

IAU-ACUP International Seminar on Innovative Approaches to Doctoral Education and Research Training in sub- Saharan Africa

Hosted by the Ethiopian Institute of Architecture, Building
Construction and City Development (EiABC), Addis Ababa
University, and sponsored by Sida and AECID

July 12th – 13th, 2012

Report

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I.) Introduction

In the spirit of shared project vision and goals, the International Association of Universities (IAU) and the Catalan Association of Public Universities (ACUP) co-organised an international seminar on doctoral education and research training in sub-Saharan Africa. Hosted by the Ethiopian Institute of Architecture, Building Construction and City Development (EiABC), Addis Ababa University, the seminar took place on July 12th and 13th, 2012 in Addis Ababa, Ethiopia. The full programme is available under Appendix 2.

Among the goals was bringing together institutional pilots participating in IAU's "Changing Nature of Doctoral Education in sub-Saharan Africa" project (with funding support from the Swedish International Development Association – Sida) and ACUP's "African-Spanish Higher Education Management Platform" (with financial support from the Spanish Development Agency – AECID) along with experts from various international higher education organisations. Delegates from 14 African countries representing 19 higher education institutions and eight university associations and higher education organisations operating on the continent were present. The meeting of university presidents, vice-chancellors, advisors, scientific and research directors offered an opportunity to reflect, debate, and analyse the current state of doctoral education on the continent and review innovative approaches, models, and instruments in the development of doctoral education in Africa. The list of higher education institutions and other organisations who were represented at the Seminar is available under Appendix 1.

Furthermore, the seminar sought to advance a joint initiative by IAU and ACUP to develop an interactive, web-based portal to increase management capacity of university and post-graduate/doctoral school leaders. General discussion throughout the seminar, as well as an entire session dedicated to the development of the portal helped to guide the next steps for researchers and web developers working on the portal project.

What follows are detailed summaries of session presentations and discussions from the two-day seminar, including of general comments by various participants during the open discussion. They present main outcomes of the seminar and provide readers not in attendance with an idea of the priorities for stakeholders in African doctoral education and of some of the innovative ways in which African universities are addressing various challenges.

II.) Report on consecutive Sessions

II.1. Welcome and Opening Session

Speakers

- **Kaba Urgessa**, *State Minister for Higher Education, Ethiopia*
- **Miguel Fernández-Palacios Martínez**, *Ambassador of Spain to Ethiopia*
- **Josep M. Vilalta**, *Executive Secretary, Association of Catalan Public Universities (ACUP), Spain*
- **Is-haq Oloyede**, *Vice-Chancellor, University of Ilorin, Nigeria; Chair, IAU Task Force Nigeria;*
- **Karola Hahn**, *Managing Director, EiABC, Addis Ababa University*

In the opening session of the seminar, State Minister for Higher Education **Kaba Urgessa** expressed his gratitude to the participants and organisers of this seminar for choosing Ethiopia as the host for this international dialogue. He explained the significance of this event for the country as it undergoes expansive growth in higher education. The minister noted that more than 400,000 students are enrolled in higher education today in Ethiopia and expressed the state's goal of training 2,000 PhD candidates by the year 2015. To reach this goal, the government was devoting specific attention to sandwich programmes both with local and overseas institutions and increasing capacity for the “home grown doctorate” by applying international standards to the infrastructure supporting PhD programmes.

Spanish Ambassador **Miguel Fernández-Palacios Martínez** expressed the honour and privilege that he felt for the opportunity to address the group of academics not only as an ambassador, but also as a PhD holder. The ambassador reiterated Spain's cooperation efforts with African countries, particularly in the realm of higher education.

Is-haq Oloyede addressed participants as the Chair of the IAU Task Force. He underlined the importance of new platforms that have brought new dimensions of higher education to the attention of African stakeholders. He highlighted the direct link between doctoral studies and research for the development of Africa. He also stressed the importance of supervision and career development for university and national advancement. In the name of the African Association of Universities (AAU), the University of Ilorin, and IAU, he called for more synergy and collaboration to broaden the development of doctoral education in African universities.

Josep M. Vilalta spoke on behalf of ACUP. He expressed the significance of bringing together 14 African pilot institutions from both the ACUP and IAU initiatives. He emphasized that comparative work is one of the best approaches for strengthening societies and economies, and that we must particularly focus on research training – a crucial aspect in the future of our societies. In closing, he presented a brief video of Imma Tubella, former President of ACUP, wishing participants a productive and fruitful seminar.

Last, **Karola Hahn** welcomed seminar participants to the EiABC campus and described EiABC's particular interest in discussing the scope, trends and best practices related to doctoral education in Africa. EiABC had recently become active in the realm of doctoral education and was leading reform with a new PhD programme in Environmental Planning, several strategic partnerships with European universities, and an emphasis on application-oriented research.

II.2. Doctoral Studies in Africa: Scope, Challenges and Prospects in the Knowledge Society

Chair

Goolam Mohamedbhai, *Former AAU Secretary General, Former IAU President, Member ACUP Advisory Board and IAU Task Force*

Keynote

Damtew Teferra, *Founding Director, International Network for Higher Education in Africa and Member, ACUP Advisory Board*

Respondent

Kolade Luke Ayorinde, *Immediate Past Deputy Vice-chancellor, University of Ilorin, Nigeria*

Keynote Speaker **Damtew Teferra** opened by explaining the internal and external transformation in African higher education driven by a massive growth in enrolment. Although overall post-graduate enrolment figures remain low, the rate of growth over the past five years had presented many challenges, particularly in terms of quality. He discussed funding as a major challenge for many African higher education institutions with large discrepancies between doctoral programme budgeting and funds actually received. These challenges are made all the more difficult to overcome due to unfavourable policies in regards to research – forcing many senior faculty to forego research priorities to teach, participate in moonlighting, and in some cases, leave, fuelling the phenomenon of brain drain. In addition to these challenges, Teferra cited weak research culture, inadequate infrastructure for supporting graduate students, aging faculty, increased academic interest in the world of politics (as evidenced in Tanzania), inbreeding, and constrained academic freedom and autonomy as barriers to developing a generation of skilful and successful PhDs. To overcome such serious challenges he suggested for consideration: shifting from a mentality of expansion in higher education to consolidation and a focus on postgraduate studies and research in some universities, establishing and fostering National Research and Education Networks (NRENS), tapping into resources and available programmes with a strategy and a vision, establishing incentives to retain faculty members and attracting those who obtained PhDs abroad, thus bringing in the capacities of the intellectual Diaspora.

Respondent **Kolade Luke Ayorinde** particularly oriented his comments to the needs of the students. He began by questioning the phenomenon known as “massification”, arguing that this

this was not taking place as evidenced by the absolute numbers and percentages of those entering higher education compared to the population numbers. He linked the corollary concept of quality to the in-country relevance of PhD graduates and to sources of funding. In terms of prospects for doctoral studies, he suggested that university leaders should not conceive of education as an import from abroad, but rather look to African traditions of sharing knowledge, because unsuitable curricula breed low-quality of PhDs. In addition to incentives for faculty and the Diaspora, Ayorinde stressed the need for incentives for students to stay and complete their PhD studies in African institutions and called for more collaboration, guided autonomy, policies that create a timeline for completion of doctoral studies, and a re-evaluation on why doctoral programmes are developed and why PhDs are needed.

In the open discussion following the two talks, colleagues of Ayorinde and delegates of the University of Ilorin were among the most vocal in questioning the definition of “massification.” Nigerian representatives claimed that this phenomenon was still irrelevant when comparing Africa to the global level, and forced participants to make the connection between population explosion, a focus on entrepreneurship in curricula, and doctoral enrolment and education. The participants generally looked favourably at strengthening National Research and Education Networks (NRENS) and were of the opinion that such networks would have positive effects on the higher education capacity of African countries. Participants suggested looking inward to facilitate doctoral candidates’ search for funding by identifying funding agencies, assistantships and waivers. Closing remarks from the floor mentioned linking relevance to quality, increasing the number of intellectual role models for graduate students, ICT challenges that were not addressed in the session, and the need for flexible institutional management.

II.3. Doctoral Education in sub-Saharan Africa: Challenges and Opportunities - Presentation of Research Results and Future Plans through Inter-institutional and Inter-organisational Projects

Chair

Kora Tushune, *Vice President, Jimma University, Ethiopia*

Speakers

- **Josep M. Vilalta**, *Executive-Secretary, ACUP*
- **Hilligje van’t Land**, *Director, Membership and Programme Development, IAU*
- **Rein Treptow**, *Centre for Research on Evaluation, Sciences and Technology (CREST), Stellenbosch University, South Africa*
- **Thomas Jørgenson**, *Head of Unit, Council of Doctoral Education, European Association of Universities (EUA) – in absentia*

Josep Maria Vilalta opened by presenting the objectives and findings of ACUP’s “African-Spanish Higher Education Management Platform” project. He explained that within the project ACUP was promoting a study on challenges of and new approaches to doctoral education that. The

study designers aimed to detect areas for intervention to improve doctoral programmes as well as to provide knowledge related to research for future cooperation strategies between Spain and Africa. To prepare this study ACUP had organised a focus group with participating pilot institutions at the University of Yaoundé I in Cameroon and was currently disseminating the IAU self-assessment tool and institutional survey among these institutions. He presented the main results of the study and of ongoing work on the joint ACUP-IAU web portal initiative, He mentioned discussions underway about potential creation of a higher education management school to be developed with African stakeholders.

Hilligje van't Land went on to present IAU's "Changing Nature of Doctoral Education in sub-Saharan Africa" project, made possible thanks to funding from the Swedish Development Agency (Sida). The methodology of the study included the creation of an international task force, institutional teams at six pilot institutions, an extensive institutional survey, follow-up site visits, multiple seminars, a comparative report published in 2011, and efforts to create synergies with other organisations undertaking similar work in the field. A key objective and output of the project had been improving data collection and storage mechanisms in African higher education institutions to inform policies and strategies in the management of doctoral programmes. Challenges highlighted by survey responses and analysis of the results included soaring enrolment figures, the place of doctoral programmes in institutional research strategies, and doctoral student supervision. She concluded by asking participants to reflect on the role international organisations like IAU can play in building capacity for doctoral education in Africa without encroaching upon the independence and autonomy of African institutions.

Rein Treptow enlightened participants about work at the Centre for Research on Evaluation, Science and Technology (CREST) at Stellenbosch University at the nexus among science, technology and higher education. CREST was undertaking a comprehensive research programme on "The African Doctorate" in collaboration with the African Doctoral Academy (ADA). The project mapped existing doctoral programmes to create a web-based directory including statistical data on student mobility, models, supervision and infrastructure. The methodology emphasized institutional site visits to ensure sound data collection. Funded by the Ford Foundation, the project will expire in 2013. In closing, Treptow also mentioned briefly the Development Research Uptake in sub-Saharan Africa (DRUSSA) initiative, where CREST is also a partner.

In the absence of **Thomas Jorgenson**, Head of Unit, Council of Doctoral Education, European University Association (EUA) and ACUP Advisory Board member, Hilligje van't Land briefly presented the EUA work underway through the "Cooperation on Doctoral Education" (CODOC) project to build a global research community. It focused on developing evidence-based solutions and had partnered with the Southern African Regional University Association (SARUA) to achieve this objective on the African continent. Van't Land highlighted CODOC's finding that the discrepancy between PhD candidate intake and PhD completion was not only an African issue, but a global problem.

The final dissemination event took place during EUA's "Doctoral Week" in Stockholm September 23-25, 2012.

When chair **Kora Tushune** opened up the floor for discussion, most participants agreed with the continued call for increasing synergy among initiatives. Tushune congratulated South Africa on being a continental leader in the field of data collection and research on doctoral studies but some participants expressed the wish that the Association of African Universities would take the initiative in this collection and analysis of data relating to doctoral education. Tushune cited the "Higher Education Research and Advocacy Network in Africa" (HERANA) project as an excellent example of the sort of project needing to be considered in any new web-portal initiative relating to higher education in Africa. He also stressed the importance of collaboration and cooperation in order to avoid duplication.

II.4. Doctoral Education at Anglophone, Francophone and Portuguese Speaking African Universities: Highlighting Specific Challenges and Opportunities

Chair

Damtew Teferra, *Founding Director, International Network for Higher Education in Africa and Member, ACUP Advisory Board*

Speakers

- **Oumar Jeilu**, *Academic Vice President, Addis Ababa University, Ethiopia*
- **Mamadou Dagra**, *Advisor to the Rector, Université Abdou Moumouni, Niger*
- **Abel Andriantsimahavandy**, *President, Université d'Antananarivo, Madagascar*
- **Cesaltina de Conceição Lopes Menete Tchamo**, *Scientific Unit, Universidade Eduardo Mondlane, Mozambique*

Oumar Jeilu began the session by describing the role of Addis Ababa University in the Strategic Framework for National Development, emphasizing the institution's commitment to agricultural development-led industrialization. He described the relatively short history of post-graduate programmes at his university, having awarded its first PhD in 1987. Doctoral enrolment at Addis Ababa University has been marked by adherence to a government reform policy to emphasize science and technology, increase the number of international students, and increase the number of female staff Members. Jeilu highlighted that the reform process underway has sought to restructure and diversify the content of graduate programmes maintaining certain obligatory, core curriculum courses. He stressed that his institution works towards quality improvement through contributions of visiting professors, fostering relationships with alumni and exposing PhD candidates to international experiences. The most important areas for reform

cited include development of a qualifications framework, an income generation scheme, and more university-industry partnerships.

Mamadou Dagra, speaking for the Université Abdou Moumouni in Niamey, cited the three cycle 'LMD (Licence – Master - Doctorat) reform' as the key driver of a new organisation of doctoral programmes at his institution. Since March 2012, everything leading to the award of a PhD has taken place within a doctoral school, by regrouping research groups, laboratories and the ultimate defence of the thesis from one or more institutions into a doctoral school. He went on to detail the composition of the *Conseil Scientifique et Pédagogique*, the timeline of doctoral studies, and the prerequisites for the thesis defence. He explained that the three doctoral programmes at Université Abdou Moumouni (natural sciences and agronomy, mathematics, and chemistry) faced similar challenges of insignificant research funding and inadequate infrastructure. He re-iterated that while many francophone universities would see nothing innovative about this organisational structure, at his institution colleagues considered the LMD reform process to be quite new-an innovation in that setting.

President of the Université d'Antananarivo, **Abel Andriantsimahavandy**, presented doctoral studies at his institution, using the IAU self-assessment survey as a framework for his presentation. Aging faculty was cited as a challenge at Antananarivo (average faculty age is 56), in addition to the socio-political crisis in Madagascar, and the need for the establishment of efficient, effective, and motivating partnerships to advance development of doctoral studies. He also highlighted the structure and implementation mechanisms for doctoral programmes and supervisor incentives. In 2010, the Université d'Antananarivo counted 307 doctoral candidates.

The last panellist, **Cesaltina de Conceição Lopes Menete Tchamo**, presented the national and institutional situation at Universidade Eduardo Mondlane in Mozambique. She mentioned that a need for improving literacy rates, particularly among the rural, female population, guided the government's education priorities; thus post-graduate education was not of great concern for the national government. While the institution dated back to 1962, it had introduced post-graduate education in 2001 and had since experienced rapid, massive growth. Universidade Eduardo Mondlane mounted three doctoral programmes with 7 or 8 PhD candidates enrolled in linguistics, 13 in law, and the field of energy still awaiting candidates. Reforms were moving towards more centralized systems of management; finding qualified academic staff, limited resources and weak research infrastructures still presented challenges.

At the end of the session, participants raised questions about specific institutional situations. When asked about the situation at their respective institutions, Antananarivo and Eduardo Mondlane responded that a large majority of their doctoral candidates were also members of staff. Some participants heralded Addis Ababa as a very interesting case where a university is carrying forward a government-led initiative to increase PhD output for universities across Ethiopia. Some participants requested more information about opportunities for these institutions rather than simply the challenges each faced. LMD reform is such an opportunity as it allowed institutions to "speak the same language" in a harmonized way that was legitimated internationally.

II.5. What Kind of PhD Education for Today and Tomorrow? Examining Mission, Vision, and Management Capacity

Chair

Josep Casanovas, *Director, Centre for Development Cooperation, Universitat Politècnica de Catalunya (UPC), Spain*

Speakers

- **Getahun Mekuria**, *Deputy Scientific Director, Addis Ababa Institute of Technology, Addis Ababa University, Ethiopia*
- **Guy Tsala**, *Vice-Rector for Research, Cooperation, and Relations with the Business World, Université de Yaoundé I, Cameroon*

The chair of the session, **Josep Casanovas**, opened with a brief reflection on the universality of the mission of the university as an institution. Doctoral education, he explained, was a delicate issue due to what it represented for the life of the university, the dynamic of the people in it, and the implications it had for the strategic positioning of the university in the global network. He introduced the core issues at stake within universities and, more specifically doctoral programmes, as being *human* issues dealing with very individual agents representing highly institutional and personal interests.

Getahun Mekuria provided an overview of the state of doctoral education at the Addis Ababa Institute of Technology and the institute's ambitions for the future. Currently, a surprisingly low proportion of faculty (19%) hold a PhD, while 42% hold a Masters and 39% a Bachelor's degree. The goal was to change the profile so that by 2015 it approaches 20% Bachelor holders, 50% Master holders, and 30% PhD holders among faculty. Mekuria addressed the isolation of research in that it has focused more on producing academic achievement than on addressing relevant, local issues. The government has been the institute's main "customer" and influenced establishment of Core Competence Laboratories (CCL) in selected disciplines that respond to specific governmental needs. Research in the CCLs was to be conducted by PhD candidates and, to be successful, should address local needs. International cooperation was a priority for the institute – citing at least three partnerships within each department/school. Last, to respond to brain drain, the national Ministry of Education had put incentives in place to attract and retain the most qualified doctoral students.

Guy Tsala then described the situation at the Université de Yaoundé I. In 1993, structural reform in the form of LMD was introduced at Yaoundé, one of the oldest institutions in Cameroon. By 2011, 150 PhDs were awarded, mainly in the scientific disciplines. The strategic plan then being drafted aspired to take into account development priorities of the country and to consolidate, professionalize, and modernize university teaching and research. Tsala presented an interesting visual image of disciplines that emerge when inter-disciplinary combinations of life and

computer sciences (for instance) are made, highlighting how doctoral education in Africa should be driven by the principles of proactivity and reactivity¹.

Casanovas added closing comments, mentioning that in practice, one could not clearly distinguish research systems from doctoral programmes and asking if it should necessarily be taken as a fact that the smart students will leave Africa to pursue doctoral studies abroad. His remarks opened the floor for a broader discussion of access to doctoral programmes during which Tsala described the policy shift from denying access to candidates older to 25, to giving access to each student, unless his or her qualifications did not match those of the discipline in which the individual sought to enter.

II.6. Building the IAU-ACUP Interactive Web-Based Portal on Doctoral Education in sub-Saharan Africa

Chair and speaker

Nadja Gmelch, *Project Manager, ACUP, Spain*

Speakers

- **Luis Villarejo**, *Project Manager, Universitat Oberta de Catalunya (UOC)*
- **Maren Larsen**, *Project Assistant, IAU*

ACUP Project Manager **Nadja Gmelch** introduced the session by describing the context and goals of the presentation and intended outcomes of the brainstorming discussion. This session presented the design and content envisaged in the IAU-ACUP web-based portal. Gmelch explained, that, responding to a clear need to increase networking and institutional capacity to confront challenges to doctoral education, this project shared by IAU and ACUP sought to develop an online platform upon which doctoral programme leaders could find information related to doctoral education and share their own experiences and approaches.

Luis Villarejo, from the Open University of Catalonia, Spain, presented a user-centred design of the portal developed jointly with IAU and ACUP and methods for collecting data related to the needs and expectations of such a portal. He showed portraits of representative users and described scenarios to explain the functionalities and conceptual frame of reference for the portal. He concluded by unveiling the prototype and inviting participants to contribute their ideas and feedback to improve the portal so that it would address priorities of the users.

Before opening the discussion, IAU Project Assistant **Maren Larsen** briefly presented the type of information that would be made available on the portal. Not only would it offer links categorized into specific domains of doctoral education, but it would also allow direct access to three main types of documentation: government policy publications, institutional documents,

¹ See presentation online for the image and dynamics presented
<http://vrtl12546.servidoresdns.net/sites/default/files/seminar-program-presentations.pdf>.

and publications from non-governmental organisations and research centres. The panel invited participants to contribute their ideas for the portal development, including finding a name for it.

Suggestions made during the ensuing brainstorming session included developing a directory of supervisors, decreasing the complexity of navigation as much as possible, and consolidating categories. Participants warned developers to be cautious regarding copyright issues, to gather sources that contained recent and relevant data and to make sure the project remained connected to African organisations so that it may be seen as a truly African initiative. Participants confirmed the convenience of a search engine for the portal and openness was reaffirmed as a driving concept for the platform, thus discarding a private intranet option.

II.7. Models of Doctoral Education for Africa and the Role of Internationalisation

Chair

Gilles Breton, *Graduate School of International and Public Affairs, Université d'Ottawa, Canada and Member IAU Task Force*

Speakers

- **Berhanu Abegaz**, *Executive Director, African Academy of Sciences, Tanzania*
- **Karola Hahn**, *Managing Director, EiABC, Addis Ababa University, Ethiopia*
- **Omar Gueye**, *Directeur de l'Ecole Doctorale, Université Cheikh Anta Diop, Senegal*
- **Josep .M. Vilalta**, *Executive Secretary, ACUP*

Chair **Gilles Breton** introduced the nature of the discussion to follow and asked panellists and participants to reflect on various governance models in addition to various programme organisation models. He emphasized that the key to success in doctoral education was a good relationship between the research activities of the university and the doctoral programmes in place. He also suggested that the discussions should focus on international cooperation models, the mission of doctoral education to train international researchers, and on how doctoral education was to bring local research to the attention of the global research community or even integrate local research in global projects.

Berhanu Abegaz, representing the African Academy of Sciences, discussed his commitment and belief in intra-African cooperation before focusing on the development of the Natural Products Research Network for Eastern and Central Africa (NAPRECA). Abegaz highlighted the success of this type of cooperation, the scientific innovations and publications achieved through intra-African cooperation and particularly the central role played by the University of Botswana. His recommendations for doctoral education included course design with contextual relevance to the African situation. He closed with a brief description of other pan-African initiatives to build research capacity in the chemical sciences.

Karola Hahn, Managing Director of the host institution EiABC, addressed the opportunities available to African universities through joint and double degree doctoral programmes. Approaches to these instruments of internationalisation require taking into account stakeholders including governments, donors, intermediary bodies, and the individuals themselves. After outlining various models of joint and double degrees, Hahn detailed the processes by which such programmes were designed and established. She concluded with 10 “golden rules”, emphasizing transparency and flexibility.

Omar Gueye presented a brief summary of doctoral education at Université Cheikh Anta Diop (UCAD) in Dakar and emphasized aspects of the institution’s doctoral programmes that promote internationalisation and those that present organisational challenges. On a national level, Senegal has a long tradition of cooperation with institutions in Italy and France, such as the French ‘Centre National de la Recherche Scientifique’ (CNRS). He framed the key challenges as financial ones, including confronting scholarship-recipient Master students who seek to stay in the system for lack of job opportunities. If promoting doctoral studies is of importance, higher education’s priorities nationally need to focus more on training academic faculty and ensuring future replacement of aging staff.

Last, **Josep M. Vilalta** presented a highly debated European model known as the “Industrial PhD”. This professional degree attempts to solve the issue of employability outside of academia for PhD holders and encourage knowledge transfer between the industrial/professional world and the academic world. Vilalta described different countries’ approaches to this method of learning, but reiterated that the key to success for these programmes had been dedicated industry involvement in development of the student’s research project.

Discussion centred on the feasibility of the industrial PhD in an African context and called for facilitation of mobility among African countries and institutions. Some thought it might be a bit too early for the industrial PhD model to be implemented in Africa given the current weakness of the private sector; others thought that it could be a useful model if the concept of industry was expanded to include governmental bodies and research institutions. E-learning was proposed and discussed as an instrument of internationalisation that can offer supervision and access to other African research networks while reducing the risk of brain drain. Reinstating the university’s monopoly on knowledge and the social prestige of the PhD were mentioned as being crucial to the success of any relationship between the private and academic sectors.

II.8. Doctoral Supervision and Training

Chair

Mamadou Sy, *Head of Research, Université Gaston-Berger de Saint-Louis, Senegal*

Speakers

- **Michael Wainaina**, *Associate Dean, Graduate School, Kenyatta University, Kenya*
- **Jeanine Condo**, *Deputy Director, Research and Consultancy, School of Public Health, National University of Rwanda*

- **Macki Samaké**, *Vice-Recteur, Université des Lettres et des Sciences Humaines de Bamako, Mali*
- **Hilligje van't Land**, *Director, Membership and Programme Development, IAU*

Michael Wainaina, Kenyatta University, described implications of so-called “massification” on supervision and doctoral programme completion at Kenyatta University. Supervision capacity and, therefore, student capacity remained low due to low faculty research output, moonlighting, demotivation among supervisors, and a general dissonance between faculty expectations and students’ own perception of their performance. Institutional interventions had been rather successful in addressing these problems. Kenyatta had articulated its doctoral policy in its strategic plan, given a wider mandate to the graduate school, implemented a “three-strike rule” regarding completion, and introduced fee waivers for doctoral programmes for senior lecturers without PhDs. The outcome has been the completion of 240 doctoral degrees in the past four years. Wainaina expressed enthusiastic support for the upcoming portal under development by IAU and ACUP to facilitate the sharing of practices across Africa and implement online supervision in the future.

Representing the National University of Rwanda (NUR), **Jeanine Condo** spoke about the international relationships facilitating supervision and the institutional relationships between NUR and the Ministry of Public Health. Sandwich programmes with Swedish institutions gave students the opportunity to be supervised by researchers at home and abroad, while the Ministry of Public Health employed several doctoral candidates and provided funding for PhD students and their supervisors. Supervisor retention strategies were based on performance-based outcomes, and a payment scheme based on a “performance sum” attained through supervision work. She concluded with a description of the qualifications of supervisors, co-supervisors, and directors of study and the way they were organised at her institution.

Macki Samaké focused on financial aspect of supervision and the situation at the Université de Bamako, Mali. He discussed the costs and conditions of national and institutional relations with Winneba University of Education in Ghana and with the “Transfer of Knowledge through Expatriate Networks” (TOKTEN) programme. He also outlined financial incentives for supervisors to encourage them to take on doctoral candidates (20,000 CFA - approx. 40 USD/week) and noted ways in which this could be an advantage for the university, as well as a disadvantage. Challenges in this realm could still be encountered in faculty/supervisor replacement as older faculty retire, and ensuring completion, as 50% of doctoral students did not reach the stage of defence of their thesis.

To conclude the panel, **Hilligje van't Land** highlighted the importance of doctoral supervision and mentoring for the successful completion of PhD degrees as well as a need for building meaningful national, regional and local communities of scholars. She identified key challenges facing African institutions for supervision and presented the results of the IAU literature review documenting ways in which supervision could be supported and developed at institutions across the continent. The review presented models, approaches and support mechanisms. Van't Land insisted that supervisors play key roles, providing stimulating research environments for

students at the overall institutional level, including emotionally supportive mentorships that this requires. She stressed the essential institutional intervention to improve the quality of supervision through strategic articulation of policy and institutional goals.

The discussion brought in several issues that had not been discussed in the presentations – the first of which was plagiarism. Many participants agreed that African institutions should be encouraged to subscribe to software programmes such as *Turnitin* through which faculty can run a student’s work to check for copied or plagiarized elements, even though they acknowledged limitations of such programmes.

Luis Villarejo, who represented the UOC team assisting IAU and ACUP in the development of the web-based portal on Doctoral Education in Africa, indicated that UOC carried out a benchmarking project on free, open source tools for universities to detect plagiarism and allow students to learn from their mistakes. The outcomes of the project would be shared with the seminar participants and presented on the IAU-ACUP portal.

Participants proposed public thesis defence as a way to discourage and detect plagiarism. They discussed a remaining key issue for many higher education institutions: the weakness of many supervisors. Causes include lack of training to prepare supervisors, moonlighting, lack of time and financial incentives, and lack of institutional support for supervision. A participant pointed out that institutions often had no alternative but to retain bad supervisors who had no capacity for mentorship.

Condo and Samaké highlighted some examples from their institutions aimed at addressing the above mentioned challenges, such as: organising bi-monthly conference calls with supervisors in the diaspora (in Rwanda’s case), and requiring mandatory seminars for PhD students and supervisors to meet and to present and critique their work.

During the final discussions, two schools of thought emerged about whether or not to provide financial incentives for the supervision of doctoral students; participants reached no consensus.

II.9. Networking, Cooperation, and Partnerships in Africa

Chair

Nasima Badsha, *Chief Executive Officer, Cape Higher Education Consortium*

Speakers

- **Carles Llorens**, *Director, Catalan Development Cooperation Agency (ACCD), Spain*
- **Callistus Ogot**, *Coordinator, Pan African University (PAU), African Union Commission, Ethiopia*
- **Gerhard Albert**, *Director, German Academic Exchange Service (DAAD) Office in Ethiopia*
- **Kumelachew Yeshitila**, *PhD Programme Coordinator, EiABC, Ethiopia*

Carles Llorens from the Catalan Cooperation Agency (ACCD) described the decentralized approach of his agency in the institutions and countries in which they are present. The ACCD had a particularly strong presence in Senegal and Mozambique through important historical and cultural links. Llorens reiterated that ACCD recognized the importance of universities in terms of cooperation promotion and knowledge transfer.

Callistus Ogot discussed the African Union's Pan African University (PAU) initiative – framing it as the African Union's contribution to the revitalization of higher education in Africa. The Pan African University was building on existing institutions and facilities in five regions in five thematic areas: Water and Energy Sciences in Algeria; Life and Earth Sciences in Nigeria; Basic Sciences, Technology, and Innovation in Kenya; Governance, Humanities, and Social Sciences in Cameroon; and Space Sciences in South Africa. Presented as a benefit for the hosting institutions and countries, participants questioned this approach as it could also drain scarce academic resources and put extra pressures on the institutions locally. Union institutions were still developing PhD programmes, but completion and opening operations were expected by September 2012. For resources PAU was relying on active engagement of the Diaspora and for financing, upon contributions from a mix of host institutions, donor partners, and the African Development Bank. PAU headquarters would initially be hosted in Addis Ababa, but a call for bids would allow for it to be hosted elsewhere.

Gerhard Albert, representing the German Academic Exchange Service (DAAD), discussed the scholarship partnerships between Germany and several African countries. Albert provided statistics to describe German-African cooperation, such as Germany's *200 African University and Polytechnic partners*, and the 2,862 scholarships provided for Africans per year. In addition to scholarships for sandwich programmes, and short-term grants for junior staff, DAAD also offered in-country grants for African students - an important topic discussed earlier in the conference. He closed by discussing DAAD's efforts to engage and follow-up with alumni through workshops and networking conferences.

Kumelachew Yeshitila discussed EiABC's first and only PhD programme in Environmental Planning – a direct result of DAAD cooperation efforts. The pre-requisites and application process were detailed before Yeshitila presented current research topics of the 9 PhD students at EiABC. The challenges for EiABC's doctoral programmes included: poor infrastructure in terms of Internet access, lack of student office space and library resources, along with insufficient numbers of supervisors and unattractive salaries for university professors.

In the open discussion that followed, the PAU was the most contentious topic. Many participants were wary of the bold ambitions of the AU initiative, questioning, amongst others, the foundation upon which the PAU rested, the relationship between the PAU institute and the host institution, and the legitimacy of the degree that would be granted. Seminar participants emphasized the need for further consultation on the PAU with key stakeholders.

In regard to the DAAD presentation and the scholarships for African students to study in Germany, Berhanu Abegaz remarked that if any of these partnerships and investments were to

serve their purpose, more effort needed to be made to facilitate students' re-entry and post-doctorate employment opportunities.

III.) Expectations, Needs and Future Steps: Towards the Addis Ababa Declaration and Recommendations

Chair

Goolam Mohamedbhai, *Former AAU Secretary General, Former President, IAU and Member ACUP Advisory Board and IAU Task Force*

Participants

All seminar participants including doctoral students from EiABC

In the concluding dialogue, seminar participants divided into four groups to brainstorm about elements of the future *Addis Ababa IAU-ACUP Recommendations on Doctoral Education in Africa* to be drafted on the basis of the seminar.

Each of the four groups discussed one of the following elements:

1. The importance of doctoral education for Africa;
2. The current state of doctoral education;
3. Challenges in promoting doctoral education, and
4. Recommendations for the future.

Each group chose a chairperson to facilitate the discussion and a reporter who summarized it at the plenary at the end of the session. The group reports concluded the Seminar; the full group discussed points submitted and, when appropriate, validated. The conclusions and recommendations are summarized below in the same order as listed just above – using the names for the break out discussion groups.

1.) *The importance of doctoral education*

The importance of doctoral education and its relevance for (African) higher education institutions (HEIs) was not questioned. Yet, to make a case so that leadership at the institutional and governmental levels can allocate adequate attention and funding to the development of doctoral education, the seminar participants highlighted the following key contributions of doctoral education to the creation of a critical mass of researchers locally, to the full development of higher education systems across the continent, and to the development of the countries themselves.

- i. Without doctoral education, the mission of the university as an education and research institution is incomplete. Doctoral programmes bring prestige to the university and facilitate fundraising as they allow universities and other HEIs to position themselves at the national level and to take part in the global knowledge economy;

- ii. Doctoral education is key to boosting the institutional and national research capacity of universities and the societies/countries where the institutions are located;
- iii. Through the development of quality doctoral programmes, HEIs contribute significantly to building a vibrant African academy of professors and researchers trained locally and/or abroad (through sandwich programmes for instance) who are able to teach, conduct research, provide policy leadership and expert advice of relevance to their countries and regions as well as contribute to raising competitiveness at national and international levels;
- iv. Doctoral education allows HEIs to engage young people in the academic world and in society, foster innovation and skills with which to develop new ideas for better futures, and help train new generations of faculty and staff;
- v. Strong internationalization policies are essential to ensure quality doctoral education and training as these contribute to developing open-mindedness and to fostering knowledge acquisition with a global scope;
- vi. Doctoral education also offers opportunities to build bridges between the university and the business/professional world and thus allows for cross-fertilization of ideas; the building of local, regional and national networks should contribute to the development of better/more relevant doctoral programmes through;
- vii. Applied research and training equally contribute to enhancing the social relevance of HEIs in general and can contribute to attracting resources and funding for quality development.

2.) *Current status of doctoral education*

Participants discussed the current status of doctoral education and compared ‘traditions’ and ‘systems’ among institutions and countries. They exchanged views about reform processes that are being implemented and models that are adopted and adapted or developed.

The implementation of the three-tier Licence - Master - Doctorate (LMD) structure central to what is known as the ‘Bologna Process’ was identified as the major reform process being implemented in Africa in recent years. Participants indicated how it allows institutions to review their programmes and processes and to initiate innovative reforms throughout the institution. Discussions also stressed the diversity of approaches to doctoral education in Africa.

The discussions on the current state of doctoral education led mainly to identifying what characterises doctoral education in Africa today:

- i. The importance of doctoral programmes is increasingly recognized in Africa, particularly by those governments that have concentrated historically on basic and undergraduate education. This leads to stronger administrative and financial support for the development of such programmes than in the recent past;
- ii. There is no uniformity in African doctoral programmes. On the contrary, there are significant differences in funding levels and sources, in structure, quality, governance, access and duration, among others;

- iii. Participants stressed that doctoral education in Africa is still at an early stage in its development and while current trends show an increase in access to and availability of higher education, doctoral education is marked by relatively low enrolment numbers. At the same time the increased awareness of the need for university staff to have a doctoral qualifications has produced high staff enrolment in doctoral programmes, and raised the age of doctoral candidates at enrolment;
- iv. Doctoral programme enrolment figures also reflect the general gender imbalance in favour of male students, which matches figures at other levels of education;
- v. Long completion periods as well as low success and retention rates were also cited as characteristics of doctoral education in Africa today;
- vi. Inadequate funding impacts negatively on provision of adequate research environments (both in terms of infrastructures and human capital such as teachers, supervisors, or even technical staff);
- vii. Inadequate funding was also identified as a main factor leading to long completion periods and low success/completion rates;
- viii. Participants also stressed the low relevance of doctoral research to the societal needs;
- ix. They also emphasized that networking, cooperation and collaboration too often remains North-South and insufficiently South-South. Better intra-regional cooperation or South-South cooperation could impact positively the development of programmes of greater relevance locally and regionally;
- x. The current status of doctoral programmes would be improved if doctoral candidates could count on quality supervision; there is a definite need for strategic development of doctoral supervision and for development and sharing of innovative models of supervision;
- xi. The seminar also stressed low translation of policy recommendations² into institutional and national policies and practices.

3.) *Challenges in developing and promoting doctoral education*

When debating the current status of doctoral education, participants had already identified a series of recurrent challenges faced by institutions and governments in the development of doctoral education.

Yet, while the previous section reflected the status of doctoral education, this section clearly identifies specific challenges:

- i. **Funding**
 - a) Weak financial support for doctoral students
 - b) Low resources for all levels generally
 - c) Real sustainability issue

² Such as, for instance: *The Declaration and Action Plan on Higher Education in Africa*, Dakar, April, 1997; *Declaration of the Forum of African Young Researchers on the Social Responsibility of Researchers in Africa* (2006), p. 24 – 27; *EUA Salzburg Declaration* (2005); *EUA Salzburg II Recommendations* (2010); The conclusion and recommendations from *The Changing Nature of Doctoral Research in sub-Saharan Africa* (IAU Report, 2011).

- This translates into weak, inadequate and poorly resourced infrastructures for both research and training;
- ii. Low **institutional capacity** for governing, planning or managing doctoral programmes;
 - iii. Programme diversity: the **lack of overall transparency** of programmes translates into a great diversity of offerings (which could be viewed as positive) but also into duplication across universities, producing weak strategic use of scarce resources, thus hampering innovation;
 - iv. Limited amounts and poor quality of doctoral **supervision**: poor incentives for professors/supervisors and inadequacy of doctoral supervision/mentorship capacities does not allow for candidates to perform to the best of their capacities. On the contrary, supervision is not valued, staff opt out and prefer to secure revenue from other sources instead of spending time supervising; students are left on their own. This, coupled with supply of poorly prepared doctoral students/students with low levels of education before entering doctoral studies (input) hampers development of the much needed critical mass of highly qualified individuals required to foster development and innovation;
 - v. Inadequate responsiveness to **national, social and economic needs** – instead research dictated by existing infrastructure generates frustration and dissatisfaction and devalues doctoral education and training in general;
 - vi. Weak links between **universities and industry**;
 - vii. Lack of **academic freedom** in general and more specifically a lack of freedom in selecting topics for doctoral research contributes to a decrease in the relevance of research carried out;
 - viii. The lack of international information sharing, of exposure to knowledge creation and output globally, and limited postdoctoral opportunities within the country and outside do not foster full development of knowledge creation capacities of individuals, institutions, and countries;
 - ix. If the **'status' of PhD holders** is recognized generally in Africa, African society does not know how to evaluate the competencies of PhD holders nor the relevance of what they can contribute to society. These competencies and roles need to be articulated in order for the value of PhD holders for the development of their societies to be better understood and appreciated;
 - x. Likewise, the **outputs** of doctoral research and of overall HE research need to be translated into useful outputs for societies.

4.) Recommendations for the future to address the challenges and to optimize the opportunities: Keys to success

Taking into consideration the above, participants identified the following recommendations.

i. Strategy

The Seminar called for

- a) Development of strong national research strategies;
- b) Innovative approaches to research strategies at institutional, national and regional level informed by a structured mapping exercise of research undertaken by institutions in a given country;
- c) Improved and transparent data gathering mechanisms to better inform strategic development of doctoral programmes;
- d) Development of synergies and coherence among doctoral research and institutional and national research strategies and plans;
- e) Better networking and access to research outcomes among African HEIs.

ii. Quality assurance

The Seminar called for

- a) Rethinking of access strategies to higher education in general (i.e. recruitment and enrolment) to develop adequate mechanisms to respond to the needs of entrants (adequate numbers of academic and administrative staff, policies, infrastructure, etc.). Some advocated for introduction of competitive selection procedures for candidates to increase the overall quality of academic output;
- b) Adequate supervision was identified as a key to success of doctoral students. The seminar defined 'adequate supervision' as dependent upon adequate student/staff ratios and rewards for staff to prevent them from fleeing their responsibilities (to accept consultancy work; teaching positions at private institutions; moonlighting).
- c) Development of structured evaluation systems and benchmarking mechanisms;
- d) Addressing the issue of gender inequality, arguing that ensuring stronger representation of women in research would increase the overall quality of institutional research outputs.
- e) Flagship universities and/or centres of excellence

iii. Funding

The Seminar advocated for

- a) Increased government funding for research and acknowledged the key importance of funding by donor agencies and the private sector, yet warned against funding that would define research in contrast to funding that would support research strategies developed by the institutions and linked to national research agendas;
- b) Additional funding to secure decent salaries for both academic and administrative staff and as well to provide incentives for staff to ensure proper supervision for the doctoral students they accept to supervise.

iv. Networking

The Seminar called for

- a) Increased horizontal and vertical networking;
- b) Increased sharing of good practices for doctoral programme development, administration, delivery and publication.

v. Alternative modes of delivery

The Seminar equally called for

- a) Development of **innovative modes of delivery** for teaching and research, allowing for exploration of how **different models of doctoral education** can be developed to suit different needs;
- b) For increased use of **ICTs** not only as tools to facilitate doctoral education but also **access to information** useful to both teaching staff and to the students themselves;
- c) The development of **creative mechanisms** aimed at **attracting highly educated and skilled people** (from the Diaspora for instance) to engage in doctoral education (as mentors, teachers, supervisors) such as reward mechanisms; recognition mechanisms through the creation of attractive positions or special research chairs or centres of excellence;
- d) If doctoral education is to develop capacity for critical analysis and innovation it is also to ensure the **employability** of future doctoral degree holders. This calls for increased social relevance of research (and for Africa-centered subjects for thesis topics/embracing indigenous knowledge), and
- e) Increased public-private partnerships to build creative bridges between higher education and the world of work.

IV.) Concluding remarks

By bringing together representatives from both the IAU and ACUP pilot institutions and representatives from HEIs and other organisations working on issues of direct interest to the development of doctoral education in Africa, the seminar allowed for constructive networking among individuals, institutions and institutional initiatives aimed at developing and improving doctoral education. It allowed for debate on institution-specific challenges and opportunities and, at the same time, allowed stakeholders to identify some generic issues that HEIs in Africa wish to address more specifically at the institutional, national, regional and continental levels. The representatives of the respective institutions will bring the conclusions and recommendations back to their institutions and governments and both IAU and ACUP will follow up with them to analyse what kind of reforms or initiatives have been developed locally in line of the recommendations resulting from the Seminar.

Furthermore, IAU and ACUP will continue to develop the online portal presented during the seminar. Aiming at providing logistical support to institutions in the form of an information hub on doctoral education, this portal will make available tools, documents, policy papers, examples of practices and reform procedures relating to doctoral education, among others. The portal will be developed in partnership with IAU Members in Africa, and strategic partnerships will be sought with other higher education stakeholders wishing to contribute to its development. The

portal will be launched at the IAU 14th General Conference and developed further over the course of the next two years.

This Seminar and the projects and initiatives developed by IAU and ACUP would not have been possible without the financial support provided by the Swedish international development agency (Sida) and the Spanish Development Agency (AECID) over the past two years. Sida will continue to support the IAU project and initiatives in this field until 2015.



Appendix I

Seminar Participants

Pilot institutions represented at the Seminar		
Country	Higher Education Institution	Partnership
Angola	Universidade Agostinho Neto	ACUP Pilot
Benin	Université des Sciences et Technologies du Benin	IAU Pilot
Cameroon	Université de Douala	IAU Pilot
Cameroon	Université de Yaoundé I	ACUP Pilot
Equatorial Guinea	Universidad Nacional de Guinea Ecuatorial	ACUP Pilot
Ethiopia	Addis Ababa University	ACUP Pilot
Kenya	Kenyatta University	IAU Pilot
Madagascar	Université d'Antananarivo	ACUP Pilot
Mali	Université de Bamako	ACUP Pilot
Mozambique	Universidade Eduardo Mondlane	ACUP Pilot
Niger	Université Abdou Moumouni	ACUP Pilot
Nigeria	University of Illorin	IAU Pilot
Senegal	Université Cheikh Anta Diop	ACUP Pilot
Senegal	Université Gaston Berger de Saint Louis	IAU Pilot
Other HEIs and HE stakeholders		
Belgium	Council for Doctoral Education, European University Association (EUA)	
Canada	University of Ottawa	
Ethiopia	Addis Ababa Institute of Technology (AAiT)	
	Addis Ababa University	
	EiABC, Addis Ababa University	
	African Union Commission	
	European Union External Action, EU Delegation to the African Union	

	Ministry of Education, Government of Ethiopia
	International Network for Higher Education in Africa (INHEA)
	Jimma University
	Kotebe College, Mekelle University
Kenya	Kenya College of Accountancy (KCA) University
South Africa	Centre for Research on Evaluation Science and Technology (CREST), Stellenbosch University
	Cape Higher Education Consortium (CHEC)
Spain	Center for Development Cooperation, Universitat Politècnica de Catalunya (UPC)
	Development Cooperation, Catalan Development Cooperation Agency (ACCD)
	Universitat Oberta de Catalunya (UOC)
Tanzania	African Academy of Sciences

Appendix II

Seminar Programme

Wednesday, 11 July 2012

19h 00 Networking Welcome Cocktail and Dinner

Day I: Thursday, 12 July 2012

9h00 Registration

9h30 Opening Session

Kaba Urgessa, *State Minister for Higher Education, Ethiopia*

Miguel Fernández-Palacios Martínez, *Ambassador of Spain for Ethiopia*

Josep M. Vilalta, *Secretary-General, Association of Catalan Universities (ACUP)*

Is-haq Oloyede, *Vice-Chancellor, University of Ilorin, Nigeria and Chair, IAU Task Force on the Project Changing Nature of Doctoral Education*

Karola Hahn, *Managing Director, EiABC, Addis Ababa University*

10h00 Networking Break

10h30 **Keynote speech on Doctoral Studies in Africa: Scope, Challenges and Prospects in the Knowledge Society**

Chair: **Goolam Mohamedbhai**, *Former AAU Secretary General, Former President, IAU and Member ACUP Advisory Board and IAU Task Force*

Keynote: [Damtew Teferra](#), *Founding Director, International Network for Higher Education in Africa and ACUP Advisory Board*

Respondent

Kolade Luke Ayorinde, *Immediate Past Deputy Vice Chancellor, University of Ilorin, Nigeria*

Discussion

11h30

Presentation and Discussion

Doctoral Education in Sub-Saharan Africa – Challenges and Opportunities
Presentation of Research Results and Future Plans through Inter-institutional and Inter-organizational Projects

Chair: Kora Tushune, Vice President, Jimma University, Ethiopia

Panelists

[Josep Maria Vilalta, Secretary General, ACUP](#)

[Hilligje van't Land, Director, Membership and Programme Development, IAU](#)

[Reinhold Treptow, African Doctoral Academy \(ADA\), Stellenbosch University, South Africa](#)

[Thomas Jorgensen, Head of Unit, Council of Doctoral Education, European Association of Universities \(EUA\) and ACUP Advisory Board](#)
(In the absence of Mr Jorgensen, his Presentation was made by Hilligje van't Land)

Discussion

12h30

Lunch Break

13h30

Round Table Discussion

Doctoral Education at Anglophone, Francophone and Portuguese Speaking African Universities: Highlighting Specific Challenges and Opportunities

Chair: Damtew Teferra, Founding Director, International Network for Higher Education in Africa

Panelists

[Oumer Jeilu, Academic Vice President, Addis Ababa University](#)

[Mamadou Dagra, Advisor to the Rector, Université Abdou Moumouni, Niger](#)

[Abel Andriantsimahavandy, President, Université d'Antananarivo, Madagascar](#)

[Cesaltina de Conceição Lopes Menete Tchamo, Scientific Unit, Universidade Eduardo Mondlane, Mozambique](#)

Discussion

15h00

Networking Break

15h30

Round Table Discussion

What Kind of PhD Education for Today and Tomorrow?: Interrogating Vision, Mission and Management Capacity

Chair: Josep Casanovas, Director, Centre for Development Cooperation, Universitat Politècnica de Catalunya (UPC)

	<p>Panelists</p> <p><u>Getahun Mekuria, Deputy Scientific Director, Addis Ababa Institute of Technology, Addis Ababa University</u></p> <p><u>Guy Tsala, Vice-Rector for Research, Cooperation and Relations with the Business World, Université de Yaoundé I, Cameroon</u></p> <p>Discussion</p>
16h45	<p>Building the IAU-ACUP Interactive Web-Based Portal on Doctoral Education in Sub-Saharan Africa</p> <p>Chair : Nadja Gmelch, <i>Project Manager, ACUP, Barcelona, Spain</i></p> <p>Panelists</p> <p><u>Luis Villarejo, Project Manager, Universitat Oberta de Catalunya (UOC), Barcelona</u></p> <p>Maren Larsen, <i>Project Assistant, IAU, Paris, France</i></p> <p>Discussion</p>
17h30	<p>End of Day I</p>
<p>Day II: Friday, 13 July 2012</p>	
9h00	<p>Round Table Discussion</p> <p>Models of Doctoral Education for Africa and the Role of Internationalization</p> <p>Chair: Gilles Breton, <i>Graduate School of International and Public Affairs, Université d'Ottawa, Canada and Member IAU Task Force</i></p> <p>Panelists</p> <p><u>Berhanu Abegaz, Secretary General, African Academy of Sciences</u></p> <p><u>Karola Hahn, Managing Director, EiABC, Addis Ababa University</u></p> <p><u>Omar Gueye, Directeur de l'École Doctorale, Université Cheikh Anta Diop, Senegal</u></p> <p><u>Josep M. Vilalta, Executive Secretary, ACUP</u></p> <p>Discussion</p>
10h30	<p>Networking Break</p>
11h	<p>Round Table Discussion</p> <p>Doctoral Supervision and Training</p> <p>Chair: Mamadou Sy, <i>Head of Research, Université Gaston Berger de Saint-Louis, Senegal</i></p> <p>Panelists</p>

[Michael Wainaina, Associate Dean, Graduate School, Kenyatta University, Kenya](#)

Jeanine Condo, Deputy Director, Research and Consultancy, School of Public Health, National University of Rwanda

Macki Samaké, Vice-Recteur, Université des Lettres et des Sciences Humaines de Bamako, Mali

[Hilligje van't Land, Director, Membership and Programme Development, IAU, Paris, France](#)

Discussion

12h30 Lunch Break

13h30 Round Table Discussion
Networking, Cooperation and Partnerships in Africa

Chair: **Nasima Badsha**, Chief Executive Officer, Cape Higher Education Consortium

Panelists

Carles Llorens, Director, Catalan Cooperation Agency (ACCD)

Callistus Ogot, Coordinator Pan African University, African Union Commission

[Gerhard Albert, Director, German Academic Exchange Service \(DAAD\) Office, Addis Ababa](#)

[Kumelachew Yeshitila, PhD Programme Coordinator, EiABC](#)

Discussion

15h00 Networking Break

15h30 Concluding Dialogue- **Expectations, Needs, and Future Steps: Towards the Addis Ababa Declaration**

Chair: **Goolam Mohamedbhai**, Former AAU Secretary General, Former President, IAU and Member ACUP Advisory Board and IAU Task Force

Discussion in 4 groups and preparation of the Addis Declaration

17h00 Closing of the Seminar

OPTIONAL - Day III: Saturday, 14 July 2012

Cultural Heritage Tour in Addis Ababa, Fasil Ghiorgis (EiABC)