Background
The purpose of the AfricaLics PhD Academies is to support the training of African Doctoral students engaged in research in the field of ‘Innovation and Development’; a multidisciplinary social science research area that includes elements of innovation studies and development studies. This is an under-acknowledged field of study in much of Africa. The Academies provide a chance for PhD students to come together and support each other as well as receive training and stimulate their awareness of policy and management issues related to this field of research. The major goal is to ensure that young scholars are equipped with the requisite research, theoretical and analytical capability to interrogate the African innovation landscape with the ultimate goal of being able to generate evidence-based insights for potential uptake by policymakers, private sector and civil society actors, international development agencies and other stakeholders.

The AfricaLics Academy is usually arranged in close collaboration with a local partner organisation. This organisation providing the venue and some other local logistics support in its role as host of the Academy. In turn, the organisation is guaranteed the presence of some of the greatest academics working in the field of innovation and development in the world. We often encourage the host organisation to make the most of these academies by holding a half/one day Open Symposium on Innovation and Development that is tailored to concerns of academics and policy-makers in the host country and to which members of the public are invited.

Academy specifics

The Academy occurs over a two-week period and hosts between 25-30 students from Africa and a handful of students from the rest of the world. The Academy invites frontier researchers in innovation and development from around the world to provide lectures and mentor students during the two week period. The topics of the lectures will cover specific issues within innovation studies and economic development and innovation management as well as research methods and innovation policy. We sometimes bring in external speakers/trainers to provide training sessions on methodology or academic writing or similar subjects.

Organising the Academy involves a close collaboration between the host organisation and the AfricaLics Secretariat and requires an agreement in advance on the division of responsibilities.
The main activities that are required in organizing and implementing the Academy are as follows:

<table>
<thead>
<tr>
<th>Main activity area (in order of occurrence)</th>
<th>Who usually responsible?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call for papers and subsequent review of papers</td>
<td>AfricaLics Secretariat with support from Partner institution</td>
</tr>
<tr>
<td>Programme organisation and invitation of facilitators</td>
<td>AfricaLics Secretariat with support from Partner institution</td>
</tr>
<tr>
<td>Logistics for the Academy (venue, accommodation, airport transfers, food etc.)</td>
<td>Partner institution</td>
</tr>
<tr>
<td>Travel support applications and approvals</td>
<td>AfricaLics Secretariat</td>
</tr>
<tr>
<td>Additional fundraising</td>
<td>Partner institution (AfricaLics provides some funds)</td>
</tr>
<tr>
<td>The Academy itself (implementation)</td>
<td>Partner institution with support from AfricaLics Secretariat</td>
</tr>
<tr>
<td>Reporting (after the event)</td>
<td>Partner institution and AfricaLics Secretariat</td>
</tr>
</tbody>
</table>

**Call for papers and review process**

At least eight months before the Academy is due to take place a call for papers is agreed on and advertised. The call is advertised through AfricaLics’ usual channels and other appropriate channels as necessary. The call is open for at least one month.

The call usually request participants to submit an extended abstract of no more than 5 pages. Abstracts must be typed double-spaced in English (sometimes an exception is made for a few applicants from French speaking countries). The abstract must state the objectives, methodology, expected results and conclusions of the work, including supporting figures and main references. The abstract must be accompanied by a CV and a recommendation letter from the supervisor or a senior scholar.

All extended abstracts are reviewed by at least two senior scholars from a review panel made up of members of the AfricaLics Scientific Board (ASB) and host institution.

Selection is made based on academic quality of papers as well as to promote diversity (by location, gender etc.); a template for the review process is available in Annex 1. In addition, the following criteria are also listed in the call:

- Students should be at least in the beginning of his/her second year at the time of the Academy;
- work explicitly on issues related to policy-oriented analysis of science, technology and innovation systems;
- be able to present an original paper reflecting his/her research and/or thesis work.

It is useful to have a mix of students, from across Africa, attending the Academy in order that students get a diversity of views and ideas. The current experience shows that the local student to foreign student ratio that works well is no more than 1 to 3.
Successful applicants are notified of their acceptance to the Academy 3-4 months before the actual Academy. Students should be notified by the partner institution of their acceptance as they will need a formal invitation letter from the host institution to enable them to get their visas.

Students selected are expected to provide a full paper a month before the Academy.

**Programme organisation and invitation of facilitators**

Once the students have been selected, a review is made of their research topics and methodologies used. This is used as guidance to shape the final Academy programme and the choice of facilitators. That said, there are a few sessions at the conference which are traditionally given in order to give a basic grounding in the subject matter of the Academy. These include the history of innovation studies and systems thinking and the current state of innovation studies and innovation management thinking. This is important as many students often come from traditional disciplinary backgrounds and often have not engaged with much of this literature before.

AfricAlics academy sessions often include the following activities:

- Lectures by senior researchers on areas ranging from research methodologies to the latest theories and empirical research in the fields of innovation, innovation management and development studies.
- Presentation by Doctoral students of their work which will be discussed by senior scholars which will give feedback.
- There is a possibility to include more interactive sessions enabling engagement with innovation practitioners and policymakers as well as relevant field visits and associated project work.
- An Open Symposium on Innovation and Development providing a means to leaving a more lasting legacy within the host country.

Depending on the final agreement on topics and lectures to be given, a list of facilitators is prepared. These are contacted by either the partner institution or the AfricAlics Secretariat depending on the final division of responsibilities.

Facilitators are usually invited for 2-3 days maximum only. This means the students attending the Academy are able to meet a range of different academics in the field but also means academics don’t get taken out of their work for too long. This is important as we do not pay facilitators for their time; Academy facilitators provide their time for free as part of the community spirit of the AfricAlics community.

It is often useful to have a mix of facilitators from both the host institution and from abroad. We also try to ensure a gender balance across facilitators wherever possible.
The final programme can take many forms. The main elements of an Academy are below.

| Opening session & Open Symposium | Organised by AfricaLics Secretariat  
|                                 | - Introductions (people and Academy activities) |
| Special sessions | Organized by Host institution and partners  
|                                 | - Showcasing STI for development in host country |
| Student papers stream | Six parallel sessions with two sub-sessions each time. Sub-session consists of:  
| | - 2 students present papers on an aspect of their PhD research for 20 minutes each  
| | - Comments from 2 reviewers (a student and a senior) for 10 minutes each  
| | - Comments and questions from the floor  
| | NOTE: reviewers are expected to prepare written feedback and provide to students. Students expected to write a one page overview of how they have taken on board comments and send to reviewers within one month of the Academy |
| Methods stream | A series of lectures and workshops introducing students to, or upgrading students skills, in certain research methods |
| Theory stream | A series of lectures introducing students to key theories and concepts from innovation studies |
| Impact stream | Two sessions will be held:  
| | - One looking at how innovations are introduced and promoted in rural environments  
| | - One roundtable with policymakers and practitioners from the host country debating why innovation is important to their businesses and the country’s economic growth |
| Armchair discussions | Two evening more relaxed sessions where students can ‘ask a practitioner’ about the issues faced with innovation in the host country |
| Problem solving stream/project work | [Optional]  
| | To get students to think more broadly about the impact of their work and to get them thinking about writing research proposals and policy briefs and key skills as an academic. Students are expected to conduct group project work activities that revolve around field visits, planned in advance of the Academy by host institution. Students are grouped together and asked to come up with a research gap identified from their field visit, write up a one page research proposal and a one page policy brief outlining why the research is necessary. They make oral presentation on this on the last day of the workshop to a panel of experts. Usually a prize is given to the best team effort. |
Logistics

There are four core logistics areas which are the most important. These are: the venue; accommodation; food and; airport transfers. However, in addition to these are a set of smaller considerations which have actually turned out to ‘make or break’ an Academy. Each of these are considered in turn.

Venue

The Academy is traditionally held in an academic institution as this often has the practical set up required for such an event (classrooms with projectors; larger lecture theatres and breakout spaces). It also ensures that the Academy acts as inspiration to students studying in the host institution; through the knowledge that such events exist.

Depending on the organisation of the programme the following venue requirements are needed:

1. One large lecture room able to accommodate around 35 persons (the students plus all facilitators present at any one time). This is used for plenary lectures
2. 2-3 classrooms to be used for parallel sessions where student presentations take place
3. A common breakout space for refreshments, lunches and general relaxation when there are no classes or they have group work.
4. One larger room/lecture theatre for the Open Symposium (although this sometimes takes place in a totally different location to ensure maximum public attendance)
5. If there are Muslim students attending then a prayer room will also need to be provided or details of the university mosque. Similarly, for Christian students or those of other faiths, details of the closest place of worship available. (A notice of the location of all of the nearest places of worship is a useful part of the information pack).

Accommodation

It facilitates discussion if facilitators and students can stay in the same location but sometimes this isn’t possible. In order to reduce the need for buses (often at an extra cost) it is preferable to have students and facilitators staying within walking distance to the Academy venue, if at all possible.

Accommodation at previous academies has sometimes been hotels and other times it has been student halls of residence. The most important criteria is that whatever the location it is clean, secure and preferably has individual bathrooms.

Finally, because the Academy takes place over a two week period, students and facilitators will be around over a weekend. Therefore, it is important to make sure that, if students stay at a hall of residence that it provides food during the weekend. It is also often useful if the accommodation has some form of common facilities that the students and facilitators can use at the weekend. At the most simple this is a common room with a TV.

Accommodation is provided by the Academy from the night before the Academy starts to the morning that the Academy finishes. No additional nights are usually provided. If students or facilitators have to stay additional nights, they are usually told they need to pay for these
nights themselves. If you start allowing extra nights, then final billing of the rooms can get very confusing.

It is also important that it is made clear to students and facilitators what is paid for in terms of accommodation i.e. that bar bills, phone calls etc. are students’ and facilitators’ own responsibility.

**Food**
The Academies are always fully catered. Therefore, students and facilitators get three meals a day from the time they arrive to the time they depart. In addition, when they are ‘in class’ the Academy provides mid-morning and mid-afternoon refreshments. We find that this ensures high levels of concentration. In addition, it enables students not to have to worry about money and is means we don’t have to pay facilitators per diems. Good food (not fancy food but good, tasty food of which there is plenty) ensures that there is a good atmosphere at the Academy. It can make or break an Academy.

It’s also important to make sure that there is a variety of food or that the caterers are aware of any dietary requirements. It is common to have students who need vegetarian meals or Halal meals at AfricaLics Academies.

**Airport transfers**
It is important to be clear which airport students must arrive into for the Academy and make sure this information is given to students early on so that they can book their flights accordingly.

Students and facilitators are responsible for getting themselves to this airport (including organizing all visas, including transit visas). But once in the country, it is the responsibility of those organising the Academy to ensure they are picked up and taken to the Academy venue/ accommodation. This is important because it ensures the security of the students and facilitators.

Airport transfers have been arranged in the past using hotel shuttle buses, university buses or dedicated taxi drivers. Arriving participants have been picked up on demand or at hourly intervals. Whichever method of transfer is used, it is important to make sure this is clearly indicated to students and facilitators before they travel.

**Other issues**
While the issues above are the major issues that need to be addressed to ensure a successful conference, there are a number of other issues which can ‘make or break’ a conference. The main ones are listed below:

1. **Visas**
   Participants need to know the exact details of visa requirements as early as possible. It is easier to provide this information for them than leave them to find out. This avoids the problems of students or facilitators getting stuck without transit visas or thinking they can get visas on arrival when in fact they can’t etc.
2. **Student helpers and support staff**
   It is useful during the preparations but also during the Academy itself to have sufficient support staff on hand. This includes cleaners and security during the event. But it also includes students or others who can provide students and facilitators with assistance to find rooms within the venue, help them buy local phone cards, direct them to the best place to buy things (from toiletries that have been forgotten to souvenir shops) etc.
   Having a student or two help with the organisation before the event takes place also frees up the host organiser’s time which will be full of answering emails, writing emails, dealing with hotels, caterers etc.
   Often students are happy to help without payment if they can participate in the Academy and attend the sessions.

3. **ICT and associated support**
   The Academy requires projectors in each room and access to the internet. Students often bring their own laptops these days but having the option of a computer room is sometimes useful, especially as students often want to access a printer.
   Having dedicated IT support during the event can minimize delays in the programme.

4. **Translation services**
   AfricaLics does not have a policy on events taking place in one or more languages. We tend to manage this in an ad hoc/as need require fashion.
   As a result, previous academies that took place in North Africa have occurred predominately in French with English translation while Academies in other parts of Africa have only used English (although abstracts will be accepted in French). However, this does not have to be the case and other options can be made available.
   The key thing is to make sure translation issues are not forgotten about but a conscious discussion about the language of the Academy and support services to those not fluent in or regular speakers of English occur, and remedies made where necessary.

5. **Central file for documents**
   Students are asked to submit full papers one month before the Academy. This gives facilitators and other students time to read the papers that are in their sessions. In addition, facilitators are encouraged to provide material before the session to enable students to ‘read up’ in advance.
   Having a central online repository for these is useful for easy access to these for all involved. The AfricaLics Secretariat can provide this.

6. **General information and advice sheet**
   It is useful to develop a general information sheet for students and facilitators. This contains details of the venue, the accommodation, a map of the area, details of the airport transfers etc. But it is useful for it also to contain the following:
   a. Details of local customs and cultures
   b. Details of local places of worship
c. Details of where they can go to get more information on the location and activities available in the town/ locality should they wish to stay on or do something in the evening.
d. Details on money and how to change money, access to ATMs etc.
e. Details of any health or security issues
f. A request that students and facilitators take out adequate medical and travel insurance

We find that providing this information drastically reduces the amount of emails organisers receive as well as ensures that organisers have done their due diligence.

**Open symposium/colloquium**

This requires a special mention because in some ways it requires separate organisation in and of itself.

The host institution may consider holding a half day colloquium or an open symposium during the opening of the Academy. This is following the successful inclusion of an open half day symposium on innovation and development issues affecting Africa at the previous AfricaLics PhD Academies. Traditionally this is open to the members of the public, government representatives, the private sector and the research community.

The objective of the Open Symposium is to allow the different communities of practice to deliberate on the challenges and opportunities facing the host country and Africa in general and how opportunities can be harnessed to promote innovation and development. The host institution is expected to invite keynote speakers to help the participants deliberate on this subject. The host organization, for instance, may choose to show case the different programmes and activities being run by the University and how they are meeting a variety of innovation and development challenges faced by the host country.

The keynote speakers can come from the AfricaLics fraternity or they can come from outside. These keynote speakers will speak to the Academy participants plus, usually, a wider invited audience and/or the general public.

**Travel support**

AfricaLics Secretariat can often provide some financial support to students who are accepted at the Academy. The amount available is not fixed and does not always guarantee support for all students. Sometimes the Secretariat is also able to provide some travel support to facilitators.

The support available is always bound by the following conditions:

1. Only covers economy class cheapest return air fares (all other transport costs are covered by the individual)
2. Is available only by prior written agreement. A call for travel support applications is made with the call for papers and/or selected participants are invited to apply on receipt of their acceptance letters.
3. Travel support is by reimbursement only i.e. the individual has to pay for the ticket themselves and request a refund from the AfricaLics Secretariat

Full details of the AfricaLics travel support policy is available on the AfricaLics website.

Fundraising

Running a PhD Academy costs money. We encourage potential hosts to develop draft budget and consider fund-raising possibilities before offering to host an academy. The AfricaLics Secretariat may have some funds to help provide travel support costs but increasingly the host institution will be expected to provide in-kind or cash support.

Therefore, we hope that the host institution can raise some funds from local sources to support all or some of the costs related to running the Academy. Currently AfricaLics, through funds from Sida, is likely to be able to support some of these costs; notably:

- Accommodation expenses including meals are usually covered for all selected participants for the two weeks of the Academy.
- Travel expenses for participants unable to secure funding from their institutions will be considered. Applicants are encouraged to apply to their host institution or projects for travel support.

All other costs would need to be funded from the host institution. The AfricaLics Secretariat can provide guidance as to how to fundraise.

Based on experience from previous academies we recommend that a budget is developed as early as possible in order to have sufficient time to work out which costs will be covered through in-kind contribution and which through sponsorship from others.

The Academy itself

If all of the above is arranged and organized, the Academy itself can be implemented smoothly. A few things that need to be considered in addition to the above issues, when planning the Academy:

1. *Programme and name tags*
   A printed programme is really useful to enable students and facilitators to always know what is happening when. If changes occur: reprinted daily programmes will be useful.

2. *Media*
   Some academies have invited members of the press to certain elements of the Academy. This can be useful for publicity purposes and for wider knowledge dissemination.

3. *Social media*
Depending on how the academy functions, sometimes it has been useful to have an online programme or a WhatsApp group to keep the participants always up to date with changes. Often the what’s app group continues to exist after the academy has ended and help participants stay in touch, share useful information, network re: new research activities etc.

4. **Survey**

A post academy survey is usually conducted. This helps the Secretariat learn for future Academies as well as directly the final report.

**Reporting**

After the Academy an Academy report needs to be written within 2 months of the event taking place. This needs to provide a breakdown of activities, details of the participants and facilitators plus any lessons learnt.

Part of the report is made up of the results of a survey that is given on the last day of the Academy to get feedback on individuals’ expectations and how much they have been met by the Academy.

A decision must be made early on as to who will write the first draft of the report (host organization or AfricaLics Secretariat) and how notes will be captured at the Academy itself to assist with the report writing.

**Timeline for organization**

Once agreement has been made that the Academy will be held in a location, agreement must be made as to the plan of action, which party will be responsible and the date by which actions will be undertaken.

**REMEMBER:** organisation should start at least 8 months before the Academy is due to take place.

In relation to an Academy to be held in October the timeline would be something like as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Completed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of local partner</td>
<td>Done</td>
</tr>
<tr>
<td>Initial discussions</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Initial logistics</td>
<td>Early in the year of the Academy</td>
</tr>
<tr>
<td>Resource mobilization &amp; fundraising</td>
<td>Throughout first half of the year</td>
</tr>
<tr>
<td>Call for applications</td>
<td>February and March (minimum of 6 weeks)</td>
</tr>
<tr>
<td>Applications for travel support closes</td>
<td>Same date as call for applications</td>
</tr>
<tr>
<td>Invitation of facilitators</td>
<td>April and May</td>
</tr>
<tr>
<td>Paper review</td>
<td>April</td>
</tr>
</tbody>
</table>
### Annex 1: Selection Criteria during AfricaLics Phase II for Academies

An open call for applications is made through the AfricaLics network and social media as well as other network groups. Students who are interested in applying are expected to submit a short abstract of their PhD proposal and their CV with a covering letter outlining why they should be considered. These documents are reviewed by a scientific committee made up of a number of AfricaLics Scientific Board members and other experts from the network as required. Every application is reviewed by a minimum of two members of the scientific committee. Scores are given to each application based on:

- **Quality of the application**
- **Relevance of PhD project work for innovation and development studies in Africa, including the AfricaLics research agenda**
- **Academic background and qualifications.**

The highest scoring applications are accepted up to an agreed ceiling depending on the overall quality of the applications. The remaining places are utilised to ensure geographical spread and sufficient gender balance wherever possible. This has proved difficult in the past to achieve, especially on the gender front but we managed in 2016 to receive a nearly 50-50 split of female-male students for the first time and should aim for this in all future Academies.

The review process occurs as follows:

1. Academy Organisers receive all applications and upload them to a designated AfricaLics Secretariat googledrive folder made available for each Academy

<table>
<thead>
<tr>
<th>Notification of paper acceptance and travel support</th>
<th>First week May 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance of places by selected participants</td>
<td>End May 2020</td>
</tr>
<tr>
<td>Programme finalized</td>
<td>June</td>
</tr>
<tr>
<td>Academy logistics</td>
<td>May – October</td>
</tr>
<tr>
<td>Final confirmation of attendance by students with confirmation of air ticket and visas received (where applicable)</td>
<td>Mid September i.e. one month before event</td>
</tr>
<tr>
<td>Full papers submitted by participants</td>
<td>Mid September i.e. one month before event</td>
</tr>
<tr>
<td>Academy held</td>
<td>October</td>
</tr>
<tr>
<td>Travel support claims submitted</td>
<td>Within 2 weeks of event closing (preferably at the event itself)</td>
</tr>
<tr>
<td>Travel support claims reimbursement completed</td>
<td>Within 4 weeks of the event closing</td>
</tr>
<tr>
<td>Report written and accounts closed</td>
<td>End December i.e. two months after the event closes</td>
</tr>
</tbody>
</table>
2. The Academy Organisers review all applications and completes an initial vetting of them: removing any papers that are not relevant papers (e.g. those that focused on ‘doing innovation’) and only selects those that are focused on the relationship between innovation and development (in the most general of terms).

3. Papers that pass this initial sifting are allocated to reviewers. Each paper allocated to two reviewers. The papers have their author’s details removed and a number coding added.

4. The anonymised papers are sent to reviewers together with a scoring sheet (see Appendix 1) requesting reviewers to give written feedback and a score against the following criteria:

5. The scores from both reviewers of each paper are added together and added into a master sheet (template in Appendix 2)

6. Additional data is added to the master sheet by the academy organisers relating to year of study, gender, nationality and whether previously attended an academy

7. 70% of participants are then chosen based on those that received the highest cumulative score from reviewers and who have NOT attended an academy before and are in their second and third year. In addition, only those who are nationals of, and resident in, low income or low middle income countries in Africa (see World Bank latest listings) should be sent through.

8. The remaining 30% are chosen to ensure that there is representation from each of the six AU regions and as close to a 50-50 gender balance as possible. This might mean some 1st year students who apply are chosen together with those who are relatively poor in academic quality and/or who are not based in Africa. A preference is to be made for those in low income countries and for female candidates.

9. Any applications in the 30% who are from (i.e. nationals of OR studying in) upper middle income countries or high income countries CANNOT be selected until the go-ahead has been received by Sida.
Appendix 1: Scoring template for reviewers

Name of evaluator: ............................................................................................................

Number of the application being reviewed: ......................................................................

Title of the application being reviewed: ...........................................................................

<table>
<thead>
<tr>
<th>Rank the application in terms of: (0-3, 0 being lowest)</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the proposal relevant to AfricaLics agenda and main themes? (see over for themes and sub-themes)</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>The scientific quality of the proposal?</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>Is the methodology suitable to the objectives of applicant’s research?</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>Can the applicant improve his work by the participation to the academy?</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
<tr>
<td>Would you recommend the applicant’s inclusion in the forthcoming AfricaLics PhD Academy?</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
</tbody>
</table>

Please provide a few narrative comments to provide to the applicant with regards how to improve their paper:

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Please provide any specific comments for the Academy organisers (internal comments):

..............................................................................................................................................................................................
..............................................................................................................................................................................................
..............................................................................................................................................................................................
.................................................................................................

13
<table>
<thead>
<tr>
<th>Situation at present</th>
<th>Research gaps and opportunities identified</th>
<th>Thematic area of analysis in Phase II</th>
<th>Thematic research areas in Phase I/ sub-themes in Phase II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Changing landscape of innovation</strong>&lt;br&gt;- Increasing interest in innovation&lt;br&gt;- Changing geopolitical and innovation governance dynamics</td>
<td>Innovation governance research lacking&lt;br&gt;More on global value chains and sustainable business models&lt;br&gt;Different research on the linkage between education systems and business</td>
<td>Geopolitics and governance of innovation</td>
<td>National strategies to stimulate spill overs from BRIC-presence in Africa&lt;br&gt;The role of financial institutions in relation to innovation and development in Africa including micro-finance</td>
</tr>
<tr>
<td><strong>Changing landscape of innovation</strong>&lt;br&gt;- Sustainable Development Goals and green growth emphasis&lt;br&gt;- De-industrialisation and growth of services&lt;br&gt;- Increasing recognition of the informal sector&lt;br&gt;- Alternative thinking of ways to ‘catch up’</td>
<td>Need for more thinking on sustainable business models and alternative industrialisation approaches&lt;br&gt;Increased recognition required of everyday learning and innovation in less high-tech sectors&lt;br&gt;More work on alternative linkages between business and the education sector</td>
<td>Innovation and competence building for sustainable industrialisation</td>
<td>Work organisation and competence building in formal and informal sector&lt;br&gt;Overcoming raw material curse through new manufacturing and service activities&lt;br&gt;Engineering and design capacity and economic development in Africa&lt;br&gt;Building Low-carbon Energy Innovation Systems&lt;br&gt;Agro industrial innovation systems and food security</td>
</tr>
<tr>
<td><strong>Crisis in education and jobs</strong>&lt;br&gt;- Serious youth unemployment&lt;br&gt;- Exclusion of key groups from employment market&lt;br&gt;- Continuing deficiencies with the education sector</td>
<td>Need for more social science research and innovation policy studies especially&lt;br&gt;A change in focus is required to seriously interrogate ideas of inclusive development and inclusive innovation</td>
<td>Inclusive innovation and development</td>
<td>The role of women in Africa’s innovation systems</td>
</tr>
</tbody>
</table>
Appendix 2: Master scoring sheet

<table>
<thead>
<tr>
<th>Application No.</th>
<th>Surname</th>
<th>Relevance</th>
<th>Scientific quality</th>
<th>Methodology choice</th>
<th>Could improve by attending</th>
<th>Accept?</th>
<th>Total score</th>
<th>Year of study</th>
<th>Gender</th>
<th>Nationality</th>
<th>Already attended Academy?</th>
<th>Include in Academy?</th>
<th>Other Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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