

RG2 is the newsletter for the RIMI4AC project, and sister publication of *Research Global* magazine

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Developing the researcher

Welcome to the first edition of RG2. The aim of the newsletter is to brief you on developments from an important initiative to support university management throughout the Africa and Caribbean regions – and to involve you in our expanding network.

Why do we think that research management is so important? Basically, because the work of research is now becoming so complex, competitive and project driven that academics increasingly need support from their institutions and funding bodies if they are to fulfil their research potential. A higher proportion of research grants than ever before has to be applied for, always competitively and often in collaboration with other partners. The need to present the case for your project, and the ability to negotiate financial and legal agreements, meet reporting requirements and maximise the impact of research results, all require specialist skills. Of course, many individual academics can develop these skills – but is this the best use of their time?

Responding to these challenges, and to the increasing pressure that higher education institutions are under to account for their research activities, universities throughout the world have established central research support offices. Their precise remit varies, but the overall aim is broadly similar. These offices are also coming together internationally to discuss their work. Evidence can be seen in the growth of international research management associations in Europe, America and Australasia.

Until recently, Africa and the Caribbean have been behind in this process. As a result, there is a danger that the disadvantages that the regions' universities already face when competing internationally will be further compounded. Our project on improving research and innovation management in Africa and the Caribbean, RIMI4AC for short, aims to reverse this process.

The project is funded by the Africa Caribbean and Pacific (ACP) Secretariat of the European Union and is being led by partner institutions from throughout the region. As well as developing a range of capacity building services and events, we aim to support a network of regional associations, building on the success of the Southern and West African Research Associations (SARIMA and WARIMA) that have been established during recent years. Through this newsletter, we will be keeping you up to date with developments and opportunities for your institution.

As this newsletter aims to show, there's a lot going on! I hope that your institution will be as excited about it as we are.



John Kirkland
Deputy Secretary General
Association of Commonwealth
Universities

The Consortium for Advanced Research Training in Africa (CARTA):

a new strategy for developing research capacity in Africa

Chimaraoke Izugbara outlines a new scheme for developing research capacity in Africa.

Introduction

The Consortium for Advanced Research Training in Africa (CARTA) brings together (a) academic and research institutions with extant and long-standing relationships and memoranda of understanding, and (b) a variety of related disciplines essential to enhancing health, wellbeing and livelihoods in Africa. The consortium currently comprises nine academic and four research institutions from West, East, Central and Southern Africa, and select northern universities and training institutes.

The African universities are Moi University and the University of Nairobi in Kenya; the University of Dar es Salaam, Tanzania; Makerere University, Uganda; the University of Malawi, Malawi; the National University of Rwanda, Rwanda; the University of the Witwatersrand, South Africa; and Obafemi Awolowo University and the University of Ibadan in Nigeria. CARTA's African member research institutes are the African Population and Health Research Center (APHRC); the Agincourt Health and Population Unit (AHPU), South Africa; the Ifakara Health Institute, Tanzania; and the Kenya Medical Health Research Institute (KEMRI) – Wellcome Trust Research Programme, Kenya.

CARTA's northern partners are the Canadian Coalition for Global Health Research (CCGHR), Canada; Monash University, Australia; the University of Gothenburg, Sweden; the Swiss Tropical Institute, Switzerland; the University of Colorado, USA; the University of Warwick, UK; and the WHO Special Programme for Research and Training in Tropical Diseases (TDR).

Programme objectives

CARTA's programme of activities comprises two primary and interlinked objectives, namely: to strengthen research infrastructure and capacity at African universities, and to support

doctoral training through a collaborative doctoral training programme in population and public health. CARTA's major goal is to build local African research capacity to understand the determinants of population health and effectively intervene to improve health outcomes and health systems. CARTA focuses on the local production of networked and high-skilled researchers committed to working in sub-Saharan Africa. It seeks to address the inability of existing programmes to create a critical mass of well-trained and networked researchers across the continent. The initiative's goal of strengthening human resources and university-wide systems critical to the success and sustainability of research productivity in public and population health will rejuvenate institutional teaching, research and administrative systems.

Central to CARTA's effort to produce high-quality PhDs is its collaborative doctoral training programme in population and public health. This involves a series of residential Joint Advanced Seminars (JAS) designed to enhance skills and knowledge; guide and propel the fellows through the research process; and provide a foundation for building networks of researchers, peers and mentors. Fellows will receive training in how to harness bibliographic resources and databases fully, retrieve web-based information and benefit from listserves and web-based lectures. Residential training offers an advantage for the programme in that students will be able to focus fully on specific programme tasks, learn collaboratively, interact with local and international facilitators, and develop and consolidate professional networks.

A JAS will be offered to each cohort once annually for four years, and will build skills and conceptual depth from year to year. Each JAS runs for three to five weeks. Key topics to

be covered during the JAS include the following.

- JAS-1 will build critical thinking, technical skills and other core research competencies, and introduce students to the essential concepts and seminal articles of the disciplines brought together under CARTA.
- JAS-2 focuses on data management and analysis. Fellows will learn to use software packages for qualitative and quantitative data management and analysis. Practice sessions will use real research data and current software packages for hands-on training.
- JAS-3 will focus on data presentation, the doctoral dissertation, and scientific writing and communication skills, to facilitate the dissemination of results and policy engagement.
- JAS-4 will address professional development, including the skills necessary to raise and manage research funds, writing grant applications and managing research. JAS-4 will also be designed to serve as an opportunity for senior fellows to practise mentoring junior fellows through the discussion and laboratory sessions, software training and general information sharing.

JAS activities will expose fellows to fundamental research concepts and facilitate their acquisition of necessary research skills. Bringing fellows together at each JAS will create a

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Securing the next generation:

supporting early research careers in sub-Saharan Africa

Jonathan Harle discusses some of the key issues in researcher development.

The undersupply of doctoral-qualified staff in sub-Saharan Africa is widely commented on, and is one of the most pressing concerns for the Higher Education (HE) sector. An analysis by Wisdom Tetey of the academic staff deficit in 15 African universities highlighted the number of faculty members who didn't hold PhDs: his study calculated that only 28% of academic staff in Ghana, 15% in Mozambique and 12% in Uganda held doctorates (Tetey, 2010). Several countries – including Kenya and Nigeria – have responded to their own deficits by setting targets for the numbers of PhD holders amongst their academic staff. However, training the numbers required is an enormous challenge, particularly when there are too few potential supervisors within countries – and national or donor-sponsored scholarships for study abroad, unless significantly expanded (and it's an expensive option), will only serve a limited number. It's clear that meeting these needs at reasonable cost and at a reasonable pace will require new approaches to research training.

The difficulties of return

Much anecdotal evidence, as well as recent research undertaken by the ACU, suggests that African scholars often struggle to maintain momentum when they return home from study abroad. Scholars who obtain funding to undertake doctorates abroad are often regarded as the lucky ones, and rightly so: they gain access to better resources and more expansive networks, and typically complete their PhDs within more lively research environments. Yet, having successfully completed a piece of doctoral research, they find themselves frustrated by insufficient facilities or resources and burdened by significant teaching or administrative duties. They lack support and mentorship, or in some cases find that they are effectively blocked by colleagues in their own departments. While the potential tensions are

understandable, 'wasting' new expertise and skills by overburdening returning scholars will not only damage their own emerging research careers, but also limit the benefits that their colleagues and departments stand to gain from their return.

In most cases, returning scholars take up lecturing positions, and these often allow little time to pursue their research or to ensure that they continue to publish from their PhD work. There is rarely such a thing as a postdoctoral research fellowship, which is the early career route taken by many academics in developed countries. As a result, junior researchers can feel quite isolated, within departments which lack the cultures of research and discussion that they enjoyed during their PhD studies, and with few opportunities to connect to the wider research world, interact with their former colleagues and continue collaborative work.

From individuals to institutions

What early career researchers need, whether trained at home or abroad, is the opportunity to pursue their research while still taking on their share of teaching and administration. And their universities need this too – to ensure that they gain the greatest benefit from the skills and knowledge that the returning researchers have acquired. The challenge is to ensure that support to develop individuals is translated into research strength at the institutional level.

There are perhaps five key areas where early career researchers need greater support.

1. Keeping in touch with others in their field through networks, associations and conferences. This is likely to help reduce their sense of isolation.
2. Transforming PhD work into something suitable for publication. With sufficient time, but also the guidance of more experienced colleagues in writing and negotiating the peer review process, doctoral graduates might feasibly produce a number of journal articles from their thesis.

3. Designing new research projects. To move on from PhD work, early career scholars need to be able to define a new research agenda and identify suitable questions. They will probably also need to learn how to develop proposals to research funding agencies.
4. Supervising their own doctoral students. Building up a research base and ensuring a continued stream of skilled researchers requires good supervision. Early career researchers need to learn how to do this themselves.
5. Money. It need not be expensive, but researchers do need access to a modest level of funding to extend their work, explore new areas or undertake basic fieldwork.

The ACU, supported by the British Academy, conducted a study exploring early career issues, which is due to be published soon. Meanwhile, the ACU is also exploring possible funding routes and is seeking interest from higher education institutions who may wish to be involved, and from other research or funding agencies who may wish to collaborate with us in piloting and supporting such a scheme.

We would very much welcome your comments, which can be sent to Jonathan Harle at the address below. RG

References

- Tetey, W. (2010). *Challenges of developing and retaining the next generation of academics: Deficits in academic staff capacity at African universities*. <http://bit.ly/k6v9RN>

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International round-up

Strengthening research and innovation management in Africa and the Caribbean – the RIMI4AC project

The Southern African Research and Innovation Management Association (SARIMA), together with nine partners in Africa and the Caribbean, is currently working on a three-year project to strengthen research and innovation management in these regions. The project funding, of about EUR 3 million, comes from the European Union's ACP Science and Technology Programme. The specific objective of this action is to strengthen the capacity of research institutions in the regions to sustainably and effectively manage research and innovation activities. Another related objective is the improvement of dialogue between university-based researchers and policy makers, to inform evidence-based national and regional policies feeding into the sustainable development agendas of the five regions (Caribbean, West Africa, Central Africa, Southern Africa and East Africa).

The project is managed and led by SARIMA. It also has a Project Management Board (PMB) which comprises ten people – one representative from each of the partner institutions. The PMB meets once every six months to report on needs and activities within the respective regions and to plan activities for the next reporting period.

Project partners

The project partners and their areas of responsibility are:

- SARIMA – Lead Partner and Project Coordinator
- University of Botswana, Botswana – Coordinator, Southern Africa activity
- University of Buea, Cameroon – Coordinator, Central Africa activity
- University of Dar es Salaam, Tanzania – Coordinator, East Africa activity
- University of Ibadan, Nigeria – Coordinator, West Africa activity
- Stellenbosch University, South Africa – Coordinator, Southern Africa activity
- University of Technology, Jamaica – Coordinator, Caribbean activity
- Research and Innovation Management Services, Belgium – Coordinator, Training and Development
- ResearchResearch Africa (Pty) Ltd, South Africa – Coordinator, Websites and Database, Development and Dissemination
- Association of Commonwealth Universities (ACU) – Coordinator, Capacity Building activities and Policy Dialogue.

Events and activities to date

- **Establishment of regional research management associations** – As part of the RIMI4AC project, Research and Innovation Management Associations (RIMA) are being developed for East Africa, Central Africa and the Caribbean. Initial meetings have been held and interim steering committees formed for each of these regions.

- **Survey of current provision** – In December 2010, the ACU conducted a survey on current practice in research management (in the project regions). An article summarising the findings can be found on pages 6 and 7.
- **Newsletter for the RIMI4AC project regions** – This is the first newsletter in the series. The purpose of the newsletter is to encourage comment on, and to share best practice in, research and innovation management.

You are invited to submit articles for publication in this newsletter. We require articles to be 700 words in length for a one-page article or 1,400 words for a two-page article. The newsletter will be published three times a year, in February, June and October. The theme of the next newsletter (due out in October 2011) will be 'Ethics'.

Please send any articles or queries about the newsletter to resman@acu.ac.uk.

Upcoming events and activities

- **Capacity Building workshop** – Cameroon, 28–29 July 2011
- **Capacity Building workshop** – Tanzania (to be confirmed)
- **Launch of RIMA websites** – late 2011
- **Second survey of current provision** – December 2011

For further information, visit the project website at <http://bit.ly/mEODXJ>.

Capacity Building workshop: research management and staff development

A Capacity Building workshop will be held at the University of Buea on 28–29 July 2011. The aims of the event are to discuss research management and staff development, and to explore the various ways that universities can better support early career

staff. The workshop will feature a joint session with the Commonwealth Summer School, which will take place at the same venue in the same week. For further information please contact Dr Josepha Foba Tendo, Research & Publications, University

of Buea, at jnfoba@yahoo.com or visit the web page at www.acu.ac.uk/member_services/professional_networks/research_management/rimi4ac_capacity_building_school_Cameroon_2011

Research Caribbean aids the creation of a competitive edge for the Caribbean



An exciting new development in research news and research policy reporting is now available in the Caribbean. *Research Caribbean*, a sister publication to *Research Fortnight*, *Research Europe* and *Research Africa*, aims to keep Caribbean researchers and policymakers abreast of regional and international developments in research, innovation and development issues. It also aims to fulfil the need of experienced researchers to make their work known and to present their knowledge in a form that is accessible to potential users.

Research Caribbean is an online fortnightly publication from Research Ltd which comprehensively tracks research policy across the Caribbean and diaspora and provides detailed coverage of research-related issues. Compiled by experienced editorial staff, in the Caribbean as well as the UK and Africa, it provides a comprehensive digest of research policy news from all over the Caribbean.

Research Caribbean aspires to place research firmly at the centre of policy development, industry and economic development, and to add significant value to the research community within and outside the Caribbean. This expansion has been made possible by funding from the ACP Science and Techno-

logy Programme for a project to improve research and innovation management in Africa and the Caribbean (RIMI4AC).

With the further intention of providing a solution to the isolation of Caribbean policy makers and researchers and connecting them with the global research world, Research Ltd also offers a subscription-based funding opportunities platform with unique funding opportunities specifically aimed at Caribbean institutions.

With more than 5,000 funding opportunities on the *Research Caribbean* platform, institutions in the Caribbean now have the opportunity to become more research-led and competitive in the global knowledge economy. Subscribers to the web-based *Research Caribbean* platform can search for funding opportunities and funder information, set up email alerts and calendar notifications, and create bespoke research policy news for their institution or its individual faculties and departments.

Research Caribbean is an extension of the world-leading Research Professional platform, provided by Research Ltd. For further details, visit the website at

<http://bit.ly/ewqpTQ>.

CabRIMA

Research and innovation managers from universities and research institutes in Jamaica have endorsed, by unanimous acclamation, the establishment of the Caribbean Research and Innovation Management Association (CabRIMA). This took place during 'Research and Technology Day' at the University of Technology (UTech), Jamaica, on 7 April 2011, and followed a presentation, 'Professionalising research and innovation management in the Caribbean region: the context and case for establishing CabRIMA', by Paul Ivey, Associate Professor in the School of Graduate Studies, Research and Entrepreneurship, UTech.

The CabRIMA event was held as part of a build-out model for the association being

pursued by UTech, starting in Jamaica and then involving research and innovation (R&I) institutions in the wider Caribbean.

The initial steps towards establishing the association were taken at the Caribbean RIMI4AC Conference held in Jamaica in October 2010, where a steering committee was formed, chaired by UTech, with representatives from R&I organisations across the region. A website is being developed for the association under the RIMI4AC project and will be launched later in the year.

For further information, please contact Martin Henry, Manager of Projects and Operations in the School of Graduate Studies, Research and Entrepreneurship, UTech. Email: mhenry@utech.edu.jm.

ANNUAL MEETING CALENDAR 2011

Annual meetings of research management and other related associations

July

11–14 Triple Helix IX

Stanford University
California, USA
www.triplehelixassociation.org

September

13–16 ARMS

Dockside
Sydney, Australia
<http://bit.ly/jlukAg>

October

22–26 SRA International

Fairmont The Queen Elizabeth
Montreal, Canada
<http://bit.ly/j0er3n>

November

ARAA

To be confirmed
<http://araafrica.org>

6–9 NCURA

Washington Hilton
Washington DC, USA
www.ncura.edu

29 November – 3 December WARIMA

Freetown, Sierra Leone
www.warima.org

Current research management practice in the Africa and Caribbean regions

Emma Falk summarises the findings of a survey on research management practice in the Africa and Caribbean regions.

In December 2010, as part of the RIMI4AC project, the Association of Commonwealth Universities (ACU) conducted a survey on current research management (RM) practice in Africa and the Caribbean. The survey was aimed mainly at research managers but was also sent to academic contacts, because anecdotal evidence suggests that many RM functions and responsibilities are still carried out by academics in these regions.

The survey and sample

The survey generated responses from 39 research managers/administrators and academics in 15 countries, mostly in Africa but also in the Caribbean. It included many questions from previous similar surveys conducted by the ACU in 2001, 2005 and 2008. For example, it included questions on the structure of the research management office (RMO) and institutional research management processes, and on the provision of training and support for research management staff and academics.

Although the majority of respondents were research managers/administrators working at universities, over 40% of respondents were academics, and results from the survey indicate that both research management staff and academics spend time on RM work to varying degrees. The survey also showed that the stated professions of the respondents did not readily correlate with time spent on RM work, and that there appeared to be different interpretations of what research management includes. Whilst some respondents identified themselves as 'research management staff', they did not spend most of their time on RM work; at the same time, some respondents who identified themselves as 'academics' reported spending over 50% of their time on RM-related work. (Previous similar surveys have

also found that academics are involved to a higher degree in RM functions in Africa, compared to other regions.)

Provision of training and services

As the response rate to this survey was very low, we cannot claim to provide firm evidence of trends in research management training, services and structures in the Africa and Caribbean regions. Nevertheless, we have been able to identify some general points that can function as initial indicators of research management provision in these regions.

In general, the research management staff respondents were more likely to be positive about the provision of research management training and services than the academic staff respondents (see Tables 1 and 2). Heads of RMOs, in particular, were more positive about research management training and services than other research managers/administrators and academics. Very few academic staff indicated that they were 'very positive' about any

training and services. For example, academics were particularly dissatisfied with services related to 'negotiating consultancy contracts' (80% expressing dissatisfaction), whilst almost 60% of research management staff found services in this area to be 'satisfactory' or above.

However, research management staff and academics had different views on provision in specific areas. Research management staff are more dissatisfied with training in how to identify research funding, whilst academics are more dissatisfied with training in how to negotiate research projects.

Overall, however, research management staff and academics do not consider that RM training needs are being fulfilled. For example, in the area of intellectual property (IP), 50% of all research management staff and 69% of academics considered that training needs in this area were either 'not met at all' or 'rarely met'.

For the most part, research management training was provided internally (within the university), and on the whole respondents were more positive about training for senior level staff than training for junior to mid-level

Table 1: Satisfaction with research management service provision

RM function	Negative	Satisfactory	Positive
Academics			
Sourcing consultancies for academics	73.3%	26.7%	0.0%
Negotiating contracts for academics	80.0%	13.3%	6.7%
Collating data on consultancies from within the university	66.7%	20.0%	13.3%
Research management staff			
Sourcing consultancies for academics	45.5%	40.9%	13.6%
Negotiating contracts for academics	42.9%	38.1%	19.0%
Collating data on consultancies from within the university	50.0%	40.0%	10.0%

Source: ACU Survey of Current Research Management Practice in the Africa and Caribbean Regions 2010

Table 2: Satisfaction with research management training provision

RM function	Negative	Satisfactory	Positive
Academics			
Identifying funds	37.5%	56.3%	6.3%
Preparing research proposals	46.7%	33.3%	20.0%
Negotiating research projects	62.5%	31.3%	6.3%
Managing research projects	46.7%	40.0%	13.3%
Intellectual property issues	68.8%	25.0%	6.3%
Dissemination of research	33.3%	26.7%	40.0%
Research management staff			
Identifying funds	54.5%	31.8%	13.6%
Preparing research proposals	21.7%	47.8%	30.4%
Negotiating research projects	43.5%	39.1%	17.4%
Managing research projects	22.7%	45.5%	31.8%
Intellectual property issues	39.1%	39.0%	21.7%
Dissemination of research	50.0%	31.8%	18.2%

Source: ACU Survey of Current Research Management Practice in the Africa and Caribbean Regions 2010

staff. Academics were more likely than research management staff to report that there was no training available in specified areas.

Nevertheless, research management staff in general were optimistic regarding career prospects for research management staff, with more than half reporting that their next job is likely to be in the research management field. This differs from the results of the 2008 Research Management Staff Survey, in which less than half felt that they would remain in research management for the duration of their career.

Research management structure and provision within institutions

All the respondents in this survey indicated that their institution had a central office with responsibility for research management. However, for the most part, RM functions were shared between the RMO and other central offices within the university. Just over half (55%) of respondents reported that 'grants/awards negotiation' was the primary responsibility of the central RMO, and most respondents indicated that there was no central office within their institution with responsibility for 'commercialisation and dissemination' of research results. The 'financial management of awards' was the only area of research management that was always under the responsibility of a central office, although not necessarily the RMO.

Regarding the identification of funding

opportunities, 46% of the academic respondents reported that their RMO or university's central newsletter keeps them informed of funding opportunities – however, the majority of them reported that they find funding opportunities mainly through their own networking.

Research management skills

The questions in this (2010) survey and previous surveys were not identical, and so exact comparisons of results cannot be made. However, they were similar enough for us to make a few general comparisons. For example, in the 2008 survey we asked respondents to indicate which skills they considered important for the RM profession.

When the results of the 2008 survey were broken down by region, 'writing skills' were rated very highly by African respondents, higher than the global group average. 'Writing skills' were also rated as the most important skill area in the 2010 survey and therefore it seems that perceptions of the importance of these skills in the Africa region have not changed since 2008. On the other hand, whilst 68% of the African respondents in the 2008 survey rated 'numeracy skills' as 'extremely important', respondents in the 2010 survey did not consider these skills as particularly important. It would therefore seem that perceptions of the importance of this skill area have decreased since 2008.

Institutional support for research activities

We also asked respondents to give their views on overall institutional support at their universities. Again, support related to IP and the dissemination of research results was indicated as the area that respondents were most dissatisfied with. This result is similar to those of the 2001 and 2005 surveys, in which African respondents in particular expressed most dissatisfaction with support in these areas. Taken as a whole, the 2010 respondents were also more likely to be positive regarding their institutions' support for activities during the life of a research project than support for activities at project completion. However, research management staff and academics had different views on institutional support in some specific areas. For example, a large majority of research management staff thought that institutional support for the publication of academic papers was 'satisfactory' or above, whereas only half of academics indicated that support in this area was 'satisfactory' or above.

Surveying and dissemination in the region

As the response rate to this survey was very low, we hope to run the survey again at the end of 2011. It is hoped that subsequent surveys will generate more responses, producing a fuller and more accurate picture of trends in these areas. We also hope that the results of future surveys will be passed on to funding bodies to inform their future initiatives and to continue the work – which was initiated at the International Network of Research Management Societies (INORMS) Conference in April 2010 – of enhancing the relationship between universities and funding bodies.

The full paper 'Current Research Management Practice in the Africa and Caribbean Regions 2010' can be accessed at www.acu.ac.uk/member_services/professional_networks/research_management/rimi4ac.

RG

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network of the next generation of African researchers who are able to develop and lead research projects that expand the frontiers of knowledge and contribute to wellbeing. The first cohort of 25 CARTA fellows was selected in late 2010 and successfully participated in the JAS-1 training in March–April 2011. Their PhD advisers were also offered refresher training in doctoral supervision. The process of selecting the next cohort of 25 fellows will be finalised in late 2011.

Conclusion

CARTA has been established with the recognition that individual African universities and countries lack the requisite human and financial resources and infrastructural capacity to deal single-handedly with the challenges facing PhD training. The initiative offers a well-thought-out strategy for rebuilding and strengthening the capacity of African universities to produce locally trained and skilled researchers and scholars. The focus on the local production of networked and high-skilled researchers committed to working in sub-Saharan Africa, and on the concomitant increase in the local research and training capacity of African universities and research institutes, addresses the inability of existing programmes to create a critical mass of well-trained and networked researchers across the continent.

In all, we are confident that CARTA will address important areas of local need and that our programme will produce well-prepared scientists as well as enriched institutional environments that, together, will strengthen doctoral training and research in public and population health. The CARTA model also offers potential for improving training and research in other disciplines and fields.

For more detailed information on the CARTA programme, please write to carta@cartafrica.org or visit the CARTA website: www.cart africa.org. RG

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The RIMI4AC project, funded by the EU Science and Technology Programme, runs from 2009 until 2012. The project aims to strengthen research and innovation management in Africa and the Caribbean regions.

The project partners and their areas of responsibility are:

- Southern African Research and Innovation Management Association (SARIMA)
Lead Partner and Project Coordinator
- University of Botswana, Botswana
Coordinator, Southern Africa activity
- University of Buea, Cameroon
Coordinator, Central Africa activity and Coordinator, Translation
- University of Dar es Salaam, Tanzania
Coordinator, East Africa activity
- University of Ibadan, Nigeria
Coordinator, West Africa activity
- Stellenbosch University, South Africa
Coordinator, Southern Africa activity
- University of Technology, Jamaica
Coordinator, Caribbean activity
- Research and Innovation Management Services, Belgium
Coordinator, Training and Development
- ResearchAfrica (Pty) Ltd, South Africa
Coordinator, Websites and Database, Development and Dissemination
- Association of Commonwealth Universities
Coordinator, Capacity Building activities and Policy Dialogue

For further information on the RIMI4AC project, please visit the website at <http://bit.ly/mEODXJ> or email sarima@sarima.co.za.

