



AfricaLics PhD supervision & mentorship workshop REPORT

Venue:

International Centre of Insect Physiology and Ecology (ICIPE)

Duduville campus, Nairobi

22nd - 26th August 2022

Table of Contents

1. Introduction	1
2. Bilateral and Trilateral Supervision and Mentoring Meetings	2
3. Research And Paper Presentation Seminar.....	3
3.1 Africalics Research Agenda and Support to Research on Innovation and Development	3
3.1.1 What should be the future research priorities for the AfricaLics Network?	3
3.1.2 How can AfricaLics help develop research activities?	5
3.2 Paper Presentations.....	5
3.3 Poster Presentation Session	6
4. PhD Supervision and Mentoring Workshop (pilot course)	6
4.1 Day 1: Challenges and good PhD supervision (morning session)	7
4.1.1 Students' session on challenges and good PhD supervision.....	7
4.1.2 Home supervisor and mentors' session on PhD supervision	8
4.1.3 Plenary session: What is good supervision?	9
4.1.4 Aligning Expectations: the collaboration agreement.....	9
4.1.5 Break-out sessions.....	10
4.2 Day 2: Effective feed-back and other strategies for PhD supervision and mentoring	10
4.2.1 Feed-back strategies (all)	10
4.2.2 Effective communication: Active Listening (home supervisors and mentors)	11
4.2.3 How to help a student? (home supervisors and mentors)	12
4.2.4 Self-efficacy and coaching strategies (students' session)	12
4.2.5 Wrap up.	13
5. AfricaLics Mentoring Strategy: Presentation and discussion	13
5.1 Introduction by Dr. Ann Kingiri.....	13
5.1 Group discussions on AfricaLics Mentorship Strategy.....	14
5.2 What students, home supervisors and mentors might do.....	15
6. Conclusion.....	15
<i>Annex 1: Bilateral and Trilateral Meetings programme</i>	<i>17</i>
<i>Annex 2: AfricaLics Research and Paper Presentation Seminar (programme)</i>	<i>19</i>
<i>Annex 3: AfricaLics Workshop on PhD supervision and mentoring (programme)</i>	<i>20</i>
<i>Annex 4: Workshop Evaluation Report.....</i>	<i>22</i>
<i>Annex 5: List of Participants</i>	<i>26</i>

1. Introduction

The AfricaLics network (see www.africalics.org) generally seeks to help African scholars, particularly PhD students and early-career researchers, conduct cutting-edge research in the field of innovation studies that is important to addressing African communities' developmental challenges. The Visiting Fellowship Programme (VFP) within the AfricaLics Research Capacity Building Project offers PhD students from low and low-middle income African countries the opportunity to obtain further training and capacity building support.

The VFP program integrates online pre-activities and post-activities with a four-month study session in the hosting country. In 2022, visiting fellows were hosted by Jaramogi Oginga Odinga University of Science and Technology (JOUST) in Kenya. A variety of African and international researchers in Innovation and Development studies who are part of AfricaLics and Globelics are engaged to provide mentoring throughout the year. The mentoring happens mainly through online meetings and online paper presentation seminars with students, mentors, and home supervisors as invited participants. From 22nd – 26th August 2022, however, the visiting fellows in the 2022 cohort had a chance to meet their home supervisors and mentors in person during a four-day workshop held at the International Centre of Insect Physiology and Ecology (ICIPE) Campus, Nairobi. The four-day event comprised bi- and trilateral meetings between PhD students, their home supervisors, and mentors; a research and paper presentation workshop and finally a two-day workshop/course on PhD supervision and mentoring – a pilot activity under the AfricaLics VFP.

Participants in the four-day programme included the AfricaLics VFP students (2022 cohort and three students from the 2020/21 cohort), their home supervisors and the mentors assigned from the AfricaLics pool of mentors. The 2022 cohort includes PhD students from Kenya, Uganda, Ethiopia and Cameroon. Participants in the August 2022 workshop from the 2020-21 cohort came from Tanzania, Nigeria and Ethiopia. The students' home supervisors were invited along with mentors coming from Kenya, Ethiopia, Tanzania, Uganda, Cameroon, Senegal, Nigeria, Ghana, USA, Uruguay and Denmark.



Group photo of participants in the AfricaLics 2022 VFP events in Nairobi, 22 – 26th August 2022.

2. Bilateral and Trilateral Supervision and Mentoring Meetings

The bilateral and trilateral supervision and mentoring meetings were conducted on 22nd August 2022. Annex 1 provides the programme of the activities on this day.

Bilateral meetings between each of the participating VFP students and their home supervisors were held on the first day of the workshop. All the home supervisors were present in the event and there were intense discussions going on throughout the morning session. The bilateral meetings provided an opportunity for the students from the 2022 cohort to catch-up with their home supervisors in a face-to-face meeting after the student has spent about 2.5 month in Kenya working on the PhD dissertations. The morning session also saw students from the 2020 & 2021 cohorts meeting with their mentors.



Figure 1: Trilateral meeting: From left, Abdi Yuya (Mentor), Gelaw Mulatu (VFP, 2022 Cohort) and Dr. Eshetie, Mulatu's Home supervisor.

In the afternoon, there were trilateral meetings between the students, home supervisors and mentors (with some mentors or home supervisors participating online) from the 2022 cohort. The bilateral and trilateral meetings have been an integral part of the AfricaLics VFP model since the first cohort visited Aalborg University in 2015 – and once again they proved to be a golden opportunity for home supervisors, mentors, and students to align expectations and agree on the way forward for each student. Online events are great for many purposes, but the opportunity to meet face-to-face provides for much in-depth discussions that are far more interactive and hence have a greater learning potential for all.



Figure 2: Pictures of interactions during the bilateral and trilateral meetings.

3. Research And Paper Presentation Seminar

The second day (23rd August 2022) of the VFP workshop and was devoted to paper presentations by the visiting fellows and a poster presentation by all participating PhD students with feedback from home supervisors, mentors and other participants of the workshop. Annex 2 provides the details of the programme for the Research and Paper Presentation Seminar. To kick off the seminar, the Secretary General, Dr. Ann Kingiri gave a presentation on the AfricaLics research agenda and possible support to research on African Innovation and Development studies. Both topics were discussed in physical break out groups, the section below provides a brief account of the deliberations.

3.1 Africalics Research Agenda and Support to Research on Innovation and Development

Dr. Kingiri gave her opening remarks by thanking all for accepting the invitation and attending the 2022 AfricaLics Visiting Fellow Programme (VFP) workshop. She also gave a history of the inception of AfricaLics, which has been in existence for 10 years, including the development of the research agenda. Dr. Kingiri finalized by asking the participants to freely discuss their issues during the entire workshop.



Figure 3: Dr. Kingiri presenting at the workshop.

After delivering her presentation, Dr. Kingiri invited Dr. Margrethe Holm Andersen (VFP Academic Coordinator) to facilitate the ensuing discussion. The goal of the session was to discuss two questions:

- *What should be the future research priorities for the AfricaLics Network?*
- *How can AfricaLics help you develop research activities?*

Participants were divided into groups, which later reported back to the plenary (see below).

3.1.1 What should be the future research priorities for the AfricaLics Network?

The group discussions showed that there is a broad range of topics that should constitute future research priorities for the AfricaLics network.

Among the suggested priorities include the following:

- Climate smart agriculture and climate literacy based on challenges the world is facing, especially among smallholder farmers.



- Research on product improvements and how to improve local industry competitiveness (regionally and in the export markets) – The topic was supported by the argument that - products originating from Africa are being produced locally but they end up with value addition being done elsewhere, then exported back and purchased exorbitantly.
- Engineering and research in the engineering field to help solve pertinent issues and challenges e.g. in provision of water, electricity, other infrastructure.
- Agricultural value chains and transformation of the
 - agricultural sector leveraging on the fourth industrial revolution (4IR).
- How innovation may spread in research institutions and beyond.
- How to improve the nexus between knowledge institutions, industry, and others.
- Participatory action research to help make items (products) and procedures available to the general population.
- Digital remuneration, entrepreneurship and innovation.
- The role of innovation centers in realizing the continent's development plans and activities.
- Coherence between the overall Sustainable Development Goals (SDGs), the Africa we want and national development plans.
- Population-increase and management including social policies for population management.
- Indigenous innovation to the local context of each country.
- How to increase the interlinkages between manufacturing and production e.g. in agriculture, mining etc.?



Figure 5: Dr Caleb Adelowo during group work presentation at the VFP Workshop

There were also other issues/shortcomings that participants felt AfricaLics could help address:

- The need for improved data harnessing for decision making.
- The lack of a repository for African traditional knowledge to avoid the knowledge being taken over by the West without dealing with intellectual property issues.
- The lack of monitoring and evaluation.



Figure 6: Dr. Abdi Yuya, Ms. Margret Kababu and Mr. Caleb Ameka in a group work presentation.

3.1.2 How can AfricaLics help develop research activities?

AfricaLics has over the years supported research activities in different ways. Apart from PhD academies, the VFP and dedicated online mentoring activities linked to Globelics and AfricaLics conferences, the key activities have been the organization of research conferences and seed-funding for collaborative research projects.

During the workshop, participants were requested to reflect on what else, AfricaLics could do to help foster more research in the field of Innovation and Development.

A first idea, that came up, was for AfricaLics to launch thematic Calls in specific areas to encourage writers publish in these areas. Some participants suggested that thematic calls could be linked to ongoing activities such as conference calls, seed grants, or visiting fellowship programs. PhD students working in these fields should apply for the VFP as well as the Africalics Academy. This enables Africans to think more critically and to be able to respond to AfricaLics calls. Home supervisors and mentors suggested that they could also encourage own PhD students to focus on these areas.

Other ideas that came up include;

- AfricaLics should undertake a ‘collaborative reset’ as we cannot isolate ourselves. Members of the network must all work to develop the research agenda.
- AfricaLics could prioritize conference calls, so they link up closely with those who sponsor development workshops.
- AfricaLics should continue to create a positive ambience and provide options for researchers to discuss and work collaboratively to come up with action research.
- AfricaLics can foster multidisciplinary research on technology and transnational collaboration so that countries can learn from one another.

In response to the various ideas, Dr. Kingiri and Dr. Andersen thanked participants for their constructive suggestions and promised that the AfricaLics secretariat would reflect on them and use emerging insights in future work. It was also emphasized that realizing the various ideas will require funding and that joint fundraising will be pivotal for the sustainability of the network in the long term.

3.2 Paper Presentations

All the VFP students had the opportunity to present either an article, thesis proposal, a section of their thesis or draft paper to the audience present in the room, while one student presented virtually as she was attending the Globelics Academy in Finland at the time of this event. There were three additional students from the previous year’s cohort 2020/2021 who had been invited to the event.



Figure 8: Rofina, Moges and Fabiyi, the 2020/2021 cohort making their presentations.



Figure 9: From left, Simon Rop, Audrey Djijo and Yesuf Yohannes (VFP Students, 2022 Cohort) presenting at the workshop.

The presenters were given fifteen minutes to present and another 15 minutes for Q&A. All presentations from the research and paper presentation seminar are available online: [CLICK HERE](#).

3.3 Poster Presentation Session

As part of the Research and Paper Presentation Seminar, a poster session was organized where all the nine students displayed their posters in the plenary meeting room. The poster session gave an opportunity for highly interactive discussions between students and the other seminar participants.

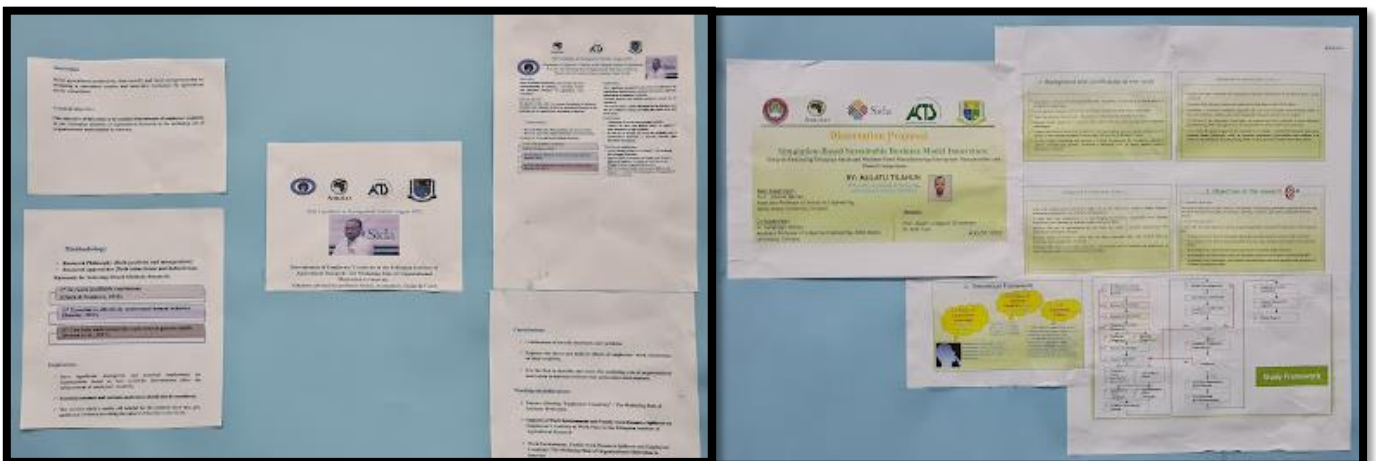


Figure 10: Students' posters displayed in the plenary room and participants circulated to give comments and discuss.

4. PhD Supervision and Mentoring Workshop (pilot course)

A two-day PhD supervision and mentoring workshop (pilot course) was conducted as part of the overall VFP workshop. The programme was facilitated by two experienced PhD supervision facilitators from Denmark, Dr. Mirjam Godskesen (who led the home supervisors and mentors' group) and Dr. Liv Gish (who led the student' group). Design and overall facilitation of the PhD supervision and mentoring workshop was done by Dr. Andersen in close collaboration with the facilitators.

This workshop included a series of brief interventions from the facilitators on different aspects of PhD supervision and mentoring combined with group discussions. The break-out sessions provided room for in-depth discussion and a 'safe space' for PhD students to share experiences on their own

and for supervisors and mentors to exchange experience and reflect on their own supervision and mentoring practices. There were also sessions in which PhD students and their home supervisors/mentors were brought together to exchange insights from the break-out sessions and/or conduct joint exercises. The entire programme of activities can be found in Annex 3.

Below follows a brief account of the topics covered and the discussions held during the supervision and mentoring workshop.

4.1 Day 1: Challenges and good PhD supervision (morning session)

On the first day of the workshop, discussions centered on three topics; a) Challenges in PhD supervision and the concept of good PhD supervision and mentoring (joint session based on initial group discussions); b) Tools for alignment of expectations (joint) and c) Tools for effective organization of supervision meetings and improving self-efficacy (supervisors and mentors) and how to do better planning and DEEP work (students).

After a brief joint introduction by Dr. Godskesen, the visiting fellows left with Dr. Gish for their own session to brainstorm on the challenges they were facing during the Ph.D process and what in their mind constitutes good PhD supervision while home supervisors and mentors remained in the plenary room to share experiences and reflect on what constitutes good PhD supervision to them and their own experiences with this.

4.1.1 Students' session on challenges and good PhD supervision

Dr. Liv Gish emphasized that getting a PhD can be a stressful process. It's a sport on its own. One of the key factors that can help the period of study is to ensure a good relationship between supervisor(s) and student. Effective and timely supervision can significantly influence the quality of the PhD and lead to success or failure. She illustrated several supervision models that could inform supervision styles.

- The partnership model – there is mutual responsibility and dialogue between the student and the supervisor. The supervisor and the student are in constant communication and interaction.
- The apprenticeship model – the relationship between the two is achieved by learning through participation.
- The teaching model - learning thorough explanation.



Figure 11: Dr. Liv Gish facilitating the students' session at the VFP workshop, August 2022.

Dr. Gish further explained that hands-on supervisors quoting [Gurr \(2001\)](#) are those who are highly involved in the day-to-day activities and decisions of their students. They're proactive and continually encourage and motivate their students. Hands-off supervisors on the other hand tend to put more responsibility in the hands of their students and they are much less present in their day-to-day activities.

She also emphasized that good time management is one of the most crucial parts of a PhD study to attain optimal work-life balance. Treating the doctorate study period as if it is a full-time job is necessary, while also acknowledging that a lack of leisure time can be detrimental to students' health and more significantly, chances of success.

In the ensuing discussion among the students regarding challenges they face in doing their PhDs the following points were raised;

Regarding supervisors:

- They are not easily reachable.
- They often take too long to respond.
- Some don't understand the field of study.

Institutional issues:

- Office facilities are very limited.
- Some lack internet facilitation.
- Limited resources for research.
- Strikes in some universities e.g., in Nigeria.

Bureaucracy:

- The approval and feedback process takes too long in some universities. The process involves so many people and protocols, and this consumes a lot of time.

Publication Requirements:

- Lack of access to relevant data and resources.
- Support is needed, especially funding.
- The mental space that comes with the studies is a real issue.
- Skills to use certain tools regarding publications need to be learnt.



Figure 12: Mulatu and Monica presenting issues related to PhD supervision.

4.1.2 Home supervisor and mentors' session on PhD supervision

The first session with the home supervisors and mentors was led by Dr. Godskesen. The first assignment was a discussion about experience in PhD supervision, what home supervisors and mentors enjoyed about these roles and the challenges they have faced. She highlighted several students-supervisors' relationships that included the apprenticeship model (learning through participation), the teaching model (learning through participation) and the partnership model (learning through mutual responsibility and dialogue).

Dr. Godskesen explained and gave an example of the zone of proximal development by the author, Vygotsky stating that this represents the gap between what a student can do on their own and what they can do with proper supervision or in coordination with



Figure 13: Dr. Mirjam Godskesen presenting at the workshop.

more capable peers. The asymmetry in a supervisory relationship was also highlighted as something that influences the supervision process. Typically, the supervisor has more knowledge and experience, capacity to evaluate learners' work and ability to influence their career opportunities or make recommendations.

4.1.3 Plenary session: What is good supervision?

In a joint session between supervisors/mentors and students the following points were raised as critical elements in defining good PhD supervision:

Key points from Supervisors' perspective;

- Expertise and disciplinary knowledge.
- Structure of effective communication and feedback.
- Soft skills;
 - Detect students' needs.
 - Active listening.
 - Flexibility/ open mind.
 - Maintain good relationships.
 - Knowing when to apply different pedagogy models.

Key points from the students' perspective;

- Regular interactions/ consultations.
- Guidance and experience sharing.
- Respectfulness.
- Supervision team.
 - Complement each other.
 - Agree on feedback received.
- Sharing opportunities.
- Attention to details and feedback mentorship.

4.1.4 Aligning Expectations: the collaboration agreement

After the plenary session on *what constitutes good PhD supervision*, Dr. Godskesen gave a brief introduction on the merits of a collaboration agreement. These include possibilities to align expectations, set some basic 'rules' for interaction and the discussion of difficult themes, specific expectations, co-created debates, broader dialogues etc. The development of a collaboration agreement can be helpful in making sure student's expectations, competencies and workstyle are understood, as are the supervisor's expectations, style and adaptability. Co-supervisors and commercial partners are among the other collaborators.

Importance of planning

Dr. Godskesen emphasized that planning is essential in the PhD process. To avoid disappointments in the later stages of the project, it is critical to develop an explicit agreement between the student, main supervisor and co-supervisors and/or mentors. With visual goals, clear overviews, approved plan A, B, C and matched expectations on when to adjust the initial plan, good planning can create 'peace of mind' in the process. A Gantt chart is a tool that has been widely used to illustrate representations of deadlines and activity sequences. It also aids in the focus of attention on goals, the

completion of work and the negotiation of consensus. For short-term plans, it is preferable to have clear breakdown tasks that are prioritized and keep motivation high.

Realistic project management requires making a realistic plan with achievable goals and internal positive dialogues to feel successful. It is important to scaffold the work with the work activities broken down: - the next steps, output, time frame, updates, progress and suggested resources. The workplan should be done by the implementing personnel.

Motivation

Dr. Godskesen explained that motivation is intricately linked to self-efficacy which is an individual's belief that he/she is capable of enacting behaviors necessary to achieve desired goals. Building self-efficacy requires:

- Mastery experiences - mastering a certain technique or knowledge of a theory is a capacity indicator in which task success enhances confidence and increases the likelihood of repeating similar tasks.
- Vicarious experiences - the success of others inspires to believe in one's own abilities.
- Verbal affirmation & social persuasion - align yourself with individuals who feel you can succeed and other sorts of social influences who believe you have particular abilities.
- Emotional and physical state - being in the correct state has a higher influence on self-efficacy.

4.1.5 Break-out sessions

In the afternoon sessions, visiting fellows went deeper into aspects related to how they can improve time management and do 'deep work'. Home supervisors and mentors had an opportunity to discuss tools for effective planning of meetings, support students' self-efficacy and coordinate among themselves to facilitate coordinated feedback.

4.2 Day 2: Effective feed-back and other strategies for PhD supervision and mentoring

The second day of the supervision and mentoring workshop focused on a) effective feed-back strategies to support independent writing (joint session) b) effective communication and helping students (supervisors and mentors) and c) self-efficacy and applying coaching strategies to overcome challenges (students).

4.2.1 Feed-back strategies (all)

In the initial plenary session on effective feedback, Dr. Godskesen mentioned that feedback generally should improve the overall performance by developing your strengths and improving the weaknesses, some of the highlighted objectives for feedback included texts, presentations, interactions, teaching sessions, interview situations, laboratory work, data collections (e.g. innovation workshop. Sources of feedback

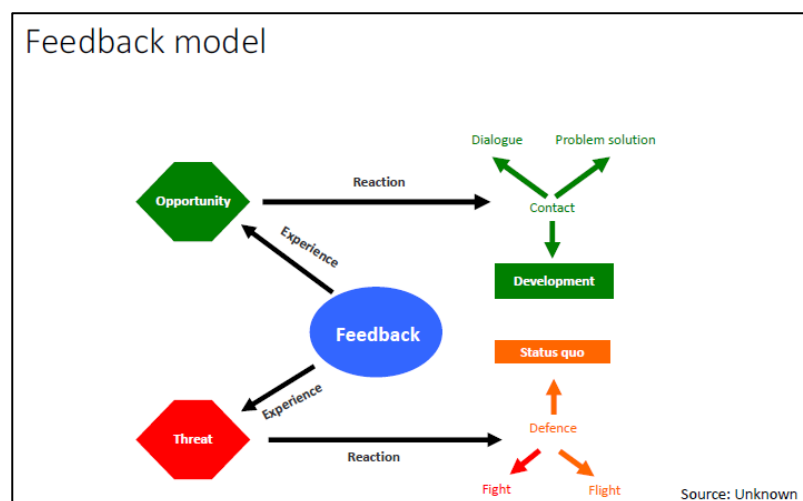


Figure 14: Feedback Model shared by Dr. Godskesen in her presentation.

mentioned included supervisors, mentors, peers, colleagues, journal reviewers, conference participants and friends. Dr. Godskesen added that feedback is often difficult as in a scientific context, the academic tradition is focused on theory and critique of these, while in reality the interaction is between the theories, person(s) with feelings and the critique provided. Feedback is inherent in the learning process and the way you deliver feedback has a significant impact on its effectiveness. There are several ways that can assist in providing feedback that is both forceful, concrete and constructive. The good pieces of advice highlighted in the meeting included;

- i. Being an active feedback seeker
- ii. Giving timely feedback
- iii. Assess feedback.

4.2.2 Effective communication: Active Listening (home supervisors and mentors)

In this session with the home supervisors and mentors, the focus was on the ability to listen, which is one of the most crucial skills one may have. The effectiveness and the quality of the connections with others are directly related to how effectively one listens. Supervision sometimes can be dominated by a supervisor with various interactions in a session. There is need to get it right, through active listening, which is: Listening to understand from the storyteller point of view or listening more to the words, using one’s senses and intuitions, which are the 3 levels in active listening. Dr. Godskesen emphasized that there is a difference between listening and active listening as shown in the table below;

Listening vs active listening

Just listening	Active listening
<ul style="list-style-type: none"> Your attention is elsewhere You are thinking of what to say next Waiting to tell your own story Interrupting 	<ul style="list-style-type: none"> You focus on the other person Curious (like a child) Empathic understanding Allow the person to finish before you talk

Figure 15: Listening Vs Active listening presented by Dr. Mirjam Godskesen

In active listening, the aim is for the person to get a deeper understanding of his/her own story by spending more time listening than talking, focus on what is being said, ask open-ended questions, paraphrases and see things from the speakers’ point of view.

The dialogue wheel (Wichmann-Hansen & Jensen, 2015) illustrates how a supervisor dialogue can be structured around four different phases with matching questions, - with a guiding principle for the supervisors to carefully familiarize themselves with the issues students are preoccupied with, before supervisors contribute their own views and advise. The questions that come up in the different levels are;

- Level 1- Clarifying questions- What is your hypothesis? (Lower order learning).
- Level 2- Investigative questions- Why do you hypothesize that? (Exploring past).
- Level 3- Challenging questions – What would happen if you changed XX in your hypothesis? (Higher order learning).
- Level 4- Evaluating questions – How will you improve your hypothesis? (Changing future).

4.2.3 How to help a student? (Home supervisors and mentors)

On day one of the workshop, home supervisors and mentors had expressed a need for better tools to help students overcome their challenges. Dr. Godskesen therefore gave a brief introduction on issues related to how to help students. In her introduction, she emphasized that ‘helping someone is a complex phenomenon’ and that there is helpful help and unhelpful help! Which also goes for help in PhD supervision. Help can only be helpful if one is interested in the other person, take appropriate role (process, consultant, doctor, or expert) and build up the relationship between the person trying to help and the person on the receiving end. Help is also a process, there is first the need to be helped, build up client’s status, get knowledge, and consequently, independence & control is regained. There are clear helping roles;

- ✓ The expert resources role - provide information or service, the helper’s power rests on a body of presumed knowledge and skills that can be applied to the client’s problem to make the situation better.
- ✓ The doctor role - provide diagnosis and prescription, finds out what is wrong, it can be offensive to be told what to do, how to know or sense when enough trust has been built up to permit moving into this more powerful position.
- ✓ The process consultant role - focus on communication process, which focuses on communication, keeping the client proactive, own the problem, with a goal of equilibrating the status and to create that will permit from both the client and helper to remove ignorance.

4.2.4 Self-efficacy and coaching strategies (students’ session)

Dr. Gish, Dr. Godskesen and the students spent time in the afternoon discussing the concept of self-efficacy and coaching strategies to overcome challenges. Dr. Gish quoted Overall et al. 2011 who describe self-efficacy as an individual's perception that he or she can execute the actions required to achieve desired goals. She also cited a Wikipedia entry, quoting Albert Bandura as having said that self-efficacy means to "believe in one's ability to succeed in specific settings or achieve a goal." One's feeling of self-efficacy influences how one tackles objectives, tasks, and challenges.

Dr. Gish underlined that self-efficacy is fundamental since it influences how you feel about yourself and whether or not you reach your life goals, emphasizing how to build it;

- ✓ Succeeding in a task boosts your self-confidence and increases the likelihood of achieving similar tasks again (Mastery experience) and it serves as indicator of capacity.
- ✓ Watching similar people succeed or hearing their success stories motivates us to believe that if they could do it, we can do it too.
- ✓ Verbal affirmation and social persuasions - which can be achieved by aligning yourself with individuals who feel you can succeed and other forms of social influencers who believe you have particular abilities.

- ✓ Emotional and physical state - whereby the current mental and physical state has a significant impact on self-efficacy.

Planning helps in objectively assessing the goals one sets to determine its viability. It enables the individual to establish a time frame by estimating when one will be able to reach the goals. Good plans – both for the overall PhD and much more specific plans for example- a particular article one needs to write or what a person wants to achieve the coming two weeks can be very helpful to keep one on track and be able to prioritize. The practicing of good planning creates a ‘peace of mind’. Gantt charts (visual presentations of work to be conducted) can be useful, but so can other planning tools.

Dr. Gish and the students finally discussed coaching strategies that can be helpful in dealing with challenges faced in the PhD process. Coaching can be in the form of professional support but can also take the form of peer-to-peer interactions. Simply sharing experiences (and frustrations) can help gain a clearer picture of the challenges and the possible ways forward. It is, however, important that key issues are also discussed with the supervisor at some stage to formalize things.

4.2.5 Wrap up.

The PhD supervision and mentoring workshop (pilot course) was concluded by a brief session where all participants had a chance to talk about their key take-away home points and lessons learned from the workshop. The general feeling was that the workshop had been very interesting and that many had learned new tools and skills that would be useful in future interactions between home supervisors and mentors.

5. AfricaLics Mentoring Strategy: Presentation and discussion

After the end of the pilot course on PhD supervision and mentoring, the rest of the day was devoted to discussions on the AfricaLics mentoring strategy.

5.1 Introduction by Dr. Ann Kingiri

Dr. Kingiri introduced the AfricaLics mentoring strategy. Mentoring - according to Dr. Kingiri, is one of the avenues for improving comprehensive (research) capacity building that targets both individuals and universities. Referencing Muschallik and Pull (2015), she mentioned that mentoring in higher education has the potential to benefit both human growth and social capital. She reiterated that mentorship has been tested (formally and informally) within AfricaLics as an approach for improving immediate and long-term capacity building initiatives in the I & D research subject ([see power point presentation here](#)).



Figure 16: Dr. Kingiri sharing on the mentorship Strategies implemented by AfricaLics.

The idea that AfricaLics should do mentoring as part of its research capacity development efforts came up during a discussion on the challenges and opportunities in PhD supervision on I&D in Africa first held in a workshop in Maputo 2013. It revealed a set of general issues related to PhD supervision in Africa plus specific issues related to PhD supervision in I&D (notably limited knowledge of the field; lack of PhD programmes with focus on I&D).

As a result of the experience gained over time, AfricaLics now has a mentoring strategy which outlines the various mentoring activities and pathways for mentoring.

AfricaLics mentoring activities/pathways includes and not limited to;

- Exchange of experience between students, supervisors, and mentors.
- Piloting a dedicated mentorship programme (for conferences).
- Written materials including guidelines to mentors, students, and home supervisors (for VFP).
- Online courses and presentation sessions with feedback.
- Mentoring as part of the PhD academies.
- Pilot course on PhD supervision and mentoring.
- Informal mentoring during conferences.



Figure 17: Monica, PhD Student at JOOUST representing her group.

5.2 Group discussions on AfricaLics Mentorship Strategy

Based on the presentation given by Dr. Kingiri, the sessions facilitator, Dr. Andersen asked participants to form groups and discuss questions that were posed for this purpose.

Q1: Any comments to the mentorship strategy and mentoring activities conducted so far by AfricaLics?

The question elicited the following reactions;

- The current approach is good and should be maintained.
- The mentoring should come at the onset of the PhD process, if possible.
- Mentoring compliments supervisor's support.
- Mentoring also helps complete PhD faster and boost students' confidence.
- Networking opportunity is key (encourage partner countries have similar activities).
- Mentoring helps broaden research perspectives.

Q2: What are your suggestions for future activities that AfricaLics can conduct to help support PhD supervision and mentoring in the field of Innovation and Development?

This question elicited the following discussion points;

- Interactive training for students, mentors and supervisors should be placed at the beginning /early stages of the process.
- AfricaLics Should expand their intake capacity to engage more students.
- More training sessions should be rolled out (consider incorporating these in the other activities e.g. PhD Academy).
- Link with journals involved with I&D for quicker access to books and relevant publications.
- Help funding data collection by students who often face constraints in this regard.
- Develop country based LICS.

- Create AfricaLics working papers series.
- Paper writing retreats with students.
- Support collaborative projects.
- Create a pool of mentors.
- Strategies to increase mentor commitment such as co-authorship.

Q3: What are the future steps for students, home supervisors and mentors?

The groups also discussed what steps students, home supervisors and mentors would like to take in future to support and improve PhD supervision and mentoring in I&D (question 3).

The points below were raised by the students, mentor and supervisors on ideas/activities that can support AfricaLics PhD and mentoring in I&D;

- Set plans and expectations (all).
- Develop and implement effective communication (all).
- Self-initiative in engaging supervisors (students).
- Seek specific support or focused feedback from supervisors (students).
- Involve universities in AfricaLics activities e.g. hosting the events.
- Broaden the thematic areas of research.
- Help search for more funding by writing proposals.
- Volunteering for supervision and mentorship.
- Provision of relevant resources by host universities.
- Volunteer to build capacity; register as mentors.
- Spread the word for resource mobilization.
- E-resources that can help mentoring and supervision.
- Institutional collaboration through outreaches to enhance visibility of I&D.
- Funding for open-access publication.
- Develop collaborative research proposals with room for more PhD students.



Figure 18: Stella Kiconco sharing their group discussion ideas.

6. Concluding remarks

The AfricaLics VFP students (from 2022 cohort and three students from the 2020/21 cohort), their home supervisors and mentors assigned to them from the AfricaLics pool of mentors, the Trilateral chair students, independent consultants and the AfricaLics secretariat attended the four-day workshop. A summary of the responses to the evaluation conducted at the end of the VFP 2022 events workshop in Nairobi can be found in Annex 5.

Generally, PhD students felt that the program structure, speakers and topic of discussion were all timely and very useful in their PhD journey. They also suggested that this event would be more effective if it was organized earlier in the VFP program to kick-start the period. The idea of bringing in home supervisors was very innovative and confirmed as an important factor in the program.

Mentors and home supervisors also appreciated the opportunity to meet and coordinate with each other and discuss with the students, as well as the opportunities to learn more about PhD supervision and mentoring and to influence ongoing debates in the AfricaLics network on future priorities.



Figure 19: Selected Photographs from the event

Annex 1: Bilateral and Trilateral Meetings programme



Bi- and Trilateral Meetings Programme

Nairobi, Monday 22nd August 2022

Morning session (starting 9.00 am EAT)

2022 cohort		2020-21 Cohort	
Bilateral meeting		Trilateral meetings	
Gebreesyesus Sewnet Alemu	Birhanu Beshah	Rofina	Lulu Elizabeth Genda - online Margrethe Holm Andersen Maty Konte- Online
Gelaw Mulatu Tilahun	Eshetie Birhan	Moges	Home supervisor Jesper Lindgaard Christensen Rasmus Lema- online
Yesuf Yohannes Mekonnenn	Demis Alamirew	Fabiyi	Eun Kyung Park Ayinde Opeyemi
DJIJO TIAKOU Audrey	Gislain Gandjon Frankem Stephane	Justine	Justinah Onumah
Simon CK Rop	Agnes O. Nkurumwa		
Kiconco Stella	Suresh Babu		
Lunch break 1pm – 2pm			

Afternoon sessions starting 2pm EAT

2022 COHORT – trilateral meetings		2020-21 COHORT – meetings as/if necessary
Gebreeyesus Sewnet Alemu	Birhanu Beshah (online) Prof. Judith Sutz (online starting at 4 PM EAT) Agnes Lutomiah	
Gelaw Mulatu Tilahun	Eshetie Birhan Prof. Jesper Lindgaard Christensen Dr. Abdi Yuya)	
Yesuf Yohannes Mekonnenn	Demis Alamirew Prof. Susan Cozzens Dr. Caleb Akinrinade	
DJIJO TIAKOU Audrey	Gislain Gandjon Frankem Stephane Grégory Paulin Mvogo Prof. Solomon Ogara)	
Simon CK Rop	Agnes O. Nkurumwa Ass. Prof. Eun Kyun Dr. Calleb Olweny	
Kiconco Stella	Suresh Babu Prof Bernard Muok Dr. Justina Onumah	

Annex 2: AfricaLics Research and Paper Presentation Seminar (programme)



AfricaLics Research and Paper Presentation Seminar, Nairobi, Tuesday 23rd August 2022

TIME	DETAILS – Chaired by Margrethe Holm Andersen
8:30 – 8.45	Welcome by Prof. Ogada (Executive Director ACTS) and Dr. Ann Kingiri (AfricaLics Secretary General)
8.45 – 9.15	Mutual introductions
9.15 – 10.15	<ul style="list-style-type: none"> ✓ Presentation of AfricaLics research agenda and support to research on innovation and development by Dr. Ann Kingiri ✓ Q&A ✓ Discussion of key topics for future research and collaboration (Hub and spoke Model)
10.15– 10.45	Coffee break
10.45 – 12.15	First three student presentations (2020-21 cohort) <ul style="list-style-type: none"> ✓ Segun Fabiyi ✓ Moges Tufa ✓ Rofina Mrosso
12.15- 13.00	Poster session – all students to prepare posters in advance for display and participants to circulate
13.00 – 14.00	Lunch
14.00 – 15.30	First three student presentations (2022 cohort) <ul style="list-style-type: none"> ✓ Stella Kiconco ✓ Audrey Jennie ✓ Mulatu Gelaw
15.30- 15.45	Break
15.45 – 17.15	Last three student presentations (2022 cohort) <ul style="list-style-type: none"> ✓ Simon Rop ✓ Yohannes Mekonnen ✓ Sewnet Alemu
17.15 – 17.30	Wrap up

Annex 3: AfricaLics Workshop on PhD supervision and mentoring (programme)



AfricaLics Workshop on PhD supervision and mentoring

Nairobi, Kenya, August 24-25, 2022

Venue: ICIPE Campus, Nairobi

Day 1: 24 th August 2022		
Time	PhD students	Supervisors & Mentors
9.00-9.30am EAT	Opening session: <ul style="list-style-type: none"> • Welcome by Dr. Ben Muok (JOUST) and Dr. Ann Kingiri (AfricaLics Secretary General). • Purpose of the seminar and presentation of external facilitators Mirjam Godskenen and Liv Gish by Dr. Margrethe Holm Andersen (VFP Academic Coordinator). 	
9.30-11.45am EAT Including break	<ul style="list-style-type: none"> • What are your challenges? • What is good supervision? • Managing your supervisor 	<ul style="list-style-type: none"> • What is good supervision? • Fostering independence • When is supervision most helpful?
Break 15 min		
12.00-13.00	<ul style="list-style-type: none"> • Sharing reflections on ‘What is good supervision’ • Tools to align expectations are introduced and discussed in groups 	
Lunch break		
14.00-17.00 (Including break 15.30-16.00)	<ul style="list-style-type: none"> • Planning • DEEP work • Prioritizing and saying no 	<ul style="list-style-type: none"> • Organizing effective meetings • How to support self-efficacy • Aligning expectations in team supervision and among mentors and supervisors
17.00 – 17.20	<ul style="list-style-type: none"> • Reviewing posters from group work – with 3-5 key take away points from each group 	
Dinner		

DAY 2: 25th August 2022		
Time	PhD students	Supervisors & Mentors
9.00-11.00 (Including short break)	Effective feedback strategies that support independent writing <ul style="list-style-type: none"> • How to give and receive feedback (experiences) • The feedback model: how do emotions effect feedback • Writing a good cover letter • Criteria based feedback (exercise at tables) • Feedback game integrated in this session 	
Break 20 min		
11.20-13.00	<ul style="list-style-type: none"> • Self-efficacy and applying coaching strategies to overcome challenges 	<ul style="list-style-type: none"> • Effective communication including active listening exercise
Lunch break		
14.00 – 16.00	<ul style="list-style-type: none"> • AfricaLics mentoring strategy: presentation by Dr. Ann Kingiri and discussion facilitated by Dr. Margrethe Holm Andersen • Evaluation of PhD supervision course • Wrap-up and closure of PhD supervision course and related activities. 	
Late afternoon/ evening	Social event/gala dinner	

Annex 4: Workshop Evaluation Report

Evaluation form – visit to Kenya – August 2022

1. Evaluation Results

a. Designation:

A survey was administered to 29 participants and were asked to respond to different question. As a first step, they were asked to indicate their designation, 11 were PhD students, 8 were supervisors and 9 were mentors.

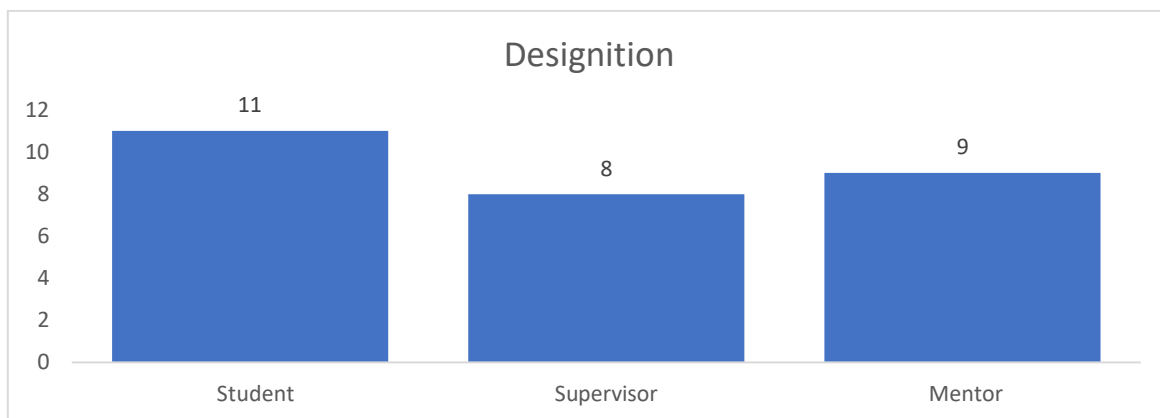


Figure 1: Designation n=28

b. How useful was the Visit to Kenya:

When asked how useful they found the visit to Kenya, out of the 24 participants who answered the question, majority (20) representing 83% of the participants strongly agreed that the visit was useful while 4 of the participants (17%) agreed

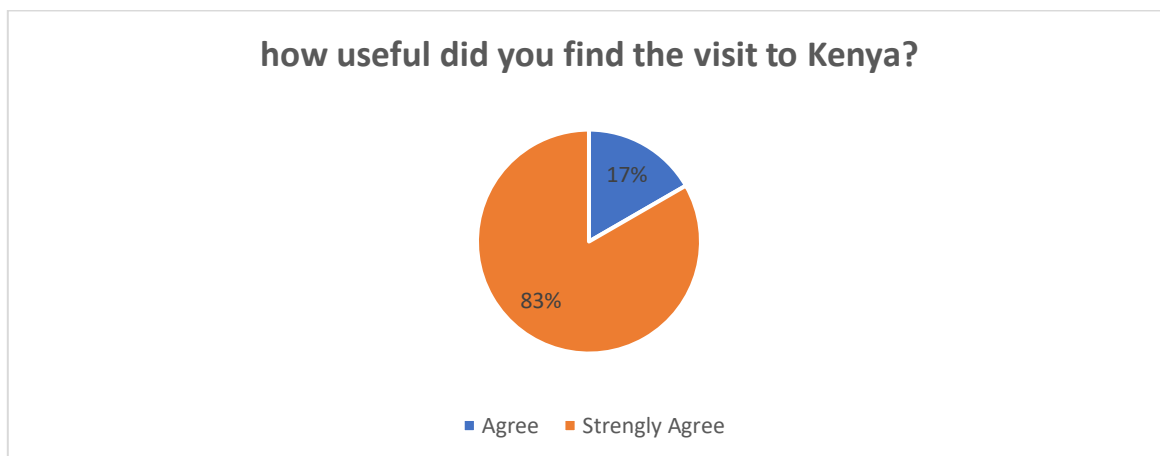


Figure 2: How useful did you find the visit to Kenya? N=26

c. How useful were the VFP activity on a scale from 1-5

Further, the respondents were asked in their view, to indicate in a scale of 1-5, **how useful did they find each of the listed activities:** Bi-lateral meetings; Trilateral meetings; Paper Presentation Seminar;

PhD supervision course; Discussions of AfricaLics mentoring activities; Research Strategy; Other activities (social, self-organized, etc.). On Bi-lateral meetings, majority of the participants indicated that they were extremely useful while 8 indicated that they were very useful. On trilateral meetings majority (19) of the respondents indicated that the activities were extremely useful while 6 indicated that they were very useful. On Paper Presentation Seminar, 20 participants indicated that they were extremely useful while 6 indicated that they were very useful. On PhD supervision course, 22 participants indicated that they were extremely useful while 7 indicated that they were very useful. On discussions of AfricaLics mentoring activities, 22 participants indicated that they were extremely useful while 7 indicated that they were very useful. On research Strategy, 12 indicated that they were very useful , 10 indicated that they were extremely useful; On Other activities (social, self-organized, etc.), majority (16) of the participants indicated that they were very useful, 11 indicated that they were extremely useful, 1 neutral and indicated that they were moderately useful.

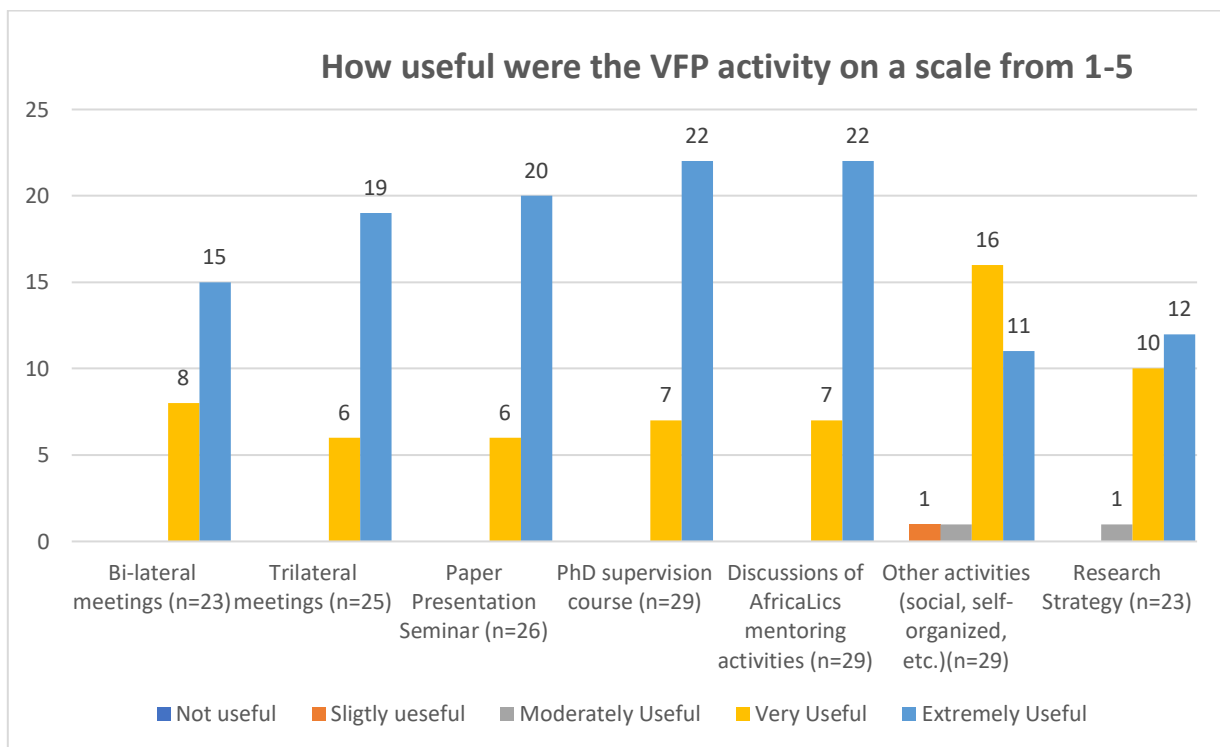


Figure 3: **How useful were the VFP activity on a scale from 1-5**

Usefulness of the PhD supervision course

On regards how they have found the PhD supervision course, majority indicted that the course has been extremely useful awhile 4 indicated it was very useful.

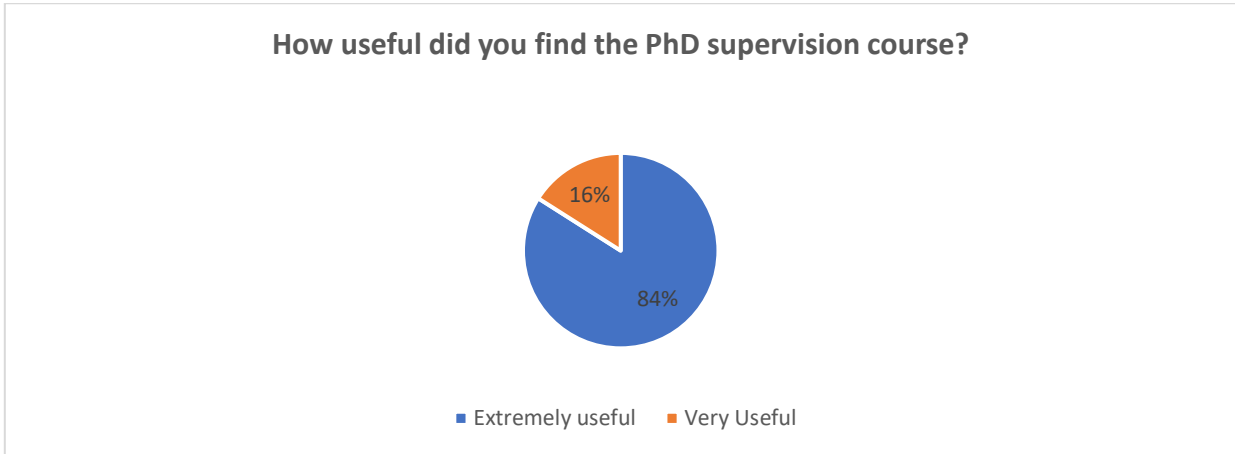


Figure 4: How useful did you find the PhD supervision course (n=25)

Elements of the PhD supervision course that were most useful.

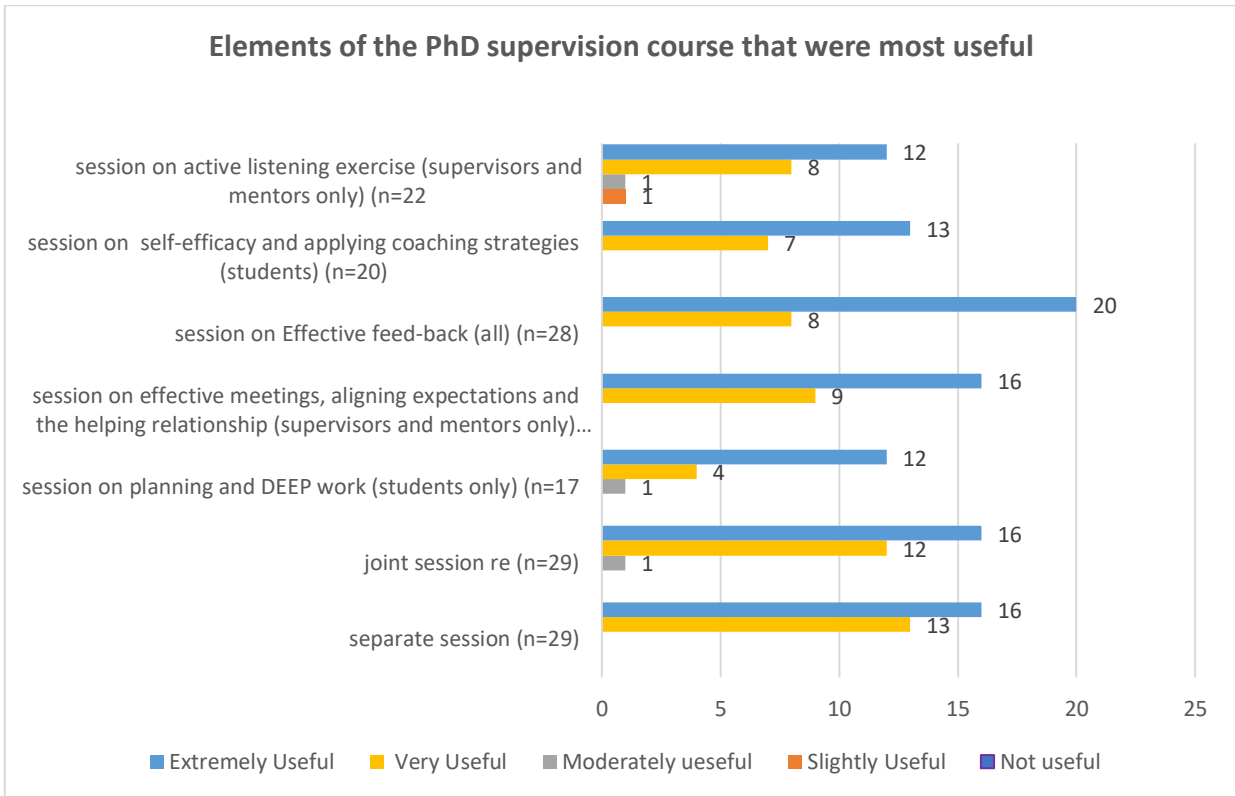


Figure 5: Elements of the PhD supervision course that were most useful

On regards to which Elements of the PhD supervision course that were most useful, on regards to separate session, majority (16) indicated that they were extremely useful while 13 indicated that they were very useful. On joint session, majority (16) indicated that they were extremely useful while 13 indicated that they were very useful and one indicated that I was moderately useful. On the session on planning and DEEP work (students only), majority (12) of the respondents indicated that it was

extremely useful while 4 indicated was very useful and 1 indicated that it was moderately useful. On the session on effective meetings, aligning expectations and the helping relationship (supervisors and mentors only) 16 participants indicated that they were extremely useful while 9 indicated that they were very useful. On session on Effective feed-back, 20 participants indicated that they were extremely useful while 8 indicated that they were very useful. On session on self-efficacy and applying coaching strategies (students), 22 participants indicated that they were extremely useful while 7 indicated that they were very useful. On session on active listening exercise (supervisors and mentors only), 12 indicated that it was extremely useful; 8 very useful, one moderately useful and 1 slightly useful.

Other suggestions or comments on the programme and how it may be improved, please add these here

- Excellent preparation, participation, and delivery of the Africalics program. As this was a week of great ideas, exchanges, and capacity building for both Ph.D. students and mentors but very tight schedule.
- The VFP students can be given a chance to share their experience as a motivation
- The supervision course should come early during the Africalics visiting fellowship and this should be a long term- to the end of PhD program when students are engaged
- A very useful program which should include more students, supervisors and mentors
- The program could help the students with some funds for data collection funds. The program was very helpful especially for students
- The topics (study area) should be multidisciplinary-Expand to accommodate other topics such as leadership and entrepreneurship, which is a factor to consider in Africa.
- Journal reviewers training through academy which could demystify thesis defense - presentation skills
- Involvement of private sector multinationals to support students to the academy
- provide access to resources article extend the period of mentorship program
- The session was very useful, especially in areas of bi & tri-lateral meetings with supervisors and mentors as well as supervision. It created a unique round table for supervisors and students to discuss. In the process of resources, number of visiting fellows should be increased to between 10-15 annually
- The Africa allies should be invited to journals included in I&D for coverage in publications, and access to relevant literature.
- VFP students should be hosted at the hosting university campus (if possible) for better access to the database (exScopus) will help students
- After every presentation by facilitators, there is a need for a plenary session to capture any useful perspective adequately. Good to create time for a tour of historic sites or relevant institutions in the host country or city.
- Create more time for the Ph.D. supervision course, particularly the discussion and assessment presentation time.
- Increase the frequency of the conference to make Ph.D. students and supervisor more grounded in their work
- Students should be encouraged to take an active lead in connecting the supervisors and mentors.
- Great activities, infuse writing skills for PhD students. Session on application for funding to support PhD students among supervisors

Annex 5: List of Participants



LIST OF PARTICIPANTS

24th - 26th August 2022

No.	Name	Affiliation
1.	Gelaw Mulatu Tilahun	Addis Ababa University
2.	Yesuf Yohannes Mekonnenn	University Of Gondar
3.	Djijo Tiakou Audrey	Cheikh Anta Diop University of Dakar, Senegal
4.	Simon CK Rop	Egerton University
5.	Stella Kiconco	University of Pretoria
6.	Fabiyi Segun	University of Ilorin
7.	Rofina Mroso	Mzumbe University
8.	Moges Tufa	Addis Ababa University
9.	Jesper Lindegaard	Aalborg University
10.	Abdi Yuya	Adama Science and Technology University
11.	Caleb Akinrinade	North-West University, South Africa
12.	Gregory Mvogo	ESSEC Business School of Douala
13.	Solomon Ogara	Jaramogi Oginga Odinga University of Science Technology (JOOUST)
14.	Eun Kyung	Aalborg University
15.	Caleb Olweny	Jaramogi Oginga Odinga University of Science Technology (JOOUST)
16.	Justina Onumah	CSIR-Science and Technology Policy Research Institute Accra, Ghana

17.	Eshetie Birhan	Addis Ababa University
18.	Demis Alamirew	University Of Gondar
19.	Gislain Stéphane Gandjon	Cheikh Anta Diop University of Dakar, Senegal
20.	Agnes O. Nkurumwa	Egerton University
21.	Shadrack Inoti	Egerton University
22.	Suresh Babu	International food policy research institute- CGIAR
23.	Omotesho Olubunmi Abayomi	University of Ilorin
24.	Darius Andika	Jaramogi Oginga Odinga University of Science Technology (JOOUST)
25.	Christopher Obel-Gor	Jaramogi Oginga Odinga University of Science Technology (JOOUST)
26.	Florence Misiko	Jaramogi Oginga Odinga University of Science Technology (JOOUST)
27.	Monica Fedha	Jaramogi Oginga Odinga University of Science Technology (JOOUST)
28.	Caleb Ameka	Jaramogi Oginga Odinga University of Science Technology (JOOUST)
29.	Runyambo Irakiza	Jaramogi Oginga Odinga University of Science Technology (JOOUST)
30.	Kenneth Owuor	Jaramogi Oginga Odinga University of Science Technology (JOOUST)
31.	Kababu Margret	Jaramogi Oginga Odinga University of Science Technology (JOOUST)
32.	Margrethe Holm Andersen	VFP Academic Coordinator
33.	Mirjam Godskesen	Workshop Facilitator
34.	Liv Gish	Workshop Facilitator
35.	Ann Kingiri	Africalics Secretariat
36.	Moses Owidhi	Africalics Secretariat
37.	Ann Numi	Africalics Secretariat
38.	Josephat Okemwa	Africalics Secretariat
39.	Yvonne Gitu	Africalics Secretariat
40.	Mourine chepkemoi	Africalics Secretariat