

AFRICALICS

**THE AFRICAN NETWORK FOR ECONOMICS OF LEARNING, INNOVATION,
AND COMPETENCE BUILDING SYSTEMS**

Tracing impacts of AfricaLics PhD capacity building
activities (2012 – 2020)



Compiled by:

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INTRODUCTION

The role of researchers in the production of scientific output and innovation has been acknowledged worldwide (British Council, 2018). Capacity building in research is essential for economic and societal development, especially in developing countries. This capacity building is mostly done through strengthening the local, regional and national research capacity and research relevance to address their current issues (IAU, 2010). Capacity building through PhD training is essential in many African countries to ensure advancement of university staff most of whom are not qualified to teach at postgraduate level due to their Masters level education. PhD training is also important to ensure an increased number of PhD qualified researchers in both academia and research (Harle, 2013). PhD students also provide vital skills to industry and government.

Doctoral education plays a pivotal role in development through the expansion of the higher education system and increased number of highly educated/ qualified personnel. This was confirmed by a number of government officials during a Higher Education for Science, Technology and Innovation forum organized by the World Bank and the Government of Rwanda. The following unanimous decision was made in this regards "It is fundamental for Africa to increase the PhD programs in the continent and continue to engage in partnerships that increase the number of PhD holders in Africa". (The Kigali Communique, 2014: 2; Molla & Cuthbert, 2016)

The AfricaLics (African Network for Economics of Learning, Innovation, and Competence Building Systems) network provides opportunities for PhD students from low and low-middle income African countries to receive additional training and capacity building support. It is specifically focused on supporting PhD students in the field of 'innovation and development studies'; a multidisciplinary field spanning economics, sociology, history, politics, engineering amongst others which looks specifically at how science, technology and innovation impacts and is impacted by society. It is specifically focused on how these activities relate to economic and social development efforts of countries. The capacity building activities include:

1. Providing travel support for students to present papers from the PhD at the AfricaLics or Globelics (global version of AfricaLics) conferences held each year.
2. Supporting PhD students to attend a two week residential PhD Academy providing training in research methods, latest innovation and development studies theory and feedback on their PhD chapters
3. Providing longer term support to PhD students and post-doctoral students/ early career researchers through a Visiting Fellows Programme run in conjunction with Aalborg University in Denmark. Fellows visit Denmark for a minimum of 3 months and receive support for a minimum of six months from a designated mentor.

In late 2019 a new mentorship programme was also started which provides a limited number of PhD students with support in writing papers for acceptance at the AfricaLics and Globelics conferences. Due to the timeline of this activity, the participants in this tracer study have not engaged with this programme at the time of this tracer study.

In this brief report we outline the findings of a small study that was done to trace a number of PhD students who have attended AfricaLics research capacity building activities to try and understand what impact these activities have potentially had on their PhD studies and subsequent career opportunities. It should be noted that AfricaLics has only been in existence since 2012 and therefore many of the alumni through AfricaLics activities are still very much at early career researcher stage.

We would like to take this opportunity to thank Dr. Ina Lundgren of Sida for her suggestion to undertake this study and to all the interviewees who took part. The members of AfricaLics are key to the network's success and their participation in these activities is invaluable for ensuring the network's activities are targeted

effectively. Only with their support can we ensure the highest level of capacity building which meets the needs of the next generation of innovation and development scholars on the African continent.

TRACER STUDY METHODOLOGY

This study employed various methods of data collection: literature review, face-to-face interviews and online communication with respondents. More specifically, a review of documents was conducted from the AfricaLics Secretariat archives, many of which are available open access on the AfricaLics website. These documents included conference and academy reports, blogs and news items. It also included a review of internal data such as the annual reports of the AfricaLics Research Capacity Building Project (produced for the project funder, Sida).

A semi-structured questionnaire was used to interview a number of AfricaLics scholars during the 4th AfricaLics conference held in Dar es Salaam in October 2019. A total of 17 interviews were conducted during the period of the conference; 11 men and 6 women. The sample was purposively selected from those who had been involved in AfricaLics research capacity building activities.

RESPONDENT CHARACTERISTICS

Overall, there were more male students in the sample compared to female students. This may be due to the purposive nature of our sample but it also relates to the low number of women in African universities. FAWE (2020) estimate the percentage of women engaged in African universities as students, staff or administrators as 6% while Rathgeber et al (2013) noted that female faculty (which can sometimes include PhD students if employed as research assistants) ranged from 6% to 24%; depending on the university. The UNESCO Science Report of 2017 noted that female graduates made up 30% of all graduates in African universities in comparison to 28% of researchers globally.

All of the respondents are members of the AfricaLics network and are a mix of those still studying for, or have completed their PhDs. The sample group of respondents have all attended PhD academies or the Visiting Fellow Programmes (VFPs); others had only attended AfricaLics conferences. The respondents were selected on a basis of longevity of engagement with AfricaLics, gender, geographical location, rank in career etc. Each interview lasted an average of 15 minutes which allowed the respondents to give responses to a small number of targeted questions. In addition to the one-on-one interviews, follow-up questions were sent to the respondents via email. The response rate re: follow-up questions were about 88% (15 out of 17). Out of the 17 respondents interviewed, 9 have completed their PhD while 6 are yet to complete.

A large number of the respondents were enrolled in African universities as shown in Table 1. A few were enrolled in joint programmes involving 2/3 different universities. These joint programmes often involve at least one international university. There was a good mix of respondents from universities across the African continent although slightly lower representation from Southern African universities. The dominance of responses from one country in Central, West and Southern Africa is also a function of the efforts made to build hubs of AfricaLics researchers in certain countries and does bring in a level of bias to the study. That said, we know from anecdotal evidence from our visiting fellows and feedback from Academy participants that many of the experiences given in this report are similar to those from countries not represented here. It does however highlight the need to conduct a larger tracer study in the near future.

Table 1: Universities where respondents are or were enrolled as PhD students

University attended	Country based
Central Africa	
Pan African University, Institute for Governance, social sciences and Humanities	Cameroon
University of Chang	Cameroon
University of Buea	Cameroon
Eastern Africa	
University of Nairobi	Kenya
Addis Ababa University	Ethiopia
Makerere University	Uganda
Southern Africa	
Gordon Institute of Business science, University of Pretoria	South Africa
University of KwaZulu-Natal	South Africa
Western Africa	
University of Ibadan	Nigeria
Obafemi Awolowo University	Nigeria
University of Ilorin	Nigeria
Joint programs	
Kwame Nkrumah University, Danish Universities (Aalborg University, Denmark Technical University and University of Northern)	South Africa & Denmark
Moi University and Aalborg University	Kenya & Denmark
University of Bonn & University of Ghana	Ghana
European Country	
University of Nice Sophia Antipolis	France

RESULTS

This tracer study focuses on the potential impact and outcomes that the Africalics research capacity building programme has or can be implied to have had on the growth of the field of innovation and development studies in African universities. We focus on more generic data such as time to completion of PhD as this helps us understand the speed at which the research base in this burgeoning field may grow and more specific indicators such as publications in particular topic areas that are key research foci of the field. An overview of the main data points is provided in Table 2 (at the end of the results section).

PHD TIMEFRAME

The majority of the respondents were enrolled into their first year of PhD studies in 2016 or earlier. Only two of the respondents had enrolled between 2017 and 2019 (see Figure 1). The majority of the respondents interviewed are at a relatively advanced stage of their studies or have already graduated. This corresponds with the time it has taken students to complete a PhD (see Figure 2). Out of the 17 respondents, 9 had completed their PhD and 6 were yet to complete at the time of interview (data for 2 was not available). The majority of the respondents had completed their PhD within 3-5 years as shown in Figure 2. Only 1 participant

out of the 9 who had completed their PhD had a PhD duration of 6 years. 2 had completed their PhD in 3 years; which is the shortest duration.

Figure 1: Year of PhD enrollment/ completion

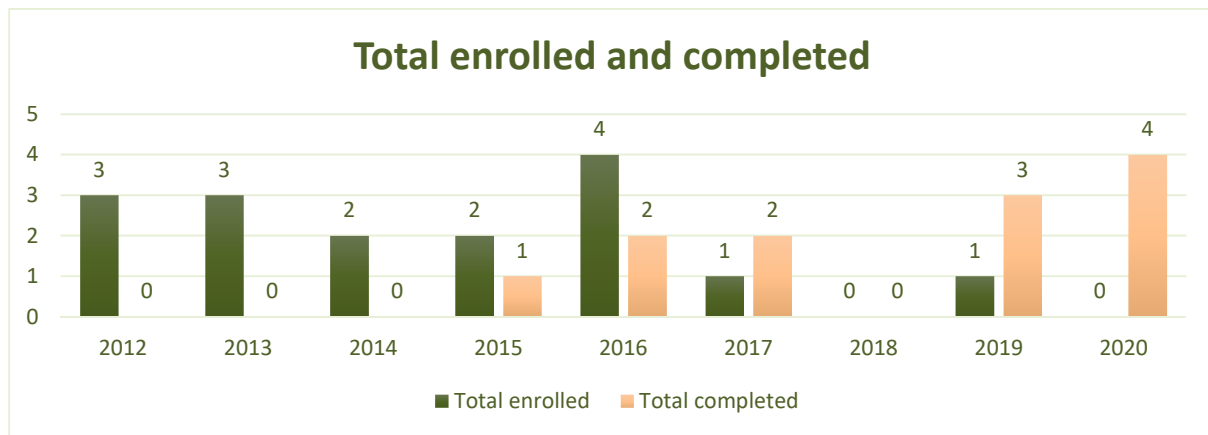


Figure 2: Total number of years used to complete PhD



The respondent who completed her PhD in 6 years, had engaged with the AfricaLics network at the early stages of her PhD and had also participated in a VFP programme, which is aimed at allowing PhD students sometime away to enable them to focus on their PhD research and interact with scholars working in Innovation and Development studies research. However, she was a lecturer during the PhD and the heavy workload at the university was deemed a contributing factor to the prolonged PhD timeline.

While this study is not statistically reliable, the figures suggest that the AfricaLics research capacity building programme may be providing necessary support to students to assist them in completing earlier than the average timeline for the continent. Studies have shown that PhD programmes in Africa regularly take to 6 years for completion; South Africa, which is known to have some of the highest ranking universities, has an average completion time of 4 – 5.5 years (Waruru, 2019). Lengthy completion periods and low graduation rates have also been experienced in Ethiopia due to inefficiency in doctoral programmes. It has been confirmed by anecdotal discussions that it takes up to 8 years to complete a PhD in Addis Ababa University. There have been cases in South Africa where individuals have completed their doctoral degrees in 7 years. This is not the case in higher education systems in developed countries such as Australia which have shorter completion periods (Molla & Cuthbert, 2016).

Some respondents mentioned that AfricaLics had been very instrumental in enabling them to achieve milestones in their PhD within a short time. One of the respondents gave a testament of how AfricaLics had influenced her PhD topic and reduced the time taken to complete her PhD:

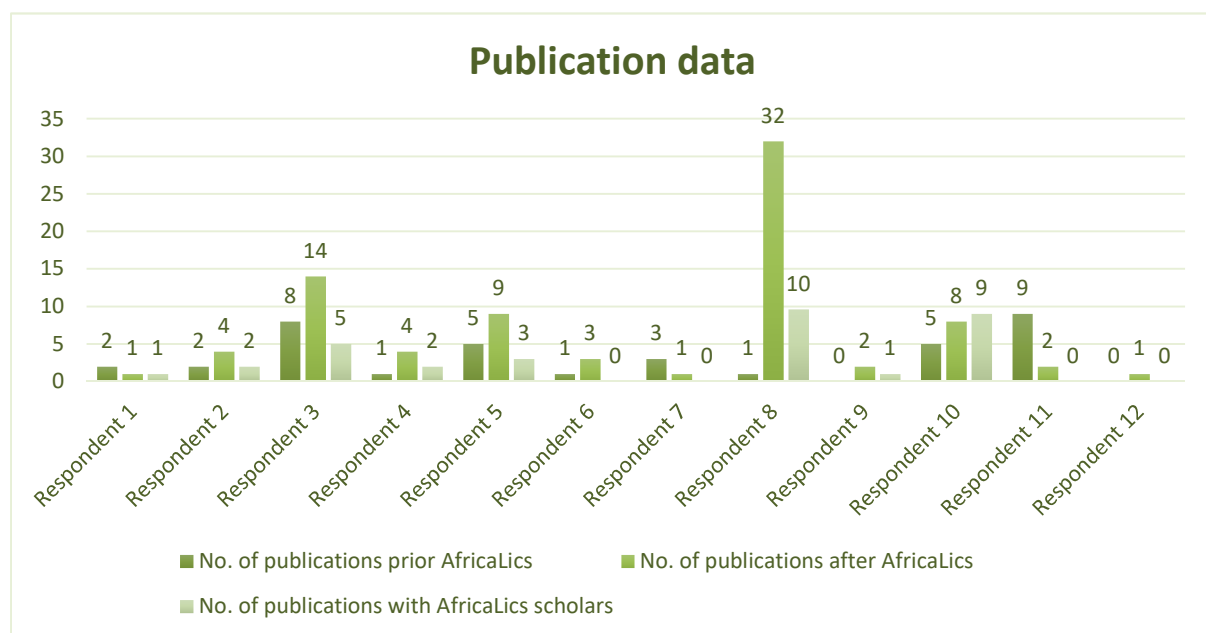
“My thesis topic was inspired by AfricaLics. My PhD story cannot be complete without AfricaLics. What I achieved for my PhD within the VFP in the 5 months, my peers could only achieve it within a whole year. The VFP experience set the pace for me and gave me clarity on my topic. I was able to get feedback from innovation systems experts in Aalborg.” (Female respondent).

This fits with the findings of other research capacity building programmes with regards to the benefits of dedicated support for students in terms of dedicated writing time (Harle, 2013).

PUBLICATION FIGURES

Publications are normally used as a measure of research output and many African universities now require students to have published before they can sit for their final PhD viva. Amongst the respondents, 10 of the 17 had published papers in scientific journals. There was an overall increase in the number of publications after joining AfricaLics as shown in Figure 3. The rate of increase in publications varied from one respondent to the other. Respondent 8 had the highest increase rate of 3200% while respondent 11 had the lowest rate of increase of 22%.

Figure 3: Publications prior to and after AfricaLics



Several respondents mentioned how the network has influenced their ability to publish:

“Before engaging with the AfricaLics network, I had never submitted any paper for publication in a journal. The network has equipped me with the skills, knowledge and confidence to submit my paper and I have been able to submit 9 paper to journals (still under review) within 1 year. I have published 2 papers this year. The network has also broadened my knowledge and perspective on various aspects of research.” (Male respondent)

“In 2015, I presented a paper on barriers to innovation and one of my mentors gave me some great comments on how to improve my work and that enabled me to publish my paper. I have also been getting guidance on my PhD research from my other mentor.” (Male respondent)

In terms of numbers of papers published collaboratively with others from the AfricaLics network; 8 out of the 12 respondents have published one or more papers in collaboration with AfricaLics scholars while only 4 respondents have not (see Figure 3). The high number of collaborations within the network could be an indicator of shared research interests. Some respondents mentioned that they had published some papers in collaboration with their mentors/ PhD supervisors.

Based on Figure 3, Respondent 8 seems to have benefitted the most from joining the network due to his high number of publications after joining the network and having the highest number of collaborations within the network. This could be associated with the longevity of the period of interaction with the network (he has been active since 2012 – see Table 2) thus explaining the high number of publications. Respondent 12 had the lowest number of publications after engagement with AfricaLics (1), no publications before engagement with AfricaLics and no collaborations. This could be due to the low number of years of engagement with AfricaLics (2 years, since 2017) as pointed out by the respondent below:

“One of the reasons for the low number of publications may be because I joined AfricaLics during the late periods of my PhD study.”

In addition to this, he pointed out that he has never been able to participate in any of the PhD Academies but only presented his papers in an AfricaLics conferences. He alluded to the fact that the failure to participate in an academy slowed down his progress in publications because he wasn't equipped with the necessary skills.

“The other reason is the fact that I never participated in any one of the Ph.D. Academy organized by AfricaLics. I have only participated in the annual conferences for paper presentations.”

Additional contributing factors to the low number of publications by Respondent 12 include a long break from paper writing due to the relocation of his family to a different country which took a long period to adjust to the new living environment. He also added that he has additional papers in the pipeline as follows

“At the moment, I have two papers. One is already published and another one is accepted. Other papers are also in the pipeline and hopefully, they will be published shortly.”

OTHER SKILLS AND OPPORTUNITIES

The respondents detailed that their interaction with the network had also impacted on other skills areas. These areas included methods and data analysis and a broader world view as illustrated by the quotes below:

“The PhD academy in Morocco was a major contributor towards my PhD work. Received intense training on methodology & data analysis which had a major impact to my PhD.” (Male respondent)

“AfricaLics has immensely contributed towards my career progression. My interaction with the scholars within the Visiting Fellow Programme (VFP) in Denmark (IKE) and the AfricaLics network has enabled me to widen my view on innovation and my area of specialty, agricultural value chains.” (Female respondent)

Through attending and interacting with the scholars within the network, I have been able to improve my research methodology.” (Male respondent)

IMPACT OF MENTORING

The majority of the respondents were very appreciative of the mentorship they have received from established scholars within the AfricaLics network. There was a general consensus between the male and the female respondents that the mentorship received within the network played an essential role in their PhD research, as well as in their careers. Some respondents only had one mentor, while others had up to three mentors. The role played by these mentors varied from one respondent to the other. Sometimes these mentors were officially allocated e.g. as part of the VFP. At other times, the mentorship was more ad hoc (often started as a result of interaction between a student and a facilitator at a PhD Academy).

Respondents appreciated the ability to have more than one mentor. As one respondent noted:

“In 2015, I presented a paper on barriers to innovation and one of my mentors gave me some great comments on how to improve my work and that enabled me to publish my paper. I have also been getting guidance on my PhD research from my other mentor.” (Male respondent)

Other respondents pointed out that they didn't have a specific mentor within the network but received guidance/ advice from senior AfricaLics scholars/ peer scholars during paper presentation sessions/ mentorship programmes/ academies:

“AfricaLics has been the base of my research since I started my PhD. I was able to get support to clearly define my research topic since my local supervisor did not clearly understand my research topic.” (Male respondent)

“One of the scholars from the network from Cameroon helped me to elaborate my PhD research. The initial research topic I had was not good enough. Thanks to her, I was able to change my topic and I was able to be “subscribed.” (Female respondent)

“I have gotten a lot of scholars within the network to review my work and I am confident that my work is among the best in Africa on Innovation and development. This is purely because of the support I have received from the network.” (Female respondent)

“I was able to learn writing skills from attending the conferences. It is through this that I was able to submit a paper for publication through one of the extension journals in the Netherlands. Attending the conferences and watching other scholars present equipped me with presentation skills which were of great value during my Masters thesis defense session. During that day of the defense, we were 4 Masters students who defended their thesis and I was the only one who succeeded. Through the network, I have been able to gain skills that I am currently using in my work as a consultant.” (Male respondent)

“Through AfricaLics, I have been able to gain academic and research skills. I have also been able to expand my network. My perspective on the way I do my research has changed after interacting and seeing different scholars in the network present their work. I have learnt different research methodologies.” (Male respondent)

“From the network, I have learnt different aspects of innovation, innovation theories and methodologies. These methodologies are vital in my research but I was not taught in school.” (Female respondent)

“The network has enabled me to refine my research and make it more clearly through interaction and feedback from the scholars within the network.” (Male respondent)

“Before engaging with the AfricaLics network, I had never submitted any paper for publication in a journal. The network has equipped me with the skills, knowledge and confidence to submit my paper and I have been able to submit 9 papers to journals (still under review) within 1 year. I have published 2 papers this year. The network has also broadened my knowledge and perspective on various aspects of research.” (Male respondent)

Some of the Africalics senior scholars are PhD supervisors to some of the respondents. One of the respondents even pointed out that she met her PhD supervisor through the AfricaLics network:

“It was because of Africalics that I was able to meet one of my director (supervisor) in my PhD programme.” (Female respondent)

“Through Africalics, I was able to meet 2 of my mentors who played a crucial role in my PhD data collection in the North and North-West region of Nigeria. I have another mentor who has reviewed some of my papers and recently requested me to joint an exchange programme in Mexico.” (Male respondent)

IMPACT ON CAREERS

Nearly 50% of interviewees and over 50% of those who answered the question where, at the time of the study, lecturers in African universities mostly in their home countries; as shown in Figure 4. Not all of them had completed their PhD before they started lecturing. This is a clear indication that most of these respondents were retained as faculty members during their PhD and go back to teaching after completion of their PhD. Most of the lecturers are men (5), while 3 are women. The other occupations that the respondents held included: directors, human resource officers, managers and researchers.

In most cases, respondents noted that they had received promotions or moved to higher paying positions after they had finished their PhD. Some of them received the promotions even before completion of the PhD e.g. a female respondent who had almost finished her PhD at the time of the study had moved from the position of research scientist to senior research scientist in her organisation. This indicates that a PhD can play a crucial role in career progression.

Figure 4: Career progression after PhD (current occupation of respondents by gender)

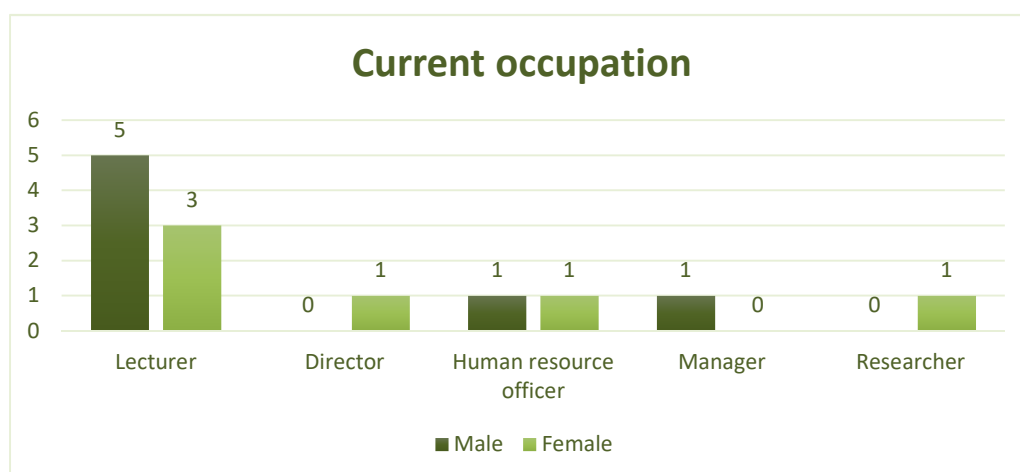


Table 2: Details on respondents' PhD timelines & publications

	Gender	Year of 1 st engagement with AfricaLics	Year of start PhD	Year of end PhD	Total no. of years (PhD)	No. of publications prior AfricaLics	No. of publications after AfricaLics	No. of publications with AfricaLics scholars	No. of research projects with AfricaLics scholars	No. of joint grants written with AfricaLics scholars
Respondent 1	M	2018	2012	2017	5	2	1	1	1	1
Respondent 2	F	2014	2013	2017	4	2	4	2	0	0
Respondent 3	F	2018	2015	2020	5	8	14	5	1	1
Respondent 4	M	2017	2015	2019	5	1	4	2	0	0
Respondent 5	M	2015	2013	2016	3.5	5	9	3	0	0
Respondent 6	M	2013	2012	2016	4	1	3	0	0	0
Respondent 7	M	2019	2016	2020	4	3	1	0	0	0
Respondent 8	F	2015	2014	**	**	**	**	**	**	**
Respondent 9	F	2015	2013	2019	6	0	2	1	2	1
Respondent 10	M	2015	2017	2020	4	5	8	9	3	2
Respondent 11	F	2017	2016	2020	4	9	2	0	0	1
Respondent 12	M	2017	2014	2019	4.5	0	1	0	0	0
Respondent 13	M	2014	2018	**	**	**	**	**	**	**
Respondent 14	M	2018	2016	2019	3	**	**	**	**	**
Respondent 15	F	2016	2016	2021	6	0	2	0	0	0
Respondent 16	M	2011	2012	2015	3	1	32	10	3	2
Respondent 17	M	2018	2019	2023	4	0	0	0	0	0

** Missing data of respondents who didn't respond to follow-up questions

SUMMARY AND CONCLUSIONS

A total of 17 respondents (11 men and 6 women) were interviewed in this study during the 4th AfricaLics conference in Dar es Salaam in October 2019. 9 respondents had completed their PhD during the period between 2015 and 2019 while, 6 are expecting to finish their PhD within the period of 2020 – 2023 (2 did not provide their completion dates). The respondents were selected based on their longevity of engagement with the AfricaLics network, gender, geographical location and position/ rank in their career. The majority of the respondents (14) were/ are enrolled in PhD programmes in universities based in Africa except for three who were in joint programmes that also required them to be enrolled in universities in developed countries. One respondent studied at a University in France. A large number of the respondents seem to have been retained as faculty members and became lecturers either during or after completion of their PhD.

AfricaLics has strived to ensure capacity building for doctoral students within the region with the help of experts within the fields of science, technology and innovation studies. Some respondents acknowledged that AfricaLics has enabled them to achieve milestones in their PhD within a short time through the mentorship activities of different kinds; including, but not limited to, their participation in academies and VFP programmes.

9 respondents had completed their PhD at the time of the interviews while 6 were expected to complete their courses between 2020-2023. Of these 6, the majority planned to complete their PhD in less than a year from the time of the study i.e. by end 2020. 2 of the respondents didn't respond to the "year of completion question". The total number of respondents who had completed their PhD in 3-5 years was 8; 5 of whom were men while 3 were women.

Most respondents increased their number of publications after joining the AfricaLics network. It appears that AfricaLics has enabled the respondents to increase their publications as a result of the capacity building and support they have received. Some of the skills that the respondents gained from engaging with the network include: research methodology, data analysis, writing of scientific papers, presentation skills and; increased knowledge on innovation and development studies theory and practice.

Respondents received promotions or moved to higher paying positions after they had finished or even enrolled in a PhD programme. This is a clear indication that a PhD plays a crucial role in career progression including in the social sciences field of innovation and development studies.

This study is not a rigorous analysis of the impact of AfricaLics research capacity building activities. However, it gives a flavor of the types of impact the network is having through its research capacity building activities and provides a starting point for thinking about further, more detailed studies that are needed. Specifically, more detailed analysis of publication rates and career paths – notably the degree to which graduates remain research active post-PhD is important.

ANNEX 1 – RESPONDENTS PROFILES



David Adeyeye Adedamola – Lecturer, Obafemi Awolowo University, Nigeria

David is also a Desk Officer for the African Science, Technology and Innovation Indicators Initiative (ASTII) of the New Partnership for Africa’s Development (NEPAD) in Nigeria where he coordinates the management of the R&D and innovation surveys. He has a PhD in Business Innovation (Indicators and Measurement) (2012-2015) from the Obafemi Awolowo University. His research was on “Evaluating inclusive innovation system performance: a study of the Nigerian agricultural innovation system”.



Gregory Mvogo – Lecturer, ESSEC Business School, Douala, Cameroon

Mvogo’s research interests are: financial innovation, industrial innovation, technological innovation system. He has a PhD in Financial innovation from the University of Dschang, Cameroon. His PhD research was “Conduct of Monetary Policy in a Context of Financial Innovations in Monetary union: An Application in Cameroon.” Dr. Mvogo has published several papers including a paper on the determinants of mobile money adoption and the importance of factors specific to Cameroon.



Adeola Oloyede - Visiting Research Fellow, African Studies Center, Leiden, The Netherlands

Adeola is also a research assistant with Stress Tolerant Maize for Africa, Southern Guinea Savannah, University of Ilorin, Nigeria. Adeola holds a PhD degree in Agricultural Economics. She is a member of the Climate Smart Agriculture Youth Network. She is a multidisciplinary researcher. She has worked on ways to promote environmental sustainability and issues relating to small-scale farmers. She has presented some of her work at international conferences and published her findings in local and international peer reviewed journals.



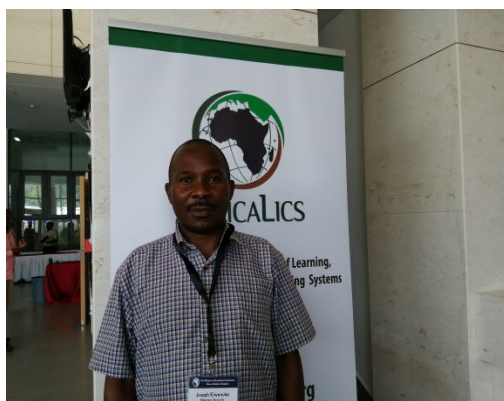
Justina A. Onumah - Senior Research Scientist, Science and Technology Policy Research Institute (STEPRI) CSIR, Ghana

Justina is also a PhD (Development Studies) Fellow at the University of Ghana under the German Academic Exchange (DAAD) programme and holds a Master of Philosophy Degree in Agricultural Economics. She was one of our four 2018 AfricaLics PhD Visiting Fellows at Aalborg University, Denmark. Her research interest is in the areas of innovation, poverty, technology transfer, research-policy-industry linkages, productivity studies and food security. Justina’s passion is to see more action put into science through a strong research-policy-industry linkage.



Hadia Baassiry - Human Resource Manager, Doctors without borders, Democratic Republic of Congo (DRC)

Hadia was worked in various locations all over the world and is now currently based in the Democratic Republic of Congo (DRC). She is currently doing her PhD at the University of Nice Sophia Antipolis, France. Her research topic is “Management of competencies in innovative SMPs in Lebanon”. She was enrolled in the PhD programme in 2016 and plans to complete her PhD in 2021.



Joseph Kiwanuka – Tutor, Makerere University, Uganda

Joseph enrolled in a PhD programme in Makerere University in 2019 and plans to complete his PhD in 2023. His PhD research is on “The antecedents and role of innovation capabilities in productive transformation: a case of small and medium enterprise in Uganda.” He has written 2 conference papers. Kiwanuka was still doing his Master’s degree when he first joined the AfricaLics network and now doing his PhD. He is very appreciative of the skills that he was gained from the network and is determined to take is career to the next level.



Pamela Mreji – Lecturer, Technical University of Kenya (TUK), Kenya

Pamela is also an Executive fellow at the Strathmore Business School, Kenya. She is recently completed her PhD in Business Management, focus on innovation and Technology. Her PhD research was on “Returnee liability in developing countries: The experience of Returnee Entrepreneurs operating in Technology enabled SME sector in Nairobi, Kenya”. She has been involved in 2 research projects in collaboration with AfricaLics members and has 1 paper jointly written with AfricaLics members.



Moges Tufa – Lecturer, Addis Ababa University, Ethiopia

Moges holds a PhD from the Addis Ababa University (2012-2017). His PhD research was on “the Impact of Industrial Policy Incentive on Domestic Manufacturing performance/Competitiveness in Ethiopia: Implication for System Interactive Learning for Competency Building and Sustainable Industrialization”. He has published 1 paper with a fellow AfricaLics scholar and has been involved in a research project and written a grant with AfricaLics scholars.



Adegbit Waliu Mulero - Human Resource officer, National Centre for Technology Management, Nigeria

Adegbit holds a PhD (2015-2019) in the field of organizational innovation from the University of Ibadan, Nigeria. His PhD research was on “Social & contextual factors within an organization affecting innovation (organizational innovation)”. He has published a total of 4 papers, 2 of which are with scholars within the AfricaLics network.



Faith Wandera Odongo - Director, Renewable energy, Ministry of Energy, Kenya

Faith is currently finalizing on her PhD in Strategic Business Management - Renewable energy (2015-2020); a joint programme between Moi University, Kenya and Aalborg University, Denmark. Her research is on "Factors affecting the diffusion of small wind turbines in Kenya". She has published 14 publications since joining AfricaLics (5 were written in collaboration with AfricaLics scholars). She has also written a grant and been involved in a research project with scholars within AfricaLics.



Oluyemi Adeosun - Head of employee relations, Ikeja Electric, Lagos, Nigeria

Oluyemi is in his final year of his PhD in Economics which he started in 2016 and is intends to complete in 2020. His PhD research is on Micro-determinants of small business determinants in Lagos. He has published several papers with some AfricaLics scholars.



Ajapnwa Akamin, Lecturer, Agricultural Economics department at the University of Buea, Cameroon

Ajapnwa is currently in his final year of his PhD (2016-2020) in Land Economics and Governance at the University of Buea. His research is on Pollution-adjusted agricultural productivity growth in the Congo basin countries of Central Africa. Akamin, has published 1 paper since he joined the AfricaLics network and has not yet published with an AfricaLics member.



Adeyemi Adepoju - Lecturer, Department of Project Management technology, Federal University of Technology Akure (FUTA), Nigeria

Adeyemi holds a PhD (2013-2016) from the Obafemi Awolowo university, Nigeria. His PhD research is on Renewable energy in solar energy, Technology capability using the triple helix model; evolutionally economic theory in research based view. Adepoju has published 9 papers in total after joining AfricaLics, 3 of which are with members of the AfricaLics network.



Gifty Boakye Appiah – Lecturer, Kwame Nkrumah University, Kumasi, Ghana

Gifty holds a PhD in Agricultural value chains focused on the efficiency, competitiveness and technology gaps in the cassava value chain in Ghana. The PhD was a joint programme which was a collaboration between Kwame Nkrumah University and three Danish Universities (Aalborg University, Denmark Technical University and University of Northern). Gifty was part of the Visiting Sandwich programme at Aalborg University in Denmark. The programme was about 5 months. She has published 4 papers in total after joining Africalics, 2 of which are with scholars within the network.



Jegede Oluseye – Researcher, Technology Innovation and Enterprise Studies (TIES) Department, National Centre for Technology Management, Federal Ministry of Science and Technology, Nigeria

Jegede's PhD research was on economics of technology and innovation (with special interest in the commodity sector). He has participated in many international events and published articles in several international journals as he has attracted several scholarships and fellowships for his studies. Jegede has published a total of 32 papers after he joined Africalics, 10 of which were written in collaboration with scholars within the network.



Zelalem Bayisa Gurmessa – Lecturer, College of Business and Economics, Haramaya University, Ethiopia

Zelalem holds a PhD in Human Resource Management from the School of Management, IT and Governance, University of KwaZulu-Natal (UKZN), South Africa. His research interests include Organizational Development, Human Capital Management, Strategic Management, Organizational Change and Transformations, Innovation Management and Entrepreneurship/Social Entrepreneurship. He has more than 11 years of experience in higher education management, research teaching and community engagement. He taught numerous modules in Ethiopian and South African universities. He has worked as a postgraduate research assistant for two and a half years at UKZN.

AFRICALICS

THE AFRICAN NETWORK FOR ECONOMICS OF LEARNING, INNOVATION,
AND COMPETENCE BUILDING SYSTEMS

Name:

Organization/ institution:

Country:

- What AfricaLics/ Globelics events have you been engaged in?
- Have you had any collaborations with any of the participants?
- Have you received any additional support from any of the facilitating organizations at an academy?
- Where were you when in your studies when you first attended the event?
- Had you started your PhD? If so, what year were year in your PhD?
- Which institutions were you doing your PhD?
- What was your research topic?
- Where were you in your career?
- Where are you now in your career?
- Has your involvement in AfricaLics/ Globelics been of any benefit to your career progression?

Follow-up questions

- What year did you start your PhD?
- What year did you finish your PhD? / What year do you plan to finish your PhD?
- Total number of years (PhD)?
- What is the area/ sector of PhD research?
- What is the title of your PhD research?
- Is there anyone within the AfricaLics network that has played an active mentorship role? If so, what's his/ her name?
- Number of publications prior to engagement in AfricaLics
- Number of publications after engagement in AfricaLics
- Number of publications in collaboration with AfricaLics members
- Number of research projects in collaboration with AfricaLics members
- Number of grants written in collaboration with AfricaLics members

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