in their selection criteria, with minimal targeting of people from diverse socioeconomic backgrounds.

IDRC has put particular attention in recent years toward equality, inclusion, and intersectionality. An example is the articulation of the RQ+ dimensions[15] demonstrating the organization's values of inclusive and fair processes based on local values and contexts with attention to inclusiveness of vulnerable populations, engagement with local knowledge, and gender-responsiveness. 25% of survey respondents self-identified as being part of a marginalized or disadvantaged group. While this is comparable with other programs that do not have an intentional focus on participants from marginalized groups, it is lower than those who have incorporated inclusive design to recruit, select, and support participants from marginalized groups.

Those who participated felt extremely positive that the stages of their IDRC-supported experience felt fair and equitable in practice (61% selected "yes, definitely"). More than half of the survey respondents also considered "getting started with your IDRC-supported experience" to have been fair and equitable (59% indicated "yes, definitely"). Developing their application/proposal and proposal review and selection were also stages highlighted by alumni as overwhelmingly fair and equitable processes.

[15] Ofir, Z., Schwandt, T, Duggan, C, & McLean, R. (2016). *Research Quality Plus: A Holistic Approach to Evaluation,* IDRC.

However, in the 11 sample projects reviewed, the selection criteria for participation in these awards programs and research projects, only one intentionally considered diversity of backgrounds or inclusion of marginalized groups. Most projects focused on a gender balance, with two focusing specifically on women's participation in fields where they are under-represented.

Integrating Gender

Based on the qualitative research, some IDRC leadership development projects were designed with a gender component, aligning with IDRC's corporate emphasis on gender equality and integration of gender considerations. As one IDRC staff member recalled from years ago, "You know, one of the first obvious things that I said was well, we've got this new big [corporate] focus on gender … Why aren't they doing gender analysis training [in the projects]? So, let's start!"

When looking at the four example projects, different levels of focus on gender were incorporated into the project designs, with Neglected Issues Relating to African Health Systems and SAWA specifically fostering women leaders. Beyond gender balance as part of the selection criteria, these two example projects incorporated approaches and activities in their designs that facilitated spaces and skills for the participants to thrive in their IDRC-supported experiences and apply in their continued work as alumni.

> *There, with a lot of intentionality, we're giving … [collaborating partner] money so they can give scholarships or fellowships to early and midcareer women in science, so that they can become leaders … when women get into a science organization or science field, then you've got the leaky pipe syndrome and [women] abandon, because it's just so difficult. So, we at IDRC said, '… Maybe to develop this their leadership and to support them in leading in science we have to support them so that they have more legitimacy within their organization and so they have money to start a lab and things like that. And then maybe that's what's going to help them to persevere … in areas that are very difficult for women.' —IDRC staff*

Some projects' attention to gender included a training component; more than 20% (95) of alumni respondents who reported participating in trainings and workshops focused on gender analysis. This inclusion was particularly prevalent for awards programs. Although a systematic review of designs across a larger sample of projects is necessary to determine the extent to which gender has been addressed at the outcome level, these gender analysis trainings point to at least a modest level of integrating a gender lens. In the qualitative research, some mentioned that these trainings were their first introduction to the complexity and intersectionality of gender considerations in R4D.

> *There's more than a few [IDRC-supported participants] who had no knowledge of gender or had this real cursory knowledge … So, I would say in the [IDRC-supported project] … there were more than a handful who really got the opportunity to sit down and think deeply about gender in their work. They had never done that before. —Stakeholder*

Key Takeaways

- Developing a relationship of respect, trust, and commitment between IDRC and collaborating organizations creates a more comfortable environment to learn and explore.
- Emergent project design is enhanced by corporate strategies and emphasis, providing space to explore the needs and innovative approaches to addressing organizational areas of focus.
- Alumni felt their IDRC-supported experiences used fair and equitable processes throughout. However, with the exception of gender equity, projects reviewed in the qualitative research found minimal targeting of people from marginalized groups, limiting more diverse participation in the projects and countering RQ+ dimension of legitimacy.

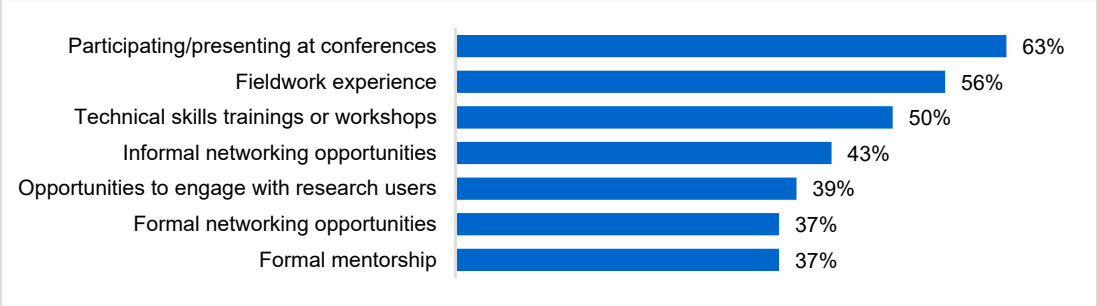
IDRC-Supported Capacity-Building Activities

Most of the 75 projects selected for this study were designed prior to the introduction of the recent strategic objective on building leaders, with a few reviewing project objectives and activities annually, including after 2015. The survey and focus group samples focused on alumni who had completed their IDRC-supported experience two or more years earlier to gather a more accurate understanding of alumni's careers and accomplishments. To understand the ways in which capacity was built, the evaluation team asked all survey respondents to indicate what activities were included in their IDRC-supported experience. The scope of the evaluation did not include a review of all 75 project designs, so the evaluation team was not able to confirm the design of each intervention.

Overview of IDRC-Supported Project Activities

IDRC-supported experiences were multifaceted, offering a range of academic and experiential activities that went beyond providing funding. The vast majority of survey respondents (97%) indicated participating in at least one activity as part of their IDRC-supported experience. A deeper analysis of the 3% that did not indicate participating in activities showed that these respondents were alumni from projects where others had indicated activities. As the survey was self-administered, the team noted the limitation in interpreting respondents' reporting. The majority of alumni respondents participated or presented at a conference as part of their IDRC-supported experience (63%), and approximately half participated in fieldwork (56%) and technical skills trainings or workshops (50%).

Figure 6. Activities Respondents Participated in During Their IDRC-Supported Project (n=911)



On average, survey respondents reported participating in five or six activities. One-third of respondents (35%) participated in more than six activities.

Leadership status: Respondents who are currently in leadership positions reported a higher number of average IDRC-supported project activities in their projects ($p<.05$). Current leaders reported 6.2 activities on average, in comparison with others who reported 5.5 activities. This finding could point to successful leaders seeking or taking advantage of projects with more activities or that these individuals may attribute more activities to their IDRC-supported experience.

Awards Programs

Survey respondents noted differences in activities by individual project type. For example, alumni respondents from IFP or Program-Led Awards were more likely to report technical skills trainings and workshops than Corporate/FI ($p<.001$). Conversely, fieldwork was noted as an activity more readily among Corporate/FI respondents than the other two project types ($p<.001$). Such was also the case for informal networking; Corporate/FI respondents were more likely to report this activity than the other two groups ($p<.001$).

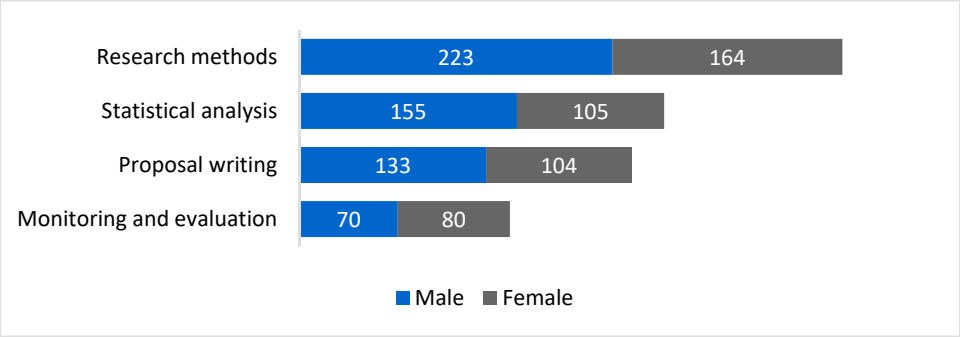
The differences by project type underscore the programmatic differences between the individual award programs. Corporate/FI projects, for example, focus on individual research and fieldwork among doctoral students (e.g., IDRA) and do not offer research-based trainings that the other two project types may offer.

When analyzing cohort end year, the average number of activities decreased over time, though not significantly. However, it was statistically significant in average composition of IDRC-supported project activities by individual project type. The average number of activities for Corporate/FI awardees increased. In contrast, for embedded project alumni, the average decreased over time. IFP showed a decline initially but then the average number rose slightly between cohorts 2010–2014 and 2015–2019.

Technical Skills Trainings

Building participants' technical capacities through trainings aligned with a key characteristic of having expertise in the field that evaluation participants identified for being a good leader. Survey respondents who indicated that they participated in a technical skill training or workshop (n=456; 50%) were subsequently asked about the focus of the IDRC-supported activity. Most alumni respondents indicated receiving training on research methods (85%) and statistical analysis (57%).

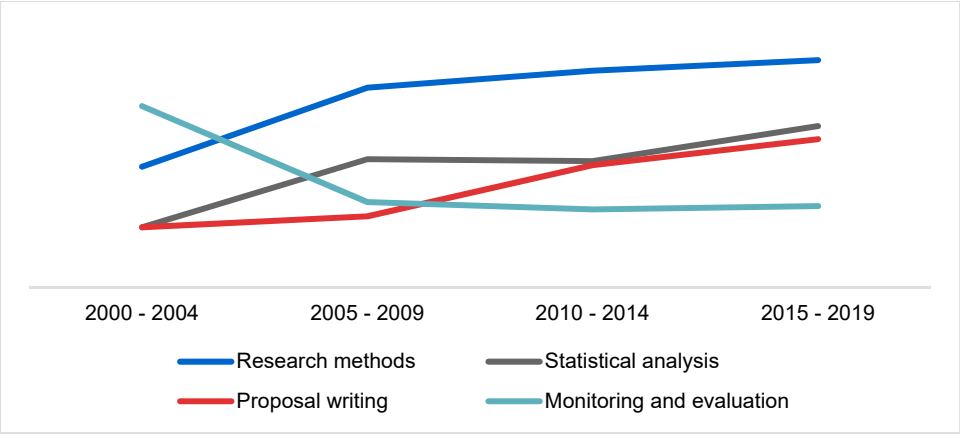
Figure 7. IDRC-supported Technical Trainings or Workshops (n=456)



Gender: Male and female alumni respondents reported different frequencies of technical trainings and workshops. Although male respondents indicated learning research methods and statistical analysis more than women (p<.001 for both), women reported learning monitoring and evaluation more frequently (p<.001). This may also be an indication of the different interpretations of content covered in technical trainings and workshops.

Cohort end year: There was a difference in the activities reported over time. Although most types of trainings increased in participation over time, the prevalence of monitoring and evaluation trainings decreased over time. This may be linked to the type of programs included in the analysis over time.

Figure 8. Technical Skills Training or Workshops by Cohort End Year (n=441)



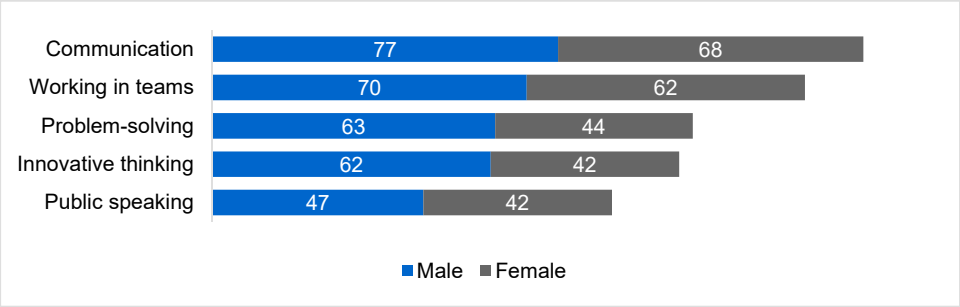
Awards Programs

Alumni respondents from all three project types reported participating in research methods training, though the highest frequency (p<.001) was reported by IFP respondents. Although IFP and Program-Led Award recipients included statistical analysis and proposal writing, these were not activities reported as often in Corporate/FI programs (p<.001 for both activities). However, monitoring and evaluation was reported more frequently by Corporate/FI respondents than others (p<.05).

Soft Skills Trainings or Workshops

Soft skills were critical for less-traditional characteristics of a good leader identified earlier: visionary, collaborative, inspiring, and empowering. A smaller proportion of alumni respondents reported soft skills trainings (n=211; 24%) compared to technical skills training. Of these, two-thirds of respondents indicated having received training related to communication skills (68%), with smaller groups reporting working in teams (62%) and problem-solving (50%).

Figure 9. IDRC-supported Soft Skills Trainings (n=211)



Embedded projects: Alumni respondents who participated in embedded projects were more likely to report problem-solving trainings or workshops than respondents from individual awards programs (p<.01).

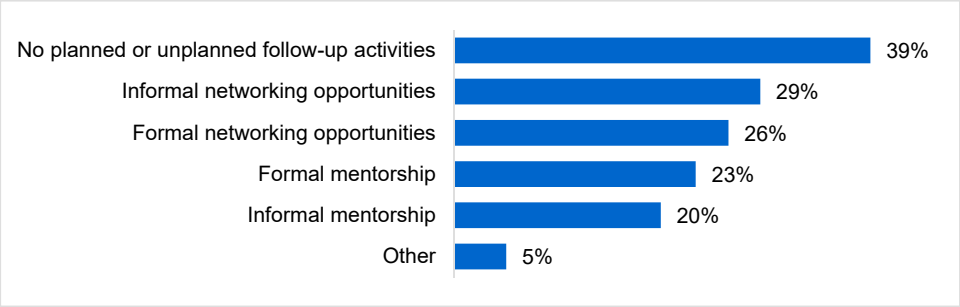
Awards Programs

Alumni respondents from IFP and Program-Led Awards were more likely to report trainings related to working in teams (p<.001). This finding is intuitive, as these projects were more collaborative than the individual Corporate/FI projects. IFP respondents were also more likely to report problem-solving trainings or workshops as compared with the other project respondents (p<.01).

Follow-Up Activities and Support

A constant challenge for leadership development programs is providing continued connection and support to alumni; this challenge is generally due to limited funding post participation. In the case of these 75 IDRC projects, the majority (61%) of respondents did participate in some form of follow-up activities or support, highlighting the sustained commitment of IDRC, collaborating partners, and alumni. Over time, participation has increased, indicating that recent projects are more likely to include follow-on activities or support (p<.001), pointing to an increasing interest or need to offer a level of continued support.

Figure 10. Follow-up Activities or Support Provided (n=911)



Awards Programs

Among individual program types, Corporate/FI respondents were most likely to report no follow-up activities (p<.001). Program-Led Award respondents were more likely to report formal mentorship and formal networking follow-on activities than the other two types of projects (p<.001 for both).

Key Takeaways

- IDRC-supported projects were multifaceted, offering a range of academic and experiential learning activities that went beyond providing funding and reached all 75 projects.
- Practical experience and participation in broader knowledge sharing were key components, according to alumni in the qualitative research.
- Although their definition of a good leader requires both technical and soft skills, half of respondents participated in technical skills trainings while only one-quarter participated in soft skills trainings.
- IDRC, collaborating partners, and alumni demonstrate their ongoing commitment with more than half of the alumni attending follow-up activities.

Professional Development and R4D Skills Acquisition

Finding: Through their IDRC-supported experience, alumni reported gaining technical expertise and R4D leadership skills. Particularly when alumni worked directly with research users, they indicated higher rates of acquiring RQ+ skills in all dimensions.

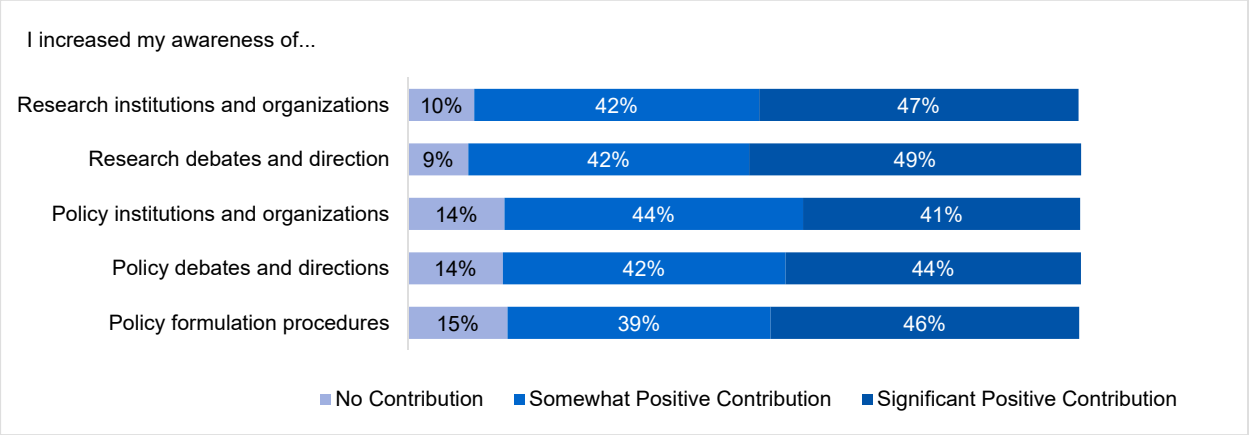
Evaluation participants commonly defined the characteristics for being a good leader to include expertise in their field as well as being a good decision-maker, collaborative, and inspiring and empowering others. Alumni were offered opportunities to build both technical and leadership skills in their IDRC-supported experiences, often including experiential learning through their fieldwork and

sharing results. A vast majority of respondents (91%) agreed that IDRC-supported projects provided a positive contribution to their career.

Professional Knowledge About Research and Policy

Nine out of ten alumni respondents (89%) indicated that their IDRC-supported opportunity allowed them to network, particularly at conferences and through their technical trainings. Respondents reflected more specifically on their IDRC-supported experience contributing to their awareness of research- and policy-related knowledge that was critical for their work and study.

Figure 11. Professional Knowledge Acquisition (n=808)



IDRC-supported project activities: One of the unique findings is that across all five categories, engaging with research users led to positive effects in research and policy awareness ($p<.001$). Respondents who attended a workshop or conference were more likely to report learning about research institutions and organizations ($p<.01$). Respondents who participated in a technical training or workshop were more likely to indicate becoming aware of policy formulation procedures ($p<.01$).

Awards Programs

Among individual award projects, respondents from Program-Led Awards were more likely to indicate IDRC's contribution to their awareness of policy formulation procedures ($p<.001$) and policy debates and directions ($p<.05$).

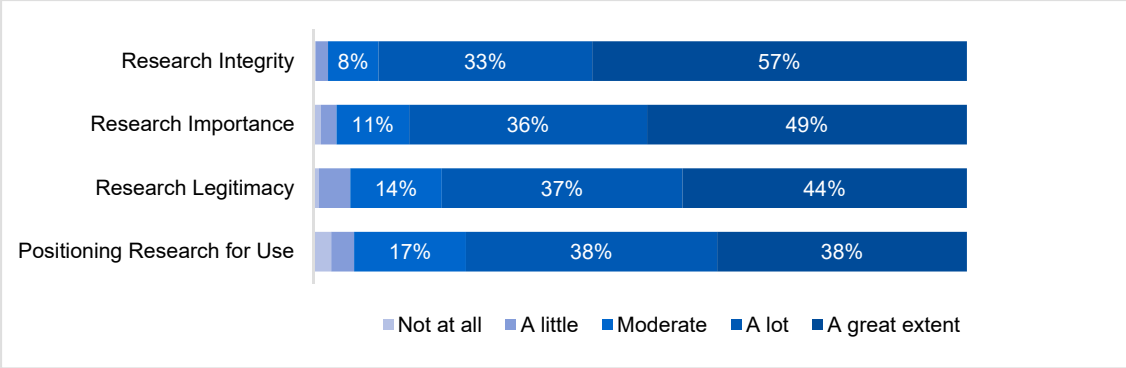
Research Quality "Plus" (RQ+) Skills

Given that RQ+ frames what IDRC most values in high-quality research, alumni were asked if they had acquired research skills through their IDRC-supported experience that specifically related to the RQ+ dimensions. The four RQ+ dimensions defined for the purposes of this evaluation include:

- **Research integrity:** The rigor of research design and execution, including technical quality and appropriateness
- **Research importance:** The perceived relevance and value of the knowledge and understanding generated by the research to key intended users
- **Research legitimacy:** The extent to which research results have been produced by a process that took account of the concerns and insights of relevant stakeholders (such as vulnerable populations, gender-responsiveness, engagement with local knowledge) and was deemed procedurally fair and based on the values, concerns, and perspectives of that audience
- **Positioning research for use:** The extent to which the research process has been managed and research products prepared in such a way that the probability of use and influence is enhanced, requiring attention to user contexts, accessibility of products, and "fit for purpose" knowledge mobilization strategies

Most alumni respondents indicated acquiring RQ+ skills related to research integrity and research importance. Although still the majority, a smaller percentage of respondents felt that their IDRC-supported experience increased their ability to position research for use.

Figure 12. RQ+ Skills Acquisition (n=793)



There were no differences among these skills by gender, cohort end year, or embedded projects.

Awards Programs

Alumni respondents did not report many differences in their RQ+ skill acquisition by award type. The only area where there were significant differences was in position research for use. Respondents who participated in Program-Led Awards were more likely to indicate their ability to position research for use after their IDRC-supported opportunity ($p<.05$).

Our analysis revealed that across all four RQ+ dimensions, again opportunities to engage with research users led to significantly higher skills acquisition ($p<.001$ across all categories). This finding indicates that when alumni respondents were able to work directly with research users, they designated higher rates of RQ+ skills acquisition in all categories. Such was the case across all types of projects.

Likewise, alumni in the focus groups often pointed to their IDRC-supported experience as influencing a shift in their perspectives most significantly as it relates to positioning research for use. As mentioned previously, alumni said that their approach to research shifted or expanded to think about the purpose of the research. One alumnus expressed, "Now, I'm not thinking just in my career and my goals. I'm thinking about the quality of life of my people in [country 1], but also the quality of life in [country 2], the quality of life in [country 3] and how we all as a network, we could improve the quality of life in all the nations."

> *[One thing] I learned from my IDRC[-supported] experience that helped me be a better leader was having a global perspective, I always have this in mind 'local actions for global impacts' … How the research will contribute and add to the decision making is the key element. — Alumna*

In addition, they discussed this shift related to the way in which the research was designed and conducted; meaning what issue was the research addressing, in what ways would the results be used, who would participate and in what ways with the research, and who would benefit from the results. "So, this IDRC[-supported] project … helped us just to create such kinds of linkage with local officials and higher officials of localities," said an alumnus.

> *[It was] a collaborative, systematic and non-profit work according to local needs … These activities were developed together with the region's [topic name] Committee, led by health and labor authorities, as well as [field name] authorities.—Alumna*

For some alumni, this expansion to taking into consideration societal impacts began at the application stage.

> *So, that was one of the keys that I said, 'Okay, well, I was thinking just in one person and now, they are asking me for thinking about environmental changes for thousands of people.' Then the other thing that they ask in the application for us is something related to scaling up their proposals. That was something interesting because I said, 'Okay, yeah, for me, now, I'm thinking about environmental change of this community, but what about the rest of the communities in the same region?' … So, that's changed my perspective right now, what I was thinking more individual to thinking more in a public health approach. —Alumnus*

Demonstrating their effectiveness, technical skills trainings or workshops were also critical for RQ+ skills acquisition. In particular, respondents who attended technical trainings indicated higher skills acquisition related to research integrity (p<.01), research importance (p<.01), and research for use (p<.01). Finally, those respondents who participated in informal networking opportunities were more likely to report higher skills in research legitimacy (p<.01).

Within technical skills trainings, the activities varied for the different RQ+ dimensions. For example, within research integrity, learning research methods (p<.01) and statistical analysis (p<.001) were the most learned skills. However, respondents who indicated increasing their ability to position research for use more often participated in strategic communication training (p<.01).

Key Takeaways

- 91% agreed that IDRC had a positive contribution on their career.
- The most significant contributions by IDRC for alumni's professional development were networking opportunities and their increased awareness of research- and policy-related knowledge.
- Engaging with research users was the most significant factor that influenced alumni's ability to acquire skills. This finding suggests a link between experiential learning and considerations of the needs and interests of research users.

IDRC Contributions to Leadership Development

Finding: IDRC-supported experiences inspired a stronger commitment to address social issues, and its activities contributed to building leadership skills, particularly engaging research users, fieldwork, and technical trainings and workshops.

Stronger Commitment to Social Change

Many alumni emerged from their IDRC-supported experience with a stronger commitment to affect social change. Whether as a policy strategist, a university professor, or a consultant at a think tank, all can share the intention of addressing development issues within their fields. One alumna mentioned the value of working with primary healthcare personnel so that their needs were identified, and the alumni's project was able to then bring in experts from a range of fields to conduct a training for the health professionals. An alumnus recalled the value of his mentor's approach by saying to himself, "'How can I just take all that knowledge just for me and keep it?' Oh no, I have to share like with that passion that [my mentor's] working on, I have to … try to share all the knowledge with the rest of people who are behind me. He told me several times that's the only way that you can create changes that systematically change your country."

Many also felt a sense of pride for the outputs from their projects during their IDRC-supported experience and recognition because of the scope of their work. Some mentioned the importance of working with a diverse or multisectoral team. Others mentioned the uniqueness for them in participating in a project spanning a number of countries.

Leadership Skills Acquisition

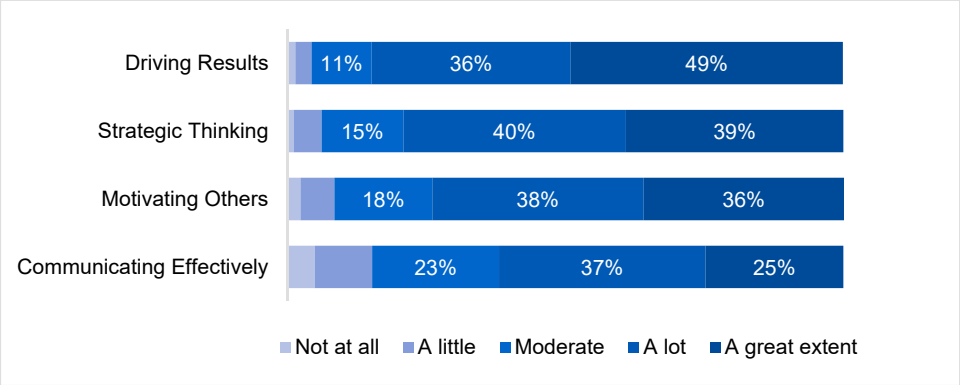
Activities offered during IDRC-supported experiences were critical to supporting leadership skills acquisition. Survey respondents were asked to reflect on the extent to which their participation in the

IDRC-supported project contributed to the development of a total of sixteen leadership skills grouped into four sub-themes, per IIE's Leadership Matrix:[16]

- **Thinking strategically:** Innovative thinking, strategic planning, negotiation skills, and problem-solving
- **Communicating effectively:** Public speaking and managing conflict, as well as mentoring others
- **Driving results:** Setting goals and taking initiative while being open to change
- **Motivating others:** Having a strong vision that inspires others, motivating others, being approachable, and empowering others

Alumni respondents indicated the highest skills acquisition in driving results and strategic thinking. Conversely, they scored lowest on their ability to communicate effectively.

Figure 13. Leadership Skills Acquisition (n=826)



Gender: There were only slight differences by gender in one category. Male respondents were more likely to indicate acquiring leadership skills in strategic thinking than their female counterparts ($p<.05$).

Leadership status: We explored skills growth among respondents who are currently in leadership positions. Respondents who indicated they are leaders currently indicated higher skills growth in communicating effectively ($p<.05$). Difference related to the other three categories were not significant.

IDRC-supported project activities: All four categories of leadership skills were significantly linked to activities offered by IDRC programming. First and foremost, engaging with research users continued to show a significant difference by all four categories, as in the previous section. If respondents noted engaging research users as part of their IDRC program, they indicated increasing their leadership skills in all four categories ($p<.001$). In addition, fieldwork was an important activity that contributed to leadership. Those respondents who participated in fieldwork were more likely to indicate leadership acquisition in strategic thinking ($p<.001$) and effective communication ($p<.001$). Finally, respondents

[16] IIE developed its Leadership Matrix in 2015 to measure leadership change and attributes among participants in programs with a leadership component or focus. The Matrix consists of four major categories and sixteen items. For each item the respondent was asked whether they exhibit the leadership skill from a scale of 1 ("Not at all") to 5 ("Definitely"). The Matrix is described further in Annex A: Detailed Methodology.

who participated in technical skills trainings or workshops also indicated higher skills acquisition across all four leadership categories (p<.01).

When analyzing IDRC-supported soft skills activities, it is noted that respondents who participated in workshops focusing on working in teams were more likely to report leadership skills growth in all four categories as well (p<.01). Though perhaps intuitive, respondents who participated in workshops or trainings on public speaking also increased their leadership skills in effective communication (p<.001).

Awards Programs

There were no differences by embedded or individual projects. Among individual award programs, there were statistical differences in effective communication (p<.001) and motivating others (p<.001). IFP respondents reported significantly higher skills acquisition in these two categories, while Corporate/FI respondents indicated significantly lower skills growth.

Alumni, IDRC staff, collaborating organizations, and external experts all agreed that alumni do not function within a vacuum in their work or studies following their completed IDRC-supported experience. They agreed that building individual leaders is critical, and not enough on its own. Alumni in the focus groups stressed the strong importance of the personal connections they made during their IDRC-supported experience and how these connections influenced their abilities to be leaders in their fields. The projects were often designed to ensure regular in-person connections among individuals who are already leaders in a range of fields and peers in their cohorts who are from similar and different backgrounds.

> *I have met different people who have a really high standard or really well-known people with a big name and they are like stars … you cannot get closer to them. You cannot have a talk with them. That was completely different in [the IDRC-supported experience] … They were so welcoming and they really want to teach. —Alumnus*

All alumni interviewed had worked with mentors and most felt deeply connected to them, although a few were disappointed that their mentors were not able to be more available to them. Many described the ways their mentors supported, guided, and inspired them. One alumnus continues to be closely connected with his mentor and shifted his career trajectory so that he could pay it forward, choosing to be a professor who mentors his students in the way that his mentor worked with him.

> *So that is the most important impactful achievement for me during my first year. I was able to successfully put together a strong research proposal as it relates to [my field]. And that process was enabled by the strong mentorship that my supervisor enabled for me. —Alumnus*

Many alumni have remained in contact with peers and mentors, seeking from each other advice, collaborations, and recommendations for trusted colleagues with a particular expertise. As one alumnus said, “We get reward to be part of the [project name] a continent-wide program. I could really network

with many people across [continent], and, until today, we are colleagues, and we publish together." A few mentioned feeling less alone when facing challenging issues when they know there are others in their network with whom they can have a shared understanding and mutual support.

> *I mean, I still have friends … from my fieldwork that I keep in touch with. So, personally, just in terms of personal growth, it was really tremendous and kinda led me down the path that I went immediately afterwards. So, that was really positive. —Alumnus*

> *I said, 'Well, this is because we have this network and we can support each other and we could keep talking and we could keep with new ideas.' For example, right now, if I want to do something related to, I don't know, nutrition, I know that probably my [cohort] will help to speak to any other person in [their countries] to connect. —Alumnus*

Also similar to the survey responses, many alumni interviewed felt their IDRC-supported experience provided opportunities to enhance and expand their professional networks. In addition to expanding their network of peers, alumni were offered opportunities to attend conferences, meetings, and other activities where they were recognized for their contributions and able to expand their professional networks. A few reported having prestigious roles within formal local and international networks.

Key Takeaways

- Alumni felt their IDRC-supported experience reinforced or enhanced their commitment to addressing development challenges.
- IDRC directly contributed to building leadership skills:
  - Engaging research users was the most important activity to influence skills acquisition across all four categories of leadership skills.
  - Fieldwork directly related to higher levels of leadership skills acquisition in strategic thinking and effective communication.

Unique IDRC-Supported Experience

Finding: Alumni felt their experience was unique because it included a practical component outside of universities and support for meaningful fieldwork. Representatives of collaborating organizations and other stakeholders expressed deep appreciation for IDRC's targeted, long-lasting support and continued mutually respectful relationship-building.

IDRC's efforts were seen as unique contributions when supporting the emerging leaders in R4D projects. Representatives of collaborating organizations and external experts appreciated the unique web of long-term support IDRC offered. Some of these stakeholders mentioned that continued dialogue and financial support helped to establish mutually respectful relationships that provided space for more relevant programming and innovation. A few others mentioned a stronger sense of "family" with collaborating teams or institutions on a capacity-building or leadership-building project who also have

funding from IDRC for other projects. For example, in SAWA there is a strong sense of connection across different collaborating universities and institutions who also receive IDRC support for other projects.

Alumni in the qualitative research expressed appreciation for the multifaceted support, encouraging practical learning experiences along with academics. One alumna, referring to a Corporate/FI project, said, "The fact that you get money to do your fieldwork as an independent researcher, not contingent on any kind of university, that part of it is quite unique, in my experience." An alumnus of an embedded project appreciated the uniqueness of the support in receiving both funding for his master's degree and personal research, while conducting field research as a team based in a local organization.

> *It was very, very unique. I think just the mix of getting … that opportunity to work in an organization, get supported as a full-time employee, and then getting that space and a budget to do your personal research and get that with field experience is just a really unique combination of things that I really appreciated. —Alumnus (Corporate/FI)*

> *The most impactful aspect of the [IDRC-supported] project … has been quite defining … because the focus is contributing to academic knowledge but trying to solve a real policy problem and be able to offer alternative policy directions. —Alumnus (Program-Led Awards)*

A total of 98% of survey alumni respondents considered their participation in their IDRC-supported project a significant career experience, and 96% said that their IDRC-supported experience was a unique opportunity and not like other existing opportunities. It is important to note that these findings did not differ by gender, project type, cohort end year, or marginalized status.

Key Takeaways

- Stakeholders find IDRC's emergent and collaborative approach unique and feel a "sense of family" with other IDRC collaborating organizations.
- Alumni found the combination of practical and academic approaches unique to IDRC and extremely effective.

5. Today's Alumni as Leaders

Professional Trajectories

Finding: IDRC-supported projects contributed to enhancing alumni employment, with half in leadership positions. Alumni also learned skills that contributed to gaining funding, with 30% specifically gaining research funding.

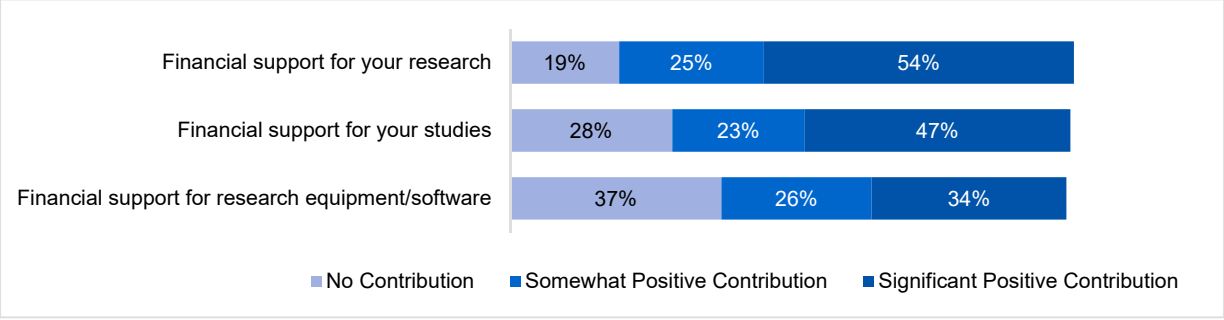
For most respondents, the IDRC-supported opportunity contributed to helping them obtain work in their field of expertise (87%) and completing their studies (87%). 97% of alumni respondents agreed that their IDRC-supported opportunity enhanced their resume. This finding was evenly distributed across gender and cohort end year, indicating similar perceptions among alumni over time.

This finding is similar to those of other successful leadership development programs where the vast majority of alumni feel their experiences helped boost their careers as a result of the prestige of the program or the funder, access to opportunities and networks that they would not have had otherwise, and the critical skills learned. In the qualitative research, some alumni emphasized the importance of the practical experience and knowledge products for building concrete evidence of their capacities in helping them to attain employment and legitimacy. One alumnus mentioned this in relation to a book produced through the COPAZ project with chapters written by participants on their research conducted during their IDRC-supported experience.

IDRC-supported project activities: As noted previously, engaging with research users was an IDRC-supported project activity that strongly influenced respondents' indication of professional contribution. Alumni respondents who engaged with research users as part of their IDRC-supported project were more likely to indicate IDRC's positive contribution to obtaining work in their field ($p<.01$) and enhancing their resume ($p<.001$).

For 72% of alumni respondents, participating in their IDRC-supported projects made a positive contribution to helping them access further funding opportunities. These were mainly connected to their research or other academic studies.

Figure 14. Additional Funding as a Result of IDRC (n=726)



Awards Programs

Among individual awards programs, respondents who participated in an IFP were more likely to indicate IDRC's contribution in helping financially for their studies ($p<.001$) and in helping them finish their studies ($p<.001$). This finding is similar to previous analysis about IFP's support to academic completion, indicating that this program type supported IDRC respondents in their academic pursuits.

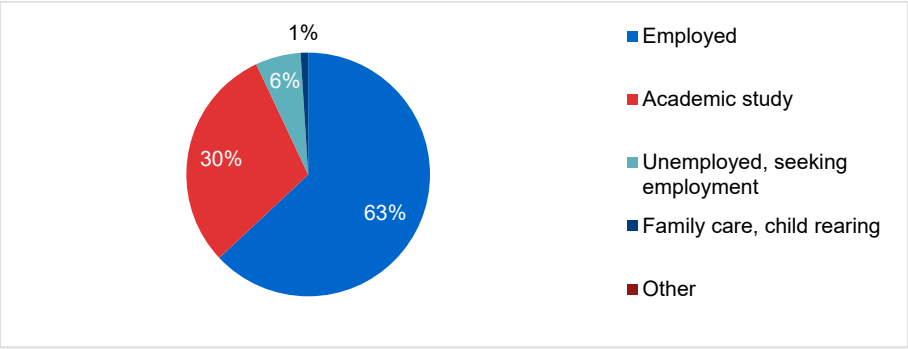
Similar to other leadership programs, there were challenges for some alumni after completing their IDRC-supported experience. The institutional, political, and cultural contexts may not align with the alumni's interests and expectations, and at times, the alumni may directly contest traditional norms, creating a challenging work environment. In the focus groups, some alumni reported feeling undervalued and at times were discouraged by others outside the project to apply what they learned during their IDRC-supported experiences. An IDRC staff member spoke of the importance of alumni working within an "enabling environment" and that people are working together collaboratively to be effective in their work "because the problems are so big." However, many reported working in organizations with a culture and practice that hinders innovation and creativity.

> *[Alumni] come for these workshops, they receive all this training, but, when they go back, they're back, a little bit, to their square one. And that's because, maybe, the departments, the areas within the institutes where you're trying to change the research culture are, generally, not very strong[ly] receptive, yet, to these new ways of doing research. — Stakeholder*

Current Activities

Since completing their IDRC-supported experience, alumni respondents have been conducting research and influencing change across the globe: 934 alumni respondents from 102 countries are working in more than 14 fields as advocates, professors, policy influencers, government officials and NGO staff, among others. Alumni have moved on to work in various fields. The majority of alumni are employed (60% male; 66% female). Approximately one-third are pursuing academic study (31% female, 27% male).

Figure 15. Current Activities (n=911)



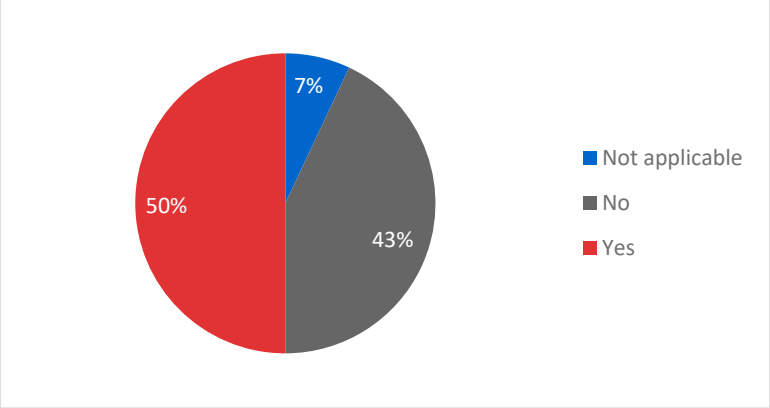
The majority of respondents (58%) work in the public sector, with fewer working in not-for-profits (28%) and the private sector (13%). Most alumni respondents noted that their work is related to inclusive economic growth (27%), followed by governance and policy (27%), and education (25%). In the workplace, alumni reported the majority of their work focused on conducting and writing about their research (57%). Slightly less than half also said activities in their current work included lecturing/teaching (46%) and project management (45%).

Leadership in Practice

Finding: Half of the alumni respondents are in leadership or senior management positions, advising on policy, conducting targeted research on pressing development issues, and teaching in universities, among other roles.

When looking at types of leadership positions, half of all alumni respondents (50%) indicated that they have a leadership or senior management position in their work.

Figure 16. Leadership/Senior Management Position (n=904)



It is likely that even more hold some level of leadership position. For the projects in this study, IDRC had not clearly developed their definition of emerging leaders, and the range of possibilities for researchers to act as leaders prior to project design. In addition, some may not have felt comfortable or consider that their role was leadership. For example, male respondents were more likely to report a leadership position than their female counterparts ($p<.05$), which may indicate that women were less comfortable stating that they are in leadership positions or that the societal context continues to favor male advancement.

As professional advancement takes time and this study focused on graduate students and early-career researchers, it is not surprising that there was a significant difference by cohort end year, indicating that alumni respondents from earlier cohorts were more likely to be in leadership positions than more recent recipients ($p<.01$). There were no significant differences by embedded or individual projects.

Many survey respondents shared their specific positions, which were mostly in policy and academia. Some work with the government helping to shape policy, such as highly specialized strategists, advisers, and government officials in communications or local governance. Others influence policy by heading an organization, heading a department, or leading a research team that is conducting advocacy or working in communications and journalism. Some work as managers of organizations or departments. A few mentioned leading particular efforts within their workplace, such as a departmental strategy and training efforts within their department. Examples include:

- *My current role is a Parenting Strategy Specialist … In this role, I provide strategic vision for the [name of division]. (Female)*
- *I am a country representative. I lead the representation of an international [non-governmental organization (NGO)] in my country. (Female)*
- *I am the Director of [name of unit] in the Ministry of [name]. (Male)*
- *I am the Director of research center and public policy consultant. (Female)*
- *I am the Deputy Chairperson of the [school name] Postgraduate Committee. (Female)*
- *An alumnus is Branch Manager at [country] Social Security Board with a success story of [field] coverage across other countries in the region. (Male)*
- *I am a Chief economist and CEO at [financial think tank]. I advocate for better economic policies and demanding adviser to policymaking. (Female)*
- *I am a 'Knowledge Specialist at [international NGO].' (Female)*

In their current work, alumni capitalized on their skills honed during their IDRC-supported experience. More than half of the respondents indicated that they engage in activities such as drafting research findings, data collection, quantitative analysis, and qualitative analysis.

Alumni have been recognized as leaders by receiving awards. Of 934 survey respondents, 112 reported winning awards. These included scholarships, fellowships, research grants, awards for best paper and presentation or poster at a conference, travel grants, best publications, best researcher awards, sustainability awards, leadership awards, and other prizes in various fields from prestigious national and international organizations. Examples include:

- Uganda Golden Jubilee Award Medal for pediatric neurology (Female)
- Carnegie African Diaspora Fellowship Program Award for Teaching/Mentorship Excellence Award (Male)
- Hungry Cities Initiative: Informality, Inclusive Growth, and Food Security in Cities of the Global South Fellowship (Female)
- 3-year Erasmus Mundus Joint Doctorate Fellowship; 2-year Marie Curie Research Fellowship (Male)
- Gunnar Köhlin's Best MSC. Thesis Award by the Research Committee of Environment for Development Initiative, Department of Economics, University of Gothenburg (Male)

Knowledge Products and Sharing

Finding: IDRC-supported emerging research leaders are generating high-quality research and sharing that knowledge to inform decision-making. Many alumni are also committed to "paying it forward" by sharing their expertise with today's emerging leaders.

Since their IDRC-supported experience, the majority of alumni have had the opportunity to share their research and expertise by speaking at conferences (67%), publishing in academic journals (60%), or organizing research workshops or seminars (50%). The following sections present the types of outcomes and impact that study respondents have been able to achieve in their fields of work and study.

Knowledge Footprint

Alumni respondents shared their knowledge through production of a total of 15,135 products. These products included conference presentations (27%), peer-reviewed journal articles (20%), and workshops or seminars (19%).

Table A. Total Knowledge Products Produced by Alumni

	Total #
Article (peer-reviewed)	2,078
Article (non-peer)	832
Book	225
Book chapter	773
Report	2,508
Policy brief	1,301
Workshop/seminar	3,143
Conference panel	4,275
TOTAL	**15,135**

Although traditional contexts might favor disparity, there were no differences in total number of products produced by gender or marginalized group. There were also no significant differences by embedded or individual projects or region. It is intuitive that respondents from earlier cohort years were more likely to indicate a higher number of products ($p<.001$). The 1990–1995 cohort group, for example, reported producing 109 products, on average. In comparison, the 2015–2019 cohort group reported producing 8 products on average. This finding may indicate that with time more can be produced, and that many of these knowledge products take time to come to fruition, such as books or book chapters, which means the number produced will likely increase in the future.

In the sample projects, a number of participants worked on individual research topics that addressed gender issues that challenge their societies or confronted traditional social norms. Some topics related to access to justice for victims of sexual abuse, decline in midwifery services, issues concerning abortion,

and other matters related to maternal and child health in Africa, violence against and security of transgender people, gender-based violence in public transport, and violations of human rights against transsexual persons.

Awards Programs

Analysis across all individual award programs indicates that Corporate/FI respondents were the most likely to report publishing and producing research from their IDRC-supported experience. They were the most likely to publish peer-reviewed journal articles and books as well as conference presentations.

Table B. Knowledge Products per Individual by Awards Program

	Corporate/FI	IFP	Program-Led Awards
Conference panel	9.2	4.1	3.5
Workshop/seminar	5.9	3.4	2.6
Report	3.6	3.0	2.9
Article (peer-reviewed)	3.3	2.9	1.7
Policy brief	2.7	0.8	1.5
Book chapter	1.6	0.8	0.6
Article (non-peer)	1.4	0.9	0.8
Book	0.3	0.3	0.2
Total number of products	**6255**	**4147**	**3069**

Respondents led 1,169 new research projects and participated in 2,044 new research projects. As mentioned earlier, 72% indicated they acquired skills that supported their access to further funding. And 30% of alumni respondents reported concretely translating those skills and connections to a pathway to further research funding. Since their IDRC-supported project, the total additional funding that alumni respondents were able garner for their research was CAD 94,694,363.[17]

Teaching and Mentoring

Sharing their knowledge and encouraging the next generation of potential emerging leaders was a clear value for many alumni respondents. More than half of alumni respondents (55%) indicated teaching or advising students since their IDRC-supported experience, which is intuitive as most respondents currently work in education. More than one-third of alumni respondents (36%) indicated mentoring other emerging researchers, and more than half (52%) indicated providing advice based on their expertise. In total, alumni respondents indicated teaching or advising 53,349 students**.**

[17] Additional funding was reported by 233 respondents. The evaluation team converted funding in various currencies to CAD using the exchange rate as of July 1, 2019. Any funding that did not include a currency was excluded. The evaluation team excluded outliers within the mean funding amount and one standard deviation. The smallest funding amount was CAD 150. The largest included amount was CAD 6.5 million.

The IDRC-supported experience inspired alumni to share their knowledge with others in their field, putting into practice the characteristic of inspiration they identified for a good leader. A number of alumni described their commitment to encouraging and mentoring their students or junior staff. As one alumnus said, "… after this [IDRC-supported] experience … I always see the same in the people. There are several senior researchers, several senior high-profile persons who want to share the [geographic region's] perspective creating new leaders to help them to create better work. I think it's my responsibility to do the same with the rest of the people who are going to be behind me."

Cohort end year: Respondents from the 2000–2004 cohort were the most likely to teach students. Those in more recent cohorts may still be finishing their degree or in the early stages of their academic career, while those who participated in IDRC in the 1990s were more likely to no longer be teaching.

Awards Programs

Respondents from individual awards programs taught students more frequently than those from embedded programs ($p<.001$). Respondents from Corporate/FI were most likely to be teaching ($p<.01$) and mentoring other researchers ($p<.01$).

It is interesting to note, given such diverse project designs and offerings, that outcomes related to teaching, advising, and mentoring were not significantly different by IDRC-supported project activities. This finding may indicate that these outcomes were more related to the current work and activity of the respondents, rather than activities conducted while participating in their IDRC-supported experience.

Drafting and Advocating for Policies

IDRC defines a key component of high-quality R4D as bringing research to use, one aspect of which is influencing policy change. According to the survey, approximately 112 respondents, or 12% of the respondent population, reported having influenced approximately 250 policies at the local, national, and international levels. Some respondents indicated drafting policies for their governments on local or national issues. Others participated in policy-drafting processes for their organizations, including agencies within the United Nations and international NGOs. As seen in previous sections, time was a significant factor in respondents' ability to influence policies; respondents from earlier cohorts indicated more policy influence than their more recent counterparts ($p<.01$). Again, in contrast to traditional norms and contexts, there were no significant differences according to gender and marginalized groups. In addition, there were no other significant differences according to program type. It is also interesting to note that there were no differences by IDRC-supported project activities, indicating that respondents across different project types and interventions were able to influence policy.

A number of respondents felt that sharing their research through policy briefs and other formats had influenced policy change by inspiring dialogue that led to new policy or had directly informed policy-makers to develop new policy. Topics ranged from health to technology to climate resilience to gender and equity. In one case, research that informed open contracting data standards in the alumnus' home country then helped to shape policies in other countries within and outside of his geographic region.

Findings in one of my research studies showed that clinical and community postings for nursing students can be achieved through the use of social media. Same was communicated to the nursing and midwifery council of [country] for adoption throughout the country to ensure proper and adequate supervision of students despite shortage of nursing personnels. —Alumna

I led several major projects on tuberculosis as well as serving as the Team Lead for Neurologic Complications of Zika virus among adults [working in a Caribbean country for an international organization]. Research I led directly informed local, U.S. national, and global policy, as it was shared directly with the PanAmerican Health Organization (PAHO) and World Health Organization (WHO). —Alumnus

Key Takeaways

- Alumni from IDRC-supported projects have produced 15,135 knowledge products, mentored or advised 53,349 students, and garnered CAD 94,694,363 for their research.
- Contrary to traditional norms and contexts, there were no differences in total number of products and policy influence by gender or marginalized status.
- Alumni were committed to sharing knowledge and mentoring students; some were inspired by their mentors during their IDRC-supported experiences and put into practice their definition of a good leader.
- One of the biggest challenges for alumni was the tension that arose from their interest in applying these new skills within more traditional local cultures and institutions.

6. Conclusions and Considerations

Returning to the evaluation questions posed in Chapter 1, the results show that IDRC has meaningfully contributed to the careers of emerging R4D leaders and their ability to affect change. The following sections provide conclusions based on the data and findings in the report and outline considerations for future decision-making and programming.

Evaluation Question 1

How did IDRC design activities and strategies to support leadership development among its awardees and grantees?

Although this project was an evaluation of efforts toward supporting emerging leaders to help achieve the strategic objective of *Building Leaders for Today and Tomorrow*, the vast majority of projects included in the study were designed prior to the articulation of this objective. A few reviewed their objectives and designs annually, including after 2015, as part of their renewal process. The evaluation sample targeted alumni who had completed their IDRC-supported experience two or more years, so that the responses would capture a more accurate picture of what the alumni could apply and accomplish post their IDRC-supported experience. The fact that the results are aligned with the strategic objective and are similar across program types and locations demonstrates the strong core values that IDRC keeps at the center of its efforts.

The IDRC-supported projects evaluated were grounded in the organizational values that facilitated common language and outcomes, even though there was no clear TOC or policy for leadership development when these 75 projects were designed. In an effort to define leadership in response to the strategic objective, IDRC characterized a thought leader as an established research or practice leader who is recognized and sought after as an authority in their field and uses their expertise and influence to help advance solutions to support positive change. Evaluation participants used similar language to IDRC's observations, mostly that a good leader should be an expert in their field, empower others, and be creative and innovative. Evaluation participants went further to say that a good leader is someone who is visionary, collaborative, inclusive, and participatory, and works well with a diverse team.

According to the qualitative research, projects were designed with an emergent and responsive approach. IDRC and collaborating organizations develop respectful, trusting relationships that foster dialogue and innovation to address development issues as they arise and evolve. Corporate strategies, such as *Building Leaders of Today and Tomorrow,* enhance project design by providing additional space to explore and expand the ways in which these focus areas are addressed. Alumni felt that fair and equitable practices were used throughout their IDRC-supported experiences. Most projects employed a gender lens with their design. Only one of the 11 projects reviewed targeted inclusion and support specifically for people from marginalized or disadvantaged groups, contrary to IDRC's value of equity, inclusion, and intersectionality.

Evaluation Question 2

How effective have IDRC programs been in contributing to building leadership among their awardees and grantees?

Across all program areas and all project types, alumni have reported gaining critical technical and leadership skills during their IDRC-supported experience. Most projects provided multifaceted experiences, offering a range of academic and practical learning opportunities that alumni said was unique to IDRC and key for their learning. Alumni acquired technical skills that helped them hone their expertise in their fields, aligning with one of their key characteristics of a good leader being an expert in their field, particularly skills related to research methods, statistical analysis, and the RQ+ dimensions of research integrity and research importance.

Soft skills were also considered critical for the less-traditional characteristics identified with a good leader, including being visionary and collaborative and inspiring and empowering others. However, only one-quarter of respondents reported attending soft skills trainings, most frequently related to communication skills, working in teams, and problem-solving. In line with project design, alumni from embedded projects more frequently attended problem-solving trainings or workshops than alumni from individual programs, while those from IFP and Program-Led Awards more frequently attended trainings related to working in teams.

Interestingly, when alumni worked directly with research users, they indicated higher rates of acquiring skills in the RQ+ dimensions. This finding suggests a link between experiential learning and consideration of the needs and interests of research users, increasing alumni's learning. Similarly, alumni from the qualitative research found that their practical experiences and participation in broader knowledge sharing were important components for boosting confidence, being recognized for their work by others, and providing networking opportunities.

Evaluation Question 3

What contribution did the programs' leadership-building components have on awardees and grantees in their careers?

Alumni have translated their IDRC-supported experiences into significant catalysts for directing and boosting their careers. In fact, 97% said their IDRC-supported experience enhanced their resume an 87% said their IDRC-supported experience contributed to obtaining work in their field.

Through their IDRC-supported experience, alumni shifted or solidified their focus from themselves to the greater good, having internalized the concepts of research for purpose, inclusion of diverse and community inputs, and mentoring others. They are working across sectors and fields, contributing to evidence-based change for challenging development issues. And alumni felt their overall IDRC-supported experience reinforced or enhanced their commitment to addressing development challenges.

Alumni have demonstrated concrete success since completing their IDRC-supported projects. The majority were employed at the time of the survey, most in the public sector, including universities. Of those not employed, most were pursuing further education. Half of all alumni respondents said they were currently in leadership or senior management positions. Alumni have generated 15,135 knowledge products; led 1,169 new research projects with CAD 94,694,363 in additional funding; taught 53,349 students; and influenced about 250 local, national, and international policies.

Although working with research users was quite indicative of higher rates of skills acquisition, there were no specific IDRC-supported activities that related to higher rates of outputs. The most significant influence on number of outputs was time.

Evaluation Question 4

What can we learn from IDRC's award programs and grants?

The evaluation team identified the following lessons learned from having analyzed the outcomes of IDRC's research awards and grants:

- **Strength of common understanding:** Although the strategic objective to *Building Leaders of Today and Tomorrow* was developed after the projects in this study were designed, the organization's work to build common understanding of values and purpose across programming led to outcomes consistent across project types.
- **Connections with others:** Stakeholders and alumni value respectful, trusting, long-lasting personal connections. Pushing for change on critical development issues within intense contexts can be challenging and isolating. Stakeholders in the qualitative research highly valued their mutually respectful relationship with IDRC staff, encouraging open dialogue and collaborative learning and innovation. Alumni highly valued their relationships with their cohort and expanded networks to support them in their work and feel part of a larger force. Alumni also appreciated the meaningful connections made with others in their cohorts, feeling a sense of personal support when facing difficult situations.
- **Practical and academic learning:** Alumni felt this combination was unique to IDRC and critical for their experience. The qualitative research found that alumni's practical experiences and participation in broader knowledge sharing were important to advancing their capacities and expanding their networks.
- **Research users:** Working with research users significantly increased alumni's skills acquisition across all RQ+ dimensions, suggesting experiential learning and the consideration of the needs and interests of research users increases alumni's learning.
- **Inclusion:** One of the biggest challenges was related to creating diverse cohorts. Multidisciplinary and diverse teams were considered critical for addressing complex issues. However, according to the qualitative research, projects were not found to be intentionally seeking candidates from marginalized or disadvantaged backgrounds, the very groups that are

most affected by development issues. An exception was the focus on supporting the development of female emerging leaders, particularly in fields where they were under-represented. Another challenge, according to the qualitative research, a number of alumni found limited receptivity to their efforts of applying what they learned in their IDRC-supported experiences in their places of work or further study.

- **Gender**: Although there is significant need for further integration of gender transformative programming, there were areas, such as skills acquisition, indicating some level of progress toward gender equity for these alumni.
- **Post-IDRC environment:** According to the qualitative research, finding an enabling environment after their IDRC-supported experience was challenging for some and therefore frustrating and limiting their abilities to apply their learnings in their work environments.
- **External factors:** Time is the most significant factor in alumni achievement in leadership positions and the generation of knowledge products. In addition, there are contextual factors that enable or inhibit alumni's successes after completing their IDRC-supported experiences. Although these are outside of IDRC's sphere of influence, the high level of attribution by alumni to their increased skills and career advancement suggest that IDRC's contributions catalyzed alumni's abilities to achieve what they have.

Considerations for Future Actions

Based on the findings from this evaluation, the evaluation team has developed areas for consideration as IDRC advances toward its strategic goal of *Building Leaders of Today and Tomorrow.* Examples of good practices are provided where applicable.

Strategic Alignment and Organizational Learning

Although the strategic objective of *Building Leaders of Today and Tomorrow* was recently introduced, IDRC's strong organizational understanding of its values and purpose led to past programming that built the capacities of emerging leaders, aligning with IDRC's recent strategic objective. In addition, the current strategic plan's framework provides IDRC staff and collaborating organizations with critical space for further exploration and innovation that drive reflection and support strategic evolution.

Considerations

- IDRC should consider continuing to articulate strategic objectives or corporate policies to provide further space for staff and collaborating organizations to further explore and develop more intentional programming around building R4D leaders from a range of backgrounds and fields.
- As the study reveals an interest in more attention to inclusion and gender, the above-mentioned reflection process and program development should take into account who is participating in different aspects of this process both within IDRC and among collaborating organizations.

Attention should be paid to determining implicit and explicit roles and how those who traditionally are not in a particular role could be gaining experience for those less likely to lead in a certain capacity and gaining insights from the perspective of a team member for those who are typically leaders.

Defining and Identifying Leaders

The common understanding by evaluation participants is that good R4D leaders must be visionary and empower and inspire others, indicating the need for a collaborative approach to leadership.

Considerations

- A common understanding of good R4D leadership that is defined and regularly reviewed with collaborating organizations will serve as a base for more focused project design and implementation, therefore strengthening impact.
- IDRC should encourage exploration of expressing and encouraging the range of ways that R4D researchers can lead within a team, organization, or field, supporting more expansive thinking on how leadership is demonstrated and who might be in those roles. Including diverse perspectives in this exploration could offer insights into traditional behaviors that may not otherwise be recognized.

Inclusivity and Gender

The question of who is participating and in what ways is critical to consider throughout all aspects of a project. Alumni from marginalized groups and those conducting advocacy work indicated even more strongly that being inclusive and participatory were key characteristics for a good leader. IDRC should further consider in what ways it can facilitate environments and opportunities particularly designed to encourage and empower participants who have additional challenges to overcome.

Considerations

- When designing projects, IDRC should more systematically investigate who is traditionally participating in the field and what other voices might be important to better inform the field.
- Identifying the implicit and explicit challenges for these groups to thrive in leadership roles could inform the design of projects, curricula, and activities that will nurture learning and empowerment for emerging leaders from different backgrounds, formations, characteristics, and learning styles.

One-quarter of all survey respondents self-identified as coming from marginalized groups and one-third of those said they were marginalized because of their gender. Of the 11 project designs reviewed in the qualitative research, a few specifically incorporated a focus on women and one had a small component targeting men from disadvantaged socioeconomic backgrounds. For those projects intending to address

issues of exclusion and research legitimacy by targeting participants from marginalization groups, the project design should incorporate diverse and inclusive approaches for all to thrive.

Considerations

- For those projects intentionally including marginalized groups, selection is a first step. However, for participants from marginalized groups to thrive, the project design should be reviewed from outreach and application to curriculum design, mentorship, and experiential opportunities to address obstacles and challenges for the target groups.
    - SAWA focused on building female researchers in a male-dominated field. Phase 1 was 20% male from disadvantaged communities and 80% female, and Phase 2 was 100% women. Each phase was designed to include layered support, such as transboundary cooperation across four institutions, in-classroom trust and skills-building, and a web of support from professors, academic advisers, and mentors who are practitioners.

Technical and Leadership Skills

Expertise in a researcher's field is a fundamental requirement for being a good leader. IDRC has been successfully building alumni's technical capacity in their fields as well as in acquiring high-quality R4D skills. In fact, more than three-quarters of alumni said they acquired skills for all four RQ+ dimensions.

Complementary to technical skills, leadership skills are necessary for communications, teamwork, and boundary-spanning to effectively bring research to use. Alumni interviewed said that one of their most important shifts during their IDRC-supported experience was learning to take into account the use of their research beyond academics.

Considerations

- A key factor in increasing skills acquisition is when alumni work with research users. Consider how project design can incorporate participants working with research users.
- Alumni highly valued combined practical and academic learning opportunities, including fieldwork, conferences, meetings, and publications. In addition, respondents who attended technical skills trainings or workshops indicated higher leadership skills acquisition, and those who participated in fieldwork more frequently indicated acquisition of strategic thinking and effective communications skills. Consider in what ways these two components can be integrated and complementary in your project design, particularly incorporating fieldwork.
- Consider what type of expertise is required for the field of focus for the project, who is traditionally considered an expert in this field, what other voices are important to deepen and expand the field, and who could add complexity to the offerings and to the cohort for stronger relevance.

Awards and Embedded Programs

Awards projects that included skills-building and experiential learning components incorporated in their design had a stronger influence in skills-building. In contrast, Corporate/FI respondents (which included IDRA with no skills-building component) reported lower levels of technical and leadership skills acquisition. Although a fairly high number of alumni from all project types reported acquiring RQ+ skills, alumni from embedded projects indicated lower scores than those from the awards projects.

Considerations

- Given the results, whether as a part of IDRC funding or as a requirement of the collaborating partner's contribution, IDRA and similar projects should consider a capacity-building component, particularly that includes practical experience.
- Embedded projects are often smaller and may have more flexibility for nuanced and adaptive programming. Consider the particular needs of each individual and the range of ways that skills can be developed, through mentoring, practical experience, trainings, and workshops. Also, consider the types of learning styles and backgrounds of the individuals to develop learning opportunities that are most beneficial to their particular needs and interests.

Relationship-Building

Personal connections particularly with mentors and peers in their cohort were critical for alumni to feel supported emotionally and professionally. These connections were even more valued for those addressing development issues that challenged deep-rooted beliefs and traditions.

Considerations

- Technology can enhance exposure and access to knowledge but should not replace in-person connections. Creative ways of incorporating the advantages of both would be ideal.
    - COPAZ cohorts within each country participated in-person to a course taught virtually, along with a few cross-country in-person meetings.
    - IDRC Research Awards gathered participants within each location (Ottawa and regional offices) for virtual meetings. Some said adding in-person meetings would be even more beneficial, budget permitting.
- In cases where cohorts existed, alumni valued the strong sense of connection and trust with the group. Consider an emphasis on developing strong cohorts and networks for alumni that address power dynamics within the group, including gender, age, ethnicity, and socioeconomic background. Take into account how that may affect how individuals interact and how respect and trust can be developed through project design and modeling behavior by IDRC, partners, mentors, and professors.

- Relationships with mentors were critical for alumni. Overall, alumni felt their mentor relationship was helpful, though some felt their mentors were not very available. Connection and training of mentors across a project could facilitate a stronger common purpose, language, and level of effectiveness.
    - SAWA recently developed a more layered approach, where participants received support from academic advisers and mentors from practitioners in their field.
    - IDRC Research Awardees had an overall mentor and a specific gender mentor who hosted in-person workshops and an online mentoring process to work through issues on a case-by-case basis with each of the awardees.
- Almost 95% of alumni felt building partnerships/networks to be important or critically important to leadership. Incorporating opportunities for professional network-building through participation in conferences, meetings, and other activities will provide a space for emerging leaders to practice their newly acquired skills to become stronger R4D leaders, which includes learning how to connect with other professionals.

External Environment for Leaders to Thrive

The qualitative research revealed that once emerging leaders complete their projects and leave that supportive environment, the norms and practices of their workplace or university (for further studies) often inhibit or restrict alumni's abilities to apply their learnings. Such is the case even though 60% of respondents indicated that they had taken part in planned or unplanned follow-up activities with their project after completion. IDRC has three potential spheres of influence for affecting change within the larger environment.

Considerations

- IDRC could directly address the promotion of institutional understanding and receptivity to high-quality R4D research and leadership as defined by IDRC. IDRC could use this approach with the organizations it supports as part of projects designed with another focus or a unique project for this purpose.
- In cases where IDRC grant recipients for a leadership development project are a small team within a much larger organization (such as a research team within a university) or are coordinating efforts across various organizations, the project should include a component of promotion of understanding and receptivity to high-quality R4D research and leadership as defined by IDRC with broader project-related actors.
- Lead or promote dialogue with other local or global funders and research institutions about how leadership is defined and how to encourage a more enabling environment for forward-thinking R4D leaders.

Concluding Thoughts

The evaluation team would like to thank IDRC for this opportunity to contribute to research on how investments in emerging leaders affect individual and collaborative outcomes in research for development settings. The outcomes of our evaluation study not only inform IDRC's work but can be important lessons learned for other stakeholders who wish to invest in emerging research leaders. We hope that these findings can inform such discussions and contribute to the importance of investing in the next generation of R4D leaders committed to research excellence and use.

Annex A: Detailed Methodology and Evaluation Matrix

This Detailed Methodology provides complementary information to the Approach and Methodology section of the report.

Projects Analyzed in the Evaluation

IDRC developed a purposeful sample of 75 IDRC-supported award and research projects whose start dates ranged from 1995 – 2018. The projects were grouped into two main categories: (1) awards projects for individuals (45 projects: 11 Corporate/FI, 23 IFP, 11 Program-led Awards) and (2) embedded support in research projects (30 projects) that demonstrate distinct approaches to capacity-building. Awards projects for individuals used two modalities of funding:

- *Direct management by IDRC*, where the Centre directly manages grants to individuals through an internally-run process
- *Management via a third party,* where the Centre provides a grant to an organization for the primary or sole purpose of administering a program of individual awards.

Technical Approach and Methodology

The evaluation process was collaborative and utilization-focused, taking an appreciative stance and gender-sensitive approach. The evaluation team initially reviewed relevant IDRC strategic and project documents and engaged with IDRC in an inception workshop to inform further data collection and develop a tailored evaluation process. Fundamental to framing the evaluation was the collaborative adaptation of the IDRC Building Leaders working group's Theory of Change (TOC)[1] and the development of the evaluation matrix, which combined key aspects of the IDRC working group's results framework, IDRC's Research Quality Plus (RQ+) framework,[2] and IIE's leadership matrix. The approach was particularly informed by:

- Adapted Kirkpatrick Model[3]: to better understand the progress of leadership development and impact from the individual to the collective. IIE added a fifth level to the standard four level model that specifies the larger, social change the awardees and grantees may have had in their policy and development spheres.
- Strategy Analysis: to consider in what ways IDRC-supported experiences contributed to building leadership capacity of awardees and grantees.

[1] See Annex B: Revised Theory of Change

[2] Ofir, Z., Schwandt, T, Duggan, C, & McLean, R. (2016). *Research Quality Plus: A Holistic Approach to Evaluation,* IDRC.

[3] The Kirkpatrick model of evaluation includes measurement of participants' acquisition of new knowledge, skills, and attitudes (learning); their application of this learning; the results of this application at the institutional, community, national, and/or international levels; and on their relationships/networks.

- OECD-DAC Evaluation Standards: the key pillars for quality development evaluation set out by the Organization for Economic Co-operation and Development – Development Assistance Committee (OECD-DAC) Quality Standards for Development Evaluation[4] guided this evaluation process.

Data Collection Methods

IIE collected quantitative and qualitative data from January – April 2019, gathering 934 responses from an online alumni survey and interviewing 38 IDRC staff, alumni, representatives of collaborating organizations, and external experts, through 16 individual stakeholder interviews and 4 focus groups of alumni.

Table A. Data Collection Methods

Data Collection Method	
Document Review	The evaluation team reviewed relevant IDRC strategic documents and project documents, providing a basis for further exploration in other data collection methods.
Inception Workshop	A participatory workshop in Ottawa provided an opportunity to engage with IDRC, dive deeper into the evaluation questions and develop a tailored approach to the evaluation together.
Web-based Survey	A web-based survey was administered to all IDRC awardees and grantees for whom updated contact information was available to gain a breadth of understanding of alumni experiences. IIE analyzed all survey data by key characteristics such as gender, current location, project type, cohort year, and marginalized group. All statistically significant findings are reported at $p<.05$, $p<.01$, or $p<.001$).
Key Informant Interviews	Virtual in-depth interviews were conducted with IDRC staff and representatives of collaborating organizations to gain insights into the opportunities, challenges and lessons learned in the implementation of IDRC-funded programs. External experts – with knowledge of IDRC projects, removed from the implementation, and based in project countries - were also interviewed to speak to the long-term societal and/or policy impacts of IDRC's leadership development projects.
Focus Groups	Four virtual focus groups with alumni provided an overview of broader impacts observed across award programs and grants with different approaches. The focus groups (conducted in English, French, and Spanish) were composed of as many as 5 former awardees and grantees, with a balanced distribution of men and women and representation from various geographic regions. Each focus group included awardees and grantees from example projects as well as other projects.
Sense-Making Workshop	Participatory workshop in Ottawa where IDRC staff engaged with data results, contextualized and deepened analysis, and provided insights about outcomes and lessons learned.
Example Projects	Four (4) projects were selected for a more nuanced understanding of their evolution and complexities; 2 awards and 2 grants from across the 3 program areas. Each focus project was explored through all above data collection methods, triangulating document review, virtual focus groups with alumni, and key informant interviews with IDRC Program Officers (POs), principle investigators or project leads of collaborating organizations, and external experts.

[4] https://www.oecd.org/development/evaluation/qualitystandards.pdf

Quantitative Data Collection

The evaluation began data collection in January 2019 with an online survey to 1,825 alumni for whom updated contact information was available. The survey was administered in English, French, and Spanish. About a third (31%) of the 1,825 alumni surveyed were recipients of Program-led Awards, 30% were IFP awardees, 23% were Corporate/FI awardees, and 16% participated in embedded projects.

Table B. Study Population by Project Name and Type

	Name of Project	Corporate/FI Awards	IFP Awards	Program-led Awards	Embedded	Grand Total
1	1-year paid internship at IDRC (now called IDRC Research Award)	129				129
2	Adaptation at Scale in Semi-Arid Regions (ASSAR)				11	11
3	Adaptation to Increase Resilience to Climate Change in Ethiopian Agriculture				6	6
4	Africa Centre for Systematic Reviews and Knowledge Translation				13	13
5	African Doctoral Dissertation Research Fellowships		68			68
6	African Doctoral Dissertation Research Fellowships Program (Phase III)		42			42
7	African Economic Research Consortium (AERC) Training Programme		12			12
8	African Health Economics and Policy Research Capacity Building and Dissemination				21	21
9	AGROPOLIS Graduate Research Awards in Urban Agriculture	11				11
10	Bene Fellowship	7				7
11	Bentley Research Fellowship	8				8
12	Building Emerging Leaders in Communications Policy in Africa and Asia (CPRsouth - LIRNEAsia)			55		55
13	Building leadership for LAC cities in a changing climate			6		6
14	Building the Capacity of Future Leaders in Economics in West and Central Africa			24		24
15	Canadian Window on International Development Awards (CANWIN)	3				3
16	Capacity-building on labour markets and industrial policy in Asia: An Indira Gandhi Institute of development research regional initiative		8			8
17	Central American and Caribbean Citizen Security Platform				12	12
18	CORAF: Developing Capacity for Agriculture for Development in Sub-Saharan Africa		24			24
19	Doctoral Awards to Strengthen Sub-Saharan Africa Leadership in HIV Prevention Research			5		5
20	Doctoral Research Awards in Sustainable Agriculture and Natural Resources Management (RUFORUM-IDRC)		15			15
21	Ecohealth		8			8
22	Ecohealth: Practice on Health, Environment and Society		43			43

	Name of Project	Corporate/FI Awards	IFP Awards	Program-led Awards	Embedded	Grand Total
23	ECOPOLIS Graduate Research and Design Competition	5				5
24	Enhanced Preservation of Fruits Using Nanotechnology (CIFSRF Phase 2)				22	22
25	Examining Burma's Development: A Research Fellowship Program		19			19
26	From Data to Development: Exploring the Emerging Impact of Open Government Data in Developing Countries				10	10
27	From Research to Policy: Linking Climate Change Adaptation to Sustainable Agriculture				6	6
28	GIBS Fellowships		17			17
29	Health Enterprise Architecture Laboratory (HEAL)				4	4
30	Hungry Cities Initiative: Informality, Inclusive Growth, and Food Security in Cities of the Global South				16	16
31	IDRC Corporate Awards	7				7
32	IDRC Doctoral Research Award	218				218
33	IDRC Fellowships in Governance Security & Justice in South Asia		1			1
34	IDRC Professional Development Awards	16				16
35	IDRC Science Journalism Awards	9				9
36	IDRC Visiting Fellowship on Governance and Corruption	1				1
37	IERI Doctoral Research Awards		4			4
38	Indira Gandhi Institute of development research		11			11
39	Inland Aquaculture and Adaptation to Climate Change in Northern Thailand				12	12
40	Inondations dans la banlieue de Dakar : Vers une adaptation par les améliorations du bâti, des infrastructures et de la gouvernance locale				2	2
41	IRIACC – Partnership for Canada-Caribbean Climate Change Adaptation				6	6
42	IRIACC – Vulnerability and Adaptation to Climate Extremes				8	8
43	ISSP - Projet de renforcement des capacités en analyse de politiques et systèmes de santé en Afrique Subsaharienne		28			28
44	Junior fellows at Institute for Security Studies		19			19
45	Latin America and Caribbean Environmental Economics Program (LACEEP)			61		61
46	Mobilizing Social Science in the Arab World - Knowledge, Capacity, Outreach		49			49
47	Neglected Issues Relating to African Health Systems: An Incentive for Reform				3	3
48	Non-Communicable Disease Research Training Program. A graduate and post-graduate Initiative in Central America		21			21
49	NPTCI-IDRC Doctoral Research Awards in Economics		21			21
50	Policy Analysis for Growth and Employment			172		172
51	Policy Analysis on Growth and Employment - PAGE II			156		156
52	Poverty and Economic Policy (PEP) Networks Project			31		31

	Name of Project	Corporate/FI Awards	IFP Awards	Program-led Awards	Embedded	Grand Total
53	Promoting Inclusive Policies and Approaches to Address Youth Networks of Violence in South Africa				3	3
54	Promoting Leadership for Economic Policy in Fragile and Post-Conflict States in Africa			16		16
55	Scaling Up Pulse Innovations for Food and Nutrition Security in Southern Ethiopia (CIFSRF Phase 2)				7	7
56	Scaling Up the Production of More Nutritious Yellow Potatoes in Colombia (CIFSRF Phase 2)				11	11
57	South Asian Water (SAWA) Leadership Program on Climate Change			11		11
58	South Asian Water Fellowships		49			49
59	Southeast Asian Uplands Agriculture Fellowships		35			35
60	Strengthening Environmental Economics Capacity in Research on Climate Change Adaptation				2	2
61	Strengthening Health Systems Research Capacity in Mozambique				11	11
62	Strengthening Information Society Research Capacity in Asia (SIRCA)				35	35
63	Strengthening mathematics, science and economic policy capacity in Afghanistan and Central Asia				2	2
64	Strengthening Research Capacity and Evidence-Based Policy-Making in Afghanistan and Central Asia: A Research and Public Policy Initiative				2	2
65	Strengthening Research Capacity for Good Governance and Security in Africa				7	7
66	Strengthening Research Capacity on Enterprise Development and Entrepreneurship		6			6
67	The Arab Council for the Social Sciences: Support for Institutional Development, Core Capacities, and an Inaugural Research Program				4	4
68	The Care Economy, Women's Economic Empowerment, and China's Inclusive Growth Agenda				11	11
69	University of Mauritius-IDRC Masters in Social Protection Fellowships		11			11
70	UPEACE Strengthening Research Capacity for Governance and Security in Sub-Saharan Africa		40			40
71	Urban Climate Resilience in Southeast Asia Partnership				8	8
72	Using an Environmental Economics Perspective to Influence Policies in Latin America and the Caribbean			31		31
73	Water Resources and Adaptation to Climate Change in Vulnerable North China Plain and Poyang Lake Region in China				3	3
74	West and Central African Partnership for Maternal, Newborn, Child, and Adolescent Health Research				7	7
75	Youth, Politics and the Media: Legitimacy Issues in Post-Revolutionary Tunisia				27	27
	TOTAL	414	551	568	292	1,825
	Percentage of total	23%	30%	31%	16%	

The evaluation team received survey responses from 51% of the alumni surveyed, from each of the 75 projects between February and March 2019: 28% of the responses were from Corporate/FI alumni, 31% IFP, 26% Program-led of Awards, and 15% embedded projects.

Table C. Alumni Respondent Population by Project Name and Type

		Number or Survey Respondents				Percent of Total Responses
	Name of Project	**Corporate/FI Awards**	**IFP Awards**	**Program-led Awards**	**Embedded**	
1	1-year paid internship at IDRC (now called IDRC Reseach Award)	80				8.6
2	Adaptation at Scale in Semi-Arid Regions (ASSAR)				4	0.4
3	Adaptation to Increase Resilience to Climate Change in Ethiopian Agriculture				4	0.4
4	Africa Centre for Systematic Reviews and Knowledge Translation				8	0.9
5	African Doctoral Dissertation Research Fellowships		32			3.4
6	African Doctoral Dissertation Research Fellowships Program (Phase III)		12			1.3
7	African Economic Research Consortium (AERC) Training Programme		4			0.4
8	African Health Economics and Policy Research Capacity Building and Dissemination				2	0.2
9	AGROPOLIS Graduate Research Awards in Urban Agriculture	7				0.7
10	Bene Fellowship	3				0.3
11	Bentley Research Fellowship	6				0.6
		Number or Survey Respondents				
	Name of Project	**Corporate/FI Awards**	**IFP Awards**	**Program-led Awards**	**Embedded**	**Percent of Total Responses**
12	Building Emerging Leaders in Communications Policy in Africa and Asia (CPRsouth - LIRNEAsia)			25		2.7
13	Building leadership for LAC cities in a changing climate			4		0.4
14	Building the Capacity of Future Leaders in Economics in West and Central Africa			5		0.5
15	Canadian Window on International Development Awards (CANWIN)	2				0.2
16	Capacity-building on labour markets and industrial policy in Asia: An Indira Gandhi Institute of development research regional initiative		4			0.4
17	Central American and Caribbean Citizen Security Platform				8	0.9
18	CORAF: Developing Capacity for Agriculture for Development in Sub-Saharan Africa		21			2.2

19	Doctoral Awards to Strengthen Sub-Saharan Africa Leadership in HIV Prevention Research			2		0.2
20	Doctoral Research Awards in Sustainable Agriculture and Natural Resources Management (RUFORUM-IDRC)		5			0.5
21	Ecohealth		6			0.6
22	Ecohealth: Practice on Health, Environment and Society		18			1.9
23	ECOPOLIS Graduate Research and Design Competition	4				0.4
24	Enhanced Preservation of Fruits Using Nanotechnology (CIFSRF Phase 2)				10	1.1
25	Examining Burma's Development: A Research Fellowship Program		13			1.4
26	From Data to Development: Exploring the Emerging Impact of Open Government Data in Developing Countries				6	0.6
27	From Research to Policy: Linking Climate Change Adaptation to Sustainable Agriculture				2	0.2
28	GIBS Fellowships		9			1.0
29	Health Enterprise Architecture Laboratory (HEAL)				2	0.2
30	Hungry Cities Initiative: Informality, Inclusive Growth, and Food Security in Cities of the Global South				6	0.6
31	IDRC Corporate Awards (All years)	4				0.4
32	IDRC Doctoral Research Award	137				14.7
33	IDRC Fellowships in Governance Security & Justice in South Asia		1			0.1
34	IDRC Professional Development Awards	8				0.9
35	IDRC Science Journalism Awards	7				0.7
36	IDRC Visiting Fellowship on Governance and Corruption	1				0.1
		Number or Survey Respondents				
	Name of Project	**Corporate/FI Awards**	**IFP Awards**	**Program-led Awards**	**Embedded**	**Percent of Total Responses**
37	IERI Doctoral Research Awards		1			0.1
38	Indira Gandhi Institute of development research		7			0.7
39	Inland Aquaculture and Adaptation to Climate Change in Northern Thailand				6	0.6
40	Inondations dans la banlieue de Dakar : Vers une adaptation par les ameliorations du bati, des infrastructures et de la gouvernance locale				2	0.2
41	IRIACC - Partnership for Canada-Caribbean Climate Change Adaptation				1	0.1
42	IRIACC - Vulnerability and Adaptation to Climate Extremes				1	0.1

43	ISSP - Projet de renforcement des capacités en analyse ds politiques et systèmes de santé en Afrique Subsaharienne		18			1.9
44	Junior Fellows at Institute for Security Studies		13			1.4
45	Latin American and Caribbean Environmental Economics Program (LACEEP) (All Phases)			27		2.9
46	Mobilizing Social Science in the Arab World - Knowledge, Capacity, Outreach		10			1.1
47	Neglected Issues Relating to African Health Systems: An Incentive for Reform				2	0.2
48	Non-Communicable Disease Research Training Program. A graduate and post-graduate Initiative in Central America		16			1.7
49	NPTCI-IDRC Doctoral Research Awards in Economics		9			1.0
50	Policy Analysis for Growth and Employment			42		4.5
51	Policy Analysis on Growth and Employment - PAGE II			91		9.7
52	Poverty and Economic Policy (PEP) Networks Project			15		1.6
53	Promoting Inclusive Policies and Approaches to Address Youth Networks of Violence in South Africa				2	0.2
54	Promoting Leadership for Economic Policy in Fragile and Post-Conflict States in Africa			10		1.1
55	Scaling Up Pulse Innovations for Food and Nutrition Security in Southern Ethiopia (CIFSRF Phase 2)				4	0.4
56	Scaling Up the Production of More Nutritious Yellow Potatoes in Colombia (CIFSRF Phase 2)				5	0.5
57	South Asian Water (SAWA) Leadership Program on Climate Change			11		1.2
58	South Asian Water Fellowships		24			2.6
59	Southeast Asian Uplands Agriculture Fellowships		31			3.3
60	Strengthening Environmental Economics Capacity in Research on Climate Change Adaptation				1	0.1
61	Strengthening Health Systems Research Capacity in Mozambique				8	0.9
		Number or Survey Respondents				
	Name of Project	**Corporate/FI Awards**	**IFP Awards**	**Program-led Awards**	**Embedded**	**Percent of Total Responses**
62	Strengthening Information Society Research Capacity in Asia (SIRCA)				15	1.6
63	Strengthening mathematics, science and economic policy capacity in Afghanistan and Central Asia				1	0.1
64	Strengthening Research Capacity and Evidence-Based Policy-Making in Afghanistan and Central Asia: A Research and Public Policy Initiative				2	0.2
65	Strengthening Research Capacity for Good Governance and Security in Africa				4	0.4
66	Strengthening Research Capacity on Enterprise Development and Entrepreneurship		4			0.4

67	The Arab Council for the Social Sciences: Support for Institutional Development, Core Capacities, and an Inaugural Research Program				1	0.1
68	The Care Economy, Women's Economic Empowerment, and China's Inclusive Growth Agenda				8	0.9
69	University of Mauritius-IDRC Masters in Social Protection Fellowships		4			0.4
70	UPEACE Strengthening Research Capacity for Governance and Security in Sub-Saharan Africa		29			3.1
71	Urban Climate Resilience in Southeast Asia Partnership				7	0.7
72	Using an Environmental Economics Perspective to Influence Policies in Latin America and the Caribbean			13		1.4
73	Water Resources and Adaptation to Climate Change in Vulnerable North China Plain and Poyang Lake Region in China				1	0.1
74	West and Central African Partnership for Maternal, Newborn, Child, and Adolescent Health Research				6	0.6
75	Youth, Politics and the Media: Legitimacy Issues in Post-Revolutionary Tunisia				10	1.1
	Total Survey Responses Per Project Type	**259**	**291**	**245**	**139**	
	Percentage of Total	**28%**	**31%**	**26%**	**15%**	
	Total Overall Survey Responses	**934**				

Qualitative Data Collection

Following preliminary analysis of survey results, the evaluation team conducted qualitative research in March and April 2019. The qualitative research was limited in scope and designed as complementary to the breadth of the quantitative research, by gaining deeper insights through virtual interviews and focus groups with a small sample of projects and stakeholders. The team used 5 interview protocols, developed in consultation with IDRC and aligned with the evaluation matrix. The 16 interviewees included (1) IDRC staff, (2) principal investigators or project leads of collaborating organizations, and (3) and key external experts, There were also 4 alumni focus groups featuring as many as 5 alumni: men and women - from various awards and embedded projects, cohorts, and geographic locations. In addition to learning about experiences across a range of perspectives, the research particularly focused on four example projects to allow for further understanding. The example projects offered diversity by geographic impact, design, and project type.

Table D. Participants in Qualitative Data Collection

Criteria	Total	Total by Category	IDRC Staff	Grantee Organizations	External Experts	IDRC Alumni
Gender	**38**					
Female		18	5	2	2	9
Male		20	3	1	3	13
Region	**38**					
Africa		12	2	1	2	7
Asia		5	0	1	1	3
Latin America		9	0	1	1	7
North America		12	6	0	1	5

Criteria	Total	Total by Category	IDRC Staff	Grantee Organizations	External Experts	IDRC Alumni
Project Types	**11**[5]					
Embedded		3				
Program-led Awards		4				
IFP		2				
Corporate/FI		2				

Example Projects

The 4 example projects were selected for a more nuanced understanding of their evolution and complexities; 2 awards and 2 grants from across the 3 program areas. Each focus project was explored through all above data collection methods, triangulating document review, virtual focus groups with alumni, and key informant interviews with IDRC staff (Program Officers (POs)), representatives of collaborating organizations, and external experts.

Awards Projects for Individuals:

- **IDRC Research Awards** are Corporate Awards open to Canadians, permanent residents of Canada, and citizens of developing countries pursuing a master's or a doctoral degree at a recognized university OR who have completed a master's or a doctoral degree at a recognized university. Funding started in 1988[6] and continues today. The project was renamed IDRC Research Awards in 2011.[7]Topics in the 2019 cycle include: Agriculture and Food Security, Climate Change, Food, Environment, and Health, Employment and Growth, Foundations for Innovation, Governance and Justice, Maternal and Child Health, Networked Economies, Centre of Excellence for Civil Registration and Vital Statistics Systems, and Livestock Vaccine Innovation Fund. Participants are from Far East Asia, South Asia, Middle East, North, Central and South America, Oceania, Northern and Sub- Saharan Africa, and the West Indies. Award recipients take part in a 12-month project, which includes an internship at IDRC's head office in Ottawa or one of the field offices, as well as field work.

- **South Asian Water (SAWA) Leadership Program on Climate Change** is a current Program-led Awards type project. It covers Bangladesh, India, Nepal, and Sri Lanka. The collaborating institutions are SaciWATERs (India), Bangladesh University of Engineering and Technology, Dhaka (Bangladesh), Nepal Engineering College (Nepal), and the University of Peradeniya (Sri Lanka). The main goal of the project has been to contribute to the development of specialists trained to use multi-disciplinary approaches when tackling water issues. A particular effort is being made to support women in leadership roles, since they have been traditionally under-represented in water management in the region. The project has awarded fellowships to for master's-level integrated water resources management programs in these four countries, providing fellows with opportunities to access decision-making environments through internships.

[5] Includes all projects specifically represented by a participant. Other interviews were conducted with participants who represented a broader perspective and not a particular project.
[6] http://idris.idrc.ca/app/Search (Search term: Internship Program - Phase I)
[7] Eric Smith, IDRC's Fellowships and Awards Program 2013 Tracer Study, Special Initiatives Division, IDRC CRDI Ottawa, Canada)

Embedded projects:

- **Central American and Caribbean Citizen Security Platform (COPAZ)** sought to develop an innovative, transnational, face-to-face, and virtual research and training program for the region. understanding that violent crime rates threaten political and social stability, and trust in democracy, in Central American and Caribbean societies, the National Foundation for Development (Fundación Nacional para el Desarrollo) in El Salvador implemented COPAZ from 2016 to 2018 and covered the Dominican Republic, El Salvador, Honduras. The project brought together the region's scholars, practitioners, attorneys, journalists, and other stakeholders into regular, constructive dialogue focusing on five priority public policy issues: crime prevention, enhancing security, access to justice, rehabilitation, and reinsertion.

- **Neglected Issues Relating to African Health Systems: An Incentive for Reform** focused on issues considered systemic "blind spots" in the health care system of Niger. These issues affect access to and quality of health care for the poor and vulnerable in West Africa and are not covered by regular investigative protocols, are not questioned because they are part of well-established routines, or conflict with other interests. They included practices that don't comply with official standards, bottlenecks within healthcare organizations, and shortcomings in implementing healthcare policies in the field. The project involved six research projects in collaboration with LASDEL (Laboratoire d'Etudes et de Recherches sur les Dynamyques Sociales et le Développement Local), providing training for social anthropologists of health.

In addition to the 4 example projects named above, the stakeholder interviews and alumni focus groups also included discussions concerning additional projects. Certain individual awards and embedded projects were highlighted by IDRC staff members, representatives of collaborating organizations, and external experts. Each focus group featured alumni of example projects and other (awards or embedded) projects. The projects covered in the qualitative data collection are listed in the Table E.

Table E. Projects Explored in Qualitative Data Collection

Name of Project	Type of Award	Example Project
1-year paid internship at IDRC (now called IDRC Research Award)	Corporate/FI	●
Building Emerging Leaders in Communications Policy in Africa and Asia (CPRsouth -LIRNEAsia)	Program-led Awards	
Central American and Caribbean Citizen Security Platform	Embedded	●
Ecohealth: Practice on Health, Environment and Society	IFP	
IDRC Doctoral Research Awards (IDRA)	Corporate/FI	
Neglected Issues Relating African Health Systems	Embedded	●
Non-Communicable Disease Research Training Program. A graduate and post-graduate Initiative in Central America	IFP	
Policy Analysis for Growth and Employment	Program-led Awards	
Policy Analysis on Growth and Employment - PAGE II	Program-led Awards	
South Asian Water (SAWA) Leadership Program on Climate Change	Program-led Awards	●
West and Central African Partnership for Maternal, Newborn, Child, and Adolescent Health Research	Embedded	

Data Analysis

IIE conducted data analysis March – June 2019. IIE used the appropriate statistical techniques to analyze the data collected such as frequencies and means, T-tests for equality of means, Levene's test for equality of variances, chi-square goodness of fit tests, analysis of variance (ANOVAs), and multivariate regression. Quantitative data was analyzed using data software SPSS. The team transferred quantitative data from the online survey automatically to SPSS, providing quality assurance in the data management system.

The evaluation team analyzed the data for statistically significant differences between individual awards vs. embedded projects, among individual award types (Corporate/FI, Program-led Awards, and IFP projects), among various cohort end years (1995-1999, 2000-2004, 2005-2009, 2010-2014, 2015-2019), by gender, and based on geographic location (East Asia-Pacific, Europe and Eurasia, Middle East and North Africa, South and Central Asia, Sub-Saharan Africa, Western Hemisphere (North America and Latin America)). Statistically significant differences were reported at $p<.05$, $p<.01$, or $p<.001$. At the request of IDRC, the team provided additional analysis beyond the categories previously mentioned highlighting statistically significant differences by marginalized status, leadership status, IDRC activities, and examined RQ+ skills acquisition in connection with specific activities.

The information collected from focus groups and interviews, as well as qualitative survey data was imported and analyzed using MaxQDA, qualitative data analysis software, which allows researchers to assign codes to passages of text and create associations between various themes.

Evaluation Timeline

The 10-month evaluation began September 3, 2018 and concluded July 26, 2019.

Table F. Evaluation Timeline

Evaluation Task/Activity	Completion date	Lead
INCEPTION / PLANNING		
Kickoff Call with IDRC	September 26, 2018	IIE & IDRC
Document Review	October 2018	IDRC
Inception Workshop (Ottawa)	October 23-24, 2018	IIE & IDRC
Evaluation Design	**December 20, 2018**	**IIE**
Draft evaluation instruments (surveys, interview guides)	December 18, 2018	IIE
Develop researcher and stakeholder databases	December 2018	IIE & IDRC
Final Evaluation Instruments	January 8, 2019	IIE
DATA COLLECTION		
Online survey	March 15, 2019	IIE
Focus groups and interviews	March 2019	IIE
DATA ANALYSIS		
Survey analysis	April 2019	IIE
Qualitative coding and analysis	May 2019	IIE
Integrated analysis	May 2019	IIE
REPORTING		

Evaluation Task/Activity	Completion date	Lead
Data Sense-making Workshop (Ottawa)	May 2-3, 2019	IIE & IDRC
Draft Evaluation Report	May 24, 2019	IIE
Revised Draft Report	June 5, 2019	IIE
2 Draft Summary Briefs (overall and awards only)	June 13, 2019	IIE
Debrief call with IDRC to review IDRC feedback	June 18, 2019	IIE & IDRC
Report for Final Round of Revisions	July 13, 2019	IIE
Revisions to Report	July 15, 2019	IDRC
Summary Briefs (overall and awards only) for Final Review	July 22, 2019	IIE
Final Revisions for Summary Briefs	July 24, 2019	IDRC
Final Evaluation Report	**July 26, 2019**	**IIE**
2 Final Summary Briefs (overall and awards only)	**July 26, 2019**	**IIE**
Contract End	August 30, 2019	IIE & IDRC

Evaluation Question	Sub-question	Analysis and Indicator(s)	Source
EQ 1: How did IDRC design activities and strategies to support leadership development among its awardees and grantees?	1.1 How do the past awardees and grantees that IDRC supported define "leadership?" How do they define "leadership" in their field or policy/institutional sphere?	Analyze various typologies and themes across award programs and grants.	• Document review, particularly the Southern Perspectives Report and Working Group Summary • Focus groups with awardees and grantees • Survey with awardees and grantees
	1.2 What leadership building strategies or activities (such as complementary skills training or mentoring) are built into IDRC award programs and grants? How do IDRC program teams make decisions to invest in these leadership building strategies and activities? In what ways have program strategies evolved across all award programs and grants over time? How do IDRC program teams make decisions to invest in these award programs and grants? In what ways have program strategies evolved across all award programs and grants over time?	Differentiate what strategies were implemented in award programs versus grants. Map project strategies that supported leadership development for awardees and grantees. Map deep dive project implementation trajectory and key decision making processes. Map deep dive project implementation trajectories and decision making processes across phased projects Identify and categorize types of leadership skills training and support built into scholarship and award programs. Example indicator: o % of awardees and grantees that indicate participating in IDRC leadership trainings that focused on negotiation skills.	• Document review, particularly the deep dive program summaries drafted by IDRC • Focus groups with awardees and grantees • Interviews with IDRC staff • Interviews with PIs • Survey with awardees and grantees

Evaluation Question	Sub-question	Analysis and Indicator(s)	Source
EQ 2: How effective have IDRC programs been in contributing to building leadership among its awardees and grantees?	2.1 Which award program and grant activities have been most effective and why? How do the modalities (award programs and grants) differ in the effectiveness of implemented activities?	Analysis of modalities by leadership outcomes as described in the leadership results framework. Example indicator(s): o % of awardees and grantees that advanced their public speaking skills through trainings. o % of awardees and grantees that advanced their ability to conduct research that is gender-responsive and more inclusive by design.	• Document Review, particularly project documents, program reviews, and evaluations. • Focus groups with awardees and grantees • Interviews with IDRC staff • Interviews with PIs • Survey with awardees and grantees
	2.2 To what extent did award programs and grants result in emerging leaders who can participate in and lead research that meets Research Quality Plus (RQ+) quality dimensions (methodological rigor, importance, legitimacy, and positioning for use); establish influential partnerships; and contribute to research impact at scale objectives?	Analyze the extent to which awardees and grantees felt they were able to improve their research quality according to RQ+ rubric. Analyze the extent to which this research participation was possible through IDRC's contribution. Analyze how various IDRC modalities contributed to RQ+ quality dimensions. Analyze ways in which IDRC contributed to awardees and grandees establishing new or expanded partnerships. Analyze ways in which	• Document review, particularly evaluations or others that reflect an RQ+ analysis of deep dive projects • Focus groups with awardees and grantees • Interviews with IDRC staff • Interviews with PIs • Survey with awardees and grantees

Evaluation Question	Sub-question	Analysis and Indicator(s)	Source
EQ 2: How effective have IDRC programs been in contributing to building leadership among its awardees and grantees?		IDRC contributed to awardees and grantees improved scale of impact of their research. Example Indicators[1]: • % of grantees and awardees indicating that mentorship through IDRC fostered their ability to conduct research that is relevant.	
	2.3 What activities or skills-building supported boundary-spanning (ability to move between research and research use) by emerging leaders?	Map complementary skills that supported leadership development for awardees and grantees. Example indicators: • The extent to which PIs, and grantees and awardees indicate that boundary spanning strategies were put in place to position research for use. • The extent to which grantees and awardees indicate that IDRC support (mentors, brokers, etc.) trained and advised them on how to promote their research work for policy use.	• Document review particularly project documents, program reviews and evaluations for deep dive projects • Focus groups with awardees and grantees • Interviews with IDRC staff • Interviews with PIs • Survey with awardees and grantees
	2.4 What challenges do awardees and grantees encounter as emerging leaders in their application of newly learned knowledge?	Analyze enablers and challenges for awardees and grantees to apply their program knowledge. Example indicators: • % of awardees and grantees that had difficulty in their application of knowledge and skills. • % of awardees and grantees indicating mentorship as an enabler for their leadership development.	• Focus groups with awardees and grantees • Interviews with IDRC staff • Interviews with PIs • Interviews with key experts • Survey with awardees and grantees

[1] All RQ+ Quality Dimensions will be reflected in the survey.

Evaluation Question	Sub-question	Analysis and Indicator(s)	Source
EQ 3: What contribution did the programs' leadership-building components have on awardees and grantees in their careers?	3.1 What career trajectories are emerging or are established for awardees and grantees in select fields in which IDRC has invested? To what extent have their career trajectories been viable? What career trajectories are emerging or are established for awardees and grantees in select fields in which IDRC has invested?	Map various career paths of awardees and grantees in various employment sectors, fields, types of organizations, and work tasks. Example indicators: **Thought Leaders**[2] Minimum (output) • Succeed in selection processes (securing grants, academic or policy positions) • Secure large amounts of research funding; • Mentor emerging researchers; • Promote the use of own research results for changes; • Become research chair; • Publish influential paper **Emerging Researcher** *Minimum (output)* • Graduate students are integrated into research projects; • Graduate from training (PhD, AIMS etc.); • Publication in conference proceedings, in peer-reviewed journal; • Selected to speak on a panel at a research conference; panelist at conference; • Apply for leadership or other training *Medium (intermediate outcome)* • Invited to take a significant role in a research project; • Secure (tenured) teaching or other research position in university.	• Focus groups with awardees and grantees • Interviews with IDRC staff • Interviews with PIs • Interviews with key experts • Survey with awardees and grantees

[2] Indicators and respective instrument questions are from IDRC's Summary of Building Leader Working Group inputs.

Evaluation Question	Sub-question	Analysis and Indicator(s)	Source
EQ 3: What contribution did the programs' leadership-building components have on awardees and grantees in their careers?	3.2 Who benefits from the IDRC investment? To what extent are social and gender equity considered in award programs and grants comparatively?	Analyze awardees and grantees by location, gender, ethnicity, etc. Analyze the extent to which the modalities (awardees versus grantees) differ in reach, access and role across gender, location, ethnicity, etc. Analyze leadership development according to the same factors. Analyze the ways in which grants and awards programs influenced social change, such as creating opportunities that were previously not available for marginalized groups, developing new pathways for marginalized individuals to participate in important, high quality research and to be actively involved in its use. Example indicator: • Correlation coefficient (strength) by gender and leadership outcomes.	• Document review particularly program reviews and evaluations for deep dive projects • Focus groups with awardees and grantees • Interviews with IDRC staff • Interviews with PIs • Interviews with key experts • Survey with awardees and grantees
EQ 4: What can we learn from IDRC's award programs and grants?	4.1 What lessons can be drawn about what contributes most significantly to building emerging research leaders, including the drivers of change within career trajectories, about IDRC strategies to support those individuals, and about the time frames of IDRC support?	Analyze evaluation results in collaboration with all experts, in lieu of IDRC's strategic planning.	• Document review, particularly IDRC's strategic plan, outcome areas implementation plans, past evaluations (including the evaluation on building leading organizations) • Focus groups with awardees and grantees • Interviews with IDRC staff • Interviews with PIs • Interviews with key experts • Survey with awardees and grantees • Sense-making workshop

Last revised: December 20, 2018

IDRC Emerging Research Leaders' Results Framework

IDRC Activities and Actions

Which of the IDRC activities and actions have contributed to leadership development among emerging leaders?

Measures of Leadership Development

IIE's Leadership Matrix

- Strategic Thinking: innovation, strategic planning, decision-making, analytical/critical thinking.
- Effective Communication: Active listening, negotiation skills, manages conflict, gives/receives feedback, public speaking
- Motivates Others: Approachability, empowering others, inspiring trust, mentoring others.
- Drives Results: Takes initiative, open to change, takes risks, works independently

Quality of research produced by teams with emerging leaders (based on IDRC's RQ+ Dimensions)

- Research Integrity
- Research legitimacy
- Research importance
- Positioning for use

What are the career trajectories of graduate students and early career researchers?

Leadership Outcomes in Research Practice

IDRC Working Group Framework (Revised)

Thought Leaders

- Succeed in selection processes (securing grants, academic or policy positions)
- Secure large amounts of research funding;
- Mentor emerging researchers;
- Promote the use of own research results for changes;
- Become a research chair;
- Publish influential paper(s), books, book chapters
- Become a policy maker
- Receive awards for research leadership

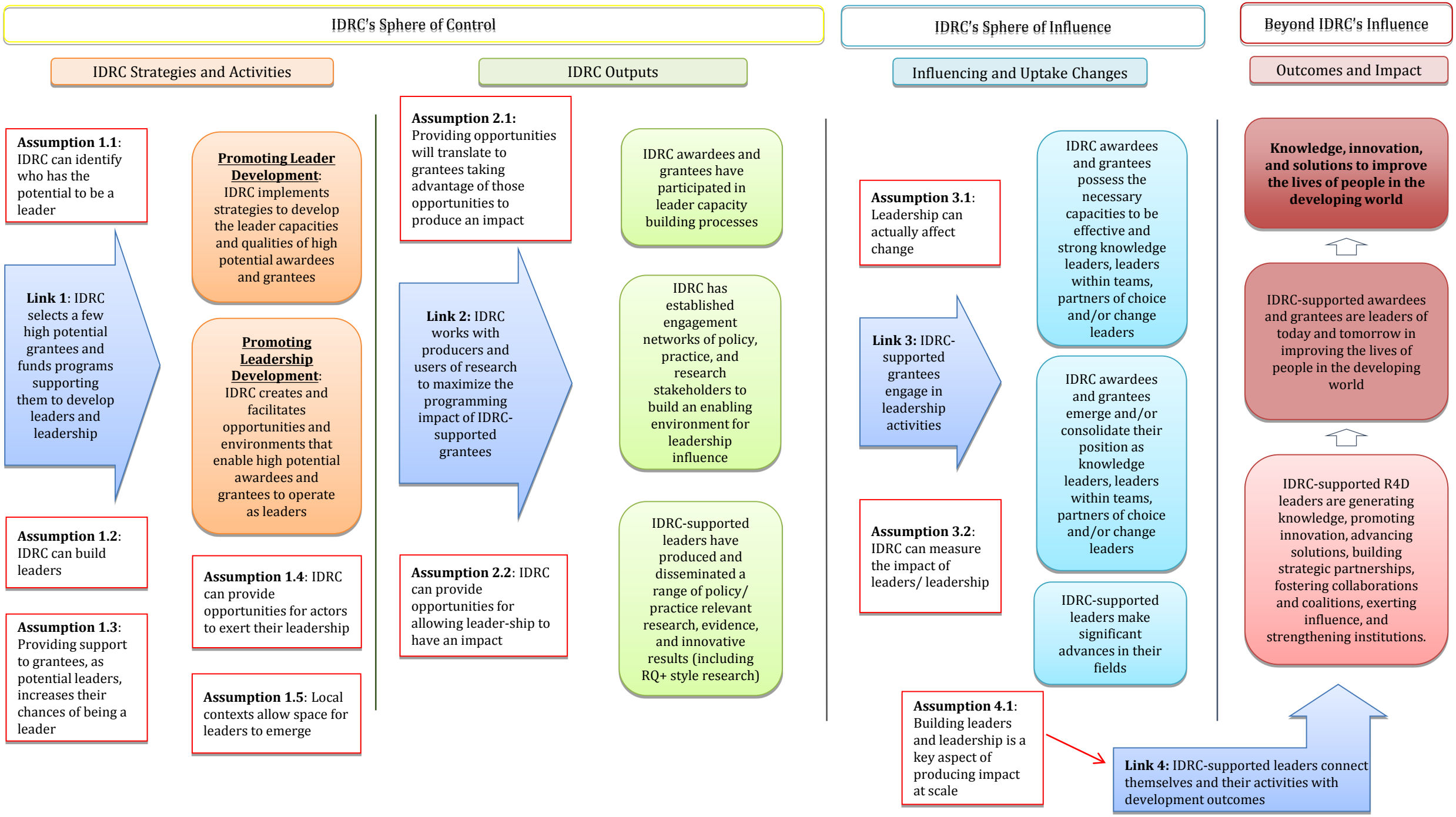
Emerging Researcher

- Graduate students are integrated into research projects;
- Graduate from training (PhD, AIMS etc.);
- Publication in conference proceedings, in peer-reviewed journal;
- Selected to speak on a panel at a research conference; panelist at conference;
- Apply for leadership or other training(s)
- Invited to take a significant role in a research project;
- Secure (tenured) teaching or other research position in university;

Leadership Indicators in Research Practice

Indicators

- # of articles, books, book chapters published
- # of graduate students taught or advised
- # of emerging researchers mentored
- # of research workshops or seminars and conference presentations organized
- # of research awards received
- Total $ amount of funding secured for research projects/grants
- # of policy processes influenced
- # of policies changed


IDRC's Sphere of Control
IDRC's Sphere of Influence
Beyond IDRC's Influence
IDRC Strategies and Activities
IDRC Outputs
Influencing and Uptake Changes
Outcomes and Impact
Assumption 1.1: IDRC can identify who has the potential to be a leader
Link 1: IDRC selects a few high potential grantees and funds programs supporting them to develop leaders and leadership
Assumption 1.2: IDRC can build leaders
Assumption 1.3: Providing support to grantees, as potential leaders, increases their chances of being a leader
Promoting Leader Development: IDRC implements strategies to develop the leader capacities and qualities of high potential awardees and grantees
Promoting Leadership Development: IDRC creates and facilitates opportunities and environments that enable high potential awardees and grantees to operate as leaders
Assumption 1.4: IDRC can provide opportunities for actors to exert their leadership
Assumption 1.5: Local contexts allow space for leaders to emerge
Assumption 2.1: Providing opportunities will translate to grantees taking advantage of those opportunities to produce an impact
Link 2: IDRC works with producers and users of research to maximize the programming impact of IDRC-supported grantees
Assumption 2.2: IDRC can provide opportunities for allowing leader-ship to have an impact
IDRC awardees and grantees have participated in leader capacity building processes
IDRC has established engagement networks of policy, practice, and research stakeholders to build an enabling environment for leadership influence
IDRC-supported leaders have produced and disseminated a range of policy/ practice relevant research, evidence, and innovative results (including RQ+ style research)
Assumption 3.1: Leadership can actually affect change
Link 3: IDRC-supported grantees engage in leadership activities
Assumption 3.2: IDRC can measure the impact of leaders/ leadership
IDRC awardees and grantees possess the necessary capacities to be effective and strong knowledge leaders, leaders within teams, partners of choice and/or change leaders
IDRC awardees and grantees emerge and/or consolidate their position as knowledge leaders, leaders within teams, partners of choice and/or change leaders
IDRC-supported leaders make significant advances in their fields
Assumption 4.1: Building leaders and leadership is a key aspect of producing impact at scale
Link 4: IDRC-supported leaders connect themselves and their activities with development outcomes
Knowledge, innovation, and solutions to improve the lives of people in the developing world
IDRC-supported awardees and grantees are leaders of today and tomorrow in improving the lives of people in the developing world
IDRC-supported R4D leaders are generating knowledge, promoting innovation, advancing solutions, building strategic partnerships, fostering collaborations and coalitions, exerting influence, and strengthening institutions.