

**Scoping study of capacity building  
Grants, scholarships, fellowships, and training**

**Undertaken on behalf of the Partnership for African Social and  
Governance Research**

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# Executive Summary

## Scope of study

- The purpose of this study is to provide an assessment of the current scale of capacity building support for graduate research and training in the social sciences in Africa generally, but particularly in PASGR's initial six focus countries (Ghana, Kenya, Mozambique, Tanzania, Uganda and Zambia). The emphasis is on 'significant providers' and the study has therefore concentrated principally on the major funders and larger scale initiatives.
- While the scoping study has attempted to be as wide-ranging as possible, it is inevitable that not all available capacity building opportunities will be represented here. It does not set out to provide a gazetteer of all capacity building support, but provides a foundation which might be (usefully) updated as the project progresses.

## Key findings

- **There is a significant gap in support for the social sciences and there is a clear need for PASGR.** Much existing research capacity support is focused on health and agriculture and while there are a number of major schemes, few are targeted specifically at the social sciences.
- **There is little support for 'core' social science training in Sub-Saharan Africa and capacity building.** Where social sciences are included within larger institutional support programmes they may represent only a relatively minor or incidental part of overall activity, or may be only indirectly supported through wider multi-disciplinary or none-disciplinary activity. Social science activity is typically supported where it aligns with a specific development concern, or with an agency's bilateral agenda. There is little support for 'basic' research.
- **Within the social sciences, economics receives the most support,** with dedicated initiatives serving different sub-fields within the discipline, such as macro, agricultural and environmental economics. There is also **significant support for social scientists working on disease, public health or population themes** as a result of a large amount of health related research and capacity building support.
- **From the recipient's perspective, the level of support *potentially* available is hard to establish.** It has proven difficult to obtain good information on absolute numbers of awards made. **Many researchers are relatively unaware of the range of support that is potentially available to them,** or that is accessed within their institution.
- **Public sector or policy initiatives do not appear to be strongly linked to research or training initiatives.** The study touched on a number of capacity building initiatives in the governance and social policy domain but many of these were targeted at strengthening public sector administration, rather than research capacity for academics.
- While overall support is still below what is needed, Ghana, Kenya, Tanzania and Uganda appear to be relatively better supported than Mozambique and Zambia.
- **Demand for postgraduate training in the social sciences vastly outstrips supply.** Any level of scholarships is however unlikely to meet this need, particularly as undergraduate numbers grow further. Donors therefore need to be clear about whether they seek to increase the quantity or quality of graduates. While there are a number of substantial scholarship schemes, social scientists typically receive only a small proportion of overall support.
- **The postgraduate scholarship landscape is generally confused and fragmentary** and while there are many funders, in many cases only a few awards are offered by them each year.
- **There are relatively few initiatives providing post-scholarship support, or support to early career researchers once they have completed PhD training.** A number of agencies maintain alumni networks, but in most cases these are largely limited to print and electronic communication.
- **Scholarship and training opportunities are often embedded within broader research or collaborative programmes.** This has the potential to strengthen the capacity building elements

of such programmes, but also means that **access to much support is often restricted to researchers in a relatively small number of departments.**

- **A number of awards which appear to fund full postgraduate study are in fact limited to fieldwork or dissertation costs.** While this support is in itself very valuable, and addresses other gaps, many 'doctoral fellowships' are thus more modest than their titles suggest.
- **Although various methodology workshops and other elements of training are offered, there is relatively little research training outside of formal qualifications.** This is particularly true for core research methods, including writing and publishing skills. Such training is often supported as part of wider projects, rather than being delivered as free-standing or independently accessible support. As such access to it is relatively restricted.
- **A number of funders support short courses or professional attachments but relatively little of this is for research or social science skills development.** Such schemes are typically aimed at those in the public or NGO sector. Nevertheless, they may provide useful models for PASGR to consider.
- **While many organisations fund research, those making explicit provision for capacity building are relatively few.** Capacity building within research appears to be encouraged or expected rather than formally embedded through workshops or training components.
- **A small number of donors have built their support around large scale institutional funding** some of which includes for research, and some of which is for social science. Grants are made either to universities, departments, or networks created between one or a number of universities.
- **Much support comes from a relatively small number of core donors,** notably the European bilateral agencies and a number of independent foundations, who provide a portfolio of funding spanning Master's, doctoral and postdoctoral work and research funding.

#### Implications for PASGR

- The information assembled here suggest **a number of questions for PASGR to consider which may have implications for the design of its programmes.** These are considered in more detail in section 5. Briefly these are:
  - **The need to be clear whether it seeks to address the quantity or quality of graduate training,** as these have different implications for the mode of study chosen, and overall cost.
  - **How it can more effectively support doctoral entry** for researchers trained to Master's level but are unable to make the step into PhD study
  - **Whether there is a minimum period which early career researchers need to spend outside of their home institutions** in order to receive high quality research training with access to sufficient resources and mentoring, or if there are alternative ways of achieving this at cost.
  - **How it might effectively address the critical post-scholarship and early postdoctoral period,** and thus capitalise better on existing and future postgraduate funding.
  - **What potential exists for links or co-funding arrangements with other organisations,** both to tap into wider interest in supporting social science, but also to benefit from established mechanisms for delivery and evaluation.
  - **How it can ensure a stronger link between scholarship provision and research capacity building,** something which is often missing in much of existing funding, but which has the potential to significantly increase the overall potential of PASGR's funding, and strengthen its own future position.
  - **The advantages and disadvantages of embedding training within larger grants,** recognising that concentrating support may help to more rapidly increase capacity in certain

locations, but risks making PASGR more exclusive, and 'locking out' other talented junior researchers.

- **How it might contribute to greater awareness of existing capacity building initiatives within universities**, and in doing so build a greater sense of what the research and funding communities as a whole are doing. This may help researchers to secure other forms of support and ensure PASGR makes a wider contribution outside of its own direct programme support.
- **The extent to which it seeks to work with universities in developing and publicising its awards**, recognising that there are advantages and disadvantages to a joint or independent approach, but that a genuine commitment to building capacity within universities suggests that the project ought to involve them in the process.

# 1. Scope of this study

The purpose of this study is to provide an assessment of the current scale of capacity building support for graduate research and training in the social sciences in Africa generally, but particularly in PASGR's initial six focus countries (Ghana, Kenya, Mozambique Tanzania, Uganda, and Zambia). Relatively few programmes are focused on these or other specific countries, and therefore much of what the report details applies to all of Africa; initiatives focused explicitly or solely on non-PASGR African countries have been omitted.

The emphasis of the study, as defined by the Terms of Reference, is on the 'significant providers' of support. The study therefore concentrates principally on the major funders and larger scale initiatives; in total information on some 68 organisations has been captured. However, the capacity building landscape is in reality populated by a large number of smaller schemes and initiatives, some operated by individual universities, research departments or centres or professional and scholarly organisations, all of which provide important, if limited and small-scale, forms of support.

There is also an overlap between funders and deliverers, such that sometimes there appears to be more than there actually is, and a certain degree of double counting has been noted. For example, bilateral agencies provide block grants to research organisations; IDRC provides significant funding for early research training under its *Southern Junior Researchers* scheme, where awards are given as block grants to be administered by a number of African based research organisations such as the African Economic Research Consortium (AERC) and the African Population and Health Research Centre (APHRC). These organisations then advertise these grants as part of their own core programme support, often without reference to the Southern Junior Researchers scheme.

While the scoping study has attempted to be as wide ranging as possible, it is inevitable that not all available capacity building opportunities will be represented here, and it is not intended to serve as a directory or gazetteer of all GSFT activities.<sup>1</sup> It nevertheless provides a good picture of the scale of support within the social sciences in Africa. The picture built up through this study is further complemented by responses received from those departments consulted through the graduate teaching survey, which helps to build a picture of actually available or perceived support 'at the point of need'.

Information has principally been gathered from organisational websites, with direct contact subsequently made with organisations via email to solicit further information, qualify information obtained online, and to check for other relevant or planned initiatives. Perhaps unsurprisingly, given busy workloads and in some cases the difficulties in extracting such information from corporate systems, relatively little additional information was supplied by those organisations consulted. In many cases existing information was simply confirmed or clarified, and in many no response was forthcoming. The data provided here should therefore be treated as indicative rather than as absolute. Nevertheless, it does highlight the difficulties encountered by those seeking support in identifying appropriate sources.

## How information is presented

Full details of the various capacity building initiatives considered through this study are presented in a series of appendices, grouped according to the type of funder or provider. These are, respectively, UN and multilateral organisations, bilateral donors and national development agencies, independent foundations and trusts, research and capacity building organisations, and finally research associations and networks. As already noted above, there is a degree of overlap in terms of funder and provider organisations (one may make a grant to another to manage and distribute awards). This is noted wherever possible, but rather than duplicate details, readers are referred to the relevant section.

## A note on terminology

The terms 'scholarship' and 'fellowships' are used interchangeably across the research funding community, with many funders labelling what we would typically consider to be a scholarship (support for postgraduate study) as a fellowship. This may be the result of particular traditions in terminology, or it

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<sup>1</sup> For a useful listing of research grants and scholarship opportunities, for all fields, see the IDRC's 2009 compendiums [http://idrc.ca/uploads/user-S/12640048101Africa\\_Compndium.pdf](http://idrc.ca/uploads/user-S/12640048101Africa_Compndium.pdf) and <http://idrc.bnc.idrc.ca/dspace/bitstream/10625/43932/1/130365.pdf>

may be that 'fellowship' is preferred because of its connotations with a more advanced level of study. In addition, in some cases partial support for postgraduate study, perhaps to undertake fieldwork or to write up a dissertation or thesis, may be referred to as a fellowship, while other funders may reserve fellowship exclusively for postdoctoral research support. This can lead to significant confusion when attempting to locate available support, particularly from the perspective of an individual researcher. For clarity, and building on the definitions set out in the terms of reference, we understand scholarships to be financial support which lead to full qualifications at Master's or PhD level, and fellowships to be support for research or study which does not lead to a full qualification. For clarity we then use 'postgraduate fellowships' to refer to additional support at Master's level, 'pre-doctoral fellowships' to refer to support designed to enable Master's holders to prepare for PhD training, 'doctoral fellowships' to refer to additional support during a PhD degree, and 'postdoctoral fellowships' to refer to further support and training provided following the completion of a PhD.



## 2. The current landscape

This section presents a broad overview of the current landscape of research capacity building initiatives, considering their scope, scale, disciplinary or subject focus, and targeting of particular countries. A more detailed discussion of support according to the different levels of an academic career is provided in section 3.

### The disciplinary focus of existing support

A 2007 ODI study,<sup>2</sup> commissioned by DFID, noted that much of the existing research capacity landscape was focussed predominantly on health and agriculture, and that there was a significant gap in support for the social sciences. The results of this study suggest that the picture has changed little in the last five years. While there are a number of major grant initiatives and funding from bilateral agencies and independent foundations, few of these are targeted specifically at the social sciences. Where social sciences are included within larger institutional support programmes they may represent only a relatively minor or incidental part of overall activity, or may only be indirectly supported through wider multi-disciplinary or none?-disciplinary activity. Social science activity is further typically supported where it aligns with a specific development concern, or with an agency's bilateral agenda, and there is thus little support for 'core' social science training and capacity building.

Within the social sciences, economics receives the most support, with dedicated initiatives serving different sub-fields within the discipline, such as macro, agricultural and environmental economics. This is not surprising, given the dominance of economic thinking and approaches in development circles, and the related need for skilled economists in and economics research by a range of public bodies. There is also significant support for social scientists working on disease, public health or population themes as a result of the large amount of health related research and capacity building support. Examples include the AERC and Collaborative Masters Programme in Agricultural and Applied Economic (CMAAE) in economics and the APHRC, TDR (UN/WB Special Programme for Research and Training in Tropical Diseases), and Wellcome Trust initiatives in health.

### Who funds it?

In total, this study captures information on the activities of some 68 organisations and funders. These span a huge variety and size of organisation – from the multilateral agencies to smaller, more focused research networks, often distributing funding secured from larger donors. In reality (and as illustrated in Appendix 1) much funding comes from a relatively small number of core donors. Prominent are the European bilateral development and research support agencies, the US foundations, and the Wellcome Trust. These provide a portfolio of scholarships and fellowships spanning Master's, doctoral and postdoctoral work, in addition to other research grants in which training forms some element. Many opportunities are embedded within broader research programmes, institutional (university) grants, inter-university partnerships, or other collaborative arrangements. As a result, access to a lot of training and support is provided to 'pre-specified' individuals, rather than being part of an open competition. While there is a clear logic to this approach, which reflects a concern to institutionalise support more effectively, and to link different elements of capacity building more effectively, a knock-on effect is that researchers outside of these larger programmes often find it harder to access support to meet their particular training needs.

### The view from the ground – the researcher's perspective

In an attempt to establish the level of provision from the recipient's perspective, as well as from that of the provider agency, the scoping study on graduate teaching was used to capture information on the various forms of capacity building support available to or accessed by specific departments. In many cases responses were not very detailed, but they did not indicate that a significant level of support was accessible and many complained that scholarships and fellowships were rare.<sup>3</sup> The fact that many forms

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<sup>2</sup> *Research capacity strengthening in Africa: Trends, gaps and opportunities*. A scoping study commissioned by DFID on behalf of IFORD, December 2007.

<sup>3</sup> It should also be noted that this information was largely provided by a single source within the department, and may not have provided the most accurate picture of all support being accessed, or of which other staff were aware.

of support are relatively small scale, or spread across the whole of the continent, means that institutions may only have secured one or two awards over several years from a particular provider, indicating that their actual impact on developing the capacity of a department or institution is likely to be relatively slight.

It has proven difficult to obtain reliable information on the absolute numbers of awards made. While we have been able to successfully compile this information through correspondence with the relevant agencies in some cases, a lack of information from others, and an inability to gather this from publically available sources, illustrates how hard it can be for individual researchers to establish the level of support potentially available to them. The way that schemes are promoted and advertised can give the impression that a lot more awards are available than is actually the case, and it is remarkably difficult to establish from funder's websites how many scholarships are awarded each year in particular regions, countries or disciplines. For example, many academics consulted as part of the scoping study on graduate teaching noted that Fulbright was a major source of scholarships and fellowships, yet a closer look at the figures suggests that in reality only a handful of awards are made in a single country in a given year, and these are across all disciplines.

## **Focus countries and institutions**

Without better data on the profile of recipients and of awards made, it is difficult to draw firm conclusions about the relative levels of spending and support in particular countries. Nevertheless, there would appear to be relatively few schemes that are explicitly targeted at specific countries. Many capacity building initiatives are offered very broadly to researchers or institutions in most developing countries. Some have a stronger African focus, but many are open to researchers or institutions in all countries. Bilateral agencies however tend to have their own focus countries, and this is likely to influence the spread of funding to some extent. Some of the larger foundations and trusts have also identified particular focus countries. Carnegie, for example, has concentrated much of its support on a small group of partner universities and currently works with four institutions in three countries: Legon in Ghana; Makerere in Uganda; and the universities of the Witwatersrand and Cape Town in South Africa. By contrast the MacArthur Foundation has concentrated much of its funding on Nigeria. There is often a considerable overlap of funding, with some countries and institutions, (as is true of donor support more broadly), being particularly popular. Makerere in Uganda is perhaps the best example, with substantial support (across all areas, and not specifically for research or for social sciences) from a number of bilateral donors and independent foundations.

Of the six countries initially specified by the project, Ghana, Kenya, Tanzania and Uganda all appear to be relatively well covered by existing schemes compared to the other two focus countries, Mozambique and Zambia. This is not to suggest that the absolute volume of grants or scholarships being awarded is sufficient to match need, but rather that they appear to be relatively better supported than Mozambique and Zambia. To some extent, this reflects the size and existing capacity of the social science community in the first four countries as compared to the latter two where the first four countries have larger social science communities than the latter two. As the scoping study on graduate teaching demonstrated, there is only one institution in each of Mozambique and Zambia that is engaged in any significant social science activity, compared to between six and 11 in the other four.<sup>4</sup>

As noted above, a lack of data has made it difficult to compare absolute levels of support in the focus countries. In addition, the variety of schemes and reporting methods have made it hard to provide comparable charts or tables of support that would give an insight into country patterns, or the priorities of particular funders. However, more detailed figures on two major providers (the Commonwealth Scholarship Commission and DAAD) are given in the two case studies below.

## **Capacity building in public sector administration and policy making**

The focus of this study is on initiatives with a clear focus on research and research training capacity. In the course of identifying relevant initiatives and organisations it has touched upon a number of other networks or programmes focused on capacity building in the governance and social policy domain, such as the African Association for Public Administration Management. Early exploration of a number of these did not indicate a strong link to research or research capacity or training initiatives, with the majority

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<sup>4</sup> See 'Scoping study of graduate teaching provision in the social sciences, governance and public policy' prepared by the Association of Commonwealth Universities for PASGR.

focusing on professional training and capacity building within specific public sector domains. Indeed many capacity building initiatives in various aspects of public administration appear to overlook the link between policy and research, focusing on more operational and technical concerns. This may therefore be an area where the present project could make a significant contribution, perhaps by forging research-driven partnerships with particular professional networks or initiatives.

### 3. Capacity building by career level

A central objective of this scoping exercise is an attempt to identify the gaps in current capacity building support. One approach to this is to consider how existing initiatives fit the trajectory of a typical research career, in order to see the stages at which researchers are better or less well supported. The project is principally concerned with early career development and training, and we have therefore concentrated on the early postgraduate (Master's) to the early career (postdoctoral) phases of research. The discussion below highlights some of the most significant providers and programmes according to career level, rather than listing all of those captured by the study. The results of the full exercise are presented in Appendix 1, which also provides fuller details of each of the programmes or schemes noted below.

#### Qualifications versus training

When the results of the scoping study are plotted according to academic/research career level the gaps in support become quite evident. Most support appears to cluster around the early postgraduate training level. This is not to suggest that there are *sufficient* scholarships to support postgraduate training, but rather that more funders have chosen to focus their support here. By contrast early career researchers are relatively under-supported, with few funders explicitly providing support for early career postdoctoral research and research training. A previous study has shown that those researchers who are fortunate enough to obtain funding for postgraduate study struggle to make the transition into their early research career after the completion of their degree.<sup>5</sup> Although they have obtained a PhD, perhaps from a foreign university, on return to their home institution they are unable to access the additional support and training they need to become professional researchers, and to develop skills in proposal development, project management, and publishing and communication of research, amongst other things.

On the institutional side, this reflects the lack of structured research training for postgraduates and academics and mentoring programmes within Africa universities. Although postgraduate training can be accessed elsewhere, where sufficient capacity is not available locally to mount doctoral programmes and supervise students, staff development is typically seen to be the responsibility of the employing institution. Where this is not available, it is perhaps much harder for funding bodies to arrange to deliver this type of additional training. In most Northern universities, such training is locally offered as part of staff development and mentoring programmes, or is provided by national researcher-development bodies. In the African context, where this kind of support is not available, funders must either develop their own programmes, or identify opportunities to 'buy' places on those run by other universities or organisations.

Furthermore, most funding for work at the postdoctoral level tends to be pitched at mid-career academics who have already established themselves in research. It typically provides funding for conducting research, often by spending several months abroad on a research fellowship. Capacity building may be implied, but it is less often explicitly designed or embedded within an award. The following sections consider support at the various stages of the research career and indicate the various funders involved.

#### Full Master's and doctoral scholarships

27 organisations were found to be funding scholarships for Master's and PhD study. The landscape is generally quite confused and fragmentary: there are many funders, but in several cases each offers only a few awards. It is difficult to gauge the number of Master's and PhD scholarships offered each year and in each country, with agencies often quoting total figures for all countries, or over a number of years. Nevertheless, given the size of the continent and the scale of need, it is clear that relatively few postgraduate scholarships are offered annually. The picture becomes even starker when general schemes are filtered for social sciences support, and when the number of awards per country is considered.

Many more Master's than doctoral scholarships are currently offered. As scholarships are expensive, particularly those tenable abroad and PhD funding provided over three years carries a substantial cost

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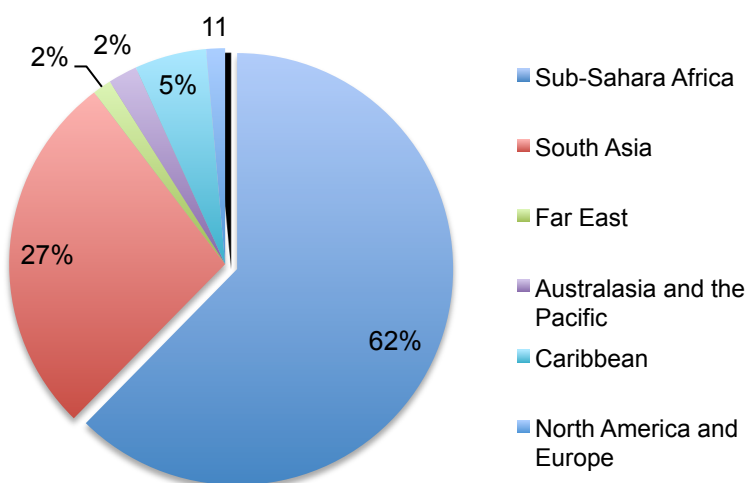
<sup>5</sup> See for example Harle, J. (2010) *The Nairobi Report: Frameworks for Africa-UK Research Collaboration in the Social Sciences and Humanities*, London: British Academy/Association of Commonwealth Universities ([www.acu.ac.uk/publication/download?id=174](http://www.acu.ac.uk/publication/download?id=174))

per student, it is not surprising that more Master’s awards are offered. While Master’s scholarships are no doubt valuable, they do not necessarily support *academic* research capacity building, since many recipients come from or go on to work in other sectors (such graduates may of course have an important societal and developmental impact, but we are primarily concerned here with academic and research capacity).

### Case Study 1: Commonwealth Scholarship Commission in the UK

The Commonwealth Scholarship Commission in the UK (CSC) manages Britain’s contribution to the Commonwealth Scholarship and Fellowship Plan (CSFP). CSC awards are funded by several government departments, but those for developing countries are funded by DFID. UK universities also provide funding for certain types of awards, such as shared scholarships. Seven types of award are offered, ranging from postgraduate scholarships at Master’s and doctoral level to mid-career Academic Fellowships. In 2009, a total of 781 awards were offered across all regions, with 487 (62%) to applicants in Sub-Saharan Africa (Figure 1).

Figure 1: All CSC awards offered by region 2009

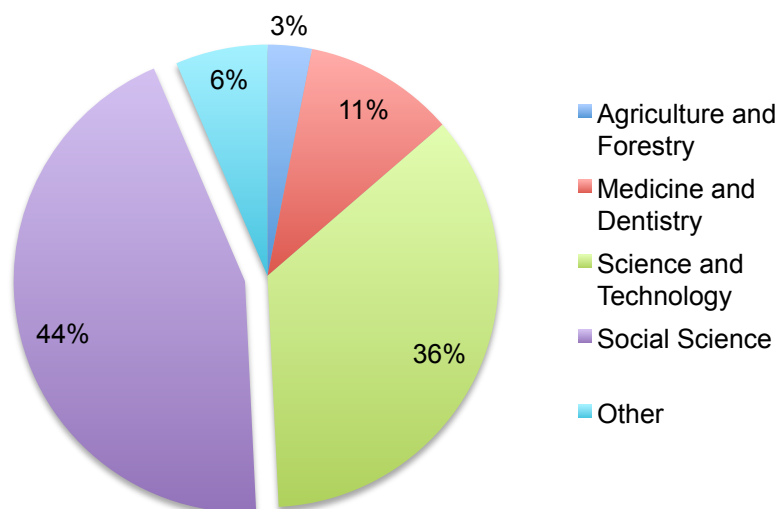


Both universities and national agencies (typically ministries of education/higher education) are invited to nominate each year, with small numbers nominated by a number of other organisations including some of the DFID research programme consortia. **Academic Staff Scholarships**, for which universities nominate candidates each year, are designed to help build teaching and research capacity. While many of those nominated through other routes also go on to work in higher education, a proportion will go on to work outside of the sector, although often in fields relevant to national development needs. A proportion of Master’s scholarships are also offered directly by UK universities under the **Shared Scholarship Scheme**.

Since the beginning of the decade, scholarships have been diversified, with the addition of **Distance Learning Scholarships** at Master’s level, postdoctoral support, exchanges and short **Professional Fellowships**. At doctoral level, a number of **split-site PhD awards** are made each year, enabling students registered for a PhD at their home institutions to spend up to a year studying in the UK. In 2009, 24 split-site PhD awards were made in Sub-Saharan Africa, representing 38% of all African doctoral awards.

427 **scholarships** were offered to African students to study at Master’s and doctoral level in 2009, funded by DFID. Two thirds of these were awarded for study in the UK, and a third for study via distance learning at UK institutions. The majority of scholarship awards lead to UK academic qualifications, with the exception of the split-site scheme where scholars registered for a PhD at an institution in their home country receive funding to spend up to a year in the UK. Of all scholarships taken up by African students in 2009, 172 (44%) were in social science (Figure 2). There were 49 Ghanaian social scientists supported in 2009, 27 Kenyans, seven Tanzanians, 40 Ugandans and nine Zambians. There were none from Mozambique.

**Figure 2: CSC scholarships taken up by subject in Sub-Saharan Africa 2009**  
(No awards were taken up in Education, Environment or Public Health)



In total the CSC makes around 85% of its awards in Sub-Saharan Africa at Master's level. However, within the main scheme the **split between Master's and doctoral scholarships** is fairly even, with 53% awards for Master's study and 46% for doctoral study taken up in 2009. If split-site PhD awards are discounted, Master's awards represent a slightly higher proportion of scholarships (around 60%).

**Academic Fellowships** are not a significant mode of support within Africa, with 15 awards taken up across all disciplines in 2009, compared to 48 in South Asia, with no fellowships in social sciences. However 7 of these ended up in the focus countries (Ghana, Kenya, Tanzania and Uganda).

**Professional Fellowships**, which support three to six month professional development and training placements at UK host organisations, are of relatively greater significance in Sub-Saharan Africa than elsewhere. 45 were offered in 2009, compared to nine in South Asia and four in the Caribbean. A number of Professional Fellows have undertaken work in fields directly related to governance, undertaking placements with UK public sector agencies and local authorities.

**PASGR's six focus countries** receive almost 73% of all awards in the region. Of the six focus countries, Ghana, Uganda and Kenya receive the most scholarships across all subjects, with fewer going to Zambia and Tanzania, and very few to Mozambique, where just one award was taken up in 2009. Awards are also spread differently across the various types in the focus countries. Around half of awards in Uganda and Zambia were for distance learning, while awards in Ghana were predominantly Shared Scholarships (over 70%) in 2009, with just nine 'ordinary' awards. Uganda received more Professional Fellowships than the other five countries.

*Source for all figures: Commonwealth Scholarship Commission in the UK 2009. All figures are provisional. Two sets of figures have been used: awards offered and awards taken up by scholars and academics. This is to illustrate both the potential of awards made and the actual take up of awards in the region.*

## Major scholarship schemes

Some of the more notable and sizeable funders of graduate training are:

- The **African Capacity Building Foundation** (ACBF) has previously offered some 800 economist scholarships, although current support is uncertain.
- **AusAid** has traditionally focused its support on the Asia-Pacific region but is set to increase its awards to Africa – by 2012-13 1000 long- and short-term awards are due to be offered across Africa. PhD scholarships are however not supported.

- The **Canadian International Development Agency (CIDA)** principally supports Francophone Africa and thus no countries currently within PASGR's scope.
- The **Commonwealth Scholarship Commission in the UK (CSC)** is DFID's principal scholarship funding mechanism and was frequently noted by researchers consulted as part of the graduate teaching study. 487 awards were offered in Sub-Saharan Africa in 2009. The Commission operates a number of schemes, with distance learning and split site awards in addition to the standard scholarships. Not all are for academic staff, however, with both universities and other agencies invited to nominate. Under the split-site doctoral scholarships funding is provided for students that are registered for a PhD in their home country to spend one year studying in the UK. (See Case Study 1 above).
- **DAAD** (the German Academic Exchange Service) supports a range of Master's and doctoral scholarships, including full awards tenable in Germany or the home country, and split-site awards with part of the time spent in each country. The *In-Country* awards of notable in that they are for study at named African universities. Within these there are no awards reserved for the social sciences, but around 8% of awards in Africa go to social science. In addition, the Public Policy and Good Governance programme provides support specifically for study at a number of German institutions specialising in relevant fields, including the Hertie School in Berlin and the Willy Brandt School at the University of Erfurt. Some of DAAD's awards are specifically aimed at those working in the NGO sector, rather than in academic roles. These are principally for Master's study, but some PhD awards are made (see Case Study 2 below).
- The **Ford Foundation**, through its **International Fellowship Programme**, advertised 50 Master's scholarships in East Africa in 2010, and has provided over 300 in the region over the last 10 years<sup>6</sup>. These were not explicitly intended to build academic capacity, however, seeking instead to support access to higher education to disadvantaged scholars. The last round of awards has now been made through this scheme.
- The **Fulbright Program** provides a number of awards each year, and whilst the program is noted as a major funder by academics, the actual number of awards would appear to be relatively limited. For example, between three and five are made in Uganda each year, across all subjects. However, it is worth noting is that in Uganda the focus is specifically on supporting university staff, as part of the Embassy's wider interests in higher education capacity strengthening.
- **IDRC**, through its *Southern Junior Researchers Awards*<sup>7</sup>, allocates block grants to a number of African institutions or capacity programmes (such as AERC, APHRC, CMAAE). However only a small proportion are for full study (47 Master's in selected areas, and 8 PhDs in 2009, compared to 144 awards to support fieldwork costs).
- **Nuffic**, (Netherland's Organisation for International Cooperation in Higher Education) through the **Netherlands Fellowship Programme**, provides Master's and PhD study opportunities at Dutch universities. PhD awards are for 24 months, Master's for between nine and 24 months.
- **Flemish Inter-University Council (VLIR-UOS)**, through its **International Courses Programme**, makes around 180 Master's scholarship awards each year, and a further 10 PhD awards for those graduating from the Master's programme.
- The French **IRD** offers PhD awards of 36 months, and its model whereby registered students alternate between their home country and a French institution is notable. However social sciences are not prominent. It is similar to the split site scholarship (see below), but one through which full funding is provided.

It is notable that - aside from the ACBF's prior support to economists - no scheme specifically funds social science training, and that there are no clear quotas for social science researchers, with the exception of IDRC's, which are focused particularly on economics, population and health. With funders supporting a broad disciplinary base the actual number of scholarships awarded to social scientists is likely to be quite small. Nevertheless, social sciences do receive a good proportion of awards under some schemes. The CSC for example awarded 134 scholarships to African social scientists to study in

<sup>6</sup> Figures for Ghana and Mozambique have not yet been obtained

<sup>7</sup> IDRC expressed interest in exploring the potential to link the Southern Junior Researcher Awards (to be renamed) to PASGR

the UK in 2008, which was around 40% of total awards made that year. 99 of these were awarded to scholars from the six PASGR focus countries.

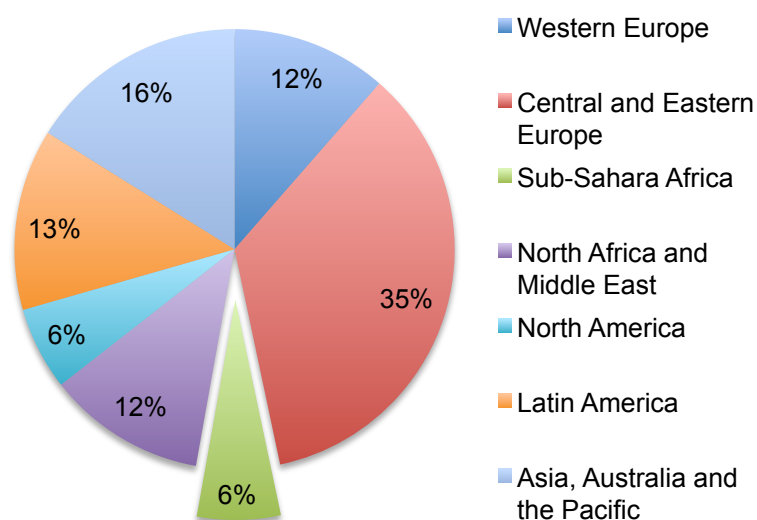
### Case Study 2: DAAD (German Academic Exchange Service)

DAAD provides a variety of support for academics worldwide, ranging from scholarships for Master's and PhD students, to fellowships, to support for inter-university mobility schemes and grants for university partnerships. DAAD also has a number of programmes that are specifically aimed at students and academics in developing countries, including Master's Scholarships for **Public Policy and Good Governance**. A few programmes particularly target Africa, including the **Centres of Excellence in Sub-Saharan Africa** programme and the **In-Country/In-Region Scholarship Programme**.

**The Centres of Excellence** aim to raise the quality and relevance of education in selected fields at African universities, with a particular emphasis on research capacity and networking between and among African and German universities. A range of DAAD 'instruments' can be used, such as exchange of staff, Master's/PhD scholarships, summer schools, curriculum workshops etc<sup>8</sup>.

DAAD funds several scholarship schemes. Most programmes offer support for full degree studies at both Master's and PhD level, but it is worth noting that full degree support is not guaranteed at the outset. Many of the schemes initially award scholarships for a maximum of one year, with the possibility of extension for full degree in question after a separate application. In 2008 almost 70% of all funded students in the focus countries received their support in the form of one-year or one-semester grants.

**Figure 3: Distribution of DAAD General One-year Scholarships by region 2008**



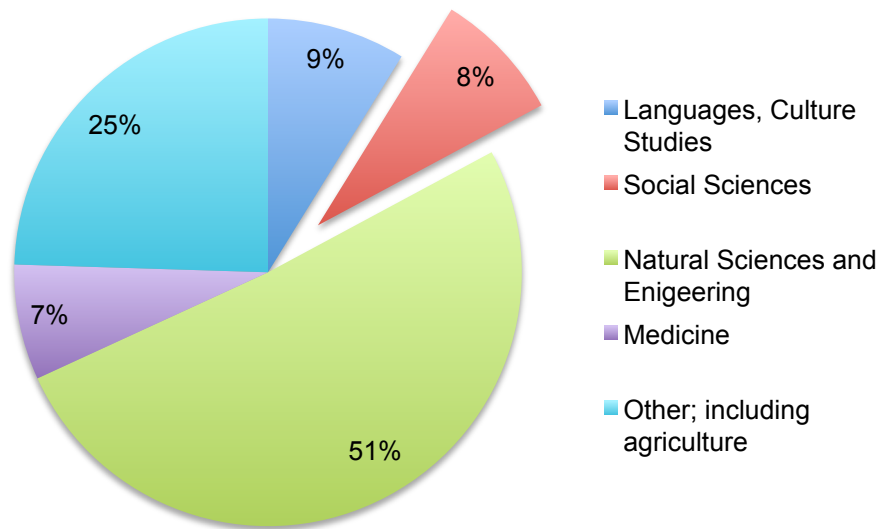
In 2008, DAAD awarded 3,325 general one-year scholarships worldwide. 6% of these (204 scholarships) were awarded to Sub-Saharan Africa (Figure 3). 54 awards went to the focus countries: Ghana, 7; Kenya, 32; Mozambique, 2; Tanzania, 6; Uganda, 5 and Zambia, 2. Whilst social sciences, including law and economics, represented 20% of all general one-year scholarships awarded by DAAD in 2008, the distribution of scholarships by subject area within Sub-Saharan Africa shows a relatively low proportion of social sciences awards (8.3%) compared to other subject areas (Figure 4).<sup>9</sup>

<sup>8</sup> African Excellence - Centres of Excellence for Promoting Future Leaders of Africa, <http://www.daad.de/fachzentren-afrika/en/>

<sup>9</sup> Figures for the breakdown of scholarships by subject area were only available for DAAD's one-year scholarships

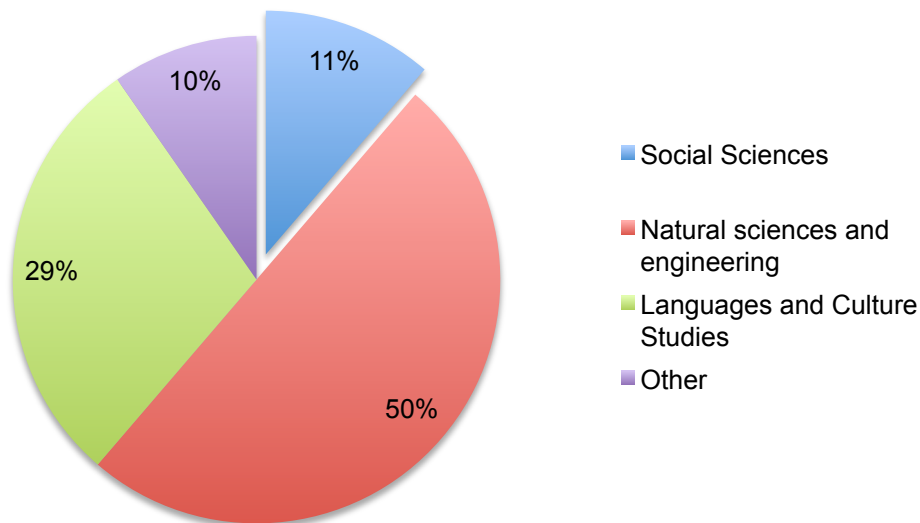


**Figure 4: DAAD One-year Scholarships by subject area in Sub-Saharan Africa 2008**



The **In-Country/In-Region Scholarship Programme** is directed at African students and enables them to undertake study in their own country or within the region. Over two-dozen African universities and university networks each year are involved. In 2008, Uganda received 27 In-Country/Region scholarships.

**Figure 5: DAAD Re-invitation Awards in Sub-Saharan Africa 2008**



DAAD also offers a range of fellowships in the region. Of particular interest is the **Re-invitation Programme for Former Scholarship Holders**, which enables some previous scholarship holders to spend an additional one to three months on a research project at a German research institution, with the aim of maintaining contacts between former scholarship holders and German institutions. In 2008, there were 922 re-invitations made, 62 re-awarded in Sub-Sahara Africa, of which 9 were in the focus countries; Ghana, 1; Kenya, 4 and Uganda, 4, representing around 7% of all awards made. Within Africa as a whole, 11% of re-invitation awards went to the social sciences (which included law, economy and other social sciences), compared to 50% in natural sciences and engineering (Figure 5).

*Source for all figures: DAAD Annual Report 2008*

## More focused postgraduate training schemes

A number of smaller or more disciplinary-focused scholarship schemes targeting specific subject areas have been identified. These include:

- The new **Africa Leadership Centre**'s Master's award in conflict studies, to be delivered jointly between King's College London and the University of Nairobi. Notable here is that the 12-month Master's programme will be embedded within a broader 18 month fellowship programme which includes visits to research and policy institutions, and a six month attachment to an African university department specialising in this area.
- The **AERC**'s awards to enable students to participate in its collaborative Master's and PhD programmes (some of which are funded through the IDRC *Southern Junior Researchers* block grant). These are tenable at a number of specified universities, some which act as core teaching centres, and others which deliver part of the training but send their students to the principal centres for core courses.
- The Social Science Research Council (**SSRC**)'s planned Emerging Scholars Programme, funded by the Carnegie Corporation, is likely to provide some support for full or partial PhD study, and is focused entirely on the social sciences (see postdoctoral fellowships below).
- The recently established **CARTA** doctoral programme (Consortium for Advanced Research Training in Africa) of the **APHRC** in public health and population studies, and which is delivered through a network of African and Northern universities. This programme is particularly notable given its explicit objectives to develop a critical mass of researchers in a given field, build a network of young researchers, and by taking a more holistic approach by building in a range of other training, support and institutional strengthening grants into the PhD scholarship.
- The **Centre for Environmental Economics and Policy in Africa** (CEEPA)'s PhD scholarship at the University of Pretoria.
- The **TDR** doctoral training grants in neglected disease research, tenable at developing country universities. 10 grants are awarded each year, with an emphasis on developing future research leaders. TDR Master's and PhD scholarships are also supported through institutional strengthening grants (see below).
- University Science, Humanities and Engineering Partnerships in Africa (**USHEPiA**)'s PhD (and some Master's) scholarships are currently under review. USHEPiA has been running since 1996, with 64 full degree awards made to date. 31 PhD students have graduated and seven Master's students, under a joint study programme between a number of African universities built around co-supervision at University of Cape Town in South Africa.. The limited numbers over a period of over ten years point to the expense and challenges of producing large numbers of PhD graduates in a given period of time.
- The **Japan/World Bank** Graduate Scholarships Programme for study in economics, through which 3,153 scholarships have been awarded over 23 years, with a further 1,226 through the JJ/WBGSP partnership programmes (for graduate programmes at specific Northern and Southern universities).
- The **African Institute for Economic Development and Planning** (IDEP) has in the past offered a small number of scholarships for its Master's economics programme; it has not been possible to confirm the current status of this scheme.
- South-South Exchange Programme on the History of Development (**SEPHIS**) offers grants of between one to three years for Southern university staff to undertake doctoral research, although none were offered in 2010. These are quite narrowly focused on research on the history of development, but the South-South character of the initiative is notable. The Council for Development of Social Science Research in Africa (**CODESRIA**) is the primary African partner.
- The **United Nations University** (**UNU**)'s scholarships tenable at the UNU-IAS in Japan are notable for offering quite generous stipends to young scholars in developing countries.

## Scholarships awarded within larger grants

Further support for full Master's and PhD scholarships is frequently contained within some of the larger institutional and collaborative programme grants made by bilateral agencies directly to individual universities, or through their funding for partnership programmes between Northern and African universities. These have the advantage of linking institutional (university) capacity building and individual research training, embedding the latter within the former, with the aim of ensuring that students can study within or return to a better resourced research environment on completion of their qualifications.

- Scholarships can be included within **DANIDA's** (the Danish International Development Agency) bilateral programmes or within its development research grants. These are typically for Master's study, though in exceptional circumstances PhD awards are also made. Within the research grants only Danish organisations can apply (but to support African students).
- Similarly **DFID's** (the UK Department for International Development) various research programmes have included scholarship provision. One approach has also been to invite programmes to nominate to the DFID-funded Commonwealth Scholarship Scheme, which has had the advantage of creating stronger links between research and scholarship funding.
- **Norad** (the Norwegian Agency for Development Cooperation) provides support for universities to run their own Master's programmes in collaboration with Norwegian universities under its **NOMA** programme, and within this offers some scholarships that are tenable abroad. NOMA also supports Master's and graduate training elements which are embedded within Norad's collaborative research and graduate programmes between Norwegian universities and universities in Malawi, Mozambique, Tanzania, Uganda and Zambia.
- The **Wellcome Trust's African Institutions Initiative** (some of which is for health-related social science research) also includes provision for PhD scholarships. Seven health research consortia, networks of Northern and African institutions, have been funded, including Consortium for Advanced Research Training in Africa (CARTA). Social science elements are included within some of these, but their organisation and training models may be of broader interest to the present project.
- **Sida's** (the Swedish International Development Cooperation Agency) large-scale and multi-year institutional grants to several universities in the region also include some scholarship provision, often targeted at upgrading the qualifications of academic staff. Often these are tenable at, or arranged through partnerships with, Swedish universities, and form part of wider inter-university collaborations.
- A similar approach is taken by **TDR's** institutional strengthening grants for universities and research centres working on endemic diseases and **IRD**, which has a PhD grants programme within its partnership framework.

## Postgraduate fellowships – partial support for postgraduate study

As already noted, a significant proportion of postgraduate funding does not support full Master's or PhD study. Many awards, although labelled scholarships or fellowships, are in fact limited to fieldwork costs, 'time out' to write the final dissertation, or the gaining of additional research experience. While these awards are not insignificant – they can in fact be very valuable and provide vital bridging support –the terminology can be confusing and give an inflated impression of funding levels.

## Master's and doctoral fellowships

Master's and doctoral fellowships that provide partial funding to existing students can provide critical support. They may enable more substantive fieldwork to be undertaken, ensure that graduates' final dissertation or thesis is written in good time, or simply make the difference to qualifications being completed or not. This is particularly important where students are combining study with teaching positions at their home institutions (a significant number of PhD students registered in African universities would appear to be existing staff members), and where theses might otherwise go uncompleted for long periods.

- A particularly notable form of partial support are the **split-site or sandwich mode doctoral scholarships** offered by the **Commonwealth Scholarship Commission**, **DAAD** and **Sida**. This model provides African students registered on a PhD programme at their home institution with funding to spend up to a year at a UK, German or Swedish university respectively. The overseas component is frequently split into two six month blocks, and enables students to access the advanced facilities of another university, or supervision and mentoring from additional supervisors and colleagues. By providing access to an overseas university, split-site awards can strengthen the potential of PhD programmes within African universities, and enable students to maintain teaching positions and family lives at home.
- The **IDRC's Southern Junior Research Awards** are principally to support for doctoral research costs, rather than being full study awards. 108 awards were offered in 2009 for study in health, population and economics.<sup>10</sup> The AERC research awards and APHRC dissertation fellowships are also funded through this initiative. The APHRC also offers a number of research traineeships for doctoral students to spend time at its Nairobi base. IDRC also makes some doctoral awards to African students enrolled at Canadian universities, and also a series of awards under its *African Climate Change Fellowships*.
- **DAAD** has a conflict studies programme hosted at the Willy Brandt School, which is open to Master's and PhD students, as well as more senior scholars. Fellows also teach for up to two hours per week. DAAD also provides research grants to support doctoral work (though not specifically aimed at Africa).
- The **Belgian Development Agency (BTC)** offers mixed doctorate scholarships that provide PhD students with ongoing support over the course of their doctoral studies. Supported students are eligible to spend a total of 16 months in Belgium, in four separate visits, and spread over up to four years.
- A number of organisations offer a smaller number of awards. The **American Council of Learned Societies** offers a limited number of doctoral awards in humanities fields (including anthropology). The **United Nations University's** IAS fellowship provides for 10 months of PhD research, as does the **World Bank Institute's** McNamara Fellowship. **SEPHIS'** South-South fellowships enable pre and doctoral students to spend a year at a foreign university.

## Pre-doctoral fellowships

Pre-doctoral fellowships, which aim to bridge Master's and PhD study by offering critical experience or additional research training, are a relatively rare but important form of research training support. The **APHRC** for example runs an internship scheme for Master's students to enable them to gain additional research experience and to work with its Nairobi-based staff, and in so doing to prepare them for continued study and research.

A particularly notable initiative is the Research Capacity Initiative of **SANPAD** (the South Africa-Netherlands Research Programme on Alternatives in Development). This takes the form of an in-region one-year fast track training programme designed to prepare students for PhD entry. It acts as a vital bridge between Master's and doctoral study and, by increasing the ability of good students to enrol for PhDs, can help to harness and develop already existing talent which might otherwise go unrealised, and to overcome some of the obstacles to successful PhD research. 256 PhD candidates have been trained to date, mainly from historically disadvantaged backgrounds, and 93% of those trained completed their PhDs within three to four-year period (while at the same time holding teaching and/or research appointments). The unit cost involved is estimated to be one-third of that which would normally arise in a conventional overseas postgraduate training or fellowship programme.

## Postdoctoral support

### Alumni support by scholarship agencies

A number of agencies maintain alumni networks for their returning scholars but in most cases these are largely limited to print and electronic communication. Notable however are the re-invitation grants

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<sup>10</sup> 144 awards were offered in total, but 36 were outside of these social science areas

offered by **DAAD** to former scholarship holders (see case study 2 above), and the continued funding which former **Humboldt** Fellows are able to access during their subsequent careers.

## Postdoctoral fellowships

There are relatively fewer sources of support for postdoctoral funding than for postgraduate study. While the schemes of the bilateral funders tend to be for developing countries specifically, amongst national research or scientific agencies or organisations, schemes are often open to any international researchers. African researchers are eligible but may in reality struggle to compete against peers from other countries who have enjoyed stronger institutional support and prior training. For example, the **Alexander Von Humboldt Foundation** has a number of schemes to support postdoctoral research. One such scheme reserves 60 fellowships through a sub-scheme for developing country researchers, but very few African fellows have been supported to date.

The evidence suggests that there is a reasonable number of opportunities available to more experienced mid-career academics, but that relatively little support is pitched specifically at emerging/early career researchers, particularly in the period immediately following their PhD. When these are then filtered for African and social science support the picture is even less positive. The fact that many are open to postdoctoral researchers at any level also indicates that early career academics are likely to be disadvantaged in competition against more experienced and established peers.

The **Commonwealth Scholarship Commission** offers fellowships for mid-career academics, with around 15 going to Africa each year. However, these are not intended for those in the earliest phases of their career, and as a result this scheme is not designed to address the immediate postdoctoral needs of researchers.

Relatively substantial in scale are **DAAD's** postdoctoral awards. A number of these are aimed generally at early to mid-career academics, including awards for bilateral exchanges within East and South Africa, while the staff exchange programmes managed by the Inter-University Council for East Africa (IUCEA) and Association of African Universities (AAU) are pitched at more experienced academics as indicated by their regional guest professorship title. The DAAD-funded Willy Brandt conflict studies programme provides opportunities for postdoctoral researchers with at least two years of experience. Of most interest to the current project are DAAD's **re-invitation awards** worth €1800-2200 each. These are explicitly designed to provide continuing support for alumni of DAAD scholarship schemes (see case study 1), although they do not support the immediate years of a postdoctoral career as scholars may only apply three years following their returning home. The model is nevertheless one that may be worth exploring.

A potentially very significant new addition to the landscape, and explicitly designed to support early career researchers in the social sciences is the **SSRC's Emerging Scholars Programme**, with an anticipated start date of January 2011. This is currently in the planning phases, and is being developed with support from Carnegie and specifically to address the postdoctoral deficit for African researchers. It is likely to provide fellowships in the three interlinked areas of peace, security, and development and aims to provide an opportunity for scholars who are already current faculty members in focus institutions to complete or undertake PhDs outside of their home institutions, and to ensure exposure to wider research and other academics before returning. The programme will also include summer schools on research methods and writing workshops.

Other postdoctoral funding, though often not providing immediate post-PhD support includes:

- The **Neglected Tropical Diseases** initiative, funded by the Nuffield Foundation amongst others, explicitly targets early career researchers for its fellowship programme in health-related research. Awards are tenable at African institutions and can last up to three years for junior staff (similar awards are also offered for more experienced researchers).
- The **Fulbright Foundation's** principal mechanism for postdoctoral support is the *African Research Scholar Programme*, with a few awards offered per country each year. Immediate post-PhD work is however not funded through this. Other awards, open to any foreign researchers, are also offered, although these are targeted at mid-career professionals such as the *Humphrey Fellowship* in policy-related fields.

- **IDRC** does not provide a dedicated postdoctoral funding scheme, however 18 months of postdoctoral work is also funded through its *Climate Change Fellowships* under the *Climate Change Adaptation in Africa* (CCAA) initiative, with awards worth \$36,000.
- **AusAid** does not explicitly fund postdoctoral research, however its *Leadership Development Awards* enable short-term study or research to be undertaken in areas deemed a priority within AusAid programming. These are however principally aimed at non-academic study. Only Australian organisations can apply to host a developing country individual.
- The **APHRC** offers a number of early and mid-career grants, some through its CARTA initiative, and all for African researchers. Some of these are framed specifically as re-entry grants, to ensure that previously supported researchers can make the transition into the subsequent stage of their career and have at their disposal sufficient funds to undertake real research.
- **TDR** also provides re-entry grants for recent PhD graduates worth \$65,000 over three years to undertake work on endemic diseases.
- The **American Council of Learned Societies' African Humanities Programme** makes around 40 awards annually to researchers within five years of their PhD in five countries (three of which are PASGR focus countries).
- **CODESRIA** awards around 10 one-year advanced research fellowships for social scientists annually, those these are not exclusively for early career academics.
- **OSSREA** also offers annual postdoctoral awards for social scientists in a bid to retain expertise in the region.
- The newly established **African Leadership Centre** has recently advertised the first round of its fellowship scheme for women in peace and security, which provides a 12 month programme of training for women at the early stages of their careers, divided into two six month periods.
- The **United Nations University's** fellowships, tenable at the UNU-IAS and UNU-ISP in Japan for between 10 and 24 months, are explicitly targeted at younger scholars. In addition to a generous stipend, substantial research grants are also available.
- Although not a postdoctoral fellowship per se, it is worth noting **IRD's New Partner Team** initiative which provides funding for a team of young researchers (with more experienced researchers also involved) to organise specifically around a project to undertake research and strengthen research capacity in a developing country.
- UN Research Institute for Social Development (**UNRISD**) previously ran a visiting fellowship scheme with Sida funding, but the last awards were made in 2009 with no plans to continue the funding. UNRISD nevertheless expressed strong interest in PASGR's activities, and there may be potential to explore collaboration further.
- The **Netherlands' Organisation for Scientific Research** funds a stream of awards for new postdoctoral researchers for three years, worth up to €250,000, and with provision to spend time in a Dutch research institution. Whether social sciences are supported, or to what degree, is unclear.
- Although not a large scale initiative, the **British Academy's Visiting Fellows** programme is worth noting for its focus on early career researchers, and because it only supports humanities and social science scholars. However, only a few are to African fellows each year. Also notable as a model, even though in reality few African fellows are funded through this, is the Newton International Fellowship Scheme, run in collaboration with the other UK academies, which provides two years of continued support post-PhD.
- Of possible interest from a policy perspective, though not in terms of overall scale, the **International Crisis Group** offers a West African fellowship of 24-months based in Dakar to strengthen policy research skills.

## **Fellowships awarded within larger grants**

As with scholarships, short-term research and study fellowships are often supported through larger institutional grants or research programmes. **DANIDA** is one such example, with fellowships supported under its development research grants. Similarly **TDR** offers fellowships under its institutional strengthening grants.

## **Fellowships offered by individual universities**

Although the study did not attempt to gather information about smaller fellowship schemes offered by individual universities in Europe or North America, a search of the *Research Africa* funding database revealed a good number of opportunities for African academics to spend periods of several months to a year undertaking research overseas. Although only a few such fellowships are offered by any single institution each year, but taken as a whole they amount to a more considerable level of support. In the UK, for example, African studies or developments studies centres award around 20 fellowships annually to African researchers, typically in the social sciences and humanities.

## Professional development awards and short courses

A number of bilateral agencies offer funding for professional attachments or short courses. A review of these however suggests that there is relatively little support for research or social science skills development, and that these are typically aimed at those in the public or NGO sector and less often available to, or aimed at, academics. Nevertheless, they may provide useful models for PASGR to consider. The VLIR-UOS and Nuffic programmes, run in conjunction with Belgian and Dutch universities, are perhaps the most relevant here.

- The International Training Programmes of **VLIR-UOS** provide practically focused training of between one and three months, in conjunction with a number of Belgian universities. Programmes are offered in a number of areas relevant to governance and social policy, including 'Governing for Development', 'Political Economy of the Great Lakes' and 'Inclusive Development'.
- **Nuffic's** Netherlands Fellowship Programme (NFP) provides funding for Dutch organisations to mount refresher courses in the region for NFP alumni. It also funds short courses (although these can last up to a year) in a range of areas, including governance and public policy, and delivered by institutions such as the Institute of Social Studies in The Hague, Maastricht University, and the University of Amsterdam.
- The **Commonwealth Professional Fellowships** provide three to six month placements for developing country staff in UK organisations (typically within the public sector), built around a structured programme of professional training, but with no qualifications gained. UK organisations apply for funding and develop a relevant programme in consultation with the proposed fellow.
- The **Africa-America Institute**, funded by USAID, runs a short-term programme for Mozambicans, , in economics and agriculture, delivered in the region and the U.S. In addition, it's the *Transformational Leadership Programme* is aimed at providing business skills to NGO managers.
- In Japan, **JICA** runs some 500 short courses and training programmes aimed at public sector professionals and researchers in areas including governance, education, health, peace building, water management, social security, transportation, gender, urban planning, and poverty reduction. These are targeted variously at public sector professionals (e.g. police officers) and early to mid-career researchers, depending on the area and nature of the course. JICA also runs specialised 18-day programmes for young leaders.
- **DANIDA** provides some funding to a number of professional training institutes in Africa, including the Kenya Institute of Administration (KIA), Uganda Management Institute, and the Eastern and Southern African Management Institute to enable them to deliver relevant training programmes in a range of governance areas. It also runs short courses for NGO or public sector staff involved in Danida programmes. Courses are run in both Denmark and developing countries on a range of development subjects. In 2010 a public policy course will run in Kenya at KIA.
- **Sida's** International Training Programme involves a series of two part short courses, held in Sweden and Africa (South Africa, Malawi and Uganda). Some cover governance-related areas such as human rights and rural land administration.
- **IDEP** has in the past run one to six week courses for middle and senior level policy makers to plan, implement, monitor and evaluate development policies, strategies, programmes and projects.

## Training and workshops for researchers

Various workshops, methodology courses and other research training elements are offered by the organisations covered in this study, although there are relatively few structured programmes and activity tends to be ad-hoc, and located within wider research programmes or activities and thus less often



independently accessible. **Training** in core research methods including writing and publishing skills is sparse.

- The **AERC** runs a series of technical workshops designed to 'sharpen research skills and expose the network to relevant developments' for researchers sponsored under its programmes.
- The **APHRC** runs a series of technical workshops which focus on theoretical, analytical and methodological developments in population, health, and development, with an emphasis on project design and data analysis.
- Under the **CARTA** initiative the APHRC also runs a range of short courses and skills seminars. Notably, these also include courses for supervisors as well as junior researchers, to develop the mentoring and supervisory skills of more senior academics. Other courses cover library skills, grant writing and research management. Joint advanced seminars are also run to equip cohorts of doctoral students with strong conceptual, technical, analytical, writing, leadership and professional skills.
- **CODESRIA** runs a number of research methodology workshops. Its research training workshops for postgraduates cover methodology, training of trainers and writing for scholarly publishing. Methodology workshops are specifically for those funded under its small grants programme, while training of trainers workshops are for those teaching methods within their respective universities. A sub-regional methodology programme is also run, designed to plug the training gaps of early career researchers, covering Master's to postdoctoral researchers. CODESRIA also runs a joint workshop in history with **SEPHIS**, and an annual multidisciplinary and intergenerational social science campus, organised around a specific theme.
- The **Global Development Network** (GDN) has developed a regional training programme, but has not yet launched this in Africa.
- **OSSREA's** research methodology institute focuses on emerging thinking in social science research, mainstreaming gender and environmental issues, and more practical skills such as developing research proposals, choosing study approaches and designs, planning and managing research projects and writing a research report. In addition its disciplinary workshops provide training in key subject areas, while national chapters also organise ad-hoc training workshops.
- Under the *Climate Change Adaptation in Africa* initiative, **IDRC** has supported a series of workshops on climate research. A number of workshops have involved policy-makers, journalists and NGO representatives active on climate change. Those held so far have involved OSSREA and UDSM in proposal development, Kenya Institute for Public Policy Research and Analysis (KIPPRA) on research and policy linkages, and Makerere on gender mainstreaming. Others have covered participatory action research, M&E, project management and climate risk assessment.
- Some individual universities run their own short course programmes. In many cases these target public sector and government employees (notable in Uganda) and are not strongly focused on research skills or methods. The **Centre for Basic Research** in Uganda runs a research skills course (leading to a PGCert). **ISSER** at the University of Ghana also runs a series of short courses. A network of African, U.S. and European universities have mounted a methods training initiative, **QRMNet Africa** (The Network of Excellence for Qualitative Research in the Social Sciences in sub-Saharan Africa), led by IDS Sussex and running from 2009 to 2011. The University of Dar es Salaam is involved, in addition to Wits, and Ashesi University College in Ghana.<sup>11</sup>
- Smaller or ad-hoc programmes are run by a number of organisations. In Tanzania, Research on Poverty Alleviation (**REPOA**) runs workshops for both researchers (including academic and NGO researchers) and research users and an annual research workshop. The Economic and Social Research Foundation (**ESRF**) - also in Tanzania - runs a programme of seminars, courses and workshops designed to provide policy actors with an understanding of the consequences of contemporary features of government and donor policies as well as give an opportunity to discuss and make recommendations to policy makers in Tanzania. It also manages the Southern and Eastern Africa Policy Research Network (SEAPREN), a group of

<sup>11</sup> [www.ids.ac.uk/go/idsproject/network-of-excellence-for-qualitative-research-in-the-social-sciences](http://www.ids.ac.uk/go/idsproject/network-of-excellence-for-qualitative-research-in-the-social-sciences)

policy research institutes. **IRD** in East Africa has run methods training for social science and humanities research in the region. **CEEPA** runs biannual workshops as part of its environmental economics training. The **Africa Policy Institute** convenes research-policy clinics, with IDRC support.

- The International Network for the Availability of Scientific Publications (**INASP**) runs the AuthorAid initiative, which specifically addresses researchers' writing, editing and publishing skills. Experienced academics are recruited to mentor junior researchers, principally online, but a pilot group of universities receives more extensive support (National University of Rwanda and University of Zimbabwe in Africa). Includes any discipline, with no dedicated social science activity.
- The Overseas Development Institute (**ODI**) targets capacity building through a programme of workshops, mentoring, collaborative projects and network facilitation under RAPID (Research and Policy in Development). It also mounts training workshops as part of its collaborative research initiatives. The DFID and Irish Aid funded *Africa Power and Politics Programme* has included week-long training events for junior and senior researchers involved in the project, including research methods, writing and speaking skills, and research communication.
- The **African Technology Policy Studies** (ATPS) network plans to develop a new stream of activity in evidence informed policy making. Although not addressed to researchers it does aim to bridge the research/policy divide. Specifically it seeks to enhance the capacity of African legislators to use health policy and health systems research in evidence-informed scrutiny of government.

## 4. Grants for research capacity building

While there is a range of *research funding* organisations, those including an explicit provision for *capacity building* appear to be relatively few. Capacity building within research appears most often to be encouraged or expected rather than formally embedded through workshops or training components.

Only a few instances were identified of grants explicitly designed to support research capacity, and which could be accessed directly by researchers or groups of researchers. AERC, ATPS, CEEPA, GDN, and REPOA offer various thematic research grants, which embed within them provision for capacity strengthening through training, workshops and mentoring. However, a number of organisations provide research grants where some element of capacity building is implicit.

Collaborative arrangements between Northern and African universities are a common mechanism for funding research and associated capacity building. A small number of donors have built their support around large scale institutional funding for capacity building of various degrees and in various fields, some of which is for research, and some of which is for social science. Grants are made either to universities, departments, or networks created between a number of universities. There are also a number of grants to policy institutes or think tanks.

### Institutional and departmental grants

- The **Carnegie Corporation** supports UCT, Wits, University of Ghana (Legon) and Makerere through substantial multi-year grants. The focus disciplines in each university are defined by the universities themselves, and vary from medicine, agriculture, economics, climate change sciences and **sociology** (Legon). Carnegie also provides substantial support via grants to other organisations, including the APHRC (CARTA), SSRC and the African Leadership Centre (see above).
- The **MacArthur** Foundation specifically supports four Nigerian universities, with a focus on strengthening specific departments, by integrating them into disciplinary networks, promoting improved teaching practice, research and training and curriculum development.
- The **William and Flora Hewlett Foundation** has specifically sought to support population studies through grants made to a number of institutions to strengthen their population-science training programs including the University of Cape Coast's Department of Population Studies, the University of Ghana's Regional Institute of Population Studies, and also UCT and Wits.
- **Sida** has made long-standing investments in capacity building in a number of universities including Dar es Salaam, Universidad Eduardo Mondlane and Makerere in the focus countries. Grants typically fund a number of projects, managed directly by the universities, including support for training staff and students, and often involve links with Swedish universities around specific projects.
- **TDR's Institutional Strengthening Grants**, intended to develop research capacity on tropical disease, including some social science aspects, provide around \$70,000 over three years. These also enable postgraduate training to be funded (see above). Of the six focus countries, Mozambique and Zambia are eligible.
- **Nuffic's** Netherlands Programme for Institutional Strengthening of Post-Secondary Education and Teaching Capacity has in the past supported a range of higher education institutions in the region (including Mbarara University's Faculty of Development Studies). This programme is now being phased out to be replaced with the *Netherlands Initiative for Capacity Building in Higher Education* (NICHE) which links Dutch and Southern institutions and focuses on addressing skilled labour shortages. It is however not explicitly research focused. In Tanzania, projects are focused on decentralisation and policy-linked health research. A tender for *Strengthening teaching, research and consultancy capacity in the university education sector of Zambia* is expected to be launched in June 2010.

- The **JICA** funded *Africa Institute for Capacity Development* is based at Jomo Kenyatta University of Agriculture and Technology in Kenya, and undertakes research in a variety of social policy areas. It does not appear to have strong relevance to PASGR however.

## Grants for collaboration and inter-university partnerships

- **VLIOR-UOS** has a number of grant initiatives to support research and capacity building. The *Institutional University Cooperation Programme* is designed to support long term collaboration, with €6 million over a ten year period, and focused on institutional (university) strengthening as well as research and 'societal service delivery'. Moi University in Kenya and Eduardo Mondlane in Mozambique are currently funded, although only the latter in an area relevant to the present project. However the universities of Nairobi and Zambia have been supported in the past. VLIR-UOS' *Own Initiatives* are collaborative projects between Flemish academics and academics in developing countries that aim to strengthen the research and education capacity of southern partner institutions, and with a budget of up to € 300,000 over a three to four-year period. *South Initiatives* support also support research links between academics, but on a smaller scale.
- Similarly the Swiss **University Exchanges Programme, funded by SDC** and managed by Commission for Research Partnerships with Developing Countries (KFPE) makes overall research capacity building a part of its exchange and collaboration.
- **DFID's Research Programme Consortia (RPC)** also make research capacity strengthening an explicit objective, with the intention that a critical mass of research, research support and institutional support will be developed around a specific set of issues. The *Development Partnerships in Higher Education (DePHE)* scheme, also funded by DFID and running to 2013 (a successor is as yet to be decided), supports university partnerships around key development issues, some of which have included aspects of research training or curriculum development.
- **DAAD's Centres of Excellence** for teaching and research are worth €500,000 a year, and are built around collaborative links between African and German universities. Research capacity and networking are a particular focus. Centres can make use of a range of DAAD 'instruments' such as staff exchange, scholarships, summer schools, curriculum workshops etc. One such project is the Ghanaian-German Centre for Development Studies and Health Research at the University of Ghana, (Legon) under which a joint PhD programme is being run between ISSER and Bonn. Others include the Tanzanian-German Centre for Postgraduate Studies in Law (Dar es Salaam and Bayreuth), the Namibian-German Centre for Logistics (Polytechnic of Namibia and Bayreuth) and the South African-German Centre for Development Research and Criminal Law (Universities of the Western Cape and Bochum). DAAD also funds long-term inter-university partnerships. In 2008, there were 530 partnership and university programmes in Sub-Saharan Africa, of which 187 in the focus countries; Ghana, 48; Kenya, 22; Mozambique, 1; Tanzania, 47 and Uganda, 69.
- An initiative of **Irish Aid** aims to increase the capacity of southern institutions to work in support of poverty reduction, where institutional partnerships are central. Within the initiative, the Irish-African Partnership for Capacity Building, a high-level partnership between Irish Universities and universities in Africa aims to develop a coordinated approach to research capacity building, mainly through workshops on capacity building processes and systems and developing digital resources for sharing research results. The partnership works with 13 universities including, Makerere, Dar es Salaam and Eduardo Mondlane.
- The **Wellcome Trust's African Institutions Initiatives** are multi-year consortium projects to develop research leadership and capacity and to train junior researchers. All are health related (and include CARTA already noted separately) but social science aspects are also funded. Wellcome also co-funds the *Health Research Capacity Strengthening* initiative in Kenya and Malawi, with DFID and IDRC, with a specific emphasis on evidence informed policy and decision-making.
- **USAID** funds the *Higher Education Development (HED)* initiative to support university-based partnerships that target development challenges. Each partnership links institutions in developing countries with U.S. counterparts, with grants worth \$50,000. A number of currently funded projects (see Appendix) support aspects of research and policy work.

## Research grants which may include capacity building

- Research capacity development is explicitly referenced within **DANIDA**'s development research funding, and scholarships can be included in the programme of activity. Up to DKK 5 million (\$890,000) is available for each grant. In 2010, its funding themes were: Climate, Energy and Sustainable Use of Natural Resources; Agriculture, Growth and Sustainable Development; Fragile States, Conflict and Civil Society. However, only Danish organisations can apply.
- **IDRC**'s research grants do not specifically support capacity building, although this can be funded. However its Women's Rights and Citizenship and Peace, Conflict and Development programmes made strengthening research and policy analysis central, including research conceptualisation and policy dissemination in the south. It also included internships spent at IDRC's headquarters to learn about research management, and networks of researchers, such as the University for Peace (Africa Programme in Addis Ababa). The IDRC-funded *Global Health Research Initiative* also includes provision for the training of junior researchers. Of 13 currently funded projects, four involved African institutions, although only two in PASGR's focus countries.
- **IRD**'s AIRE-Sud programme provides research grants to strengthen research teams in Africa and the Indian Ocean (currently 32).
- **AusAid**'s *Australian Development Awards* fund research capacity through collaborative projects between international researchers, but no awards have been made to Africa, and Asia-Pacific/Oceania are the focus regions
- **Trust Africa** provides major grants for collaborative projects ranging from \$25,000 to more than \$500,000, and typically combines research, communication and advocacy work. The Trust also awards smaller capacity building grants to African organisations.
- **NUFU** (The Norwegian Programme for Development, Research and Education) supports academic partnerships between Norwegian and southern institutions. Capacity building may be a feature of these, but is not the primary focus.
- The **Swiss National Science Foundation** (SNF) supports capacity building to an extent through its research partnerships, which also involve junior researchers and postgraduates. There is no explicit social science focus however.

## Think tanks and policy organisations

- The **ACBF** makes core grants to organisations focused on public sector strengthening and with a particular emphasis on economic policy. It also funds a variety of organisations working on economic policy and capacity strengthening for policy making, including organisations such as the Centre for Corporate Governance in Kenya and ESRF in Tanzania, the Economic Policy Research Centre in Uganda, the Institute of Policy Analysis and Research in Kenya and the Kenya Institute for Public Policy Research and Analysis (KIPPRA).
- The **IDRC** led *Think Tank Initiative* (co-funded by Gates and Hewlett) has made substantial operational grants to 12 policy research organisations in the six PASGR focus countries. These include the Institute for Economic Affairs (IEA) and the Institute of Statistical, Social and Economic Research (ISSER) in Ghana, the Centre for Research and Technology Development (RESTECH), the Institute for Economic Affairs (IEA), Institute of Policy Analysis and Research (IPAR) and the Kenya Institute for Public Policy Research and Analysis (KIPPRA) in Kenya, the and the African Technology Policy Studies Network (Tanzania chapter), Economic and Social Research Foundation (ESRF) and Research on Poverty Alleviation (REPOA) in Tanzania, and Advocates Coalition for Development and Environment (ACODE), Economic Policy Research Centre (EPRC), and Makerere Institute of Social Research (MISR) in Uganda.
- In Ghana the multi-donor *Ghana Research and Advocacy Programme* (**G-RAP**) initiative provides core grants or budget support over a number of years to research and advocacy

organisations which can be used for any activity, including staff training or research, advocacy and networking activities. Around 40 organisations are currently supported, including a number of policy institutes.

## 5. Capacity building support accessed by social science departments

As part of the graduate teaching survey information was gathered on the grants, scholarships, fellowships and other sources of training accessible to individual students and researchers, including those provided locally through internal sources as well as those accessed from external funders. Perhaps unsurprisingly responses did not suggest that a significant level of support was available, although it should be noted that this information was largely provided by a single source within the department, and amounts to a rough estimation of capacity building sources available and/or accessed, rather than a detailed survey of the various funding received by individuals. The fact that many forms of support are relatively small scale, or spread across the whole of the continent would suggest that departments might only have secured one or two awards over several years from a particular provider. Nevertheless, it does serve as a useful picture of funding and support 'on the ground'.

In the vast majority of cases students are self-funding, with many departments indicating that around 80 or 90% (and often all) of their students were not in receipt of any form of scholarship support. The Department of Economics at the University of Nairobi notably recorded that around half of its students were sponsored however. In a few cases students are sponsored by their employers where the programme is one of professional training – for example those in the Department of Public Administration at Islamic University in Uganda, which has a contract to train staff with the Ministry of Local Government. In many cases university staff seeking to undertake advanced research training must seek their own funding from external donors.

In most cases there were no university provided or administered scholarships available. Notable exceptions include scholarships awarded annually to departments participating in the AERC Master's and PhD programmes (University of Ghana (Legon), University of Nairobi, Open University of Tanzania, Dar es Salaam, Makerere) and those detailed below.

In **Ghana**, the Government of Ghana Bursary also supports some students, and was noted at Cape Coast and the University of Ghana (Legon). Cape Coast also occasionally provides scholarships for accelerated PhD students. The University of Ghana has a graduate fellowship scheme (five awarded in 2009/10), and also notably - although outside of the social sciences - the College of Health Sciences at the University of Ghana has established a postgraduate endowment funded with contributions from major national and multinational corporations.

At Egerton in **Kenya** a *University Council Master's Scholarship* is offered, while at Maseno University there are no scholarships, but the graduate assistantship arrangement (staff development programme) enables some staff to pursue PhDs. The United States International University (USIU) noted a considerable number of university-provided scholarships, although not specifically for social science studies, including a 25% tuition scholarship, six scholarships for the MBA programme, six Public Service Scholarships per programme, and a graduate assistantship arrangement as at Maseno. USIU also administers scholarship funding provided by a number of trusts, including the Rattansi Education Trust Fund Grant, 30% tuition only Mel Kuol Scholarships, 50% tuition only Louis Velario Fund, USAID full scholarships for students from the Pokot region, and 10 full and 10 partial Coca-Cola Africa Foundation Scholarship for the MSc in Executive Management and Organizational Development. At the University of Nairobi some scholarships were available from the Dean's Committee.

At Eduardo Mondlane in **Mozambique** graduate students access scholarships from a SIDA fund administered by the university, with additional support from the Ford Foundation. Economics students receive a one-year scholarship of \$200 per month.

At Dar es Salaam in **Tanzania** some external funding is channelled through the university system.

In **Uganda**, Makerere's Department of Women and Gender Studies noted that staff receive a tuition fee waiver, while in Social Work and Social Administration two scholarships were available under collaboration with Gothenburg University. The Department of Political Science and Public Administration noted that there were some university scholarships for their graduate students. At Uganda Christian University, partial scholarships are provided from the Staff Development Committee.

A number of scholarship providers were listed with relative frequency, including Fulbright, the Commonwealth Scholarship Commission, DAAD and the Ford Foundation. All of these offer competitive awards and are for any subject area. Where universities are invited to nominate a certain number of

candidates in each round social science researchers must compete against colleagues in other faculties, and numbers obtained are thus low. Actual numbers of scholarships awarded were not possible to gauge, although Mbarara noted that the university was invited to nominate six a year, and the Faculty of Development Studies was usually able to secure around two of these each time. Students and staff at universities supported through NUFU, NUFFIC, Norad or SIDA grants were also able to access scholarships through these agencies. In addition some departments had been able to send staff abroad on scholarships offered through collaborative research and partnership arrangements with European universities.

Other scholarship providers noted include the Sasakawa Foundation of Tokyo (University of Nairobi), the Rattansi Trust (Nairobi and USIU), the Gandhi Smarak Foundation (Nairobi), and Education International (Nairobi), World Bank (Dar es Salaam), Central Bank of Tanzania (Dar es Salaam), Belgian Embassy (Mbarara), Konrad-Adenauer-Stiftung (Uganda Martyrs University). One respondent noted that 'a few others from Japan, India and Israel come once in a while'.

Other than the Fulbright and Commonwealth schemes already noted for scholarships, support for early or mid-career fellowships seemed to be quite sparse. One respondent from the University of Nairobi noted that fellowships were very rare, and none had been offered during his tenure as Dean. In a few instances opportunities for staff exchange had been provided through collaborative arrangements with universities abroad and through larger research programmes.



## **6. Implications for PASGR**

The results of the study highlight a number of broader issues relevant to the project.

Overall the results generated through this study make it clear that the current project should not significantly alter its plans as there are no substantial initiatives directly supporting capacity building in social science research, and PASGR does not risk overlapping with or duplicating other significant activity.

### **The need to be clear whether it seeks to address the quantity or quality of graduate training**

It is perhaps an obvious point, but quantity and quality are unlikely to be mutually compatible, involve potentially different modes of delivery/study, and have very different cost implications. While most donors probably wish to ensure high quality students, their literature and the approaches taken do not always make it clear whether it is quality or quantity that they seek to address. The project's initial outlines suggests that its aim is to do the latter, namely to produce smaller cohorts of students who have the right skills to progress into research and policy careers. As a result it is less likely to be able to deliver scholarships at significantly reduced cost. Conversely, a quantity based approach would stress mechanisms for getting students through at lower cost, such as using distance learning modes which (once established) can be relatively cheaper per student, but cannot offer the same level of support to each student.

### **How it can more effectively support doctoral entry**

One of the constraints which research training and capacity initiatives face is identifying sufficiently qualified students to support through doctoral training, and ensuring that candidates have the prior skills and experience to enable them to progress successfully through their PhD studies. This is not because they do not exist, or because the talent is lacking, but because donors with money to spend may struggle to find (or have nominated to them) appropriate candidates, or because good Master's-qualified individuals lack the research training to be able to frame PhD proposals which enable them to continue into doctoral study. The study reveals a notable lack of support to bridge the Master's and doctoral stages of research. The SANPAD pre-doctoral fast-track scheme may offer some instructive experience here, given its reported PhD success rate. PASGR may wish to consider how it can improve the quality of candidates entering its programmes, and their likely success and chance of progression, by concentrating some support on the pre-doctoral phase and conceiving of doctoral training as beginning before and continuing after the three or four year PhD study period.

### **Whether there is a minimum period which early career researchers need to spend outside of their home institutions**

The experience of prior doctoral training initiatives emphasise that it is not simply a matter of numbers of PhD graduates produced, but about the quality of these graduates, and their ability to progress into the successive stages of their research careers. Given the resource and capacity constraints of many African social science departments, ensuring the highest quality postgraduate training may require the involvement of a wider network of universities outside of the six initial focus countries. While PASGR may not wish to fund full periods of overseas postgraduate study (given the greater cost of such arrangements to the project and the reduction in overall numbers of students supported), it may wish to consider whether there is a minimum period of time which researchers need to spend at better resourced institutions within the continent, or overseas. This has implications for the mode of doctoral study that the project chooses to follow, with split-site or sandwich models possible, and the potential for broader collaborations or co-funding arrangements. Parallel or alternative modalities would include delivering some form of central research methods training in advance of, and during PhD programmes, or the type of centralised core curriculum delivered by the AERC's joint facility each year.

## How it might effectively address the critical post-scholarship period

It is evident that while a number of donors offer substantial support for postgraduate training, either at Master's or PhD level, relatively few provide any formal mechanism for continued support once qualifications have been gained. A number of providers maintain alumni networks, for example, but these are often principally virtual, with little material benefit or further funding available. Anecdotal experience suggests that it is often when scholars return home from overseas study, or gain their first full time academic positions, that their research careers begin to falter. Typically they are absorbed into teaching work, with little time for research, and often with a low level of institutional support. African universities tend to lack the postdoctoral research positions for early career scholars that are familiar in Northern universities, which provide the first opportunities for professional research and enable scholars to build on and publish from their PhD work. DAAD's re-invitation scheme is therefore notable in this respect, as is the Humboldt Foundation's approach to not only maintaining continued contact, but also providing opportunities for fellows to access continued financial support.

PASGR would therefore do well to investigate how it might establish a continued programme of support for researchers funded through its programmes, particularly any who receive scholarships through the project. It also suggests that PASGR could have a broader impact by seeking opportunities to harness the talent which already exists, and which has been supported at postgraduate level through other initiatives, by offering freestanding postdoctoral support independent of any of its own postgraduate funding. This again suggests opportunities for linking with other donors as outlined above. There may well be interest amongst a group of like-minded donors for establishing some form of co-funded programme to address the post-scholarship needs of social science researchers.

## The potential for links or co-funding arrangements with other organisations

The study points towards a number of organisations and initiatives where fruitful links might be made, which are trying to achieve some, if not all, of the same objectives as PASGR. The complementarities of PASGR with the IDRC-led Think Tanks Initiative has already been noted in the project's initial documentation. In the area of postgraduate support there may be value in exploring the potential to collaborate with IDRC's *Southern Junior Researchers* scheme (to be renamed in the near future); indeed a contact at IDRC has already expressed some interest in the potential for collaboration. There would also be value in exploring links between PASGR's proposed activities and the new SSRC / Carnegie-funded Emerging Scholars programme which specifically targets junior faculty members in the social sciences. It may also be useful to explore links with the new Africa Leadership Centre, although its subject focus (peace and conflict) may lie slightly outside PASGR's core interests in social policy.

Similarly, there would seem to be strong potential to explore potential links with the Commonwealth Scholarship Commission's split-site PhD scheme which has proved a particularly good way of enabling students to combine study at home and abroad, while reducing the overall cost of a PhD scholarship. The CSC is DFID's primary mechanism for the funding of postgraduate scholarships for African students to study in the UK and the split-site scheme enables scholars registered for doctoral study in their home country to spend up to 12 months at a UK university. At present the CSC only has a remit to fund the portion of time a scholar spends in the UK under the split-site scheme. It therefore has relatively little control over scholars' progression and thus completion rates during the periods they spend at their home institution. With many split-site scholars combining study with teaching positions it may take relatively longer for a PhD to be achieved in this mode. Ways of ensuring greater support, financial and otherwise, from the African side of the doctoral study programme, would help to strengthen the potential of split-site mode of study to build local capacity. There would seem to be a natural role for PASGR here in providing additional local support and funding to social science students.

Currently the split-site scheme is limited less by the CSC's funding potential, than by the difficulties it encounters in securing nominations of sufficient high quality candidates. In the past it has sought nominations from the DFID-funded research programme consortia, and is keen to explore opportunities for African based organisations to nominate to the scheme, and to provide support to scholars during the period spent in their home country. For example, the CSC has recently established an arrangement with the National Research Foundation (NRF) in South Africa whereby the NRF nominates researchers that it is supporting in South Africa to the CSC to spend a year in the UK. It would be possible for PASGR to act in a similar fashion and to nominate scholars identified under its own programmes, and registered for PhDs at collaborating universities, to the CSC.

## **There is likely to be much to learn from and share with existing programmes**

Beyond those organisations and initiatives which suggest opportunities for direct collaboration or co-funding, there is a wealth of experience on the delivery of postgraduate training and successful – or unsuccessful – approaches to research capacity building within programmes that are principally designed to support other subject areas. While many of the organisations and schemes detailed here do not specifically address social science needs or governance and social policy issues, PASGR would no doubt benefit from some of the operational experience that they can offer. Likewise, these may in turn stand to benefit from PASGR's own experience as it develops, particularly as it pioneers new approaches or modalities, especially regarding the research/policy interface, and the explicit desire to link individual training and research funding to academic and research capacity development.

## **The potential for stronger links between scholarship provision and research capacity building**

While many donors fund both research capacity building initiatives and support individuals through scholarships and fellowships, it seems fair to suggest scholarships are not frequently tied to deliberate capacity building strategies, and the synergies between the two are often incidental rather than explicitly designed. The result is that scholarships are often run as something of a sideshow. A similar observation was made by the OECD's recent review of DFID, which while commending DFID's work overall noted that its scholarships and research support could be more effectively linked.<sup>12</sup>

Furthermore, it is evident from the results gathered here that many scholarship schemes do not explicitly support academic capacity building. A number of schemes target NGO and other non-academic researchers, policy makers or public sector officials and thus do not actually seek to build university research capacity. While there are a number of quite substantial scholarship schemes, the number of scholarships that are specifically targeted towards academic staff and university capacity out of overall provision, is much smaller. For example, the Ford Foundation's International Fellowship Programme has injected substantial funding for postgraduate study over a very concentrated ten-year period. However, its primary purpose was to support those from disadvantaged backgrounds and was not a research capacity or academic strengthening initiative.

## **The advantages and disadvantages of embedding training within larger grants**

A significant proportion of the postgraduate and postdoctoral training provision of many donors is embedded within larger institutional grants, or is delivered as part of inter-university research partnerships or other capacity building collaborations. The strength of this mode of delivery is evidently that training is more effectively tied to wider capacity building strategies and initiatives, and as a result that individual support is embedded within wider institutional (university) support. However the study does suggest that this presents some disadvantages for 'loan' scholars, insofar as there is relatively less support accessible to researchers whose department or institution is not part of a wider collaborative project. The result is often that some groups of researchers are relatively well supported, particularly those studying within those departments with strong donor relationships, while others are effectively 'outside of the system'.

This suggests that it may be valuable for PASGR to consider a twin track approach, which both provides targeted, additional support for those within its network, or within those institutions who develop as lead collaborating partners, and additional opportunities for training and research support offered through open competition to those outside of its network.

## **How it might contribute to greater awareness of capacity building within universities**

Departments and individuals consulted as part of the graduate teaching study (see section 5) often noted that scholarships and other research training and capacity support was relatively sparse. While demand certainly outstrips need, it was notable that researchers were often relatively unaware of the broader range of opportunities that might be available to them. This suggested a lack of communication of opportunities within universities, and across departments, a problem that is confirmed by wider ACU experience in this area. Research Africa, which was established with seed funding from DFID, provides

<sup>12</sup> [www.oecd.org/document/52/0,3343,en\\_2649\\_34603\\_45620020\\_1\\_1\\_1\\_34603.00.html](http://www.oecd.org/document/52/0,3343,en_2649_34603_45620020_1_1_1_34603.00.html) (page 84)

a funding opportunities search and alert service, however take-up within universities, or dissemination from a central contact point, has often been lower than expected. PASGR may therefore wish to consider how it could help to support a more effective dissemination and communication of other opportunities to those within its network and with the African social science community more broadly, to enable researchers to access support beyond its own programme funding. Ensuring partner institutions are aware of and able to access Research Africa might be one option, while the development of a central online information facility for the project, and one that is well advertised, is also likely to be important. Making the results of this scoping study available to African researchers and institutions, specifically the appendix provided below, may be one valuable way of communicating the current range of support available. It may also wish to think more broadly about the issue of research management, in particular the way in which research funding, opportunities and information, and post research communication and dissemination, are handled within collaborating universities, so that this is more effectively institutionalised.

### **The extent to which it seeks to work with universities in developing and publicising its awards**

The project may decide to develop and advertise its scholarships and fellowships independently, or it may wish to work with universities to advertise its awards and to try to identify the best candidates. Sensitive to the need to forge strong relationships with universities from the outset, to develop a genuine partnership with them, and support their own training and capacity development activities, the latter may be desirable. There are however clear advantages and disadvantages to this. Perhaps counter-intuitively, experience suggests that universities are often not best placed to identify their own talent, and are already over-burdened administratively. Yet at the same time, universities are the most likely employers of doctoral graduates in the long term, and may have their own staff development and capacity building strategies, but which rely on their ability to access external support. Current provision is also very fragmented, with awareness often low, making it difficult for those within universities whose role it is to match external opportunities to training needs to do this effectively, or for departments or individual researchers to identify potential awards open to them. The project is also committed to developing a critical mass of skills and expertise, an aim that points towards a more focused approach and suggests the need to target a degree of support on particular institutions and departments. A combined approach, both working with universities, and also seeking alternative ways of advertising and publicising its awards may be necessary.