The Trinity International Development Initiative: Next Steps

Working Document - 20 November 2007

Preamble
This note sets out key elements of a proposed College-wide strategy for promoting and managing an expanded engagement with research and teaching on subjects related to international development. Trinity’s overall approach to international development should be distinctive, coherent and integrated. The Trinity International Development Initiative is proposed to meet these needs. The Initiative will help forge links between different teaching and research activities and animate College’s growing engagement with international development.

Trinity academics are both interested in this endeavour and well-placed to contribute. Given the growing interest in the wide-ranging nature of the topic, such a strategy will generate sizable research and teaching benefits. These benefits alone would justify the effort: in addition, the potential for making a contribution to poverty reduction, and to sustainable human and economic development represents an additional reason for making further efforts on this front.

The overall approach of this note is informed by three principles;

− Development issues are not to be isolated as a separate discipline. Nor are they best dealt with by a specialized institute within College. Indeed, the topic is relevant to numerous schools in each of the three new Faculties. Therefore, although there is considerable potential for synergies, curriculum and research should continue to be directed at the school and discipline level.

− Development-related teaching and training is not only or even mainly for students from developing countries.

− Engagement with the educational and research environment in developing countries entails a significant administrative burden which must be met if the initiative is to be a success.

The main thrust of Trinity’s engagement with international development will be in the form of research projects, research training and taught courses. Ancillary to these are such activities as public outreach and communication, support to policy-makers, participation in society, and consultancy work. The Trinity International Development

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1 This is a working title for this entity and may be subject to change.
2 The note is the outcome of a series of meetings held during September-November 2007 and to which over 100 College staff who have expressed an interest in the area were invited. It was prepared by an ad hoc working group drawn from all three of the new faculties and comprising Gus Bell, Padraig Carmody, Martina Hennessy, Patrick Honohan, Sharon Jackson, Mike Jones and Mac MacLachlan.
3 Developing countries are found on all continents, including Europe. For Irish academics much of the focus is on Africa, but this Initiative does not propose an exclusive approach.
Initiative is intended to strengthen all of these dimensions, with the expectation that development-related issues will become increasingly pervasive in much of what is done at Trinity.

This note proposes an overall approach, some overarching goals, a decision-making and governance structure, and an administrative and organizational ‘node’. It also outlines a particular activity in which these structures could be used to advantage, namely a Programme for Doctoral Studies to be proposed to Irish Aid’s Programme of Strategic Cooperation.

Growing awareness
Recent years have seen a transformation in public awareness of the degree to which the great challenges of the day—whether of poverty and inequality, health, environmental sustainability or international peace and security—play out largely in developing countries. Many features of Ireland’s history as well as its current exceptional openness to international influences make this transformation all the more evident here. Understanding the underlying processes of international development influencing the response to these challenges is becoming more and more central to many academic disciplines. Simultaneously the contribution of academic enquiry to solving these global challenges is increasingly being recognized, particularly as national and international policy seeks to become more evidence-based.

Trinity has strengths across a wide front
Strengths in research and teaching relating to international development exist across the College, within all three Faculties. Recent efforts have helped to focus these in particular areas, such as global health, international economic relationships and the environment. In these and other areas, an international research reputation has been established with an impressive track record in securing funding, and several successful postgraduate degree programmes have been established. As is evident from the development audit that is currently being compiled, over 100 staff members identify themselves as having an interest in this area, and Trinity is undertaking more than 55 research projects on international development. There are nearly 40 courses on offer with substantial development content, at both undergraduate and postgraduate levels.

International development a key aspect of many different research themes
Across all three faculties there is growing recognition of the broad range of important researchable topics with an international focus. This can take quite different forms, depending on whether the dimension of interest is

- the application of technology in the broadest sense, including social, natural and medical sciences to developing country contexts and problems
- understanding society in developing countries and the process of economic, cultural, political and social development, together with its determinants and obstacles
- optimization of international aid.
International development is thus best seen not as a research theme in itself, but as something that appears as an aspect of several of the major themes already identified in Trinity’s Strategic Plan. It is increasingly a particular focus of two of these, namely globalisation and immunology and infection, as well as of the emergent themes of migration, global health and environment.

*International development as a growing focus for teaching and learning*

Interest from undergraduate and postgraduate students in international development is growing, and is reflected in the popularity of courses focused on this area and the numbers of students pursuing research degrees and undertaking fieldwork in developing countries. There are increasing numbers of students coming to Trinity from low and middle-income countries, and high numbers of Irish and EU students with an interest in this area. There is thus an opportunity for further orientation of Trinity’s teaching towards international development. Greater coordination and sharing of course modules would offer benefits to students and researchers because of the inter-disciplinary nature of many of the issues involved.

International development is thus already an important element of research, undergraduate education and graduate education as key areas of Trinity’s Strategic Plan. It is also a significant and vibrant dimension of Trinity’s contribution to society, particularly to global society and to a changing Ireland. The increasing importance of this cross-cutting aspect should be explicitly recognized in the next Strategic Plan document, intended to cover the period after 2008.

*Scope for synergies*

Given the large number of Schools already engaged and the breadth and depth of research and teaching already being undertaken in international development (as reflected in the draft international development activity audit), and despite the inevitable contrasts between different disciplinary approaches, there is scope for considerable synergies across schools and disciplines in engaging with international development issues.

Until recently, relatively little attempt had been made to exploit such synergies on a College-wide basis. Some promising recent initiatives, including the broad curriculum course on *The Challenge of Development* and the *Millennium Development Goals* public lecture series, have had considerable success. And other new efforts are bearing fruit: the Trinity Global Health Consortium represents one such attempt to coordinate and link-up researchers in different schools with a shared interest in issues related to health in developing countries. The IIIS, with its focus on globalization, encompasses much of the social scientific part of the international development agenda and operates across several schools. Many of the focus areas of the Centre for the Environment relate specifically to

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4 The University currently offers several taught Master’s level graduate programmes with substantial international development content such as the Masters in Global Health offered by the Centre for Global Health, and courses in International Peace Studies in the Irish School of Ecumenics. International development is included in postgraduate courses offered by Law, Business, Education, Social Work, Engineering and Medicine. There are undergraduate courses with a development focus offered by these Schools and by Social Sciences and Philosophy and Natural Science, among others.
environmental conditions in developing countries. These bodies provide partial integration of College’s work in the field, and do a good job of linking researchers and teaching across cognate disciplines, primarily within single Faculties. But so far they lack the critical resource mass to ensure the achievement of available synergies. Most obviously, there is no mechanism by which Trinity can ensure a national and ultimately international presence on global development, despite the range and excellence of work by individual Trinity scholars in the area. What is required is a College initiative that both supports the individual scholar and enhances that work through improved coherence and opportunities for collaborative and large-scale activity.

**Overarching goals**

Now we are at a tipping point. By taking concrete organizational steps that will create a College-wide Trinity International Development Initiative that can exploit these synergies, we can make possible

- a substantial increase in the quality and quantity of research across a wide range of disciplines; as well as giving greater credibility to funding applications for supporting such research;
- a substantial increase in the number and enthusiasm of students at all levels and from both (the global) North and South;
- a deepening and increased number of teaching and research partnerships with universities and other institutions in low- and middle-income countries;
- increased understanding by the public, government and other stakeholders of the issues and the existing state of knowledge.

These will represent the overarching goals of Trinity’s enhanced approach to International Development. Between them, these goals will play a part in to reducing poverty and enhancing wellbeing in developing countries. The ultimate aim is to contribute to addressing the major global challenges of our time.

**Activities**

The activities of the Trinity International Development Initiative will be of value to the core mission of the University and to researchers and students in all three faculties. The Initiative will be a forum for interaction that shapes the engagement of Trinity and its staff and students with international development, through increased opportunities for interaction, collaborative research and inter- and multi-disciplinary teaching. It will bring together those already interested and help make their research and course delivery more effective. Importantly, it will encourage additional staff and more areas of college to become involved with international development, and will cater to a rapidly growing student and staff interest.

The Initiative will play a particularly important role in facilitating and supporting partnerships with other institutions on this topic, most crucially with institutions in the developing world but also national partnerships with Irish institutions working on international development issues. It will also be a provider of services to staff and students in order to enable them to engage more effectively with the area. It will substantially lower the entry obstacles to working on international development topics, and in low- and middle-income countries. These obstacles can be considerable – whether
it is lack of knowledge, physical distance, relationships with reliable partner institutions, language barriers, or financial constraints that can make working effectively in distant and sometimes inaccessible areas difficult.

As well as expanding and improving coordination and delivery of existing activities and facilitating the work of specific individuals and groups, a number of specific new projects can be embarked upon by the Initiative. It is envisaged that an important initial step would be a multi-stranded approach to doctoral training both in Ireland and through partnerships in developing countries. One element will be a new post-graduate diploma in development studies open to all graduate students. Doctoral students in any discipline will be able to add a development flavour to their doctorate by taking this diploma as a minor.\(^5\)

**Organizational and governance**

A key defining feature of the Initiative is that it will seek not to control, but to serve, members of the Trinity community active in the area of international development. Thus it will not threaten existing activities but will provide a point of contact for them; encouraging a creative interplay of interdisciplinary activities, and providing the resources and infrastructure to enable this. By lowering the entry barriers and generally making work in this area more accessible, the will be the key to facilitating the great expansion envisaged.

The College-wide Initiative will seek to meet what are sometimes conflicting needs. First it is important to encourage and support research and teaching endeavours, and to co-ordinate the response from different areas in the College to possible opportunities. Second there is a need to ensure that the College plays to its strengths and where appropriate speaks with a single voice.

The Initiative will be directed by a Steering Committee that is broadly representative of the different foci of research, and has the authority and credibility to make judgments in the wider interest of the College. It may be appropriate for such a body to establish task forces or ad hoc groups to support particular activities or to take advantage of opportunities. Lacking resources, a previous ad-hoc College Committee on development co-operation had become rather inactive. To reflect the greatly expanded interest in this area, the new Initiative must be sufficiently resourced to serve that constituency, and must enhance Trinity’s overall strategic approach.

The additional management and administrative resources deployed will enable the creation of a staffed entity, which can be thought of as the administrative and organizational ‘node’ for the Trinity International Development Initiative.

**Guidelines for partnerships engagement**

International development-related activities inevitably require strong partnerships, both in Ireland and especially in the global South. As noted, the Initiative will play a particularly important role in facilitating and supporting such national and international relationships.

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\(^5\) This idea, which will form part of an application to HEA-Irish Aid, is amplified in Annex 2
Trinity has a large number of existing partnerships that work well, and the Initiative will build on these and the experience gained within them. These partnerships will work well only if Trinity approaches them with a genuine attempt to help deliver the goals sought by the partners. A North-led agenda is unlikely to succeed.

**Partnership in research projects**
Research projects focusing on international development need to involve real participation of researchers and policy makers in developing countries, and to leave something behind in terms of strengths and capacities. Research projects should normally involve partner institutions and active participation of staff from these institutions. Projects should also strengthen the capacity of Trinity and Irish-based researchers to participate in such research, and to establish long-term research relationships with colleagues in these countries. Where feasible there should be systematic support to strengthen research skills and skills in policy support and advocacy. The process is one of mutual learning, and opportunities for full participation by all partners must be explicitly built in to project management. The additional time and financial resources that are often required to undertake high-quality research in developing country contexts should be factored in.

**Partnership in research training and PhD programmes**
The aim in such activity is to put in place skills and strengths in the partner countries and in Ireland to ensure a long-term, expert and meaningful contribution to international development. Key features of good programmes are: systematic development of research and personal skills (normally through formal course work components), monitoring of performance of students and supervisors, the choice of research setting within the partner country if feasible, and co-supervision by researchers in the partner country if feasible. Where the research has clear implications for practice or policy there should be early engagement with potential users of the research.

**Partnership in taught course programmes**
The developmental impact of Trinity’s international partnerships would be weakened to the extent that they facilitated ‘brain drain’. That is why, when it comes to undergraduate, masters and short course teaching programmes, it will often be better to do these in the partner country, rather than in Ireland. In other cases where a goal of the course is to improve development-related skills among Irish and Ireland-based researchers, courses may be undertaken in Trinity. Even where the taught element of the programme is in Ireland it may be possible to carry out dissertation and research projects in the partner country.

As the Initiative grows in scale and experience, it may be able to provide services on a partnership basis for other Irish institutions, with a view towards becoming a national resource centre.
Practical steps forward
It is proposed that the Steering Committee and the administrative and organizational ‘node’ be established and adequately resourced to consolidate and enhance Trinity’s expertise in international development. Their functions and structure are outlined in more detail in Annex 1.

Funding environment
Visions require funding. In an initial phase, existing resources from one or more of the College bodies involved with development could be diverted for the purpose. It is hoped that additional external funding will be secured. Fortunately, at present, international development is firmly on the national and international agenda in terms of funding for research, educational and networking initiatives. Increasingly funding from government, multilateral agencies, transnational corporations, NGOs and philanthropy is being made available. These funders are looking for serious institutional commitment to international development, and such commitment is being rewarded through substantial grants. Irish Aid in particular is continuing to build its support to research, in the context of its increasing overall budget (€815m in 2006). In the short-term, it will be important to leverage existing and nationally available funding in order to develop Trinity’s presence in this area to an internationally competitive level in the medium-term. Funding frames, both within Ireland and internationally, dictate that the next 12 months is a particularly crucial time by which to have established Trinity as a significant collective entity in this field. These opportunities challenge Trinity to review its activities, build on its successes and develop this new Initiative.

6 In the immediate term IIIS is willing to make available academic and administrative resources to the Initiative, and other Schools and Centres may also be able to do so.
Annex 1. Functions, operation and governance

Functions
In more detail, the Trinity International Development Initiative will assume the following functions:

Teaching and Learning

− The Initiative would provide the integrating infrastructure for inter-disciplinary teaching initiatives related to development. This would involve close liaison with Schools and Centres. An initial example is the proposed post-graduate diploma on international development, and its component modules, which would be coordinated by the Initiative. This forms part of the proposed doctoral teaching and partnership programme on international development, which is envisaged as a first major undertaking of the Initiative, and the focus of the next TCD application to the Programme of Strategic Cooperation between Irish Aid and Higher Education and Research Institutes. See attached document for more detail.

− Coordinate undergraduate broad curriculum courses and inter-disciplinary international development courses.

− Liaise with International Student Office regarding international student orientation and services for students from low- and middle-income countries. Where students are coming on exchanges or visits from partner institutions, it would assist with managing relationships with sending institutions.

− Liaise with and support undergraduate student societies working on international development e.g. One World Society, Suas Educational Development Society, Afro-Caribbean Society, International Students Society and Chinese Student and Scholars Society.

Interaction, communication and dissemination

− Provide information on international development activities in research, education, service provision and policy support. The Initiative would collate this information (using RSS, College websites and additional targeted staff input as necessary) and make it available through its website, and through occasional publications. This information would be updated at least annually. As they develop, it would link with other initiatives such as the proposed webportal on international development research to be run by the Irish African Partnership for Research Capacity Building.

7 In general courses should be ECTS compliant to allow sharing of modules and collaborative arrangements with partner institutions.
− Provide a forum for internal inter-disciplinary and external stakeholder interaction e.g. seminars, colloquia, public lecture series, conferences.

− Maintain website and email lists of those interested in international development

− Advertise all upcoming international development events

− Increase profile of international development in strategic plan of College

− Ensure responsiveness of strategic planning to information provided by annual audit of activities in international development, and ensure planning is accurately reflective of College activity in this area.

− External dissemination and awareness raising, coordination of public events

Services for groups and individuals working on international development

− Undertake decision-making on single institutional bids in international development, such as Programme of Strategic Cooperation between Irish Aid and Higher Education and Research Institutes, and others as they appear.

− Act as central reference point for approaches made to College concerning international development (e.g. recent requests regarding Mozambique, Ethiopia).

− Represent College in general external fora on international development.

− Provide support to programmatic, consortia and inter-disciplinary research initiatives on international development.

− In liaison with appropriate College offices, coordinate services for staff visiting partner institutions (e.g. pre-departure training, information, visas), staff from partner institutions visiting TCD, visiting students with an international development interest, and TCD students planning visits or fieldwork in low- and middle-income countries.

Partnerships
Provide services for institutional-level collaborations and partnerships, both national partnerships with Irish institutions and international relationships with partner institutions in developing countries. This would include research institutions and, as appropriate, government and policymaking bodies and non-governmental organizations (NGOs). This would include being a main point of contact for such partnerships. It would enable greater synergy and more efficient use of time and resources across the wide range of partnerships that Trinity staff and departments are already engaged in, particularly internationally. The Initiative would also assist with partnerships at the School and
departmental level. In addition it will link with and support other incipient interdisciplinary College initiatives, particularly those with a development focus. These could include the Trinity Global Health Consortium that is seeking to establish an Institute for Global Health; research groups such as the Centre for Development of Drugs for Diseases of the Developing World (CD4 World), the Post-Conflict Research Group and the Disability and Development research group, and the initiative being proposed on social cohesion and social capital, that does not currently have a major development focus but may be applicable.

**Fundraising**
Liaise with Trinity Foundation regarding philanthropic fundraising on international development. The Initiative will also liaise with Research Office and other offices to assist Schools and researchers in seeking international development funding—applications to thematic grants, inter-disciplinary consortia, and particularly partnering with developing country institutions.

**Governance**
The Initiative will have the following governance structure: a broad consultative Network open to all staff; a decision-making Steering Committee; an Executive Director of the administrative ‘node’ and an external Advisory Board.

**College international development network.**
This will be comprised of all individuals interested in international development, with membership open to all TCD staff, and to at least representatives of the student body. Its general meetings would be consulted and offer advice on overall strategic direction of the Initiative. Inasmuch as the Initiative is intended to provide services to precisely this constituency it is envisaged that ideas emerging from the network would be important in shaping its evolving role.

An initial network is already in place comprised of the 100+ staff who have been participating in recent meetings and in collating information on international development. It would function similarly to the Ageing Consortium in this regard. Meetings would be held at least quarterly. There would be regular email communication. Information from all participants in this network would be collated in the international development audit and made available on-line on the Initiative website, as well as advertising upcoming events.

**Steering committee**
Meeting at least monthly, a Steering Committee of about six persons – drawn from each of the three Faculties – will have the main decision-making function in respect of the Initiative. The Chair of the Steering Committee and the other members would be appointed by the Provost and would be drawn from each of the three Faculties. There would be up to three additional persons with expertise in the area, nominated at the Provost’s discretion. There would also be a student representative e.g. Students’ Union Education Officer or other delegated representative. The meetings will be attended by the
Director of the ‘node’. The Steering Committee will need to be in close contact with other offices, including the Dean of Research, the Dean of Graduate Studies, the Office of International Student Affairs, the Library and Trinity Foundation.

In the short term, a senior member of the academic staff will serve as Chairperson on a part-time basis. In the medium to long term, it may be appropriate to envisage creating a full-time academic position as director or Vice-Provost of international development activities.

To facilitate partnership, representatives of Irish and international partner institutions would meet as part of the steering committee at least quarterly. Partners would also have representatives on the management committees of major partnership projects undertaken by the Initiative. The Steering Committee could be a College committee, reporting directly to Board.

There will be executive staff who administer the Initiative’s activities and through it provide support to the steering committee and services to all network members. In the short term, this would require a Director, dealing with management and some of the academic and research issues and at least one Executive Officer (administrative). Additional staff, including a full or part-time course coordinator (academic) may be required in the medium term for the proposed postgraduate course and undergraduate courses.

An external Advisory Board, would provide insight and monitoring to facilitate the Initiative’s engagement with multiple stakeholders.
Annex 2. Using the Trinity International Development Initiative to Strengthen Doctoral Training: 
Trinity’s Doctoral Programme for International Development

The Trinity International Development Initiative will, as discussed, have functions in undergraduate programs, in public outreach, in coordination and facilitation of research activities and partnerships among others.

Recognizing both Trinity’s comparative advantage in offering advanced graduate training, and the great demand for relevant training to doctoral level in this field, especially for low and middle-income countries, an early undertaking, designed to exploit the potentialities of the Initiative, will be to establish a new programme of doctoral-level postgraduate training for international development. It is envisaged that this programme would form the basis of the next TCD application to the Programme of Strategic Cooperation between Irish Aid and Higher Education and Research Institutes. This application would also seek some support for the Initiative as a whole, alongside commitment of College resources to its establishment.

In addition to the enhanced overall support being offered by the Initiative, the doctoral programme will have two interlocking elements, a postgraduate course in international development issues and expansion of formal graduate level teaching partnerships with universities in developing countries. As appropriate both will involve other Irish institutions as partners.

Postgraduate Course in International Development Issues
The essential idea behind the new course is that students will obtain their PhD in a home discipline but can do so with a development “flavour” or focus based on course-work to be offered and fieldwork to be facilitated.

An advanced multi-disciplinary postgraduate course in international development issues, based around taught graduate seminars (e.g. a course of twelve graduate seminars each of 2-3 hours in duration). This will be carefully structured to enable research students from all disciplines to gain exposure to current academic thinking on key international development-related issues across the disciplinary spectrum.

This course will be available to all research students. It can be taken for credit either towards PhD course requirements if approved by schools or leading to a Postgraduate Diploma in International Development (somewhat analogous to the Diploma in Statistics that currently exists). This would tie in as appropriate to School plans for the provision of new generic and transferable skills courses for postgraduate students. Doctoral students taking this course will in effect have added International Development as a “minor” discipline complementing their primary discipline.

The teaching will be in compressed modules allowing students flexibility to schedule their research time. It will comprise [three] new multidisciplinary modules of theoretical and applied issues relevant to International Development and Developing Countries.
These courses on theories and methods of international development will be taught by internationally recognized faculty in the social, health and physical sciences, including economics, sociology, psychology, environmental science, law, public health and medicine, among others.

− The first course will cover theories of international development from economic, political, historical, social, legal and psychological perspectives with a particular focus on poverty reduction and the challenges of development.

− The second course will examine applications of selected disciplines to the developing country context, particularly in medicine, environment, health, social science and law.

− The third will teach methodologies for fieldwork in developing countries and desk research appropriate to this context, including medical and environmental scientific applications, socio-economic case studies and micro-analysis.

Obviously the range of topics addressed will be broad: including such diverse areas as economic growth and poverty reduction, governance, aid architecture, the Millennium Development Goals (MDGs), public health, poverty-related disease, HIV&AIDS, food security, urbanization, gender, disability and the environment. Despite the multidisciplinary content, the level and content of the material covered will be pitched in accordance with the relatively high skill and aptitudes expected of research students and will be intended to convey not only conclusions of current academic research, but indicate methodological approaches currently being adopted to advancing knowledge across the disciplinary spectrum.

**Doctoral training partnerships**

The second key element of the programme will be to develop Trinity’s contribution to and collaboration with partners on doctoral programmes in Africa and to new programmes managed between Trinity and partner institutions in the South.

Doctoral fieldwork in African countries by Trinity and partner institution students will be facilitated through these partnerships, managed by the Initiative. Partnerships already covering a range of disciplines are either established or in process, and these partnerships would provide the first tranche of collaborations under this programme. The partnerships as they have been and are being developed vary in their structure, responding not only to the nature of the doctoral programme, the relationship with Trinity and the requirements of the discipline, but especially to the expressed needs of the partner institution.

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Initial doctoral level partnerships will include the proposed multi-centre INDIGO (PhD program in Global Health); the IIIS teaching involvement with the long-established AERC program; and the TCD Environment Centre’s partnership with Makerere University. In each case, the engagement has not yet reached its full potential. In the case of INDIGO, funding is required to bring the first cohort of doctoral students through. For the AERC involvement, the African partners are calling for additional help from Trinity in taught courses (in Africa), dissertation supervision and academic visits to Dublin by the African students. The partnerships with Makerere also envisage an expansion of the taught program.
institutions. For example, some of the partnerships are bilateral, some multilateral; some entail most of the taught component being conducted in Dublin; some have most of taught component in Africa; the degree of co-supervision of research work also varies. This flexibility from Trinity’s side in meeting partner requirements will be retained as a strength.

These partnerships will facilitate the creation and maintenance of the sort of research environment essential to doctoral work, and this will be enhanced through exchange visits of staff and students.

Numerous practical requirements arise and generate expenses around these partnerships. The Initiative will facilitate the practical side of maintaining and ensuring the good functioning of the partnerships. Travel and administrative expenses arising out of co-supervision, teaching by TCD staff in Africa, partner scholar teaching in TCD, student fieldwork placements, access to data in TCD, student stipends, curriculum development, student exchanges, and collaborative research visits by staff (to and from Africa) may be required. Support for students to work at African institutions on completion of their doctorates and to facilitate staff careers in these countries may be useful additional elements.

The programme would facilitate the involvement of additional disciplines and provide a model for doctoral programme partnership that could be used by all areas, again facilitated by the Initiative as provider of services and manager of the model approach.

These partnerships will contribute to the doctoral course described above, in terms of staff teaching and visiting lecturers. Students and staff from partner institutions will also be able to attend the course. Additional courses and modules in specific topics can be developed over time.

Staff and students from partner institutions will benefit from other Trinity initiatives that will be engaged to ensure that Irish Aid cross-cutting themes and concerns are fully addressed. These include the Centre for Women in Science & Engineering Research (WiSER), which seeks to develop sustainable practices to ensure that women can compete in research on an equal basis using their scientific expertise, knowledge and potential. CAPSL, the Centre for Academic Student Practice and Learning will contribute particularly in relation to e-learning and using Information Communications Technology for distance learning.

The initiative will work with the various schools offering doctorates, and with partner Universities in Ireland and Africa, rather than competing with them. This particular initiative is not about creating a new PhD, it is about enriching and facilitating existing (end embryonic) PhD programmes.
This new initiative is designed to complement disciplinary studies in all three Faculties for Doctoral Students at Trinity with a special interest in developing countries. This will include, but not be restricted to, students coming from developing countries. Simultaneously it will strengthen a range of doctoral programmes with African institutions, again of value to both students at TCD and those from developing countries, and to the researchers, teachers and scholars in Trinity and in partner institutions. This would include collaboration as appropriate with other Irish institutions in the provision of doctoral training. Further details on the nature of such collaboration and the specific Irish partners are currently being determined through on-going discussions.

Indeed, with an overall ramping-up of Trinity’s offerings and activities in international development, it is expected that a much larger number of doctoral students will wish to complement their specialist doctoral training with exposure to current research issues in international development across a wide range of disciplines. It is also anticipated that a larger number of researchers and scholars will become involved in collaborations and in contributing to the doctoral programmes.

This Doctoral programme will not only play an important part in building the next generation of intellectual leaders in Africa. The research and advanced training activities will also feed back into enriching Trinity’s overall research environment, boosting its international standing across a wide range of disciplines, as well as attracting world-class students.