

CARTA News

Newsletter of the Consortium for Advanced Research Training in Africa

Scaling What Works in PhD and Research Training in Africa

Welcome Note



By Cavens Kithinji
CARTA Program Coordinator

Africa's higher education and research landscape continues to face structural challenges related to the quality of doctoral training, supervisory capacity, and the alignment of research with national and continental development priorities. The Consortium for Advanced Research Training in Africa (CARTA) was established as a collaborative, African-led initiative seeking to enhance the capacity of African universities to create conducive research environments by supporting junior faculty members to undertake their doctoral training locally and to become internationally recognized research leaders.

For over 15 years, CARTA has worked with African universities and research institutions, and non-African partners to strengthen doctoral training by institutionalizing proven research training and research support practices. The consortium's approach deliberately combines support for early-career researchers with reforms to supervision, training structures, and research support systems, ensuring that excellence is not episodic but embedded within institutions.

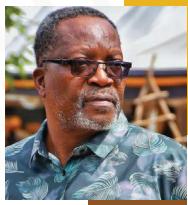
Over time, CARTA has worked through three successive phases toward its founding goal of strengthening PhD training within partner institutions. Universities across the network have integrated CARTA-informed training into formal curricula, strengthened supervision standards, established doctoral academies, and expanded grant-writing and mentorship capacity. These changes signal a broader systems-level transformation: moving from innovation to standard practice in doctoral and research training.

As we close the final year of CARTA's 2021–2025 Strategy, one achievement stands out: the steady mainstreaming of CARTA's capacity strengthening methods across partner institutions. This progress reflects the commitment of institutional leaders, focal persons, fellows, and facilitators who have championed change, often alongside demanding academic and administrative responsibilities. We are equally grateful to our funders, whose sustained belief in African-led capacity strengthening has made this work possible.

In this edition of the newsletter, we highlight how some of our partner institutions are embedding CARTA's curricula, adopting key interventions, and institutionalizing best practices to secure long-term impact on doctoral training and research capacity. We invite you to explore these stories of transition, from what works to what lasts.

Mainstreaming of CARTA's capacity-strengthening methods across partner institutions contributes to long-term impact on doctoral training and research capacity.

Making Structured Supervision the Institutional Norm at Moi University



By Christopher Odhiambo - Professor, Department of Literature, Linguistics, Foreign Language and Film Studies, Moi University; Chair of the CARTA Board of Management and Co-Focal Person

Doctoral supervision in many African universities faces persistent challenges, including inconsistent mentoring, unclear expectations, and limited institutional support, which often leave both supervisors and students navigating a fragmented system. Recognizing these gaps, Moi University has taken decisive steps to transform its approach to postgraduate supervision, ensuring that doctoral training is guided by structured, evidence-based, and student-centred supervision practices.

Moi's investment in strengthening doctoral supervision was anchored in both opportunity and readiness. Through CARTA's institutionalization support, the university sought to enhance supervision systems and faculty capacity, building on an existing pool of faculty who had undergone structured doctoral training and postdoctoral fellowships through CARTA and the Erasmus-funded Creating Postgraduate Collaboration (CPC) project. This rich expertise became the springboard for transformative change.

A Shared Framework for Doctoral Supervision

In 2021, at the height of the COVID-19 pandemic, the university undertook an institution-wide roll-out of the CARTA Supervision Training, augmented by CPC modules. For the first time, all graduate faculty across all schools received structured, research-informed training in doctoral supervision. Prior to this intervention, supervision largely relied on personal experience from one's own postgraduate journey, an approach that often produced inconsistencies, miscommunication, and challenges for both supervisors and students. The CARTA model introduced a standardized, ethical, and student-centred supervision framework that has since reshaped mentoring relationships, improved feedback quality, and inspired the introduction of formal supervisor-supervisee agreements.

The adoption of the CARTA Supervision Manual directly addressed longstanding gaps in Moi's postgraduate ecosystem. Before its introduction, the lack of a unified supervision framework meant that expectations, timelines, and feedback norms varied widely across schools. At the same time, there were no strong institutional mechanisms for monitoring supervision progress or ensuring

accountability. Rising doctoral enrolments further highlighted the need for a structured, pedagogically sound system. The manual provided the clarity, tools, and coherence required to achieve institution-wide alignment. Institutionalization of the manual followed a deliberate, systematic process. CARTA-led sensitization sessions introduced the manual to faculty and postgraduate administrators, while trained facilitators offered hands-on workshops to deepen understanding and practical application. Senior leadership reinforced the process through formal circulars mandating adoption, and the school graduate committee, supported by CARTA fellows, ensured integration into school guidelines and daily supervision practices.

Outcomes and Influence of Structured Supervision Within and Beyond Moi

The introduction of structured supervision has transformed postgraduate training at Moi University. Supervisors now provide feedback to their students within an average of two weeks, supervision timelines are clearer, and feedback cycles are more predictable, with harmonized expectations grounded in shared quality standards. Many schools have embraced supervision agreements, progress-tracking tools, and structured mentorship practices inspired by the CARTA Supervision Manual.

Since 2021, 260 faculty members have been trained as supervisors through the CARTA Training of Trainers (ToT) workshops, embedding structured, student-centred supervision across all schools. One supervisor trained through the ToT workshops reported a shift from discouraging, judgmental feedback to constructive mentorship, improved co-supervision planning that reduced delays, and a better understanding of how generative AI can be used responsibly to support postgraduate supervision.

Importantly, this culture shift has been sustained through the integration of the supervision manual into formal postgraduate policies, harmonized quality assurance processes, and the recognition of supervision excellence within academic appraisal systems. The ripple effects

extend beyond Moi University: the manual has been shared with other institutions, and trained Moi faculty are increasingly invited to support supervision training across the region, with several schools now independently organizing internal workshops, demonstrating strong ownership and continuity.

The CARTA Doctoral Supervision Manual has transformed doctoral mentorship at Moi University, fostering rigor, accountability, and excellence. Its impact is extending to other universities as our faculty are invited to train supervisors across the region.

eLearning Expands Access to Doctoral Research Methodology Training at the University of Rwanda



By François Niragire - Director of Research and Innovation, College of Business and Economics, University of Rwanda; CARTA Focal Person

The University of Rwanda (UR), a public higher learning institution, exemplifies the transformative power of education in shaping societies. Established in 2013, UR emerged from the Government of Rwanda's bold vision to unify the country's fragmented higher education system into a single, world-class university. The University has consistently emphasized quality education while expanding access, leveraging strategic collaborations such as its long-standing partnership with CARTA. This partnership has facilitated the doctoral training of 27 UR faculty members and strengthened research capacity across the university.

PhD Training and Research Methodology

UR's PhD programs have grown into a vibrant community, with approximately 400 PhD students and 1,254 faculty members across six colleges. Central to the doctoral programs is the research methodology module, which equips students with the skills to design and conduct rigorous research, analyze data, and contribute new knowledge in their fields. The module provides the foundation for doctoral training, guiding students in developing their research projects and ensuring the quality and rigor of their work.

The development of the research methodology module at UR has been a gradual and deliberate process, supported through strategic partnership with CARTA. Under the Intra-university Collaboration for Advanced Research Training at UR (ICARU) Project implemented between June 2017 and September 2019, CARTA supported the initial development and structuring of the doctoral research methodology module. The project strengthened intra-university collaboration, enhanced supervision capacity, and laid the foundation for a shared approach to doctoral research training across colleges.

In practice, however, the delivery of this module has been inconsistent across colleges. Faculty members used highly varied materials and approaches, resulting in uneven learning experiences for students and limited opportunities for collaboration among supervisors. These inconsistencies highlighted the need for a coordinated, high-quality, and accessible approach to ensure that all doctoral students receive the same strong foundation in research methodology.

PhD Training and Research Methodology

To address this challenge, UR, with support from CARTA, launched the Expanding Institutional Capacity Strengthening for Enhanced Doctoral Research Training (ECASERT) project. Implemented between August 2024 - May 2025, the project aimed to develop and make accessible high-quality, student-centered teaching and learning materials for the doctoral research methodology module.

Through ECASERT, doctoral research trainers from six colleges were convened in co-creation workshops to develop peer-reviewed materials aligned with CARTA's PhD curriculum and innovative learning approaches. The process emphasized hands-on learning, active participation, peer engagement, and the use of discipline-specific examples and practical exercises. Beyond improving teaching materials, the workshops fostered institutional ownership, strengthened collaboration among faculty, and ensured that all doctoral students would benefit from a consistent and high-quality learning experience.

Implementing the Module via e-Learning

UR has long adopted blended-learning approaches as part of its broader teaching and learning strategy to expand access, respond to the needs of a growing and diverse student population, and make more efficient use of institutional resources. These approaches were further reinforced during the COVID-19 period, demonstrating the value of digital platforms in sustaining teaching and learning across colleges.

Within this institutional context, delivering the doctoral research methodology module through e-learning emerged as a practical and strategic choice. The newly developed materials were therefore uploaded to UR's Moodle-based platform, marking a significant shift in delivery. Faculty can now deliver content more efficiently, while students can access materials anytime and from any location, offering flexibility particularly valuable to working professionals.

Impact and Sustainability

Although the deployment of the materials is still recent and only a few schools have taught the module so far, the University of Rwanda plans to conduct a formal analysis to assess the effectiveness of the materials and track their impact over time.

In the interim, feedback from supervisors and doctoral students highlights the value of this approach. Supervisors report that having structured and comprehensive materials has reduced preparation time and provided reliable references for teaching and mentoring. Students appreciate the clarity, guidance, and flexibility offered by the e-learning format, noting that it has improved engagement, encouraged peer learning, and fostered a shared understanding of expectations across colleges.

Beyond individual experiences, the introduction of the research methodology module through e-learning has generated broader benefits for doctoral training. It has strengthened staff capacity in online pedagogy for postgraduate instruction, reinforced the use of digital platforms for advanced research training, and reduced reliance on fully face-to-face delivery. Consistent access to the module across colleges has further improved learning experiences and promoted greater collaboration among supervisors, ensuring that doctoral students across the university benefit from the same high standards.

Sustainability is reinforced through institutional policy and practice. The research methodology module remains compulsory under UR's postgraduate regulations, embedding the e-learning approach within doctoral training. In addition, UR's established blended-learning practices provide a sustainable framework for continued delivery, regular updates, and long-term capacity building, reflecting the university's commitment to innovation, accessibility, and quality in doctoral research training.

By combining collaborative content development with e-learning, UR is not only standardizing doctoral research training but also setting a model for innovation in higher education across Rwanda and the region.

University of Nairobi Takes a University-Wide Approach to Strengthen Doctoral Supervision



By Rose Okoyo Opiyo - Senior Lecturer and Chair of Department, Public and Global Health, University of Nairobi; CARTA Graduate and Co-Focal Person

CARTA's step-down intervention of the doctoral supervision model has played a critical role in addressing PhD supervision gaps at the University of Nairobi, laying the foundation for harmonized, sustainable, and institution-wide PhD supervision standards.

Doctoral supervision at the University of Nairobi (UoN) has undergone significant change in recent years. Prior to 2021, PhD supervision training was conducted centrally by the Graduate School. However, following changes to the university's academic functions in 2021, PhD supervision training was no longer assured for staff who had not previously been trained. These changes included the dissolution of the central graduate school and the decentralization of postgraduate and research functions to faculty-level offices.

A PhD supervision needs assessment conducted in 2023 as part of a CARTA-supported supervision ToT workshop revealed that although more than 80% of PhD supervisors at UoN had experience in supervision, just slightly more than half of them had been trained on PhD supervision within the previous five years. This lack of recent training was linked to poor quality supervision, lack of standardized approaches to supervision, poor supervisor-student relationships, and slower student progression and graduation across all faculties.

Adapting the CARTA Doctoral Supervision Framework

The 2023 needs assessment highlighted the need for regular training and updated regulations, setting the stage for a series of faculty-based PhD supervision workshops to harmonize supervision standards across the university. Originally planned for 2023/2024, the workshops were delayed due to financial constraints, industrial actions, and logistical challenges in reaching all supervisors.

The workshops commenced in 2025 with CARTA's financial support and capacity building for the trainer or trainers who implemented the workshops across the university.

The workshops targeted all ten faculties in the university, engaging PhD supervisors in in-depth discussions of faculty-specific experiences, challenges and approaches. By the end of March 2025, a total of 265 PhD supervisors across all the ten faculties had participated in the faculty-based workshops. The sessions used the CARTA



Participants during a supervisor's training held on February 4 - 6, 2025, at the University of Nairobi, Kenya

PhD Supervision Curriculum, adapted with insights from the 2023 ToT and the institutional needs assessment to ensure relevance and context-specific learning.

The successful delivery of the faculty-based PhD supervision workshops was underpinned by strong institutional support. The Vice-Chancellor (VC) and the Deputy VC of Academic Affairs offices played a pivotal role, reinforced by rigorous sensitization efforts from CARTA Focal Persons and implementation teams. Faculty Deans and Heads of Departments were also highly engaged, with many attending the workshops alongside their staff, signaling endorsement at all levels. This robust engagement helped ensure transparency and accountability in participant selection and strengthened the foundations for sustaining harmonized PhD supervision practices across the university.

Early Outcomes and Pathways to Sustainability

The period following the 2025 workshops was disrupted by industrial actions later that year, which affected learning and supervision activities across the university.

Despite these challenges, early indications show promising progress, with a formal evaluation of the UoN faculty-based PhD supervision workshops scheduled for April/May 2026.

Many participants have already begun implementing faculty and department-level discussion forums with their students and colleagues to address PhD supervision issues, and at least two supervisors have reported holding focused conversations with their students on supervision practices.

Looking ahead, the university anticipates that individual PhD supervision champions will continue to lead these discussions, embedding harmonized supervision standards institutionally and ensuring that the improvements introduced through the workshops are sustained beyond the initial cohort of trained supervisors.

CARTA's Influence on Makerere's Doctoral Training Reforms



Kikooma Julius, Director - Directorate of Graduate Training, Makerere University



John Bosco Isunju - Senior Lecturer in the Department of Disease Control and Environmental Health, Makerere University; CARTA Co-Focal Person

As Makerere University intensified its drive to become a research-led institution, improving the quality and consistency of doctoral training became a clear priority. This was particularly evident in the PhD by research pathway. While the university had offered this route for many years, experience showed variation in student preparedness, progression, and completion. These reflections aligned with Makerere's engagement in CARTA, whose structured doctoral training model offered practical guidance for reform.

Using the CARTA Approach to Enhance PhD Training

CARTA's Joint Advanced Seminars emphasize structured learning, strong research methods, scholarly writing, milestone-based training and monitoring of progress. In August 2023, members of the Directorate of Research and Graduate Training at Makerere participated in a Training of Trainers workshop at the University of Rwanda supported

by CARTA. The workshop aimed to build institutional capacity to deliver structured doctoral training with limited external support.

The training marked a turning point. Drawing on CARTA's approach, the Directorate initiated reforms to introduce greater clarity, structure, and accountability within the PhD by research pathway at Makerere. At the same time, the university preserved the independence that defines doctoral research. Two major reforms followed. First, Makerere revised its PhD admission policy, moving from rolling admissions to a cohort-based system aligned with semester intakes. This change reduced administrative strain, improved workload planning, and strengthened progress tracking.

Second, the University developed a structured curriculum framework for the PhD by research. This reform built on the earlier cross-cutting courses and reorganized them into a

clear three-year framework with defined milestones. Inspired by the CARTA Joint Advanced Seminars, the framework introduces sequenced learning activities rather than converting the research PhD into a taught program. The compulsory modules include Philosophy of Methods, Advanced Research Methods, Scholarly Writing and Communication Skills, and Manuscript Writing and Journal Clubs. Together, these modules ensure that all doctoral candidates develop essential research and writing skills alongside their independent work.

In 2024, the Makerere University Senate approved the revised admission policy and the structured PhD by



Participants during the training of PhD supervisors, held on July 2 - 3, 2025 at Makerere University, Uganda

research curriculum. Implementation began in the 2024/2025 academic year, reflecting a strong institutional commitment to the reforms.

Early Outcomes and Institutional Impact

The cohort admission system and structured milestones have improved the coherence and predictability of doctoral training at Makerere. To support these changes, Makerere developed a Research Information Management System to track student progress and strengthen administrative oversight.

Additionally, PhD enrolment increased under the cohort system, reaching 586 students in the last academic year. While the first cohorts are still progressing, early signs are positive. At the most recent graduation ceremony in 2025, 144 candidates were awarded PhD degrees. A further 164 candidates have been cleared for the 2026 graduation ceremony.

Importantly, these reforms are institutionally owned and designed for sustainability. About 15 CARTA-trained faculty now champion the implementation and continuous improvement of the structured PhD by research framework at Makerere.

Strengthening CARTA's Strategy, Governance, and Curriculum



By Gerald Omumbo - CARTA Communications Officer

Annually, CARTA brings together key stakeholders for a series of high-level engagements to review and discuss the program's activities and progress. The 2025 convening was held on September 23 – 26, 2025, in Dar es Salaam, Tanzania, hosted by the Ifakara Health Institute (IHI) under the leadership of its Chief Executive Director, Honorati Masanja.

Central to the week-long engagements was the **20th Partners' Forum**, led by Christopher Odhiambo, Chair of the CARTA Board of Management (BoM). The forum brought together CARTA focal persons from African and non-African partner institutions, BoM members, the Executive Directorate, the CARTA Secretariat, and representatives of CARTA's funding bodies. With CARTA's third strategic phase

winding down in 2025, the participants engaged in extensive discussions on the fourth phase (2026 - 2030), agreeing on the key elements of the strategic framework (vision, mission, values, and the general direction) for the next five years.

A major outcome of the forum was the adoption of a new governance structure in which the Partners' Forum will serve as CARTA's highest decision-making body, exercising strategic leadership, ensuring adherence to CARTA's mission, and overseeing the CARTA BoM. A process has begun to clearly define the role of each organ through Terms of Reference.

Beyond internal deliberations, the forum also reinforced CARTA's commitment to strategic partnerships. A highlight was engagement with Noah Sobe, Chief of Section for Higher Education at UNESCO, who expressed a strong interest in collaborating with CARTA through the [Campus Africa Initiative](#). A flagship program that aims to build innovation ecosystems, enhance doctoral studies, and advance higher technical education across the continent.

The week also featured the **Board of Management and Funders' meeting** where CARTA leadership engaged representatives from some of its funding bodies, including the [Science for Africa Foundation](#), the [Oak Foundation](#), and the [Norwegian Agency for Development Cooperation](#). The discussions reflected shifts in the funding landscape and explored new opportunities for growth, sustainability, and

collaboration.

Concluding the week was a **curricular review workshop** that reviewed and updated CARTA's digital curricula to enhance accessibility and support wider adoption across African universities. The session brought together training coordinators and facilitators to discuss and integrate peer feedback on implementation, accessibility, and relevance.

More than just a training resource, the [CARTA Curricula](#) are a deliberate investment in creating a public good that other institutions can adopt to strengthen postgraduate training, enhance supervisory capacity, build grant writing skills, and foster synergies among the diverse staff involved in research and research training.



Pictorial

Highlights, events and activities in pictures, showcasing key moments and milestones from July to December 2025.



CARTA Cohort 11 Fellows at Joint Advanced Seminar (JAS-2) held at the University of Witwatersrand, South Africa, on November 3–28, 2025

CARTA Partners Forum held in Dar es Salaam, Tanzania, on September 22–26, 2025



CARTA Co-director Sharon Fonn at a meeting with the United Nations Educational, Scientific and Cultural Organization (UNESCO) ambassadors and technical experts at the UNESCO headquarters in Paris, on July 3, 2025.

CARTA at the Developing Excellence in Leadership, Training, and Science in Africa (DELTAS Africa) Scientific Meeting in Cape Town, South Africa, on July 28–30, 2025.



CARTA at the 5th African Research Universities Alliance (ARUA) Biennial International Conference held at Makerere University, on October 29–31, 2025



CARTA at the Peer Learning for Emerging Researchers' Knowledge and Advancement (PERKA) II Stakeholders Convening, held in Nairobi, Kenya, on October 6–9, 2025



CARTA at the ADEA Triennale on Education and Skills Development, held in Accra, Ghana, on October 29–31, 2025

Fellows Say

In 2025, CARTA welcomed Cohort 11, comprising 20 fellows based across African partner institutions, including 2 fellows from Somali National University - an associate African Institution that is being mentored through Makerere University. Over the year, they have been engaged in Joint Advanced Seminar (JAS) 1 at Makerere University (March 3 - 21, 2025), Inter-JAS activities, and JAS 2 at the University of the Witwatersrand (November 3 - 28, 2025), refining their research focus and finalizing study protocols. Below, some of the fellows share their perspectives on how these trainings have shaped their skills, research progress, and personal growth.



Cyril Chironda
Agincourt

"JAS 2 was intense and exhausting, but ultimately very rewarding. I even learned things I didn't think I needed to learn."



Adeola Williams
University of Ibadan

"JAS 1 was enlightening; it taught me how to identify research gaps. The Inter-JAS sessions helped me translate those gaps into clear, structured writing, and JAS 2 equipped me with the skills and tools I needed to effectively address them."



Justine Okello
Makerere University

"The systematic structure of the JASes and Inter-JASes made it easy for me to develop my research chronologically and stay well-grounded. The use of journal clubs and assigned roles provided a rich, multidimensional learning experience."



Amina Hassan
Somali National University

"JAS 1 laid a strong foundation in research conceptualization, critical thinking, and academic writing, while the Inter-JAS engagements reinforced my progress through mentorship and peer support. JAS 2 deepened this growth by strengthening my methodological skills, data analysis capacity, and understanding of research ethics and scientific communication."



Razak Mussa
Kamuzu University of Health Sciences (KUHes)

"My CARTA experience has been transformative academically and personally. From JAS 1 through Inter-JAS activities to JAS 2, I have seen a clear, progressive growth in my skills, confidence, and identity as a researcher."



Mary Kubo
University of Nairobi

"JAS 1 and JAS 2 have been excellent learning and networking opportunities and provided protected time to focus on my project."

Fellows News

PhD Completions, Promotions, and Appointments

PhD Completions

The July - December 2025 period witnessed remarkable milestones with seven CARTA fellows completing their PhD programs across various disciplines and contributing valuable research to global health and development.



Aneth Kalinjuma

Cohort 10, Ifakara Health Institute

Thesis Title

Transition Dynamics and Treatment Outcomes among HIV-positive Patients of Ifakara, Tanzania: A comprehensive Analysis for Optimizing the Existing Longitudinal Cohort data



Noel Korukire

Cohort 9, University of Rwanda

Thesis Title

Exposure to Air Pollution and Its Associated Health Effects Among Primary School Children in Kigali-Rwanda



Chimwemwe Banda

Cohort 6, Kamuzu University of Health Sciences

Thesis Title

Self-management for People with Diabetes in Blantyre, Malawi: A Mixed-Methods Study



Patience Shamu

Cohort 10, University of the Witwatersrand

Thesis Title

Perceptions of Long-Acting HIV Pre-Exposure Prophylaxis and Preferences for Service Delivery Among Young Women in Tertiary Institutions in South Africa



Monday Olodu

Cohort 10, University of Ibadan

Thesis Title

Profiling, Safety and Potential Use of Edible Insects in Enriching Complementary Foods for Children Aged 6-23 Months in Osun State, Nigeria



Apatsa Selemani

Kamuzu University of Health Sciences

Thesis Title

Journal Indexing and Scientific Impact of Africa's Public Health Research: Current Status, Barriers, Facilitators, and Opportunities.



Aline Uwase

Cohort 10, University of Rwanda

Thesis Title

Factors Associated with Maternal Dietary Practices among Pregnant Women Attending Antenatal Care Services in Southern Province of Rwanda

Promotions and Appointments

CARTA fellows continue to make significant strides in leadership and scholarly influence, with seven of our fellows securing notable appointments, and two others being promoted during this period, as highlighted below. CARTA celebrates these achievements as testaments to the dedication and excellence of its fellows in transforming research, policy, and practice across Africa

Promotions



Admire Chikandiwa

Cohort 4 graduate, University of the Witwatersrand

Promoted to Associate Professor at the University of the Witwatersrand, Planetary Health Research.



Sonti Pilusa

Cohort 7, University of the Witwatersrand (Wits)

Promoted to Associate Professor at the Wits Department of Physiotherapy, Faculty of Health Sciences, effective November 2025. In this role, she will continue to advance research in disability and cancer rehabilitation at Wits.

Appointments



Nomfundo Moroe

Cohort 6, University of the Witwatersrand

Elected as one of the Academic Staff Members on the University Senate, effective October 28, 2025, for a three-year term.



Samuel Mwaniki

Cohort 8, University of Nairobi

Appointed Joint Staff (Researcher) at the University of the Witwatersrand Reproductive Health and HIV Institute (Wits RHI), Faculty of Health Sciences, effective August 1, 2025.



Enock Chisati

Cohort 7, Kamuzu University of Health Sciences (KUHeS)

Appointed member of the KUHeS Senate, effective June 20, 2025.



Folashayo Adeniji

Cohort 8, University of Ibadan

Appointed Research Lead at the Center for the Study of the Economies of Africa (CSEA) for the Tobacco Control Data Initiative (TCDI), effective August 1, 2025.



Sunday Adedini

Cohort 1, Federal University, Oye-Ekiti

Appointed Dean, Faculty of Social Sciences, at the Federal University, Oye-Ekiti, Nigeria, effective August 1, 2025



Godwin Anywar

Cohort 6, Makerere University

Appointed as a Peer Mentor and Training Facilitator with the Makerere University Writing Center (MakWC). Also appointed Guest Editor with Discover Toxicology (Springer Nature) for a special collection titled *"Integrative Toxicology Assessment of Natural Medicines: Mechanism, Dose-response Relationship, and Safety."*



Stephen Wandera

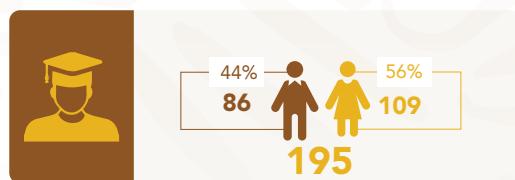
Cohort 2, Makerere University

Appointed to the Makerere University Research and Innovations Fund Grants Management Committee (MAKrif-GMC), effective July 12, 2025, for a three-year term.

CARTA in Numbers as of December 2025

Early Career Researchers

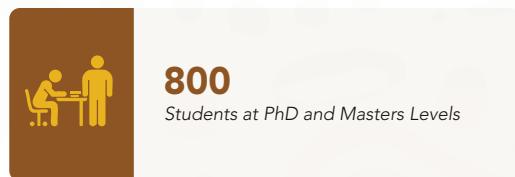
Graduates



External Grants Raised by Fellows



Students Supervised by Fellows



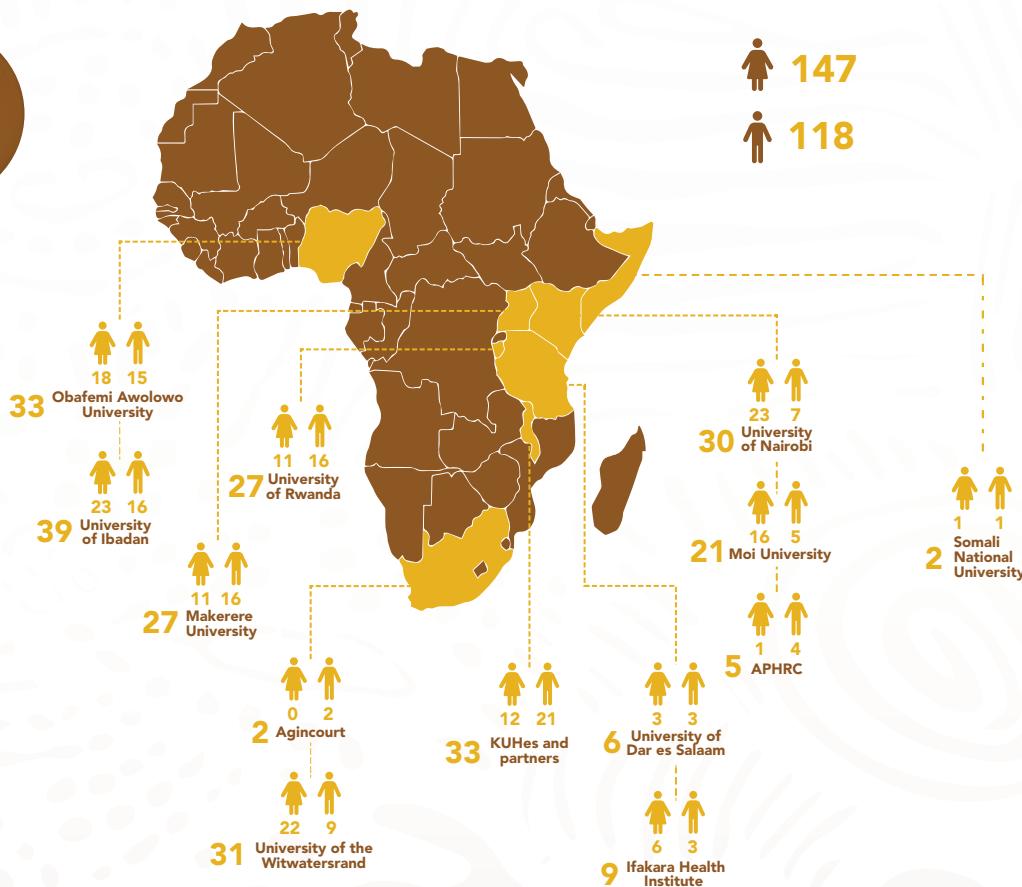
Total Peer-Reviewed Publications



CARTA Fellows

By Institution of Employment at the Time of Enrollment

265
Total number of fellows



Institutional Capacity Strengthening

CARTA Joint Trainings and Training of Trainers (ToTs)

CARTA Joint Trainings

Institutional Support to Research and Research Training

 681

Supervisory Skills

 263

CARTA Training of Trainers (ToT) Workshops

Institutional Support

 51

Supervisory Skills

 112

PhD Training

 51

Grant Writing

 23

Institutional Trainings and ToTs

Trainings

Institutional Support

 187

Supervisory Skills

 620

PhD Training

 506

Grant Writing

 143

CARTA ToTs

Institutional Support

 146

Supervisory Skill

 95

PhD Training

 99

Grant Writing

 101

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