



*Strengthening doctoral education in Africa:
societal demands and the impact of DAAD
programmes*

**2019 EUA-CDE
Annual Meeting**

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DAAD

Deutscher Akademischer Austauschdienst
German Academic Exchange Service

DAAD – Who we are...

A self-governing organisation of German universities

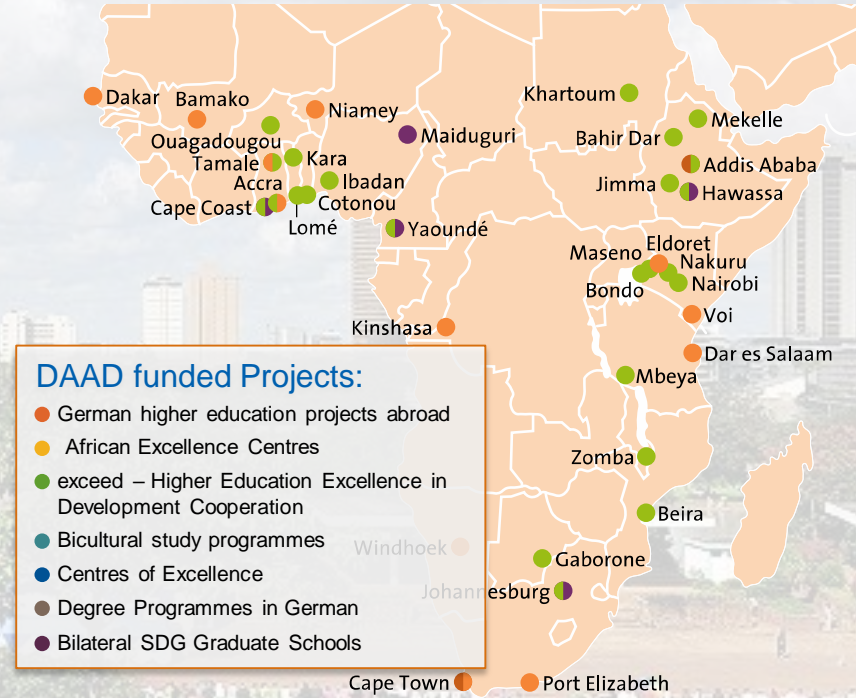
- 241 member universities
- 104 student bodies

Three strategic areas

- Granting **scholarships** to the best
- Creating structures that promote **internationalisation**
- Offer **expertise** for academic collaboration



DAAD in Subsahara Africa: Regional Office, Information Centres and Lectureships (DAAD-Lektors), projects



- 1 Regional Offices
- 4 Information Centres (ICs)
- 21 Lectureships (DAAD-Lektors)

Current Challenges (in Africa)

- **Expansion:** increasing students numbers, new providers entering the HE market, **robust quality assurance mechanisms need to be further developed**
- **Relevance:** high unemployment rate of graduates in certain disciplines, curricula do not sufficiently address the needs of the labour market, **university business-cooperation, applied research and employability of graduates need to be strengthened**
- **Innovation and Competition:** insufficient capacities for graduate education and research, **investments in research, doctoral education and supervision** need to be increased to drive **scientific output and innovation** and to effectively address **social and environmental challenges**

Building PhD Capacity in Sub-Saharan Africa

- **British Council** and **DAAD** co-funded a study (2018) to investigate the **nature of research and doctoral training across Sub-Saharan Africa** in cooperation with **ANIE** (African Network for Internationalisation of Education), and **University College London**, Institute of Education
- It aims at supporting informed-based **decision making at policy and institutional level** and includes **six country reports** (Ethiopia, Ghana, Kenya, Nigeria, Senegal, South Africa)
- **Doctoral education** was not a priority concern for national policy making due to a stronger emphasis on increasing HE provision at **undergraduate level**; **but** there is a clear **interdependence between these two levels**

Findings

- The **minority of HE staff have doctorates**; but governments tend to tighten up laws which regulate qualifications of lecturers
- The majority of PhD students are **mature students**; **female representation is low**
- **Drop-out rates** and **prolonged time to completion** are major challenges in many SSA countries
- There is often a **disconnect between PhD research topics** and the broader **institutional or national research agenda**
- **Supervision** is not adequate due to **lack of suitable supervisors** with relevant expertise, missing regulations (e.g. handbooks on supervisory ethics) etc.
- The proportion of university **budgets allocated to research and PhD provision are low**

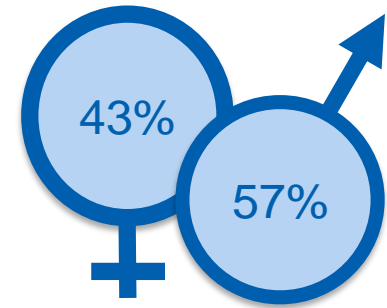
Recommendations

- All countries need to significantly **expand their pool and increase their rate of production of PhD graduates** to ensure the quality of HE provision at undergraduate level and to create a vibrant research environment at institutional level
- Substantial **increase of investments in doctoral education** to ensure timely and successful completion of studies and to promote equal access (e.g. by scholarships)
- **Quality of programmes** should be **strengthened** in terms of research infrastructure, qualified PhD supervisors (e.g. via training or international partnerships)
- Strong **linkages** should be developed between **universities, communities, industry** and **government** to ensure that research addresses relevant development needs of society

DAAD's Africa Strategy

Upgrade the qualifications of university lecturers and build capacity for graduate education and research

Total of 1145 scholarships to doctorates (2015-2018)



Good Practice Example: **DAAD's In Country/In-Region-Programme**

- Master and PhD-scholarships for postgraduate degree programmes at selected universities all over the continent
- Supporting high quality research on Master- & PhD-Level
- Strengthening internationalisation via intra-regional mobility and regional

DAAD's Africa Strategy

Supporting universities as effective actors in promoting societal development

Good Practice Example: Dialogue on Innovative Higher Education Management (DIES)

Dialogue

...fosters the exchange on topics of higher education management and quality assurance

Training Courses

...equip university managers and HE professionals with skills for innovative higher education management

Partnerships

...facilitate cooperation between German universities and their partners in developing countries in order to set up efficient management structures

Projects

...support developing countries in the establishment of transnational quality assurance systems

Strengthening Quality Doctoral Education in Africa

- 1. DIES-Project: Supporting the development of standards and guidelines in doctoral education in Eastern Africa**
(in cooperation with the Inter-University Council of East Africa, **IUCEA**)
- 2. DIES-Training Course: DIES/CREST Course for Doctoral Supervisors in Africa**
(in cooperation with University of Stellenbosch)

Key Features of the Course

Training Courses



... equip HE professionals and university managers with skills for innovative higher education management

- Deans' Course (IDC)
- UNILEAD
- Management of Internationalisation
- ProGRANT
- Doctoral Supervisors in Africa
- NMT

- **Target Group:** Supervisors of Doctoral Students at African Universities
- **Contents:** (1) The Doctoral Degree, (2) The Supervisor and Doctoral Student, (3) The Supervision Process
- **Schedule:** Six modules in eight weeks, mandatory assignments and a final essay
- **Workload:** 9 hours/ week, 15 hours (Essay)
- **Fees:** 400 US Dollar
- **Didactical Design:** Online Platform with learning materials, videos, discussion fora, chats etc.
- **Homepage:** <https://www0.sun.ac.za/crest/dies-crest-online-training-course/>

Discussion

- **How to decrease drop-out rates and ensure that students will meet the estimated time to complete their studies?**
- **How can PhD research topics and the broader institutional or national research agenda be better connected in order to meet the societal demands?**
- **How can the budget gabs for research and PhD provision be minimized?**

Thank you for your attention.

Sebastian Sperlich
Head of Section: Sustainable Development
sperlich@daad.de

Deutscher Akademischer Austauschdienst (DAAD)
German Academic Exchange Service
Kennedyallee 50
53175 Bonn
www.daad.de

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