

Africa-Europe Conference on Higher Education Collaboration, 25 October 2019, Brussels

„Investing in people, by investing in higher education and skills in Africa“



Nurturing researchers & ‘enabling environments’

The Project	BRECCIA-GCRF	Project Results ...so far
<p>BRECCIA is a four-year UK GCRF - (Global Challenges Research Fund) project that aims to develop research capacity and strengthen existing research capabilities in Kenya, Ghana, and Malawi in the areas of food and water security.</p> <p>BRECCIA is a partnership between:</p> <ul style="list-style-type: none"> • 14 organisations – including researchers in 8 universities • 9 countries • 69 people <p>Unique approach</p> <ul style="list-style-type: none"> • 1 year conducting needs analyses • Iterative training process • Drawing on internal expertise • Designing the training programme/interventions as the research unfolds • Designing professional development for the whole group as well as individuals <p>Our experience of collaborative research between the Universities of Southampton, Ghana, Kenyatta, Nairobi, Malawi, MMUST and Technical University of Kenya, and organisations including, AGRHYMET, Waternet, SARIMA and Vitae offers particular insight into capacity building and the professional development of young, budding academics.</p>  <p>It is generating insights on learning from the global South that benefit the global North, i.e.</p> <ul style="list-style-type: none"> - How to engage with local stakeholders and communities with local researchers - Understanding of broader issues affecting research, such as gender, the use of local resources - The benefits of working in an international and interdisciplinary team such as appreciating the value of local knowledge - Recognising the variation between ‘enabling environments’ and the assumptions held in UK HEIs 	<div style="text-align: center;">  <p>BRECCIA</p> <p>BUILDING RESEARCH CAPACITY FOR SUSTAINABLE WATER AND FOOD SECURITY IN DRYLANDS OF SUB-SAHARAN AFRICA</p> </div> <p style="text-align: center;">Project Activities</p> <p>Four pillars of activity & support</p> <p>Our model of capacity development is based on four areas of activity – these four pillars of enhancing capability taken collectively and alongside structural support from within BRECCIA, such as training and networks, and support from outside of BRECCIA</p> <p>We are leveraging the research experience itself to create learning experiences and opportunities i.e. internal funding applications that include impact and theories of change.</p> <ul style="list-style-type: none"> - Summer and winter schools and Annual Research meetings for training and relationship building <p>We recognize that each researcher’s needs and context is different – so we need to respond to these in an iterative way</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p>Capacity – improved/enhanced</p> <p>Definition: the ability to change/take on new information/to do more (more research, more funding, improved careers, influence policy...)</p> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p>Capability – enhanced/improved</p> <p>Definition: having the knowledge, skills, behaviours required to do something to a standard/quality of performance</p> </div> </div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; width: 15%;">Research methods</div> <div style="border: 1px solid black; padding: 5px; width: 15%;">Professional effectiveness</div> <div style="border: 1px solid black; padding: 5px; width: 15%;">Research leadership</div> <div style="border: 1px solid black; padding: 5px; width: 15%;">Research management</div> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>The Enabling Environment...?</p> <p>Structural support – from within BRECCIA</p> <p><i>Institutional structural support/infrastructure (outside of BRECCIA)</i></p> <p>What are the institutional structural & functional supports; the quality & robustness of support/agility & responsiveness? What is their impact?</p> </div> <p>In 2020 we will focus on Enabling environments</p>	<p>We are collectively defining capacity development in the GCRF context and have identified two issue areas.</p> <p>GCRF presents three challenges:</p> <ol style="list-style-type: none"> 1) The concept of capacity development – these projects typically begin with researchers, not organisations 2) Perceived institutional readiness to undertake such ventures – both in the UK and our partner institutions 3) Human Resources Development, especially Researcher Development, because GCRF demands high levels of workplace transfer <p>GCRF requires new skills in addition to the traditional skills, which in turn requires different methods of design and modes of delivery</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Traditional research skill areas</p> <ul style="list-style-type: none"> • Project management • Communications/presentations • Publications • Grant writing • Networking • Time management • Ethics • Impact with research </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>GCRF skill areas</p> <ul style="list-style-type: none"> • Collaboration • Co-production • Interdisciplinary • International - networks & partnerships • Inclusive – global diversity • Responsible research innovation & integrity • Research with development impact <ul style="list-style-type: none"> • Policy & stakeholder influence </div> </div> <p style="text-align: center;">Sustainability & Synergies</p> <p>For ECRs and by ECRs</p> <ul style="list-style-type: none"> • We are providing every ECR with a <i>Mini PI</i> experience through leading a ‘Small research project’ to enhance their skill-set • Creating networks of researchers in food and water security – within and beyond BRECCIA • Insist that gender is addressed in every project monitored by Gender Working Group led by a team member in Ghana <p>Encouraging self-development with</p> <ul style="list-style-type: none"> • An online resource of short CVs of team members for research and networking purposes • A database of expertise that everyone can access • Mentors – ECRs are encouraged to approach and seek advice from internal experts • Online training resources, webinars, and literature • Vitae Researcher Development Framework planner <p>Making connections</p> <ul style="list-style-type: none"> • Between people, projects and countries • Creating internal Champions, Superusers/consultants and Mentors • Sharing experiences of capacity building i.e. the issues involved in recruiting first postdocs at MMUST and TUK (similar to some smaller UK Universities) • Learning from each other e.g. a research managers network and secondments • Establishing researcher networks

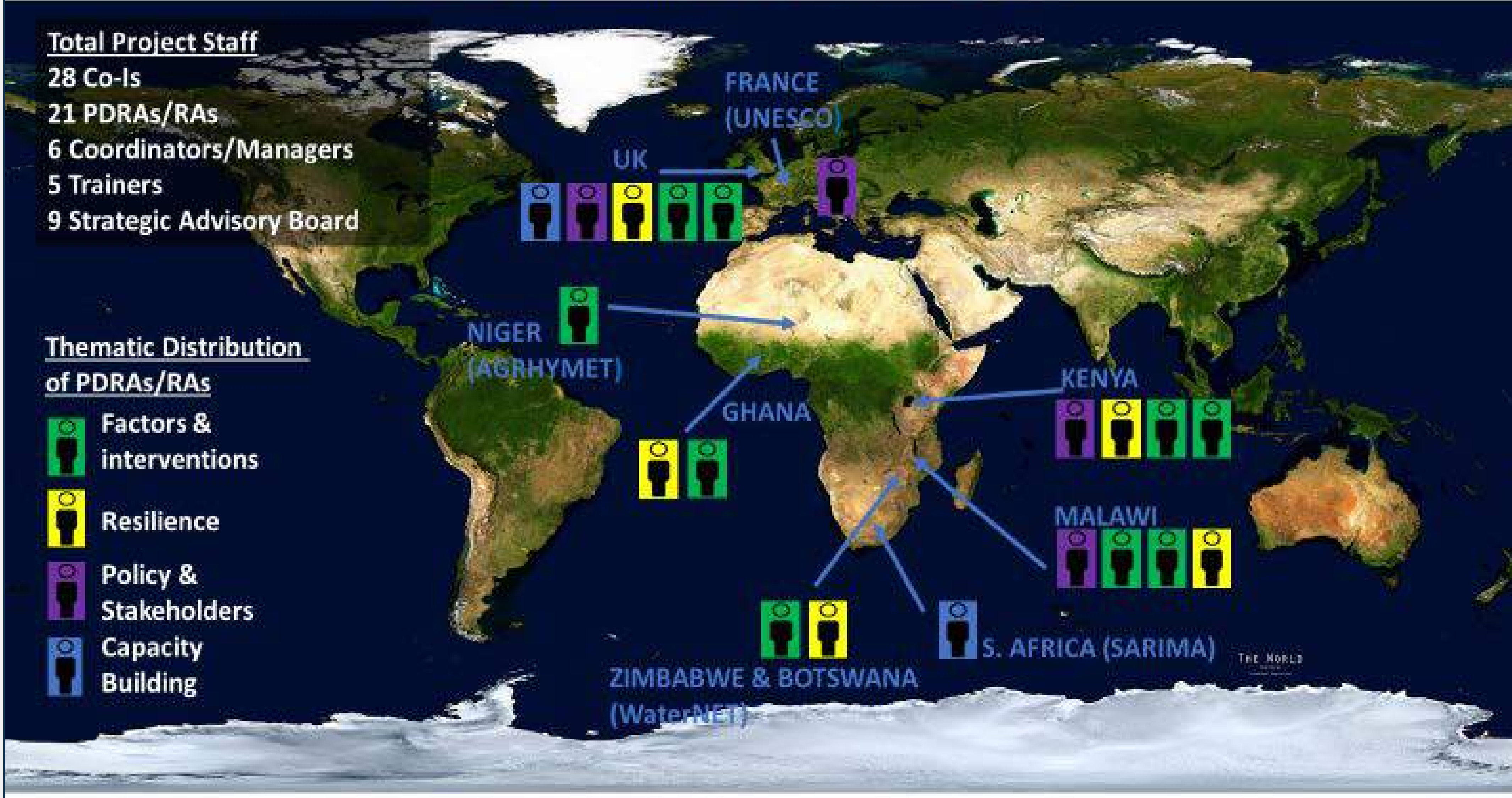
BRECCIA Postdoc/Researcher Distribution

Total Project Staff

- 28 Co-Is
- 21 PDRAs/RAs
- 6 Coordinators/Managers
- 5 Trainers
- 9 Strategic Advisory Board

Thematic Distribution of PDRAs/RAs

- Factors & interventions
- Resilience
- Policy & Stakeholders
- Capacity Building



FRANCE (UNESCO)

UK

NIGER (AGRHYMET)

GHANA

KENYA

MALAWI

S. AFRICA (SARIMA)

ZIMBABWE & BOTSWANA (WaterNet)

Contact Information

CONTACT INFORMATION

breccia@soton.ac.uk
<http://www.gcrf-breccia.com/contact/>

WEBSITE

<http://www.gcrf-breccia.com/>

SOCIAL MEDIA

@GCRF_BRECCIA
 @JulieDReeves

IMPLEMENTING PARTNERS



FUNDED BY

This work was funded through the ‘Building Research Capacity for sustainable water and food security In drylands of sub-saharan Africa’ (BRECCIA) which is supported by UK Research and Innovation as part of the Global Challenges Research Fund, grant number NE/P021093/1

UK Research and Innovation

