

# INTERNATIONAL EDUCATION SERVICES CONFERENCE 2018

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## Building PhD capacity in Sub Saharan Africa

Can links with SSA help build their capacity, & benefit yours?

## OVERVIEW

Challenges and barriers to HE expansion in SSA

British Council / DAAD study

Focus on: Factors driving expansion

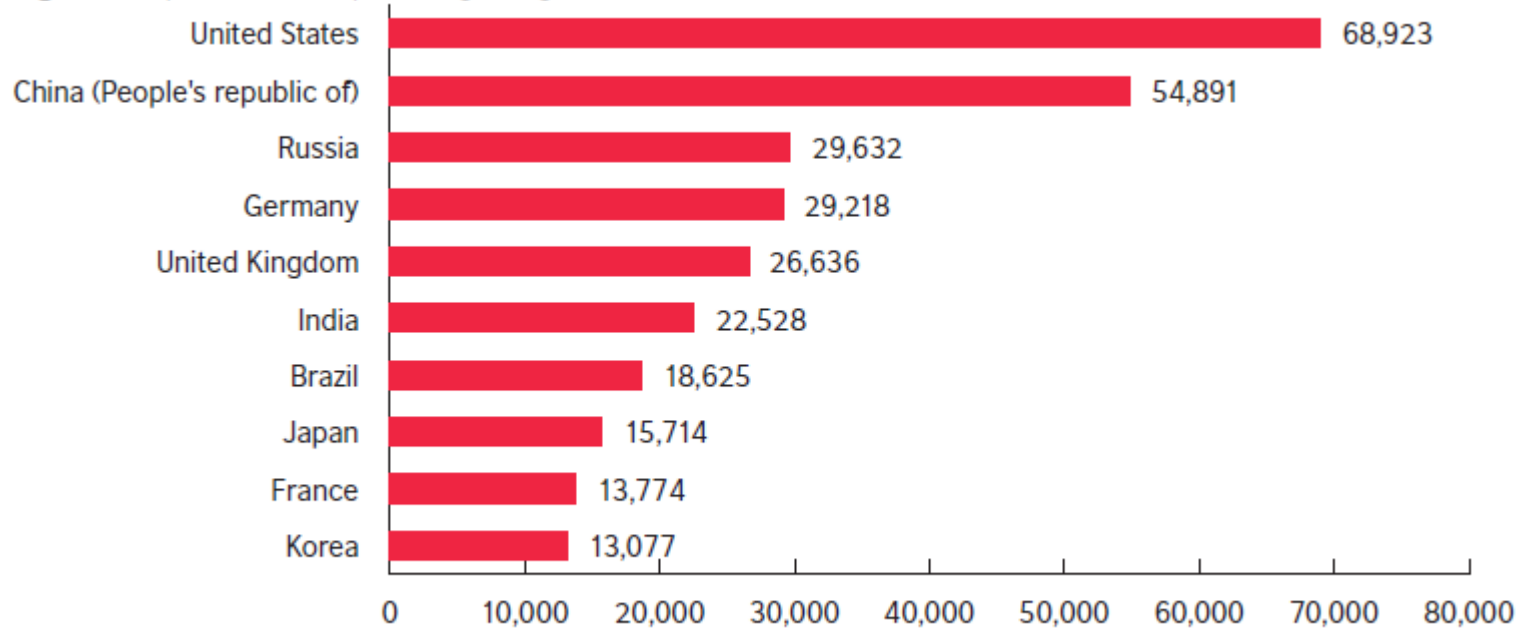
Consider opportunities this may present

Country perspective: Kenya

## HE EXPANSION IN SSA

- Staff
- Funding
- (Lower) priority

**Figure 1:** Top ten countries producing PhD graduates, 2015\*



Source: OECD (2018). Education indicators - Graduates by field, Doctoral or equivalent level (ISCED2011 level 8), for the year 2015

## RESEARCH QUESTIONS

British Council and DAAD

Commissioned African Network for Internationalisation of Education (ANIE)

UCL IoE (final write up)

*Within a national and regional context, how is research-oriented and sustainable PhD capacity and capability being developed in SSA?*

## AREAS COVERED

Ethiopia  
Ghana  
Kenya  
Nigeria  
Senegal  
South Africa

PhD Students  
Structure of training  
Disciplinary trends  
Factors driving PhD expansion  
Who is providing training?  
Quality of PhD provision  
Funding  
International collaboration  
Where do PhD graduates go?

## FACTORS DRIVING EXPANSION

Pressure from the national level to upgrade qualifications of HE staff

Ethiopia – rapid HE expansion 2-36 (45 by 2020)

Ghana – implicit expectation

Kenya – Specific regulation, mandatory 2018

Nigeria – Specific directive (NUC), mandatory for senior lecturers

Senegal – Specific law, mandatory from 2012

South Africa – Specific target: 75% by 2030

## SOME BRIEF CONCLUSIONS

- Need to increase rate of PhD production
- Need to increase level of investment
- Quality must not be jeopardised for quantity
- Balance between concentration and diffusion
- Broad disciplinary spread
- Strong links needed between universities, communities, industry, government
- Need for better data
- Role for international partnerships

## COUNTRY CONTEXT

### Kenya

Population (millions)

47.25

Gross national income per capita (GNI)

£3,060

Gross tertiary enrolment Ratio (GTER)

4.05% (2009)

### Higher Education sector

40 chartered universities (23 public, 17 private)

15 constituent colleges (10 public, 5 private)

15 universities with Letter of Interim Authority (LIA)



## CONTEXT OF RESEARCH PRODUCTION - KENYA

- Government bears major share of research and development expenditure
- Reliance on foreign sources ( research collaboration, partnerships from different countries/organisations. Examples JICA, NEWTON FUND.
- Expenditure on research and development: 0.6% of GDP

## THE CONTEXT OF PHD TRAINING

Kenya		
<b>Key policy frameworks, targets and actors</b>	% of HE staff with PhD qualifications (2016)	34%
<b>Commission for University Education (CUE):</b> provides regulatory framework and quality assurance for university education (established through universities Act of 2012)	PhD enrolments as % of total HE enrolments (2016)	1.3%
	%PhD enrolments at private HE institutions (2016)	16.72%
<b>National Research Fund (NRF):</b> Funds research and promotes national and international collaboration (Established in 2013)	Prescribed time to completion	3 years
	Average time to completion	6 years

## DISCIPLINARY TRENDS

**STEM 25.7%**

Health and welfare 4.8%

Life sciences, physical sciences 4.8%

Environment 3.91%

Agriculture, forestry and fisheries 3.5%

**Non-STEM 71.42%**

Business and administration 35.1%

Humanities and arts 10.9%

Education 9%

Social behaviour and science 8.2%

Source: Commission for University Education (2016)

## OPPORTUNITIES FOR PHD FUNDING

- Commonwealth Scholarships, Split-site PhD
- National Research Fund
- African government led Partnership for skills in Applied Sciences Engineering and Technology (PASET) Regional Scholarship and Innovation Fund (RSIF).

## SPLIT SITE PHD

- Commonwealth Scholarships scheme
- Funds PhD students registered in home country to spend up to 12 months at a UK university.
- UK university has to have part funding agreement with Commonwealth Scholarships Commission.
- Institutional link must exist between home and UK university.
- For knowledge and skills required for sustainable development.
- Total of 146 awards offered across all beneficiary countries in the last five years.
- Ghana (6), Nigeria (18), Kenya (2), Uganda (4).

## NATIONAL RESEARCH FUND

- National Funding body for research established Science and Technology (S&T) Act of 2013. became fully operational in 2016.
- Act stipulates allocation of 2% of GDP, current allocation Kshs. 2 Billion.
- £15,000 funding for local PhD students in any discipline in local universities
- Challenges with supervision and NRF exploring PhD joint supervision models

## REGIONAL SCHOLARSHIP: PASET RSIF

- African government led initiative to build.
- Vision: prestigious Pan African fund for high quality PhD training, research and innovation
- Funded by African governments with contributions from World Bank and Korean government.
- Coordinated by the International Centre of Insect Physiology and Ecology (icipe, Kenya)
- Aim: to build capacity of 10 SSA universities to become world class institutions in Applied Sciences, Engineering and Technology fields
- Outward looking – one of the key measures of success will be no of international partnerships forged.

## USEFUL LINKS

- Regional scholarship

<http://www.icipe.org/news/icipe-manage-regional-doctoral-training-research-and-innovation-fund>

- National Research Fund

[researchfund.go.ke/](http://researchfund.go.ke/)

- Commonwealth Scholarships

<http://cscuk.dfid.gov.uk/apply/split-site-scholarships-low-middle-income-countries/>



## USEFUL LINKS

Building PhD Capacity in Sub Saharan Africa  
Synthesis report  
Six country reports

<https://www.britishcouncil.org/education/ihe/knowledge-centre/developing-talent-employability/phd-capacities-sub-saharan-africa>

Landscape for TNE in Nigerian HE System (including Joint PhDs)

<https://www.britishcouncil.org/education/ihe/knowledge-centre/transnational-education/landscape-transnational-education-nigerian-higher-education-system>

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