

# African Doctoral Dissertation Research Fellowship (ADDRF) Program: Evaluation Report



The African Population and Health Research Center, Inc. (APHRC) is a non-profit, non-governmental international organization committed to conducting high-quality, policy-relevant research on population and health issues facing sub-Saharan Africa.

Suggested citation: African Population and Health Research Center (APHRC). 2013. "African Doctoral Dissertation Research Fellowship (ADDRF) Program: Evaluation Report," Nairobi: APHRC.

Please address any inquiries about this report to the ADDRf Manager at [addrf@aphrc.org](mailto:addrf@aphrc.org)

© 2013 African Population and Health Research Center

**Acknowledgements****| CHAPTER 1 5****Introduction – Beginning with the End in Mind 5**

1.1 PhDs – A Precious Commodity 5

1.2 Obstacles Faced in Finishing a Doctorate 6

1.3 Structure of the Report 7

**| CHAPTER 2 8****Evaluation of the African Doctoral Dissertation Research Fellowship Program**

2.1 Origins of the ADDRF Program 8

2.2 Purpose of the Tracer Study and Program Evaluation 9

2.3 Methodology 11

**| CHAPTER 3 13****Findings**

3.1 Participants 13

3.2 Fellows' Motivations for Pursuing Doctoral Degrees 14

3.3 Attributes of the Doctoral Training Program 14

3.4 ADDRF Participation 16

3.5 Other Research, Education, Policy Activities During or Since Completion of Doctoral Studies 19

3.6 Management of the ADDRF Program 19

**| CHAPTER 4 21****Lessons, Recommendations, and Conclusion**

4.1 Key Lessons 21

4.2 Recommendations 22

4.3 Conclusion 24

**References 25****Appendix 27**

# Acknowledgements

Tim Cartwright and Associates conducted the evaluation of the African Doctoral Dissertation Research Fellowship Program. The African Population and Health Research Center (APHRC) is grateful to them and, in particular, David Abbott for conducting the evaluation and preparing the initial report. APHRC acknowledges support from the International Development Research Centre (IDRC), which provided funding for the evaluation. The Center also thanks all Fellows and stakeholders who willingly shared their insights on the ADDRFP Program.

# Chapter 1

## Introduction – Beginning with the End in Mind

*“On the evening before All Saints’ Day in 1517, Martin Luther nailed 95 theses to the door of a church in Wittenberg. In those days a thesis was simply a position one wanted to argue. Luther, an Augustinian friar, asserted that Christians could not buy their way to heaven. Today a doctoral thesis is both an idea and an account of a period of original research. Writing one is the aim of the hundreds of thousands of students who embark on a doctorate of philosophy (PhD) every year.*

*In most countries a PhD is a basic requirement for a career in academia. It is an introduction to the world of independent research - a kind of intellectual masterpiece, created by an apprentice in close collaboration with a supervisor.” “The Disposable Academic,” *The Economist*, 16 December 2010*

This chapter presents the background and rationale for the African Doctoral Dissertation Research Fellowship (ADDRF) Program. The chapter begins with a broad look at the issues of completing a doctorate in sub-Saharan Africa and notes from the outset that PhDs are in short supply in the region. The latter section of the chapter provides an overview of the challenges and problems students in sub-Saharan Africa face in completing their doctoral studies.

### PhDs – A Precious Commodity

In most of sub-Saharan Africa, PhDs are in very short supply [1]. A case in point is South Africa where, for example, Trish Gibbon in the article: “South Africa: Strengthening PhDs In Social Sciences” [2] notes that, “25% of all postgraduates are at masters level and 4% at doctoral level. The distribution of the postgraduates across honors, master’s and PhD has maintained a consistent shape over many years. The shape of doctoral production over the major knowledge fields has also remained remarkably consistent over time, with the social sciences (including the economic and management sciences) and humanities producing the lion’s share at 54%.” Other studies [3-5] show that the percentage of PhD students who are awarded their doctoral degrees is much lower than the percentage of those who do not complete their doctorates. In South Africa, for example, the number of PhD graduates is growing very slowly (see Table 1) and is a cause of major concern for the South African government with regard to economic development, especially in research capability. It is not clear whether this problem is unique to South Africa or is a reflection of a wider problem in sub-Saharan Africa.

**Table 1. PhD Enrolment in South Africa**

Year	PhD candidates	Graduates
2009	10,529	1,380 (13%)
2010	11,590	1,421 (12%)
2011	12,832	1,576 (12%)

Sources: Department of Basic Education [3]; Department of Higher Education and Training [4, 5]

## Private and public returns from higher education

There is a fair amount of research on the private and public returns from education. Private returns comprise the direct benefits (e.g., increased earnings) that graduates get as a result of, for instance, completing their bachelors, masters or doctoral degree. Public or social returns are viewed as the wider benefit society gets as a result of an individual's education [6]. Although we do not have the figures, it is likely that as a result of doing their doctorates, PhD holders' private returns will be good as their skills are in short supply in sub-Saharan Africa.

## 1.2 Obstacles Faced in Finishing a Doctorate

The main changes facing doctoral students are identified as lack of motivation, lack of adequate funds to facilitate doctoral studies, challenging student-supervisor relationships, difficulties in writing, and the isolated nature of PhD studies [7, 8]. In this section, we examine these five challenges.

### Lack of motivation

Motivation is an important factor in determining the degree to which a doctoral student will endure challenges to finally earn the degree [9]. Research conducted among female PhD students in the United States shows that students who have clearly defined goals for their doctoral studies and show determination in achieving them are significantly more likely to graduate early [9]. Hammet and Wedgewood note that "...large teaching loads, heavy administrative commitments, and poor research support and infrastructure combine to make the academy (universities) unattractive, forming a vicious cycle of decline in African academies" [10]. Thus, the lack of centrally-initiated and managed research in many universities as well as the non-lucrative nature of academic positions in sub-Saharan Africa may pose substantial barriers for students interested in pursuing PhD studies.

### Lack of adequate funds

Due to poor economic conditions in many sub-Saharan African countries, financial support for doctoral studies is one of the biggest challenges most PhD Fellows face in their educational pursuits. Lack of funds is discussed at two levels: the institution and the student. At the institutional level, the most affected are public universities where faculties rely heavily on public funding. With many governments operating at huge budget deficits, there is little money allocated for facilities in the institutions, leading to often poor infrastructure that cannot sufficiently support PhD studies, especially research. A review of higher education in several sub-Saharan African countries shows that low levels of funding for research have led to poor infrastructure, poor access to scholarly research, low research outputs and, overall, a weak research culture

[11]. When institutions have limited funds, the student has to bear most of the costs of the doctoral degree. Many students therefore seek employment and rely on sponsorships from non-governmental organizations and foundations to help them meet the cost of their degree. The need to work and study simultaneously may increase the length of time it takes to complete their studies.

### Poor student-supervisor relationship

Research on the supervisor-supervisee relationship in sub-Saharan African institutions shows that a substantial proportion of supervisors have very busy schedules and heavy teaching loads that allow little or no time for quality support to their supervisees [12]. Factors such as delays in feedback from the supervisor, lack of guidelines on supervision timing and mechanisms, poor supervision, or lack of mechanisms for redress are also highlighted as student grievances. For a doctoral student to successfully complete his or her PhD, the supervisor plays a major role and should have ample qualifications and experience to adequately guide the student. However, many full-time academics lack PhDs meaning that there are few qualified supervisors to support PhD students [13].

### Difficulties in publishing

Doctoral students' ability to research and publish often suffers as a result of lack of time and funds. Writing is also a challenge where students may get their articles rejected by journals because of poor presentation. Faculty members also face the same challenges especially with regard to balancing their heavy lecturing duties with research. This may lead to low productivity among academics. In addition, there might be few colleagues or researchers to learn from or look up to, which may limit mentorship. On the other hand, the paucity of research in their fields may be an opportunity for the students who can then pioneer research in new topics.

### Studying in isolation

Doctoral students in Africa often have limited networks and contacts with qualified researchers. Students in the social sciences are the most affected, especially those doing their coursework in institutions away from where they are carrying out their field-work. King [14] highlights the need to build links and collaboration and notes: "The facilitating of greater links and co-operation between institutions ... would provide immense benefit to the doctoral researcher. Exposure to a wider range of approaches and critiques and helping embed the work in the local context, interdisciplinary, inter-institutional and inter-continental collaboration would seem to offer a great potential to assisting and improving doctoral work in the field."

## 1.3 Structure of the Report

This report summarizes the findings of a formative evaluation of the ADDRDF Program, which included a tracer study of graduates of the Program. Chapter 2 begins with a description of origins of the ADDRDF Program and the purpose of the formative evaluation and tracer study followed by the methodology. The findings are then presented in Chapter 3 with an assessment of the degree to which ADDRDF has met its objectives and analysis of the challenges facing PhD students as they complete their studies. The report concludes with recommendations for enhancing the success of the Program.



# Chapter 2

## Evaluation of the African Doctoral Dissertation Research Fellowship Program

This chapter describes the African Doctoral Dissertation Research Fellowship (ADDRF) Program managed by the African Population and Health Research Center, (APHRC) and outlines the origins of the ADDRDF Program. The chapter also outlines the objectives of the formative evaluation.

### 2.1 Origins of the ADDRDF Program

The ADDRDF Program was initiated in 2008 by the African Population and Health Research Center (APHRC) in partnership with the International Development Research Center (IDRC). The Program seeks to facilitate more rigorous engagement of doctoral students in health systems and population health research, strengthen their research skills, and provide them an opportunity for timely completion of their doctoral training. The Program targets doctoral students with strong commitment to a career in academia and/or research. The overall goal of the ADDRDF Program is to support the training and retention of highly-skilled, locally-trained scholars in research and academic positions across the region.

The need to strengthen health systems research in sub-Saharan Africa, which ADDRDF is designed to meet, is best described by Kabiru et al. (2010) in the paper “Capacity Development for Health Research in Africa: Experiences Managing the African Doctoral Dissertation Research fellowship program.” The paper highlights the key challenges facing African universities, including rapid growth in undergraduate enrolment and declining human capital in academia and research. These challenges are compounded by low faculty remuneration, heavy workload as well as limited funding for African universities. These challenges have had a detrimental impact on university training, particularly at the graduate level. The consequences are far-reaching and manifest in limited research to inform health and development in the region and the declining contribution by Africa to global knowledge.

As Kabiru and colleagues noted, there are numerous possible interventions to address the challenges facing African universities. Currently, international agencies and funding organizations support a vast range of fellowship programs in support of African PhD students. In addition, there are innovative approaches such as collaborative training programs that allow universities to pool resources and jointly address the challenges of higher education in Africa. The ADDRDF Program is an example of an initiative aimed at supporting African doctoral students by providing research funding, specialized training and opportunities for global networking.

The ADDRDF Program was initiated by APHRC in collaboration with Dr. Pat Naidoo, who, as the Associate Director of the Rockefeller Foundation’s Africa Office, was involved in establishing



APHRC as a fellowship program in the Population Council. On his appointment as the Program Leader for the Governance for Equity in Health Systems Program at IDRC, he proposed the establishment of a fellowship program to support African doctoral students conducting health systems research. “The first project was to support 15 African dissertation research fellowship to advanced doctoral students who were within two years of completing their doctoral thesis at an African university. The fellowship targeted individuals whose dissertation research work had great promise of making substantive contribution to strengthening health systems in Africa,” notes Dr. Naidoo, who is currently Regional Director for Africa at the ELMA Philanthropies.

The first cohort of 20 Fellows (eight males and 12 females) was selected in 2008. The ADDRDF Program has since supported 5 additional cohorts with the most recent being those selected in 2013. Between 2008 and 2013, 133 Fellows participated in the Program.

## 2.2 Purpose of the Tracer Study and Program Evaluation

The purpose of the evaluation was to assess progress in the achievement of the objectives of the ADDRDF Program and to identify, where possible, best practices, threats to, as well as lessons for ensuring the Program’s operational and financial sustainability. The evaluation also included a tracer study which tracked the career trajectories and progress of Fellows of the Program who had completed their doctoral studies. The tracer study also explored the perceived contributions of the ADDRDF Program to the Fellows’ careers.

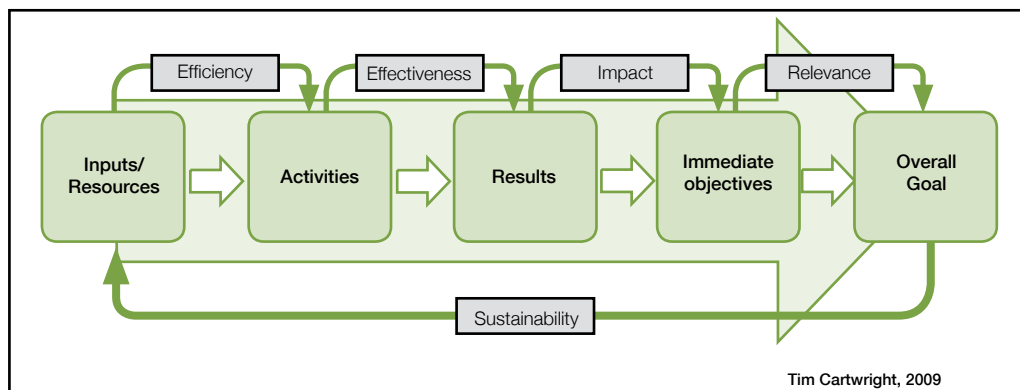
Among the most important questions in the evaluation were: Did we do things right, and did we do the right things? The first question led to an assessment of performance: given what we set out to do, how well did we do it? The second question was broader and more speculative: In the light of what we know now, how else might we run the Program if it continued? In other words, was the ADDRDF Program designed properly in the first place? Were the resources adequate? Was the scale of the Program too limited or too ambitious? Were the target groups clearly identified? Were Program expectations reasonable? Was Program progress adequately monitored?

To evaluate the performance of the ADDRDF Program, APHRC established a logical framework that describes the hierarchy of means and ends envisaged in the Program, defines the success criteria or indicators for the top three levels in the hierarchy, and identifies key assumptions in the design of the Program, including how to manage the risks involved. The approach recommended by the Development Assistance Committee (DAC) of the Organization for Economic Cooperation and Development (OECD) was used to evaluate performance at each level of the logical framework. According to the DAC approach, inputs are used to carry out activities, and the latter are expected to produce results. Results, in turn, lead to the immediate objectives, and immediate objectives contribute to the overall objective. This approach is summarized in Figure 1.<sup>1</sup> According to the model, efficiency measures how well resources are used to carry out activities; effectiveness assesses how well activities produce results; impact is a measure of how far results lead to immediate objectives; relevance measures how far immediate objectives contribute to the development objective; and sustainability is a measure of how far the success of the Program generates resources for long term self-sufficiency.

---

1. See *DAC Glossary of Key Terms in Evaluation and Results-Based Management* (Paris: OECD, 2002). Other key OECD publications on evaluation include: *DAC Principles for Evaluation of Development Assistance* (1991), *Review of the DAC Principles for Evaluation of Development Assistance* (1998), *Effective Practices in Conducting a Joint Multi-Donor Evaluation* (2000), and *Guidance for Managing Joint Evaluations* (2006). All of these documents are available on the OECD website at [www.oecd.org](http://www.oecd.org).

**Figure 1. Performance Assessment Model of the Development Assistance Committee (DAC) of the Organization for Economic Cooperation and Development (OECD)**



**Logical Framework Matrix for the ADDRf Program**

<b>Means/Ends Hierarchy</b>	<b>Objectively Verifiable Indicators (OVIs)</b>	<b>Sources of Verification</b>	<b>Assumptions</b>
<p><b>Overall objective;</b> To strengthen Africa's capacity for research in population health and health systems in sub-Saharan Africa</p>	<p>Dissertations supported by the Program are relevant to population health and health systems policy in sub-Saharan Africa Fellows' employed in local or regional academic research or policy institutions in the population health and health systems.</p>	<ul style="list-style-type: none"> <li>• Tracer study</li> <li>• Program evaluation</li> <li>• Research interviews</li> </ul>	
<p><b>Immediate objective;</b> To strengthen doctoral training programs in population health and health systems in sub-Saharan Africa</p>	<p>Alumni publish in high-impact journals Alumni attract research grants Alumni receive recognition for high quality research Alumni join reputable post-doctoral programs Alumni promoted into senior research or policy positions</p>	<ul style="list-style-type: none"> <li>• Tracer study</li> <li>• Program evaluation</li> <li>• Research</li> </ul>	<p><b>Strategic assumption:</b> New doctoral graduates in population health and health systems will remain in that sector and/or contribute to research, training, and policy-making in these sectors.</p>
<p><b>Outputs:</b> Significant number of high-quality doctoral dissertations from African universities in each cohort.</p>	<p>A high percentage of dissertations supported by the Program are completed within 24 months of receiving fellowship At least one article is published in a peer-reviewed journal by each fellow within 36 months of receiving fellowship.</p>	<ul style="list-style-type: none"> <li>• Fellows' progress reports</li> <li>• Tracer study</li> <li>• Program evaluation</li> </ul>	<p><b>Tactical assumptions:</b> Supporting selected doctoral students in population health and health systems disciplines will strengthen the quality of doctoral programs in those areas.</p>

<b>Means/Ends Hierarchy</b>	<b>Objectively Verifiable Indicators (OVIs)</b>	<b>Sources of Verification</b>	<b>Assumptions</b>
<b>ADDRF activities include:</b>			Operational assumptions: Qualified applicants will be sufficiently representative of gender, region, and language to allow a balanced selection. Supervisors will support applicants in submitting applications. Fellows will submit progress reports and financial accounts on time. Fellows will be willing and able to attend annual ADDRf workshops.
<b>Activity 1:</b> Define eligibility and advertise the Program for each cohort.			
<b>Activity 2:</b> Select the Fellows for each cohort.			
<b>Activity 3:</b> Implement, manage, and maintain timelines for each cohort.			
<b>Activity 4:</b> Design and implement two workshops for each cohort.			
<b>Activity 5:</b> Deliver financial and other supports to Fellows in each cohort.			
<b>Activity 6:</b> Review Fellows' progress reports and financial accounts.			

## 2.3 Methodology

The evaluation targeted 68 Fellows who had been awarded fellowships between 2008 and 2010. The evaluation was conducted between October 2011 and February 2012. Twenty-eight Fellows had been awarded their doctorates and comprised the sample for the tracer study, which went *pari passu* with the evaluation. All Fellows who had completed their PhD completed the tracer study questionnaire. Table 2 shows the number of Fellows who participated in the tracer study by cohort. Of the 40 Fellows still pursuing their doctoral studies, 27 (68%) completed the program evaluation questionnaire. Fifteen (56%) of those who participated in the program evaluation were male.

**Table 2. Number of Fellows who participated in the tracer study by cohort**

<b>Cohort</b>	<b>Year</b>	<b>Male</b>		<b>Female</b>		<b>Total in tracer</b>
		<b>Total</b>	<b>Completed PhD</b>	<b>Total</b>	<b>Completed PhD</b>	
<b>1</b>	2008	8	5	12	8	13
<b>2</b>	2009	17	7	8	5	12
<b>3</b>	2010	14	3	9	0	3
	Total	39	15	29	13	28

Questionnaires for the tracer study and evaluation were developed and piloted with three Kenya-based Fellows who had graduated. They were chosen because they were easily reachable for follow-up. Based on the pre-test, minor revisions were made to the questionnaires and shared via email. A copy of the questionnaires is provided in the Appendix.

Questionnaires were also sent to funders of ADDRF, members of the Fellowship Selection Committee, and facilitators of ADDRF workshops. Questionnaires were also sent to deans of faculties of sciences and social sciences at five Kenyan universities in an attempt to establish a benchmark for the results. In addition to the surveys, a desktop review was conducted on the wider issues in doctoral fellowship programs and the concerns students face in such programs.

# Chapter 3

## Findings

### 3.1 Participants

Six (9%) of the 68 Fellows enrolled in the Program between 2008 and 2010 were pursuing doctoral studies taught in French while the rest were doing so in English. The nationality of Fellows varied widely as shown in Table 3. Overall, 49% of ADDRDF Fellows in the 2008-2010 cohorts were from Nigeria, South Africa and Kenya. These nationalities comprised 57% of the participants in the tracer study.

**Table 3. Nationalities of Fellows in the first 3 cohorts – 2008 - 2010 (n=68).**

	<i>Tracer study participants</i>		<i>Program evaluation participants</i>		<i>Non-respondents</i>		<i>Total</i>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>N</i>	<i>%</i>
Benin	1	4					1	1
Burkina Faso					1	8	1	1
Cameroon	2	7	1	4			3	4
Cote d'Ivoire			1	4	1	8	2	3
Ethiopia					1	8	1	1
Ghana	4	14	3	11			7	10
Kenya	5	18	4	15			9	13
Nigeria	6	21	6	22	2	15	14	21
Rwanda			1	4	1	8	2	3
South Africa	5	18	2	7	3	23	10	15
Sudan			1	4			1	1
Tanzania	2	7	1	4	2	15	5	7
Uganda			4	15			4	6
Zambia	2	7	1	4			3	4
Zimbabwe	1	4	2	7	2	15	5	7
Total	28	100	27	100	13	100	68	100

All but two respondents worked while undertaking their doctoral studies. However, one Fellow who was still enrolled at the time of the survey had worked for the most part of his/her doctoral studies and took a study break to finish up his/her dissertation. In total, 49 [89%] participants were working on governance, equity, health or population-related issues in employment and 50 [91%] of the participants were residing in their countries of origin at the time of the survey. Two of the participants who were still undertaking their PhD studies at the time of the survey were

working outside their country; one intended to go back to their country of origin while the other was not sure of going back. The reasons given as to why they were not in their own country were emigration, not finding suitable positions in own country and continuing further studies outside own country. The three respondents in the tracer group who were not working in their country of origin all intended to return.

### 3.2 Fellows’ Motivations for Pursuing Doctoral Degrees

Table 4 summarizes primary motivations for pursuing doctoral studies among the 27 respondents still enrolled for their PhD. Fourteen Fellows (52%) stated that their primary motivation was career advancement and development of research and documentation skills. The results were similar in the tracer study with 41% of the Fellows stating their motivation as the desire to further their career, and 21% indicating a desire to advance their skills. In the consolidated results, that is, findings from both graduated and enrolled Fellows, career advancement (47%, 26/55) and the desire to acquire advanced scientific knowledge and techniques (25%, 14/55) were the major motivations.

**Table 4. Fellows’ motivations for pursuing a PhD degree**

<b>Motivation</b>	<b>Number of respondents</b>
Career advancement and development of research and documentation skills	14
Acquiring advanced scientific knowledge and techniques	7
Acquiring more skills and a higher university degree	5
Development of their profession and improving profession’s contribution to society	3
Establishing a career in academia	3
Interest in community medicine for assisting communities in remote regions	1
Getting published as an author	1
Building capacity to teach and supervise graduate students as well as contribute to capacity building in the university and the country at large	1

### 3.3 Attributes of the Doctoral Training Program

#### Time taken to complete a PhD

The time taken by the tracer study participants to complete their doctoral program ranged from three to nine years with an average of four-and-a-half years. The Fellow who took nine years to complete her doctoral studies was pursuing a lab-based study using animal models. She attributed her long study period to lack of governmental research funding for PhD students and a breakdown of laboratory equipment. She was unable to change her research topic and had to fund her study, which meant having to stop research from time to time due to lack of funds. The time to completion of the PhD following the ADDRDF award among tracer study participants ranged from 1 year to 2.5 years with an average duration of 1.6 years. However, there were Fellows who had previously spent up to 4.5 years in their doctoral programs. Table 5 summarizes the time Fellows took to complete their dissertation. Seventy-five percent (n=21) took two years or less to complete their dissertation. This suggests that ADDRDF is providing Fellows with an opportunity for timely completion of their doctoral training to graduate, and that they are able to graduate within 24 months of the start of the Fellowship.

**Table 5. Time taken to complete the doctoral dissertation (tracer study)**

<b>Time to complete doctoral dissertation</b>	<b>Number</b>	<b>Percent</b>
1 year or less	5	18%
1 year to 1 ½ years	5	18%
1 ½ years to 2 years	11	39%
Greater than 2 years	7	25%
Total	28	100%

Among the 27 Fellows still enrolled in their PhD studies, the shortest duration a Fellow expected to have completed his doctoral studies was two-and-a-half years whereas the longest time expected was nine years, with an average of five years. Of the 27 enrolled Fellows, 14 (51%) (Table 6) expected to take more than two years to complete their doctoral dissertations. Of the 14 Fellows, eleven (78%) had started working on their dissertations prior to joining the ADDRFP Program. The rest began working on their dissertations after joining the ADDRFP Program. One expected to complete their dissertation in 27 months, and two submitted their dissertations for review in 32 and 34 months.

**Table 6. Expected Time to Complete the Doctoral Dissertation (Program Evaluation)**

<b>Time to complete doctoral dissertation</b>	<b>Number</b>	<b>Percent</b>
1 year or less	5	19%
1 year to 1 ½ years	3	11%
1 ½ years to 2 years	5	19%
More than 2 years	14	51%
Total	27	100%

The bulk of the reasons given for delayed completion were beyond the Fellows' control and included interruptions caused by lecturers' strikes and the prolonged absence of supervisors from the university. Some Fellows also had to make extensive changes to their dissertation research.

### Cost of PhD studies

Fellows who were still enrolled gave the cost for their Doctoral Program as ranging from as low as US\$ 9,800 to as high as US\$ 292,800, with an average cost of US\$ 41,390. The average cost of a PhD among tracer study participants was US\$ 35,986, bringing the consolidated average cost to US\$ 39,768. The costs covered tuition, course materials, research expenses, among others, but did not cover living expenses. Comparative costs for a PhD degree in the UK and US would range between US\$ 140,000 and US\$ 200,000 per international student.

### Sources of other funding

Thirty-one Fellows [56%] had access to other scholarships and grants from their governments, their universities or from local and international foundations. Fourteen Fellows (25%) had teaching or research assistantships while 25 (45%) had income from part time employment. Thirty-six Fellows [65%] had funds from private sources with a greater proportion of graduates (71%) than enrolled Fellows (59%) reporting private funds. Fourteen (25%) Fellows had borrowed money mostly from cooperative societies and student-government loan schemes to fund their PhD studies.



## Awards, distinctions and promotions

Twenty-one (38%) Fellows had received an award or a distinction during their doctoral studies. A greater proportion of graduates (46%) than enrolled Fellows (30%) had received these awards or distinctions. Among the awards or distinctions granted were the 2010-2011 PRB Policy and Communication Fellowship, the 2011 award for abstract presented at IADR conference, the Gordon Research Conference 2008-2009 Award, the RSTM & H Centenary Award 2008-2009, the African Health Economics and Policy Association (AFHEA) Award, the Nestle Foundation Award, promotion of a Fellow from head of section to head of department, and promotion of a Fellow to senior lecturer.

## 3.4 ADDRF Participation

### Fellowship awards

ADDRF awarded grants totalling US\$ 631,415 to 68 Fellows, with an average of US\$ 9,286 per Fellow. These amounts were received by participants directly and do not include additional costs such as facilitation grants to departments, reference management software issued to Fellows, and the costs of participation in the research methodology and scientific writing workshops. Thirty-three [60%] Fellows used part of their ADDRF award to fund travel to attend scientific conferences, 47 [85%] purchased analytical software, and 38 [69%] purchased computers. Thirty-two (58%) respondents stated that they would have been able to complete their studies in the absence of ADDRF funding, with 27 [49%] stating that it would have taken them longer.

### Facilitation grants to department

Reports indicate that the process of reviewing students' theses and dissertations in many African universities is often long and can delay graduation for years. Thus, the ADDRF Program provides Fellows' home departments with a small facilitation grant (US\$ 1,000-1,500 depending on the Fellow's award). These facilitation grants are intended to enable departments to provide effective and timely supervision to the Fellows, as well as facilitate internal and external reviews of the dissertation. These facilitation fees have primarily been issued to Fellows studying outside of South Africa, where governmental incentives to improve graduation rates already exist [15]. A total of 39 Fellows' home departments received facilitation grants totalling US\$ 41,010.

### Research methodology and scientific writing workshops

As part of the doctoral Fellowships, all grant recipients participate in two week-long training workshops. The workshops are intended to introduce students to research methods and ethics, literature retrieval, reference management, scientific writing, proposal development, and communication of research. The workshops also serve as a networking opportunity for cohorts of Fellows, which is hoped to strengthen future collaborations across national boundaries.

Fifty-two participants (95%) had attended the research methodology and writing workshops. Participants' comments on the workshops highlight the usefulness of these workshops. Almost all Fellows noted that the workshops improved their writing and research skills considerably. Driving this home, one Fellow stated:

*As a lecturer in research methodology I have (noticed) an improvement in my communication skills to students. The student's performance in the much dreaded research methodology has improved with more passes than ever. My supervisees in the last 2 academic sessions had the best research work on the external examiner's rating and overall scores. I was able to publish 8 of their research works.*

Fellows described what they perceived to be limitations of the workshops. These included language barriers faced by Francophone Fellows, short notice of workshop dates, limited breadth of topics covered, lack of make-up workshops, limited workshop duration (that is, there is insufficient time to cover key topics), and limited number of facilitators. With respect to the latter, Fellows noted that there were limited opportunities to interact with scholars knowledgeable in Fellows' subject areas during the workshop.

## Fellows' evaluation of ADDRDF's contributions

Evaluation results showed close to nine in ten Fellows noted that that the Program had improved their research methodology and scientific writing skills, as well as the quality of their dissertation. The evaluation also showed that the Program had expanded access to networking opportunities. Specifically, 45 of the 55 Fellows rated the ADDRDF Program's contribution to their educational experience in terms of access to networking opportunities/connections as **excellent** or **very good**. Other reported benefits of the Program included financial support for personal expenses, increased technical knowledge in one's field, improved communication skills, and personal development. Table 7 provides a summary of the Fellows' evaluation of ADDRDF Program's contribution to their educational experience.

**Table 7: Summary of Responses to Self-Evaluation of the Doctoral Program (N=55)**

<b>How would you rate the ADDRDF Program's contribution to your educational experience in terms of:</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Acceptable</b>	<b>Poor</b>	<b>Very Poor</b>
Financial support for personal expenses?	13 (27%)	14 (29%)	18 (36%)	3 (6%)	
Financial support for research expenses?	29 (53%)	14 (25%)	11 (20%)	1 (2%)	
Increased technical knowledge of your field?	13 (24%)	26 (49%)	11 (21%)	2 (4%)	1 (2%)
Improved research methodology skills?	19 (35%)	30 (56%)	5 (9%)		
Scientific writing skills?	27 (49%)	19 (36%)	5 (10%)	1 (2%)	
Quality of dissertation?	18 (34%)	30 (57%)	5 (9%)		
Time taken to complete doctoral degree?	21 (41%)	22 (42%)	9 (17%)		
Access to networking opportunities or connections?	30 (55%)	15 (27%)	9 (16%)	1 (2%)	
Access to work experience/ employment?	12 (26%)	17 (36%)	16 (34%)	1 (2%)	1 (2%)
Communication skills, personal development, etc.?	15 (28%)	26 (48%)	11 (20%)	2 (4%)	

*Note: Row values may not add up to 55 because of missing values. Also in some cases, the categories were not applicable (for example, some Fellows did not request for funding for personal expenses, some were not able to attend the workshops and some Fellows were already working before entering the Program).*

Fellows also evaluated the ADDRDF Program's contribution to their career. They noted that the Program has enhanced their employability and advancements on the job (Table 8). Other career contributions of the ADDRDF Program included job mobility, higher income potential, and enhanced work skills/ productivity/ time management.

**Table 8: Fellows' Responses on Perceived Contributions of the ADDRf Program to Career Progression**

<b><i>In broader terms, would you rate the ADDRf Program's contribution to your career in terms of:</i></b>	<b><i>Excellent</i></b>	<b><i>Very Good</i></b>	<b><i>Acceptable</i></b>	<b><i>Poor</i></b>	<b><i>Very Poor</i></b>
Faster entry into job market	15 (36%)	17 (40%)	9 (21%)		1 (2%)
Enhanced work skills/ productivity/ time management	18 (35%)	26 (50%)	6 (12%)	2 (4%)	
Better employability	28 (54%)	18 (35%)	6 (11%)		
More rapid advancement on the job	20 (41%)	18 (37%)	8 (16%)	1 (2%)	2 (4%)
More mobility between jobs	9 (22%)	17 (40%)	9 (22%)	6 (14%)	
Higher income potential	15 (31%)	20 (41%)	12 (24%)	1 (2%)	1 (2%)

*Note: Row values may not add up to 27 because of missing values where participants found the categories inapplicable because of having been employed before joining the Program and being in the same jobs from the start of the Program to date.*

In summary, the major benefits Fellows derived from the ADDRf Program were acquisition of skills in research methods, article writing and presentation, networking with other researchers and travelling experience, financial support, technical training, speedy completion of dissertations, updates on conferences and post-doctoral opportunities, access to literature and Endnote software for reference writing.

The limitations of the Program highlighted by Fellows included the short Fellowship duration (24-months was described as being too short), ADDRf's limited capacity in influencing the pace and quality of PhD programs at university or faculty level, ADDRf funds not being sufficient for some Fellows, lack of mentorship, and slow disbursement of funds. In addition, Fellows mentioned several limitations related to the workshops including language barriers for the French speakers as the workshops are in English, short notice of communicating workshop dates, limited workshops, lack of make-up workshops, insufficient time during workshops to tackle methodology modules, and choice of facilitators which they indicated should be driven by the subject areas of the Fellows.

Fellows also shared ideas on post-ADDRf engagements they would like to see. They noted the following: 1) collaborative research among Fellows and between Fellows and APHRC researchers; 2) post-doctoral training opportunities; 3) involvement of past Fellows as facilitators in ADDRf training and other capacity building activities, including mentoring of undergraduate and master's students in Africa; 4) sustained training workshops for Fellows, with one Fellow suggesting additional workshops on scientific writing; and 5) ADDRf alumni activities for continued networking. Fellows also underscored the need for APHRC to view Fellows as resources for enabling the Center achieve its objectives in Africa, including replication of training workshops in other countries.

### 3.5 Other Research, Education, Policy Activities during or since Completion of Doctoral Studies

An indicator of the Fellows' rigorous engagement in research and in strengthening their research skills is the publication of at least one peer-reviewed journal article from their dissertation research within 36 months of receiving the ADDRF award. Ideally, the Fellow would be the lead author in the published article. In the tracer study, 76% of Fellows published a peer-reviewed journal article within 36 months. Constraints to publishing identified by participants included poor writing support in terms of supervision, heavy workloads, and lack of funds to pay for article processing fees required by some open access journals.

Forty-three (19 of those enrolled and 24 of those who had completed their PhDs) [86%] participants had published books, book chapters, or articles based on their PhD work as the lead author. A larger proportion of tracer study participants (86%) than enrolled Fellows [60%] had published books, book chapters or journal articles based on research other than their PhD.

Nineteen participants noted the scientific or professional use of their doctoral dissertations by organizations or persons engaged in health research, education or policymaking. Forty-five participants (81%) had presented papers in regional or international conferences. These conferences included the 2009 International Conference on Urban Health in Nairobi, Kenya; the 2010 East African Regional Scientific Congress in Kigali, Rwanda; and the 2010 Public Health Association of South Africa, in East London, South Africa.

Twelve of the 55 Fellows had engaged in policy-related consultancies since completion of their PhD. These consultancies ranged from training of government workers, review of training curricula to an evaluation of livelihood programs. For instance, one Fellow was a consultant for the Radiological Society of Zambia on Radiographic Levels of Practice and Career Pathway and for the Zambian Ministry of Health on Diagnostic Practice, Pattern Recognition and Reporting for Radiographers (DPP3R).

A substantial proportion of participants, 39 [71%], had taught university courses. Eighteen (64%) of graduates had taught courses since completion of their PhD. These courses included health policy and health policy analysis, research proposal development, community psychology, demography, manipulative therapy, diagnostic ultrasound, environmental health promotion, exercise physiology, health sociology, and micro economic theory

Forty-seven (85%) of the Fellows belonged to professional associations. These associations include the International Society of Radiographers, the Association of Surgeons of East Africa, and the Africa Health Economics and Policy Network. In addition, 47% of the Fellows had participated in additional workshops or trainings to strengthen their skills in teaching, research methods and analysis. Topics covered in these workshops include gender, sexuality and reproductive health; infectious and tropical diseases; cardiovascular disease epidemiology and prevention; and modern methods of tuberculosis and lung disease diagnosis and prevention.

### 3.6 Management of the ADDRF Program

By all accounts, the Program is operated efficiently and prudently. Results show that the Program actively resolves problems and incorporates lessons for program improvement. For instance, in response to the language barriers faced by some of Francophone Fellows, the ADDRF Program has employed a bilingual program officer, and uses bilingual facilitators in its workshops. Driving home the efficiency of the ADDRF, a staff of IDRC, the main funder of the Program, stated that *"the ADDRF is one of the best-managed programs"* in IDRC's funding portfolio. Feedback received from Fellows, reviewers and funders, suggests that the Program is effective.

The ADDRf Program relies on funding from a number of sources: Phase 1 (2008 cohort) and Phase 2 (2009-2010 cohorts) were funded by IDRC and the Ford Foundation. Phase 3 (2011-2013 cohorts) was funded by IDRC, the Bill and Melinda Gates Foundation through a grant for the Urban Health Project and the UK Department for International Development for the Strengthening Evidence for Programming on Unintended Pregnancy (STEP UP) Research Programme Consortium. While funders report that they believe that the Program is meeting its objectives, future funding cannot be guaranteed and APHRC must examine how the Program can be made increasingly financially sustainable.

One question emerging from the evaluation is whether the Program's focus should be tightened or remain the same? At the moment the focus is more broadly on health and population sciences with Fellows ranging from physicians to sociologists and anthropologists. In contrast, one could choose to focus on certain disciplines or issues, such as health systems. This point is driven home by one of the ADDRf Fellowship application reviewers who commented: *"As a reviewer, I think the process has evolved over the years and now the selection process has significantly improved from what it was in the beginning. It can be improved if the type of research is more focused. The Program can assess which areas to focus on each year and then call for proposals in those areas of study."* Another reviewer stated: *"It's good to be focused. I sometimes wonder about the scope of projects funded, some of them seem to be more clinical research / EPI than health systems research as I would understand it..."*

# Chapter 4

## Lessons, Recommendations, and Conclusion

The African Doctoral Dissertation Research Fellowship Program aims to facilitate more rigorous engagement of doctoral students in research and provide Fellows with an opportunity for timely completion of their doctoral training. This chapter reflects on the lessons emerging from this evaluation and makes recommendations to enhance the Program.

### 4.1 Key Lessons

#### Timelines to graduation require continuous monitoring

Although the ADDRF Program set a firm target for Fellows to graduate within two years of the award, evaluation results show that Fellows take longer than two years. Some of the reasons for the delays include financial constraints, heavy workloads, supervisor-related delays brought about by limited interaction between student and supervisor, external supervisors taking too long to give feedback, the nature of research such as laboratory-based research that takes longer to give, and institutional delays such as strikes, and political turmoil. While the average duration for the PhD studies among ADDRF Fellows (5 years) compares well with other institutions globally [16], the Program needs to develop innovative ways to address some of these delays. These approaches might include incentives for supervisors whose students graduate on time.

#### A Program that supports quality training for Africa-based PhD studies can foster retention in the region and in research

The evaluation showed that the vast majority of ADDRF graduates were residing or working in their countries of origin and addressing issues related to governance, equity, health or population in their research. It is also noteworthy that two thirds went into academia and were deploying their skills in training others. In other words, for the graduates, there did not appear yet to be a “brain drain”, as the Fellows were active in their fields of study and were residing in their countries of origin. Studies have noted that overseas training programs promote brain drain and reduce researchers’ capacity to develop locally-relevant solutions [17]. In contrast, the ADDRF Program, which trains students locally, has the potential to reduce this brain drain.

#### Achieving regional networks requires intentional efforts to increase regional reach and balance

Results of the evaluation study show that the bulk of Fellows come from three countries – South Africa, Kenya, and Nigeria. The ADDRF Program, however, aims to support capacity building in sub-Saharan Africa. To achieve this goal, deliberate efforts are needed to reach doctoral

students in different parts of sub-Saharan Africa and build sustainable networks of researchers across the region. The ADDRf should be publicized more widely to attract applicants from countries that are not dominant. Currently, ADDRf has made good efforts such as having call materials and brochures in English and French posted online on the APHRC and IDRC websites and on existing list-serves while numerous other sites like scholarship-positions capture the adverts and post them on their sites.

## Modest investments in graduate education in Africa can enhance research productivity

Evidence emerging from the evaluation indicates that the support provided to ADDRf Fellows has been key in helping them to graduate earlier than they would have in the absence of the support, increase their research productivity, and equip them with strong conceptual, analytical and writing skills. The ADDRf contributes substantially to the total PhD costs of its Fellows and provides them with skills to become top-notch researchers. The results are evident in the number of publications authored by Fellows. Extending similar support to a larger number of PhD Fellows has potential to enhance research productivity on the continent.

## 4.2 Recommendations

The following section examines the degree to which ADDRf has met its aims based on the performance assessment model dimensions [described in Chapter 2] and makes additional recommendations based on this framework

### Efficiency

Overall, the evaluation results show that Program is operated efficiently and prudently. The key recommendation, therefore, is for the Program to continue learning by monitoring the implementation of activities and fellows' progress; and provide guidance to those who are experiencing delays in their studies.

### Effectiveness

The evaluation data indicate that the Program is effective and results are generally being achieved – as reported in Chapter 3. One concern is how ADDRf can “get more bang for the buck?” Emerging ICTs offer the ADDRf Program a means to widen its reach and provide more support to Fellows. While we are not suggesting that the workshops be abandoned, as they are a key pillar of the Program and have a major impact, the Program can work with educational consultants to design, compile, and publish tested aspects of the Program (e.g. the methodology and writing workshops) into an edited, professionally-laid out and fully digitized form that can be made available electronically to Fellows and doctoral students in the region. Further, based on its experience with research methodology and scientific writing in health systems research in sub-Saharan Africa, ADDRf may also put together a “how to” publication that encapsulates the learning that has taken place over the years. This may be produced in hard or soft copy, with perhaps an accompanying video format that takes the student through the key lessons in an entertaining way.

The ADDRf Program may also consider ways to improve the quality of doctoral research supervision of its Fellows. This may be key to shortening the time it takes Fellows to graduate. There is evidence that poor quality supervision is a barrier to on-time graduation of PhD students.



The ADDRF Program can also produce guidelines and propose agreements that students and supervisors should follow in terms, for instance, of response times, frequency of meeting and the need to adhere to a schedule. Thus, it may be useful for the Program to monitor the progress in the development of the dissertation both from the perspective of the supervisor and the student – which may serve as an additional encouragement to make sure agreements are kept. This will also enable the Program play the “marriage-broker-fixer” role by linking Fellows and their supervisors.

Managers of the ADDRF need to develop innovative ways for getting more leverage out of the Program. One way of doing this would be to get participating universities “on the hook” to a greater extent than they are now. Part of the way forward would be to ask the university to sign a letter of intent in order to benefit from a Fellowship. The Program is already in discussions on ways to engage supervisors and university leadership to a greater extent.

ADDRF could have greater impact by shifting from what may be seen by some as a “more traditional scholarship program” model to an instrument for capacity building that works closely with participating university departments and faculties. APHRC has long recognized this and together with nine African universities, four research institutes, and select institutions from the North has developed a sister program, the Consortium for Advanced Research Training in Africa (CARTA). CARTA offers a collaborative four-year doctoral training program in public and population health for junior faculty and researchers at participating African institutions. CARTA also has a strong institutional capacity building component that includes training programs for faculty and staff and infrastructural investments. The relatively small number of institutions involved in CARTA facilitates significant institutional capacity building efforts. However, the ADDRF Program provides a means to reach a wider number of PhD students from across the region (including both Anglophone and Francophone Africa) and seeks to enhance the quality of doctoral students’ dissertation research by strengthening their research skills and capacity to engage in more rigorous research through provision of PhD research grants; two week-long specialized research methodology and scientific writing workshops; and opportunities to attend scientific conferences, among others.

## Relevance

The ADDRF Program has clearly lived up to its mandate. The need to support PhD research in Africa remains enormous, given the myriad health and population issues confronting sub-Saharan Africa. There is substantial evidence that the ADDRF is making a huge difference in the work and research of the beneficiaries. Sustaining these contributions will enable the region to meet its research capacity needs.

One question the Program needs to address moving forward is whether its focus should be tightened. At the moment, the focus is broadly on health systems and population sciences. Fellows range from physicians to sociologists and anthropologists. In contrast, one could focus on specific issues in certain disciplines– problems in health systems or on, for instance, lab-based research, or in social sciences.

## Sustainability

ADDRF relies on funding from several sources including IDRC, Ford Foundation and the Bill and Melinda Gates Foundation. While funders’ reports on the Program are positive, efforts must be made to secure future support. As such, it is recommended that the Program considers ways to become self-sustaining including seeking linkages and partnerships with other programs.

## 4.3 Conclusion

The evaluation has provided substantial evidence that the ADDRf is making an enormous difference. The tracer study highlighted two key findings: the Program's success in fostering retention of scholars and researchers, and enhancing research productivity in the region. The Program has built research methodology and scientific writing skills, and improved the quality of PhD dissertations as evidenced by publication outputs, *inter alia*. The Program had expanded access to networking opportunities with the vast majority of evaluation participants rating the Program's contribution to their educational experience in terms of access to networking opportunities as excellent or very good.

The Program is operated efficiently and prudently and there is evidence that the management continually learns and improves on the implementation of activities. However, areas for future improvement include: how to enhance the reach of the existing programmatic activities, scale up the Program, and ensure long term sustainability. Some approaches to achieve these include: tapping into emerging ICTs, engaging supervisors and university leadership more concerted, and building more linkages with existing fellowship programs.

# References

1. Tettey, W.J., *Challenges of developing and retaining the next generation of academics*. 2006, New York: Partnership for Higher Education in Africa.
2. Gibbon, T. *South Africa: Strengthening PhDs in social sciences*. University World News Global Edition 2009
3. Department of Basic Education, *Education statistics in South Africa 2009*. 2010, Pretoria, South Africa: Department of Basic Education.
4. Department of Higher Education and Training (DHET), *Statistics on post-school education and training in South Africa: 2010* 2013, Pretoria, South Africa: DHET.
5. Department of Higher Education and Training (DHET), *Statistics on post-school education and training in South Africa: 2011*. 2013, Pretoria, South Africa: DHET.
6. Stark, A., *Which fields pay, which fields don't?: An examination of the returns to university education in Canada by detailed field of study*. 2007: Department of Finance, Economic and Fiscal Policy Branch.
7. Myers, L.H., *Barriers to completion of the doctoral degree in educational administration*. 1999, D.Ed dissertation, Virginia Polytechnic Institute and State University.
8. Seagram, B., J. Gould, and S. Pyke, *An investigation of gender and other variables on time to completion of doctoral degrees*. *Research in Higher Education*, 1998. **39**(3): p. 319-335.
9. Maher, M.A., M.E. Ford, and C.M. Thompson, *Degree progress of women doctoral students: Factors that constrain, facilitate, and differentiate*. *The Review of Higher Education*, 2004. **27**(3): p. 385-408.
10. Wedgwood, R. and D. Hammett, *The loneliness of the long distance researcher: methodological challenges of doctoral research on education and training in Africa in The Methodological Challenges of Researching Education and Skills Development in Africa*, D. Hammett and R. Wedgwood, Editors. 2005, Edinburgh: Centre of African Studies, University of Edinburgh.
11. Collingwood, R.J. *Challenges and/or opportunities facing academic staff in PHEA countries. highlights from African higher education: An International Reference Handbook* Press, 2003). 2007; Available from: [www.foundation-partnership.org/ulf/resources/challenges.pdf](http://www.foundation-partnership.org/ulf/resources/challenges.pdf).
12. Mutula, S.M., *Challenges of postgraduate research: case of developing countries*. *South African Journal of Libraries and Information Science*, 2011. **77**(2): p. 184-190.
13. Hayward, F.M., *Graduate education in sub-Saharan Africa*, in *Higher Education and Globalization: Challenges, Threats, and Opportunities for Africa.*, D. Teferra and H. Greijn, Editors. 2010, Maastricht and Boston: Maastricht University Centre for International Cooperation in Academic Development and the International Network for Higher Education in Africa, Boston College.
14. King, K., *Challenges of the field and of field research, with particular reference to the informal sectors of Africa in The Methodological Challenges of Researching Education and Skills: Development in Africa*, D. Hammett and R. Wedgwood, Editors. 2005, Edinburgh: Centre of African Studies, University of Edinburgh.

15. Ministry of Education (South Africa), *National Plan for Higher Education* 2001.
16. Hall, F.L., B. Evans, and M. Nerad. *Feasibility of international comparisons of PhD Program times-to-degree and completion rates*. 2006; Available from: <http://depts.washington.edu/cirgweb/wordpress/wp-content/uploads/2012/11/feasibility-of-international-comparisons.pdf>.
17. Chang, S., *Causes of brain drain and solutions: The Taiwan experience*. Studies in comparative international development, 1992. **27**(1): p. 27-43.

# Appendix

## ADDRF Program Evaluation Questionnaire

The African Population and Health Research Center (APHRC) is conducting a Program evaluation of Fellows in the cohorts of its African Doctoral Dissertation Research Fellowship (ADDRF) Program. The purpose of the study is to assess how far the Program has achieved its objectives up to now and how it could be improved for the future. As one of the Fellows of the Program, you are kindly requested to complete the questionnaire below and return it to APHRC at [evaluation@aphrc.org](mailto:evaluation@aphrc.org) (email) or +254 20 400 1101 (fax). Please act now, as we may not be able to process returns received after February 10, 2012.

In accordance with the principles of the European Directive on Protection of Personal Data (Directive 95/46/EC dated 25 July 1995), individual responses will be treated in the strictest confidence, will be used only for the purposes indicated, and will not be divulged to third parties without the author's explicit consent.

1	Basic information	
1.1	What is your gender (M/F)?	
1.2	What is the year of your birth?	
1.3	What was the language of your doctoral studies/dissertation?	
1.4	What is your citizenship (if more than one, list by priority)?	

2	What was your motivation, the reason you pursued your doctoral degree?

3	University history (Please list all your university degree Programs)		
Degree	Institution	Date	
		From	To

4	Doctoral studies		
4.1	Where are you doing your doctoral studies (university)?		
4.2	In what department/Program are you registered?		
4.3	When did you begin your doctoral studies? (month/year)		
4.4	When did you begin work on your dissertation? (month/year)		
4.5	When did you plan to submit your dissertation? (month/year)		
4.6	When did you expect to defend your dissertation? (month/year)		
4.7	When ideally do you anticipate your doctoral degree will be approved? (month/year)		
<b>4</b>	<b>Doctoral studies (continued)</b>		
4.8	When do you anticipate that you will likely be awarded your doctorate degree (month/year)?		

	<b>Participation in the ADDRf Program</b>			
<b>5</b>				
5.1	When did you enter the ADDRf Program (month/year)?			
5.2	When did you anticipate you will complete and leave the ADDRf Program (month/year)?			
5.3	What do you estimate will be the total cost of your doctoral studies Program when complete?	Please indicate in US dollars		
	Tuition costs			
	Course material costs			
	Research costs			
	Other costs			
	Total cost			
5.4	Which of the following benefits have you received from the from the Program todate:	Yes	No	Comment

	A monthly stipend to cover living expenses			
	A research grant (e.g., data collection, data analysis, etc.)			
	Participation in ADDRF research methodology and writing workshops in Nairobi			
	A travel grant to attend a scientific conference			
	Endnote (reference management) software			
	A grant to purchase computer hardware (please specify)			
	Other (please specify):			
5.5	To the best of your knowledge, has your university/home department been provided with any "facilitation grant" or similar on your behalf?	Yes	No	Comment

6 Other funding				
6.1	In the absence of ADDRF funding,	Yes	No	Comment
	would you be able to complete your doctoral dissertation Program?			
	would it have taken longer?			
6.2	While you have been an ADDRF Fellow, what other funding have you had todate:			Provide details on the monetary value in US dollars and the duration
	Other Fellowships/scholarships (grants)			
	Teaching/research assistantships			
	Other income from part-time employment			
	Private sources (e.g., family)			
	Borrowed money (e.g., bank loans)			
	Other (please specify):			



7 Employment						
7.1 Please outline your employment history						
Date		Organisation	Nature of organisation	Position	Nature of position (e.g. research, administrative, etc.)	Number of staff or students you were responsible for
From	To					

8 Current work situation					
			Yes	No	Comment
8.1	If currently employed, would you describe your job as working in the field of governance, equity, health, and population-related issues in Africa?				
8.2	Are you currently living / working / studying / training in your own country? <b>(If Yes, please mark "x" in the "Yes" box and skip to Section 9)</b>				
8 Current work situation (continued)					
8.3	If you are not in your own country, what is the main reason why not?		Yes	No	Comment
	Did not find a suitable position in my own country				
	Continuing further studies outside my own country				
	Representing public/private organisation from my own country				
	Working for a regional/international organisation				
	Permanently left my own country (emigrated)				
	Other (please specify):				
8.4	Do you intend to go back to your country?		Yes	No	

9		Doctoral studies					
9.1	Based on your current experience as a doctoral student, how would you evaluate it generally in terms of:	Very High	High	Fair	Poor	Very Poor	Comment
	Calibre of faculty						
	Access to faculty						
	Quality of teaching						
	Quality and frequency of dissertation supervision						
	Contribution of peers/Fellow students						
	Flexibility (e.g. choice of courses, thesis topic, etc.)						
	Research infrastructure (e.g. labs, computers, etc.)						
	Library and documentary resources						
	Administrative flexibility and efficiency						
	Other (please specify):						

	Degree to which Program aims have been achieved	Comment
10.		
10.1	Have you attended the research methodology workshop in Nairobi? If <b>yes</b> , in which month and year did you participate? <b>[If no please skip to question 10.3]</b>	
10.2	If you attended the research methodology workshop please comment on the degree to which you feel your research skills improved. And, if there is a way to quantify that improvement please do so.	
10.3	Have you attended the scientific writing workshop in Nairobi? If <b>yes</b> , in which month and year did you participate? <b>[If no please skip to question 10.5]</b>	
10.4	If you attended the scientific writing workshop please comment on the degree to which you feel your writing skills improved. And, if there is a way to quantify that improvement please do so.	
10.5	As a result of the ADDRDF financial and research assistance do you think you will be able to complete your doctoral dissertation work in 24 months [from the time of the start of the Fellowship]?	
10.6	Do you believe that you will be able to publish an article [based on your research] in a peer-reviewed journal within 36 months from the beginning of the ADDRDF Program – where ideally, you are the lead author? If not, why, what obstacles do you face?	

11 Contribution of the ADDRf Program							
11.1	How would you rate the contribution of the ADDRf Program to your educational experience to date in terms of:	Excellent	Very good	Acceptable	Poor	Very Poor	Comment
	Financial support for personal expenses						
	Financial support for research expenses						
	Increased technical knowledge of your field						
	Improved research-methodology skills						
	Scientific writing skills						
	Quality of your dissertation						
	Time taken to complete your doctoral degree						
	Access to networking opportunities/connections						
	Access to work experience -employment						
	Communication skills, personal development, etc.						
	Other (please specify):						
11.2	In broader terms, how would you rate the contribution of the ADDRf Program to your career to date in terms of:	Excellent	Very good	Acceptable	Poor	Very Poor	Comment
	Faster entry into job market						
	Enhanced work skills/productivity/time management						
	Better employability/stronger CV						
	More rapid advancement on the job						
	More mobility between jobs						
	Higher income potential						
	Other (please specify):						

12	<b>Research/education/policy activities during your doctoral studies</b>
12.1	Please list any academic awards or distinctions that you may have received during your current doctoral studies:
12.2	Please list any books or articles including those based on your PhD work in peer-reviewed scientific journals, where you are listed as an author:
12.3	Please list any book or journal manuscripts including those based on your PhD work that have been submitted for review, where you are listed as an author:
12.4	Are you aware of any scientific or professional use made of your doctoral dissertation research, or any works based on it, by organisations or persons engaged in health research, education, or policy-making? If so, please provide details:
12.5	Please list any university courses you have taught, or are teaching, at the moment:
12.6	Please list any other kind of teaching you have carried out during your doctoral studies
12.7	Please list any professional associations in which you may be a member:
12.8	Please list all conference sessions you have chaired, and posters/oral presentations you made at regional or international scientific conferences, during your doctoral studies:
12.9	Please list any education or training Programs that you have completed during your doctoral studies:
12.10	Please list any policy-related consultancies that you have undertaken during your doctoral studies:

13	Overall assessment
	In order to strengthen the ADDRDF Program for future generations of African scholars, the APHRC would like to learn as much as possible about how your Fellowship has todate impacted on your academic development and subsequent career.
13.1	In a few words, please explain what you think are the major benefits that you have derived from the ADDRDF Fellowship and whether and, if so, how you think those benefits could be enhanced or expanded in the future.
13.2	Please explain what you think are the weaknesses of the Program and how they could be tackled.
13.3	Please explain what forms of post-ADDRDF engagements you would like to see.
13.4	We may wish to quote all or part of the above comments in our report. If we do, we will not attribute those comments to you by name, unless you write “Yes” in the box on the right to indicate that you would like us to mention your name.

It would be helpful if your could kindly provide us with your phone number, ideally your personal cell number.. Thank you.		
Country code	Area code	Phone number

Thank you very much for your assistance in completing this questionnaire.

**African Population and Health Research Center (APHRC)**

APHRC Campus, Manga Close off Kirawa Road

PO Box 10787 – 00100

Nairobi, Kenya

Tel: +254 20 400 1000/ +254 20 266 2244 /+254 20 266 2255

Cell: +254 722 205-933 / 720 098-388 / 733 410-102

Fax : +254 20 400 1101

Email: [evaluation@aphrc.org](mailto:evaluation@aphrc.org)

Website: [www.aphrc.org](http://www.aphrc.org)

# ADDRF Tracer Study Questionnaire

The African Population and Health Research Center (APHRC) is conducting a tracer study of Fellows in the 2008 and 2009 cohorts of its **African Doctoral Dissertation Research Fellowship (ADDRF)** Program. The purpose of the study is to assess how far the Program has achieved its objectives up to now and how it could be improved for the future. As one of the Fellows of the Program, you are kindly requested to complete the questionnaire below and return it to APHRC at [evaluation@aphrc.org](mailto:evaluation@aphrc.org) (email) or +254 20 400 1101 (fax). Please act now, as we may not be able to process returns received after February 3, 2012

In accordance with the principles of the European Directive on Protection of Personal Data (Directive 95/46/EC dated 25 July 1995), individual responses will be treated in the strictest confidence, will be used only for the purposes indicated, and will not be divulged to third parties without the author's explicit consent.

1	Basic information	
1.1	What is your gender (M/F)?	
1.2	What is the year of your birth?	
1.3	What was the language of your doctoral studies/dissertation?	
1.4	What is your citizenship (if more than one, list by priority)?	

2	What was your motivation, the reason you pursued your doctoral degree?

3	University history (Please list all your university degree Programs)		
Degree	Institution	Date	
		From	To

4	Doctoral studies	
4.1	Where did you do your doctoral studies (university)?	
4.2	In what department/Program were you registered?	
4.3	When did you begin your doctoral studies? (month/year)	
4.4	When did you begin work on your dissertation? (month/year)	

4.5	When did you submit your dissertation? (month/year)	
4.6	When did you defend your dissertation? (month/year)	
4.7	When was your doctoral degree approved? (month/year)	
<b>4</b>	<b>Doctoral studies (continued)</b>	
4.8	When were you awarded your degree (month/year)?	
4.9	In case your degree or dissertation received any special award or mark of distinction, please specify:	
4.10	In case your degree has not yet been awarded, please explain why.	

<b>5</b>	<b>Participation in the ADDRf Program</b>			
5.1	When did you enter the ADDRf Program (month/year)?			
5.2	When did you leave the ADDRf Program (month/year)?			
5.3	What was the total cost of your doctoral studies Program?	Please indicate in US dollars		
	Tuition costs			
	Course material costs			
	Research costs			
	Other costs (Specify)			
	Total cost			
5.4	Which of the following benefits did you receive from the Program:	Yes	No	Comment
	A monthly stipend to cover living expenses			
	A research grant (e.g. data collection, data analysis, etc.)			
	Participation in ADDRf research methodologies and writing workshops in Nairobi			
	A travel grant to attend a scientific conference			
	Endnote (reference management) software			
	A grant to purchase computer hardware (please specify)			
	Other (please specify):			

5.5	To the best of your knowledge, was your university/home department provided with any “facilitation grant” or similar on your behalf?	Yes	No	Comment
-----	--	-----	----	---------

6 Other funding				
6.1	In the absence of ADDRDF funding, would you have been able to complete your doctoral dissertation Program?	Yes	No	Comment
6.2	While you were an ADDRDF Fellow, what other funding did you have:	Yes	No	Provide details on the monetary value and the duration
	Other Fellowships/scholarships (grants)			
	Teaching/research assistantships			
	Other income from part-time employment			
	Private sources (e.g., family)			
	Borrowed money (e.g., bank loans)			
	Other (please specify):			

7 Employment						
7.1 Please outline your employment history						
Date		Organisation	Nature of organisation	Position	Nature of position (e.g. research, administrative, etc.)	Number of staff or students you were responsible for
From	To					

8 Current work situation				
		Yes	No	Comment
8.1	If currently employed, would you describe your job as working in the field of governance, equity, health and population-related issues in Africa?			
8.2	Are you currently living/ working/ studying/ training in your own country? <b>(If Yes, please mark “x” in the “Yes” box and skip to Section 9)</b>			



8 Current work situation (continued)				
8.3	If you are not in your own country, what is the main reason why not?	Yes	No	Comment
	Did not find a suitable position in my own country			
	Continuing further studies outside my own country			
	Representing public/private organisation from my own country			
	Working for a regional/international organisation			
	Permanently left my own country (emigrated)			
	Other (please specify):			
8.4	Do you intend to go back to your country?			

9 Doctoral studies							
9.1	Looking back on your experience as a doctoral student, how would you evaluate it generally in terms of:	Very High	High	Fair	Poor	Very Poor	Comment
	Calibre of faculty						
	Access to faculty						
	Quality of teaching						
	Quality and frequency of dissertation supervision						
	Contribution of peers/Fellow students						
	Flexibility (e.g. choice of courses, thesis topic, etc.)						
	Research infrastructure (e.g. labs, computers, etc.)						
	Library and documentary resources						
	Administrative flexibility and efficiency						
	Other (please specify):						

10	Contribution of the ADDRf Program						
10.1	How would you rate the contribution of the ADDRf Program to your educational experience in terms of:	Excellent	Very good	Acceptable	Poor	Very Poor	Comment
	Financial support for personal expenses						
	Financial support for research expenses						
	Increased technical knowledge of your field						
	Improved research-methodology skills						
	Scientific writing skills						
	Quality of your dissertations						
	Time taken to complete your doctoral degree						
	Access to networking opportunities/connections						
	Access to work experience -employment						
	Communication skills, personal development, etc.						
	Other (please specify):						
10.2	In broader terms, how would you rate the contribution of the ADDRf Program to your career in terms of:	Excellent	Very good	Acceptable	Poor	Very Poor	Comment
	Faster entry into job market						
	Enhanced work skills/ productivity/time management						
	Better employability/stronger CV						
	More rapid advancement on the job						
	More mobility between jobs						
	Higher income potential						
	Other (please specify):						

11	Research/education/policy activities during or since completion of doctoral studies
11.1	Please list any academic awards or distinctions that you may have received during or since your doctorate:
11.2	Please list any books or articles including those based on your PhD in peer-reviewed scientific journals, where you are listed as an author:
11.3	Please list any book or journal manuscripts including those based on your PhD submitted for review, where you are listed as an author:
11.4	Were you able to [or expect to] publish at least one peer-reviewed article from your research within 36 months of receiving your award?
11.5	Are you aware of any scientific or professional use made of your doctoral dissertation, or any works based on it, by organisations or persons engaged in health research, education, or policy-making? If so, please provide details:
11.6	Please list any university courses you have taught since completion of your doctoral studies:
11.7	Please list any other kind of teaching you have carried out since the completion of your doctoral studies
11.8	Please list any professional associations in which you may be a member:
11.9	Please indicate how many posters/oral presentations, or conference sessions chaired, you have been involved in at regional or international scientific conferences, during or since completion of your doctoral studies:
11.10	Please list any education or training Programs that you have completed since your doctoral studies:
11.11	Please list any policy-related consultancies that you have undertaken since your doctoral studies:

12	Overall assessment	
	In order to strengthen the ADDRf Program for future generations of African scholars, the APHRC would like to learn as much as possible about how your Fellowship impacted on your academic development and subsequent career.	
12.1	In a few words, please explain what you think were the major benefits that you derived from the ADDRf Fellowship and whether and, if so, how you think those benefits could be enhanced or expanded in the future.	
12.2	Please explain what you think were the weaknesses of the Program and how they could be tackled.	
12.3	Please explain what forms of post-ADDRf engagements you would like to see.	
12.4	We may wish to quote all or part of the above comments in our report. If we do, we will not attribute those comments to you by name, unless you write "YES" in the box on the right to indicate that you would like us to mention your name.	

It would be helpful if you could kindly provide us with your phone number, ideally your personal cell number. Thank you.

Country code	Area code	Phone number

Thank you very much for your assistance in completing this questionnaire.

**African Population and Health Research Center (APHRC)**

APHRC Campus, Manga Close off Kirawa Road

PO Box 10787 – 00100

Nairobi, Kenya

Tel: +254 20 400 1000/ +254 20 266 2244 /+254 20 266 2255

Cell: +254 722 205-933 / 720 098-388 / 733 410-102

Fax : +254 20 400 1101

Email: [evaluation@aphrc.org](mailto:evaluation@aphrc.org)

Website: [www.aphrc.org](http://www.aphrc.org)







African Population & Health Research Center

APHRC Campus, Off Kirawa Road, Kitisuru

P.O. Box 10787- 00100

Nairobi Kenya

Telephone: +254 (20) 400 1000, 266 2244, or 266 2255

Mobile: + 254 722 205 933, 733 410 102

Fax: + 254 (20) 400 1101

