

Terms of Reference (TORs) for a research project entitled;

'Within a national and regional context, how is research-oriented and sustainable PhD capacity and capability being developed in Sub-Saharan Africa?'

1 About this study

This study of research and PhD capacity in Sub-Saharan Africa is being commissioned and managed in partnership by the British Council and the German Academic Exchange Service (DAAD).

1.1 About the British Council

The British Council is the United Kingdom's international organisation for educational opportunities and cultural relations. The purpose of the British Council is to create international opportunities for the people of the UK and other countries and build trust between them worldwide. More information about our work can be found at: www.britishcouncil.org.

The British Council has offices based in the UK and in 109 countries. The British Council (or 'Council') has principal offices located in 10 Spring Gardens, London SW1 2BN and Bridgewater House, 58 Whitworth Street, Manchester M1 6BB.

1.2 About DAAD

The German Academic Exchange Service (DAAD) is the largest funding organisation in the world supporting the international exchange of students and scholars. It is a registered association and its members are German institutions of higher education and student bodies.

DAAD supports the internationalisation of German universities, promotes German studies and the German language abroad, assists developing countries in establishing effective universities and advises decision makers on matters of cultural, education and development policy. Its network, comprising of 15 [regional offices](#) and 54 [information centres](#), spans 57 countries. More about our work can be found at www.daad.de.

1.3 About Going Global

Going Global is an annual conference hosted by the British Council, offering an open forum for global leaders of international education to discuss issues facing the international education community. Since its inception in 2004, Going Global has grown from a biennial event in the UK to an annual event travelling the globe. Each year it attracts over 1,000 registered delegates from across the tertiary (further and higher) education sectors and a variety of other industries with perspectives on international education.

2. Research Framework

2.1 Background and context

There is great potential within countries of Sub-Saharan Africa (SSA), for developing new knowledge, research and ideas to help to address some of the challenges faced by the region.

Over 50 per cent of the population of SSA is younger than 25 years old, enrolments and enrolment ratios in tertiary education are increasing, graduate numbers are increasing¹, and scientific research output from the region more than doubled between 2003 and 2012². But “the massive increase in student enrolment over the past couple of decades has not been accompanied by a proportionate increase in academic staff”³.

According to Elsevier and The World Bank (2014), SSA (with 12 percent of the world’s population) still only accounts for less than one per cent of global research output and “despite the regions’ strong growth, countries with comparable levels of research output in 2003 such as Malaysia and Vietnam grew even faster over the same period.”⁴

SSA has a very low number of academic researchers per 1 million of the population: 79 compared to, for example, 442 for Latin America and the Caribbean⁵, universities face enormous challenges in promoting research to support development, especially through doctoral education, and research output from SSA relies heavily on the contribution of visiting faculty. This transitory nature of productive researchers could inhibit relationships from being built between local researchers and local businesses and industry, raising questions about the sustainability of any growth in research output, its alignment with national research and development priorities as well as the local impact (economic and otherwise) and relevance of research.

It is felt that “research in Africa can only flourish if there are sufficient African researchers. Steps must be taken by African countries and universities to create a dynamic environment, to attract bright, young Africans to take up research as a career and become the next generation of researchers. Africa can no longer afford to lose them for promoting research in other continents.”⁶

¹ British Council analysis of UNESCO Institute for Statistics data <http://stats.uis.unesco.org>, downloaded 24 September 2015.

² ‘A decade of development in Sub-Saharan African Science, Technology, Engineering and Mathematics research’, Elsevier and World Bank, 2014 www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2014/09/26/000456286_20140926094154/Rendered/PDF/910160WP0P126900disclose09026020140.pdf

³ Mohamedbhai, G. (2014) “Focus on research for development, not academic rankings”, SciDevNet; <http://www.scidev.net/global/education/opinion/research-development-academic-rankings.html>

⁴ Elsevier and World Bank (2014).

⁵ Mohamedbhai, G. (2012). ‘Research, Networking, and Capacity Building in Africa’, INTERNATIONAL HIGHER EDUCATION – NUMBER 68 SUMMER 2012, Pages 21-23 <http://ejournals.bc.edu/ojs/index.php/ihe/article/viewFile/8616/7748>

⁶ Ibid

Investigations of research capacity-building at an academic programme-level do exist, for example, a 2010 study undertaken by the Association of Commonwealth Universities (ACU) for Partnership for African Social and Governance Research (PASGR)⁷, identified and captured basic details of some 291 graduate social science programmes across 31 institutions in six countries (Kenya, Uganda, Tanzania, Zambia, Mozambique and Ghana). In addition, there are existing programmes that aim to address some of the challenges faced for building greater research capacity and uptake in the region, for example, DRUSSA (Development Research Uptake in Sub-Saharan Africa)⁸, and the DAAD in-country/ in-region scholarships programmes for postgraduates in Kenya, Tanzania, Uganda and Ethiopia.

Whilst research and analysis such as the Elsevier/World Bank report help to form a picture of the research output of SSA, gaps remain regarding:

1. Our collective understanding of how this research capacity is being built;
2. The quality and scale of PhD programmes in the region;
3. Funding and incentives for research, as well as;
4. The impact of support from development agencies and foreign governments.

Indeed the Elsevier/World Bank report acknowledges the need for a “more nuanced analysis....and particularly additional country-level analysis.”

2.2 Research purpose

British Council and DAAD are commissioning this research to provide a detailed picture of the environment for PhD programmes in selected countries within SSA.

The British Council and DAAD believe that an increased shared understanding of the following areas is required to build the necessary human capital in Africa to increase research to address the challenges faced by the region:

1. The current and evolving landscape for establishing and sustaining PhD programmes;
2. The national and regional enablers for this;
3. The priorities and agenda for the region’s higher education and research institutions.

The research findings will contain valuable information regarding the research environment, and the priorities of universities and early career researchers within SSA. This new information will be beneficial to institutions and governments outside of SSA looking for opportunities to partner with and support universities and research institutions in the region. The research will generate knowledge to inform government policy makers in the region about

⁷ <https://www.acu.ac.uk/focus-areas/research-management-uptake/pasgr>

⁸ <http://www.drussa.net/index.php>

the research priorities and challenges faced by institutions; and local businesses and industry will also benefit from the new knowledge generated.

The findings will also increase our understanding of the impact of donor support for PhD programmes, and the extent to which this impact is sustainable.

2.3 Definitions of scope

This research will consider a 5-10 year period up to the present (determined by data availability).

The research will cover 5-7 countries which are representative of the landscape of African research. Some suggested countries for this research to focus on are listed below (although the final list will be determined by the review of available data conducted as part of the research):

- | | |
|-----------------|-------------|
| 1) Kenya | 4) Ethiopia |
| 2) South Africa | 5) Ghana |
| 3) Nigeria | 6) Senegal |

The study will focus on a maximum of 10 universities (or other institutions that undertake research) in each country.

3. Study aim and objectives

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

In order to support the above aim, the study will also set out to answer the following questions:

3.1 How has the availability, the quality and the thematic priorities of PhD programmes within countries across SSA changed over the last 10 years?

3.2 Is there a national-level research agenda?

3.3 To what extent do institutional research priorities, PhD training and PhD programmes relate to this national agenda?

3.4 What national-level systems (including any relevant policies and legislation) are in place to enable and facilitate institutions to work to the national agenda and meet the national goals?

3.5 How do these institutional priorities reflect the needs of universities and the emerging R&D systems.

- What are the needs of local industry and society?
- How does research help to tackle local problems?
- How far does research reflect the international agenda of the Sustainable Development Goals?

3.6 What funding sources do HEIs use to develop and sustain PhD programmes? (Including consideration of industry funding, national government funding, international funding).

3.7 What is the role of international collaboration in building capacity in SSA?

- To what extent does international (non-SSA) collaboration and donor funding contribute to sustainable capacity building in SSA institutions?
- To what extent does South-South collaboration contribute to sustainable capacity building in SSA institutions?
- What is the outcome of international collaboration for institutions and nations within SSA?

The research will highlight the expert knowledge in SSA countries as well as document instances of good practice for developing that. Through this, the research will identify some new opportunities for sustainable international collaboration with SSA.

4. Methodology

The final methodology used for this research project will be agreed by the appointed research agency in consultation with the British Council and DAAD.

As far as possible, the British Council and DAAD will make available appropriate data relating to the research and scholarship programmes that they manage to assist with this study.

It is expected that this research would include:

- a literature review
- analysis of PhD graduate data from national (and international) sources where available
- a review of national policy documents to identify the national-level agenda and enabling systems
- interviews (and surveys) with appropriate audiences (potentially to include national government departments; industry leaders; HEI and Research Institution leaders, and research uptake managers; PhD scholars and early career researchers in SSA)

An indicative budget for this project is GBP £ 70,000.

5. Outputs:

- A series of country profiles mapping the research landscape across SSA, and considering:
 - The research agenda and priorities of institutions;
 - The quantity, quality and thematic foci of PhD programmes/ PhD training and their development over the last five to ten years
 - The national-level research agenda, the development plans and goals, and national level systems in place for building PhD research capacity and quality.
- An overarching analysis of the individual national contexts, highlighting good practice and successful approaches to addressing challenges.
- A 'matrix of alignment' indicating where HE and research institutions' priorities and agenda map with stated national priorities
- PowerPoint presentation to communicate research methodology and findings to external and internal audiences
- All data should be supplied to client including interview summaries and collation of the main themes to emerge from analysis of policy documents.
- The appointed agency should also consider innovative ways of data visualisation and good graphical presentation of findings.

6. Responding to this tender

6.1 The submission process

Respond to the tender document with details on how you propose to approach the research objectives. All proposals received should include:

- Details of approach and method to be used
- Evidence of relevant previous research work and experience
- Qualifications/experience of the team members who will be involved in this project
- Project plan showing utilisation of suggested team members
- Detailed costing of each of the research items.
- Detailed timescale

6.2 Qualities of the appointed agency

The British Council and DAAD are looking to appoint a reputable agency / research consortium with the following qualities:

- Strong policy and international HE research portfolio, evidenced by previous projects.
- Expertise in international (and specifically sub-Saharan African) education and macroeconomic research – evidenced by previous research projects and consultancy carried out for education and government establishments.
- Strong dedicated team with suitable experience and qualifications.
- Extensive knowledge and experience of HE and PhD programmes in sub-Saharan Africa

6.3 Timing

The table below shows the key dates for the tender process.

Activities	Date
Tender (this document) is issued	12 October 2015
Deadline for submission of tenders	23:59 GMT 13 November 2015
Evaluation of proposals and short listing	16 November 2015
Communication to shortlisted agencies	17 November 2015
Clarification interviews with those short-listed	18-20 November 2015
Decision made on successful agency	24 November 2015
Project kick-off meeting	01 December 2015
Project completion date	31 December 2016

It is intended that some of the research outputs and findings could be shared with an audience at the Going Global event in Cape Town, South Africa, in May 2016, and this conference could provide an opportunity to discuss and conduct some of the research.

The Higher Education team at the British Council must receive your submission no later than 23:59 GMT 13 November 2015. Please send your proposal to BOTH of the following email addresses:

education.market.intelligence@britishcouncil.org;

info@daadafrica.org