

Faculty for the Future Fellowship

Survey Insights



Faculty for the Future Impact Survey

Over the past 20 years, the Faculty for the Future program has supported nearly a thousand women from low- and middle-income countries pursuing PhDs and postdoctoral research in STEM at leading global universities. This report highlights who they are, what they are doing today, and how they can further amplify their impact in their communities.

The Faculty for the Future fellowship comprises 965 women from 95 countries across 5 continents.

Fellows range from PhD students in their 20s to highly experienced women holding major leadership positions in academia, industry, government and not-for-profit organisations.

This survey collated online survey responses from 45% of these women in May 2025, providing a robust and comprehensive snapshot of the fellowship.

The Schlumberger Foundation vision is to grow this Faculty for the Future fellowship into a global network of powerful women who can change the world.

To do this, the Foundation needs to understand the fellowship as it exists today, the impact it is already having, the challenges fellows face and the opportunities they can see to support each other and grow the fellowship to maximise their collective impact.



Faculty for the Future Overview

965

fellows

95

countries

781

alumnae

685

PhDs
earned

184

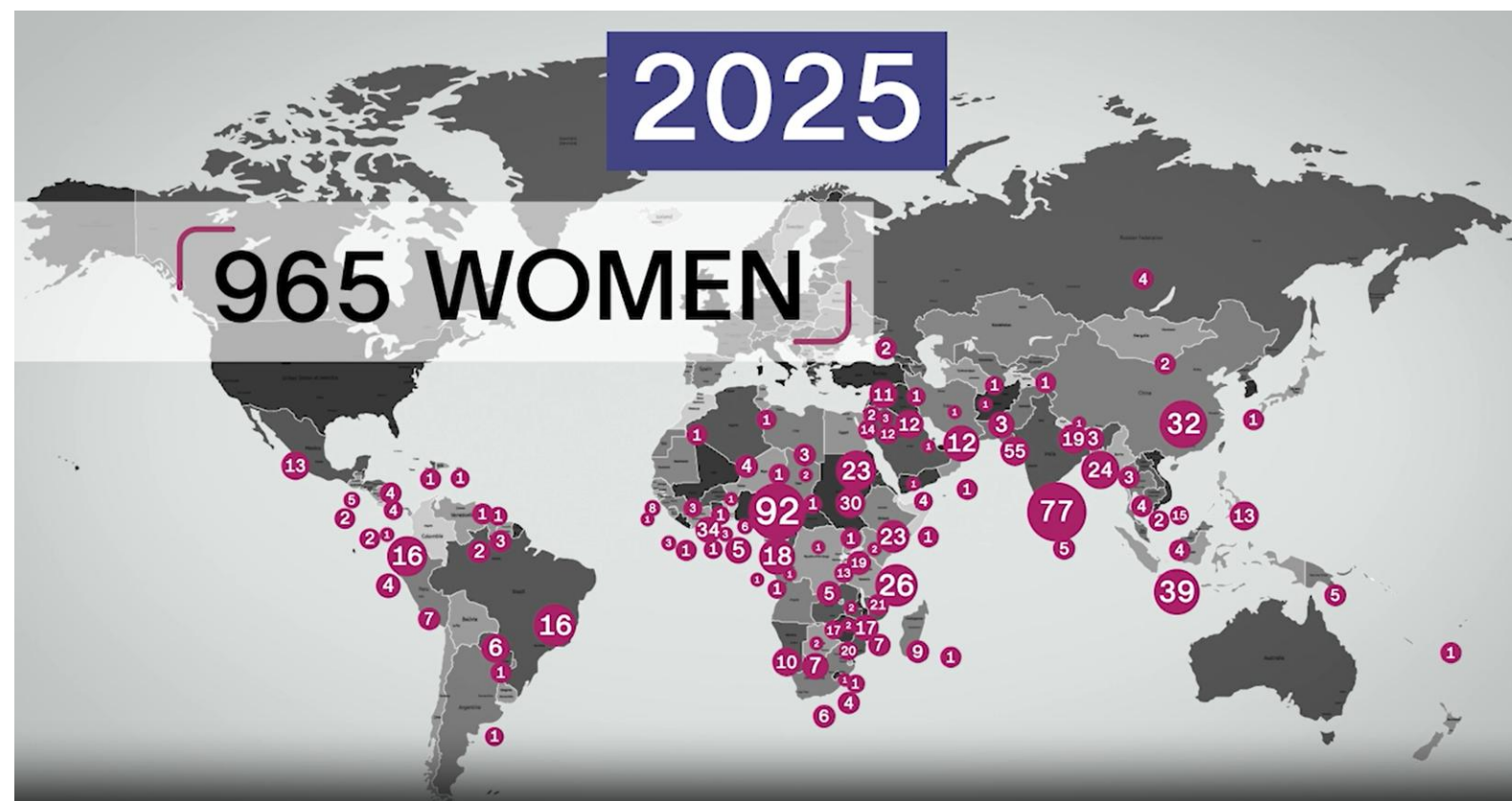
currently
under grant

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Fellowship Snapshot

- Survey respondents

The Faculty for the Future (FFTf) fellowship is a unique set of scientific and technical women working globally across diverse roles and disciplines to achieve the UN’s Sustainable Development Goals.

Survey Sample 432 Fellows from 85 countries in 37 host countries, comprising 268 are alumnae and 164 currently under grant	Academic Disciplines Respondents work across a range of academic disciplines: 27% Life Sciences 26% Physical Sciences 25% Engineering 13% Health Sciences	Alignment to SDGs 92% align their research or work to at least one UN SDG	Role Perception 93% say their role is aligned to their long-term goals, while 85% are satisfied with their current role	Survey Response 432 scientific and technical experts from 85 different countries participated in this online survey, with an overall response rate of 45%. This response rate is exceptional for an online survey, where single digits are common, indicating that the fellows are highly engaged in the fellowship and its future potential.
Alumnae Role 76% are in academia 45% time spent on research 32% on teaching 16% on administrative tasks	Alumnae Destination 58% are in their home country >5 years after PhD 28% in host country 15% in another country	Alumnae Impact 70% of academic alumnae are established in a senior role such as lecturer, professor, or faculty	Alumnae Engagement Alumnae engage in a range of impact activities: 82% Educational outreach 47% Public policy 35% Social advocacy 21% Entrepreneurship 25% Other business	

Executive Summary

1

FFTF grants transform lives and enables careers of female scientists and engineers who want to change the world.

A vast majority of fellows (92%) report that their work is guided by specific objectives to advance progress toward the 17 UN Sustainable Development Goals.

Furthermore, 85% report being satisfied with their current role, and 92% consider it strongly aligned with their long-term career goals.

The Faculty For the Future grant has been critical, with 92% of Fellows stating there were no, or at least unclear, alternatives to the funding they received.

See page [12](#).

2

Alumnae are pursuing purpose-driven careers in academia, business, government and non-for-profit sectors.

76% of alumnae work in academia, making a significant impact through teaching, supervision, and research. It is estimated that in 2024, Fellows interviewed taught 83,000+ students, supervised over 400, and published over 600 research papers.

24% of alumnae do not work in academia and are either in the private, public or non-profit sectors in entrepreneurial ventures or established companies, most typically in a technical role.

See pages [13](#) and [14](#).

3

Fellows are actively engaged in making an impact across their communities.

Fellows are engaged across multiple areas of impact. 84% do educational outreach, mentoring other women and advocating for women in STEM. 41% engage in public policy, holding advisory roles in government and contributing to academic decision-making. 36% engage in social advocacy, promoting gender equality, education equity and youth empowerment. 21% engage in entrepreneurship, leading startups or engaging in small-scale ventures developing research-based products and services.

See page [18](#).

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The job is not yet done. There are many challenges still to be overcome.

85% of fellows report facing barriers to advance their careers or research. The most common challenges include limited access to research opportunities (50%), international collaboration (41%), and research facilities (28%). 43% of Fellows say that family and societal obligations also limits progress, while 34% point to a lack of mentorship and support. Additionally, 13% experience discrimination or exclusion based on gender.

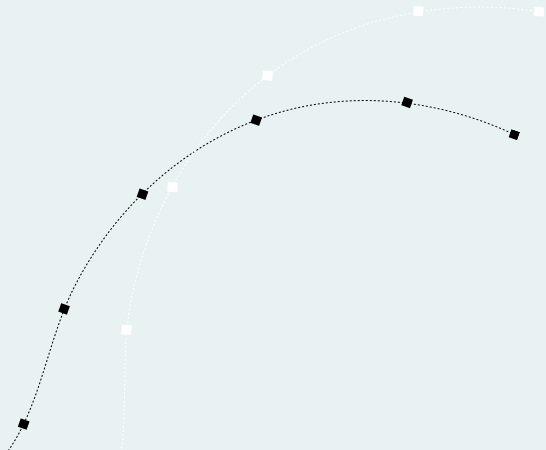
See pages [20](#), [21](#), and [23](#).

5

Fellows are keen to connect and collaborate to maximise their impact.

Fellows see numerous ways to enhance their impact in their home countries. 79% aspire to collaborate with local researchers, and 63% aim to secure academic positions at home. They are also interested in doing policy work or advocacy domestically (54%) and internationally (35%). Additionally, they emphasize the importance of building stronger connections through collaboration (79%), gatherings (66%) and mentoring (53%) to provide a sense of connectedness and to help them lead, inspire others, and find ways to increase their community impact. Fellows largely feel connected to other FFTF fellows, specially while under grant.

See pages [25](#) and [26](#).



Fellows' Voices



(Source: Schlumberger Foundation)

Educational Outreach

"I currently serve as the African Regional Representative and Network Co-Lead for Youth Engaged in Wetlands (YEW) - a global youth network that supports young people and youth-led organizations involved in wetland conservation, policy, education, and advocacy."
— 2024-2025 Fellow, Eswatini

"I am an executive member of the Women in Science, Technology, Engineering, and Mathematics, Ghana. We organize annual girls camp in Kumasi for deprived schools within the Ashanti and Bono Region."
— 2005-2026 Fellow, Ghana

Entrepreneurial Activities

"I am an MSI Master Trainer in Entrepreneurship Development actively involved in entrepreneurship activity training, with a strong focus on youth and women empowerment through practical, skills-based learning. Over the years, I have designed and delivered entrepreneurship training modules to many potential entrepreneurs and university students in Sierra Leone."
— 2020-2021 Fellow, Sierra Leone

"I am a partner with a food processing company, Legacy Foods Ltd Ghana, I am a co-founder of a health and wellness coaching business for corporate women, Fitfab Africa."
— 2025-2026 Fellow, Cameroon

Public Policy Activities

"I am actively involved in the national hazard map committee of Indonesia, also as [a member of] an advisory committee for the meteorological, geophysics, and climatology agency of Indonesia."
— 2015-2016 Fellow, Indonesia

"Due to the ongoing conflict in Sudan, I have limited opportunities to regularly participate in public policy activities. However, whenever the chance arises, I actively engage in workshops and meetings, particularly those related to disease control and vector management."
— 2025-2026 Fellow, Sudan

Additional Comments

"If it hadn't been for [the FFTF] grant, I wouldn't be where I am today, nor would I have developed the strong sense of social responsibility that guides me."
— 2006-2007 Fellow, Colombia

"I am deeply grateful to the Schlumberger Foundation for the Faculty for the Future Fellowship. Thank you for checking on us. I wouldn't be surprised if an FFTF fellow or alumni won a Nobel prize."
— 2024-2025 Fellow, Benin

"[Schlumberger Foundation] was key to being able to be a professor in my home country. I am greatly thankful."
— 2013-2014 Fellow, Mexico

Fellowship Profile

“I am especially passionate about empowering women in STEM and contributing to sustainable development through practical, locally adaptable solutions. These values continue to guide my work and future goals. Thank you for the support of my dreams.”

– Fellow, Ethiopia



Fellowship Profile

- > Who are the fellows and where are they?



Purpose-Driven Careers

- > How is the FFTF enabling academic and non-academic careers?
- > Are fellows satisfied with their current roles?
- > Are these roles aligned to their long-term goals?



Amplifying Impact

- > What impact is made in academia through teaching, supervision and publishing?
- > What activities beyond academia are fellows involved in?



Current Challenges

- > Is academic income enough to sustain their livelihoods?
- > What are fellows' main barriers to advancing their research or careers?
- > Is the funding landscape posing future challenges to fellows?



Future Opportunities

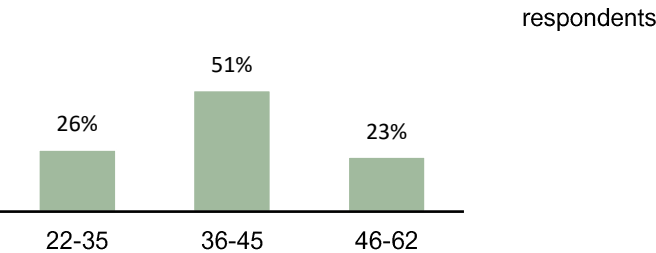
- > How do fellows want to generate impact in their home country?
- > Is there an opportunity to improve the connection between fellows?

Profile of Fellowship Sample

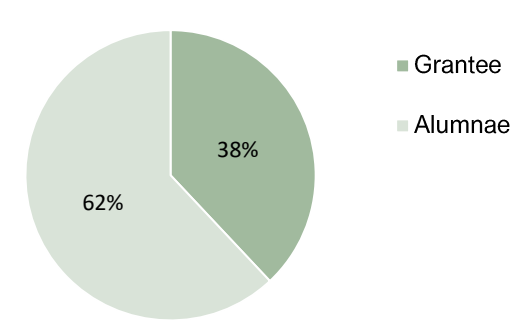
This survey provides a clearer profile of the diverse FFTF fellowship – who they are and what they are doing.

About the Survey Sample

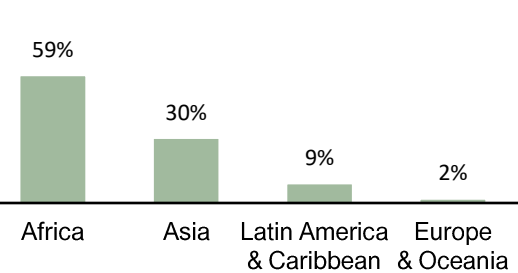
Age Groups



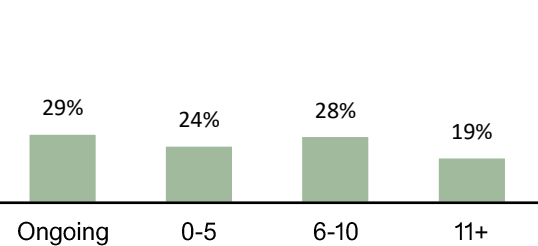
Grant Status



Region of Birth



Years Since Completing their PhD



The survey sample of 432 fellows has proportionately more fellows under grant (89% of total grantees) and fewer alumnae (34% of total Alumnae) than the total fellowship population. This analysis, therefore, considers these two groups separately where there is a significant difference between the two segments.

Note: In addition, 63% report the highest level of education completed by either of their parents was tertiary education.

Fellowship Location

This shows that different groups within the Fellowship have different reasons for being where they are. Typically, most fellows intend to return home within the next five years, but there are a range of reasons why some alumnae choose not to and further analysis of these groups is required.

Fellows currently abroad often continue to have an impact in their home countries. Many support research, education, and other initiatives in their home countries while maintaining an international research career.

Around half of alumnae have returned to their home country, while the rest have stayed in their host country or gone to a third one due to personal, professional, or political reasons. However, 70% plan to return home within five years, if conditions allow.

Fellows by Location

Q: What is your current country of residence? (n = 432 | Grantees home = 54, Grantees host = 102, Grantees in other = 8, Alumnae home = 139, Alumnae in host = 89, Alumnae in other = 40)
Grant status provided by the Schlumberger Foundation.

	% of Grantees	% of Alumnae
Home Country	33%	52%
Host Country	62%	33%
Other Country	5%	15%

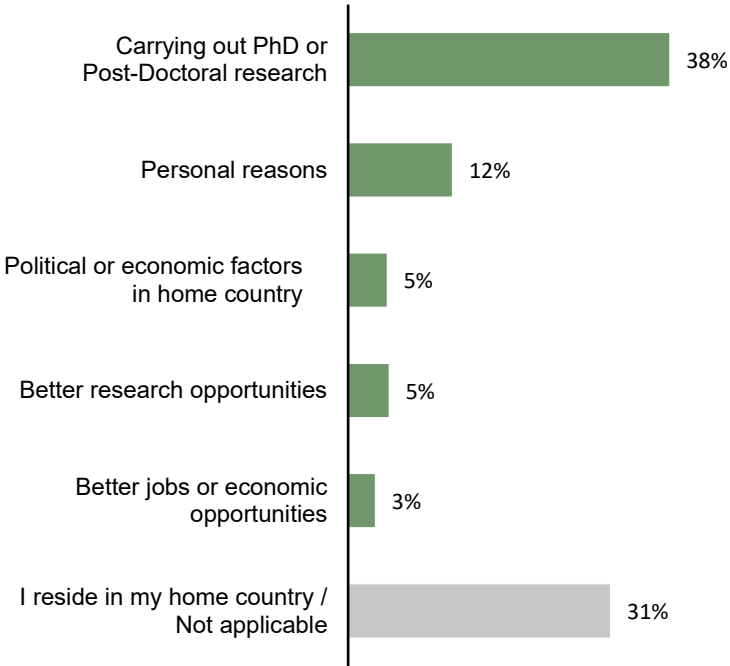
Intention to Return

Q: Do you intend to return to your home country within the next five years, if circumstances allow?
(Alumnae in host = 89, Alumnae in other = 40)
Grant status provided by the Schlumberger Foundation.

	% of Alumnae
Host Country	70%
Other Country	65%

Reasons for Living in Current Location

Q: Can you provide us with the main reason why you are living in your current location? (n = 432)



Purpose-Driven Careers

“I have developed several startup proposals and conducted feasibility studies to support companies in identifying viable business opportunities. My work focuses on bridging innovative research with market potential, especially in the areas of sustainable bioproducts and process optimization.”
– Fellow, Ethiopia

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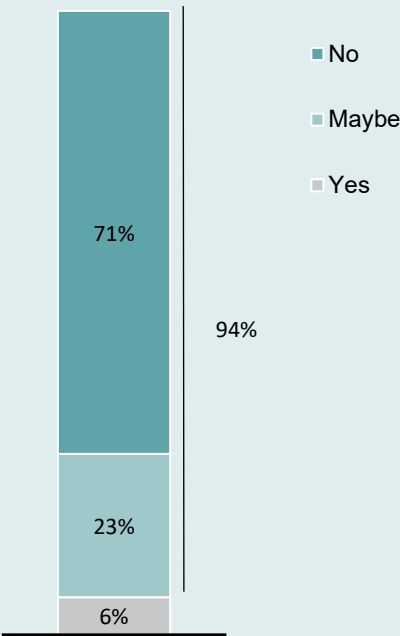
Unique Opportunity to Transform Lives

94% of fellows report that there were no, or at least unclear, alternatives to their FFTF grant. The vast majority are satisfied with their current roles, which are substantially aligned with their long-term career goals.

“I would just like to thank SLB. If it weren't for their funding in the last year, I am not sure I would have graduated.”
– Fellow, Kenya

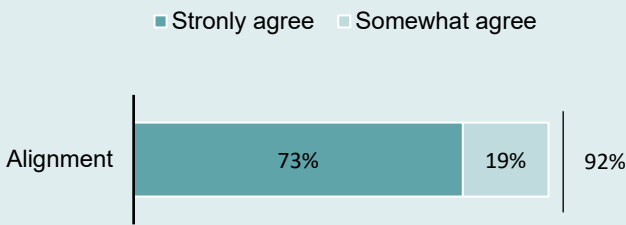
Importance of FFTF Funding

Q: When applying for the Faculty for the Future grant, could you easily find a good alternative to fund your studies? (n = 432)

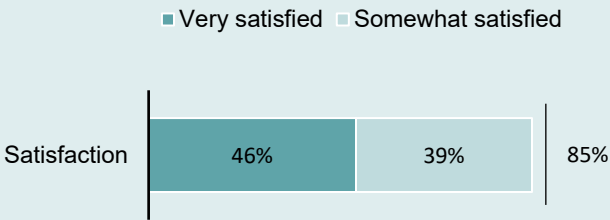


Role Alignment and Satisfaction

Q: To what extent do you agree or disagree with this statement? My current role is aligned with my long-term career goals. (n = 432)



Q: How satisfied or dissatisfied are you with your current role? (n = 432)



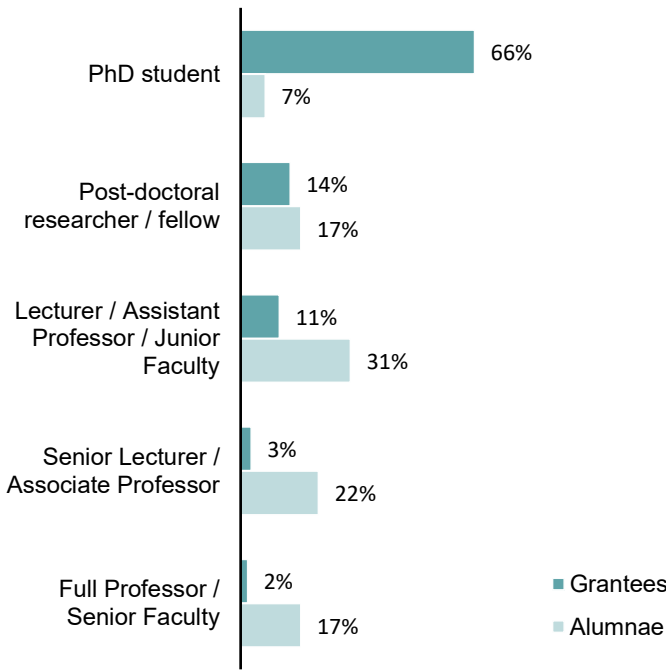
FFTF Enables Academic Careers

76% of alumnae work in academia across a wide variety of disciplines.

70% of this population occupy senior academic roles. Fellows in academia are mostly engaged in research on life sciences, engineering, and physical sciences.

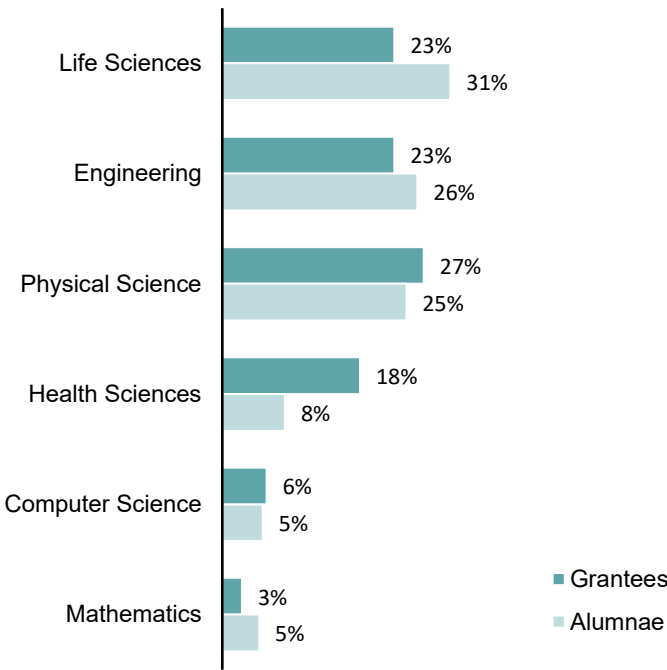
Academic Level

Q: What is your current academic level? (n = 355*)



Main Research Discipline

Q: What is currently your main research discipline? (n = 355*)



* Only includes fellows who are in academia.

Non-Academic Careers

Alumnae who stayed in their host country are more likely to be working in the private sector and less like to be in the non-profit sector, compared to those in their home countries or in another third country.

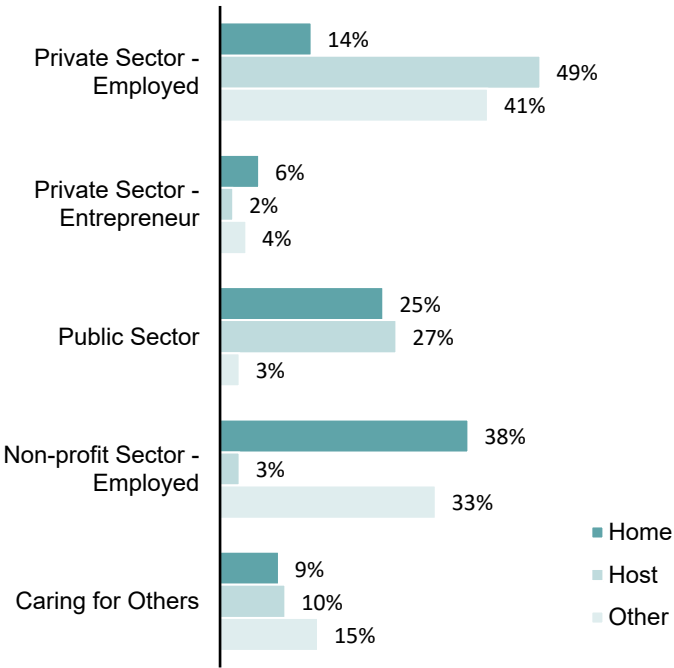
Further analysis is required to understand how these alumnae can be supported to develop their non-academic roles and maximise impact in home countries.

24% of alumnae work outside academia across a range of fields.

Of these, 33% of working time is spent in the private sector, 4% in the public sector, and 21% in not-for profit organisations. 63% of these are in technical positions, with the remainder in broader leadership roles.

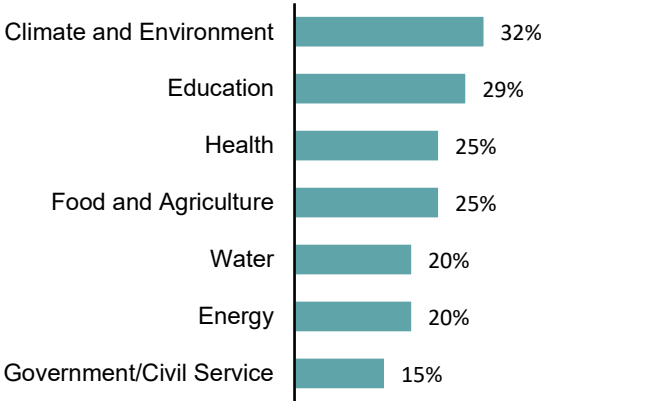
Non-Academic Working

Q: Could you give us an idea of how you split your working time across the following types of employment? (n = 65* | Alumnae home = 26, Alumnae in host = 23, Alumnae in other = 16)



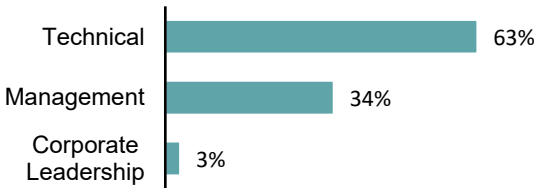
Field of Employment

Q: What is the field or market of your primary employment? (n = 65*)



Job Level

Q: What is your current professional job level? (n = 65*)



* Only includes fellows who are not in academia and are alumnae, not grantees.

Amplifying Impact

“I have several PhD students that I mentor. The students are focusing on applications of machine learning in Climate Science.” – Fellow, Zimbabwe

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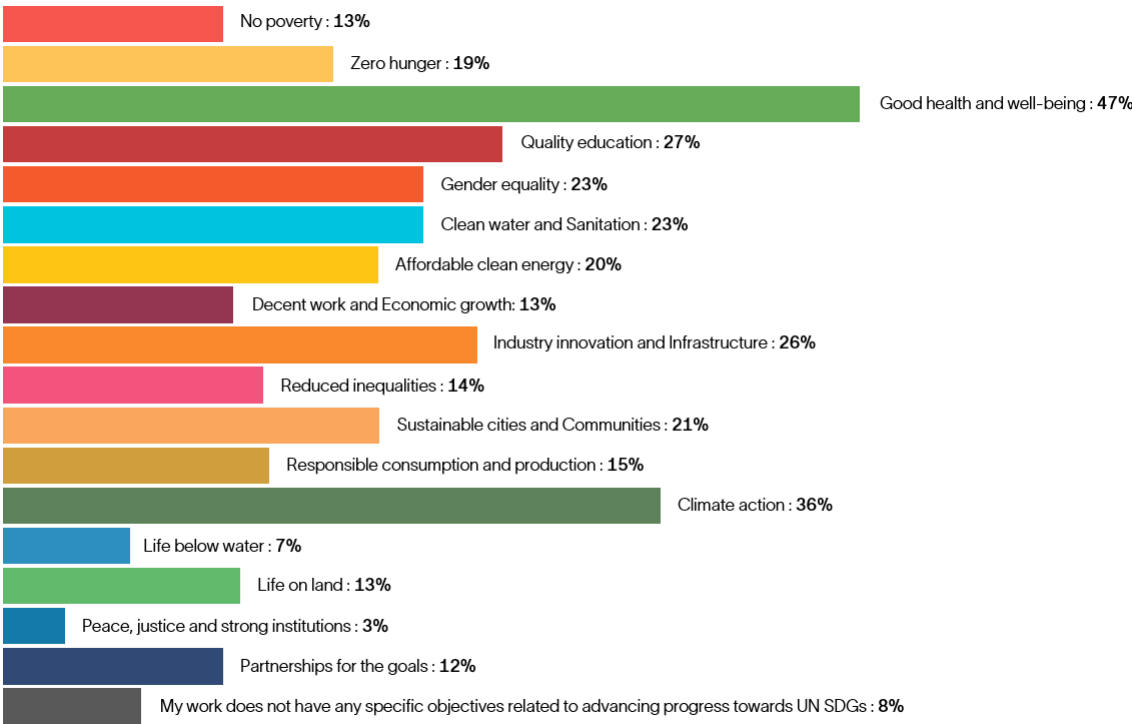
Aligned to UN Sustainability Development Goals

“I have conducted several missions aimed at capitalizing on agricultural development and agribusiness projects in West Africa. My work involves supporting stakeholders across various agricultural value chains, with a particular focus on integrating gender perspectives and climate resilience into value chain development.”
– Fellow, Cameroon

FFTF fellows are addressing the world’s most pressing issues and working towards a more equitable and sustainable future. 92% of fellows in academic and non-academic roles have specific objectives to advance progress towards the UN Sustainability Development Goals.

Alignment to Sustainable Development Goals

Q: Does your work have specific objective(s) to advance progress towards UN Sustainable Development goals and if so which ones? (n = 432)



Academic Impact

Academic alumnae contribute significantly through research, teaching, and student supervision. Those in their home countries typically dedicate more time to teaching and less on research, compared with those elsewhere. Alumnae in their home countries appear to have greater impact - teaching and supervising more students and with higher publication rates than those abroad.

Academic Alumnae Time Spent

Q: What percentage of your time did you typically spend on research, teaching, and administration in 2024? (n = 203*)

	Host or Other Country	Home Country
Research	56%	37%
Teaching	25%	37%
Administration	12%	19%
Other	7%	8%

If these figures are extended across the whole fellowship, this would suggest that the 965 FFTF fellows teach 185,000+ students, supervise close to 900 students, and publish 1,300+ papers annually.

Further bibliographic analysis could validate the estimate of papers published, along with citation levels and journal impact factors.

Students Taught & Supervised, Papers Published

Q: Approximately how many students did you teach in 2024? (n = 178)
Q: How many students did you supervise in 2024? (n = 121)
Q: How many research papers did you publish in 2024? (n = 169)

Academic Alumnae	Host or Other Country	Home Country
Students Taught (average)	204	409
Students Supervised (average)	1.2	1.8
Papers Published (average)	1.9	2.5

Impact Beyond Academia

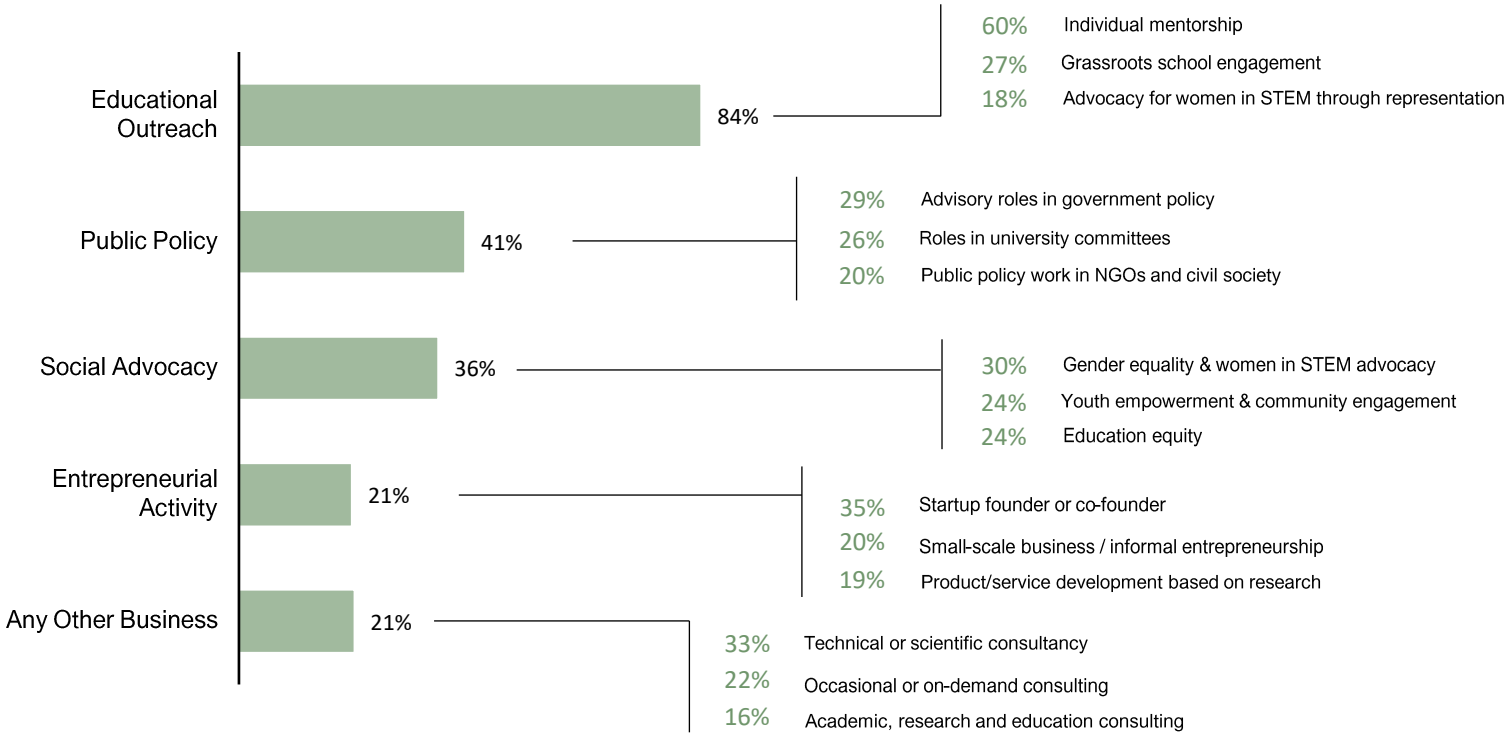
“The Schlumberger grant really changed my life. Thanks to this, I can work in what I love. Also, I have been able to keep working with researchers from my home country. I hope my work will have an impact in improving the health of those affected with infectious diseases.” – Fellow, Australia

Fellows are devoting considerable time to educational outreach, public policy, social advocacy and entrepreneurship, beyond their paid employment or academic post.

In particular, alumnae in home countries are more likely to engage in policy, social advocacy, and entrepreneurship (63%, 43%, 30%) than those elsewhere (29%, 26%, 10%).

Activities Beyond Employment or Academic Post

Q: What other activities are you engaged in beyond your paid employment or academic post you have told us about? (n = 432)



Current Challenges

“It was tough moving to a new country with children and no support system; this also took a toll on my marital status, and for some time, I had to dedicate time to my children over my research.” – Fellow, Nigeria

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Main Challenges

“In Pakistan, the budget allocated for higher education and research is reducing day by day, thereby, giving limited access to digital resources, research and travel grants.” - Fellow, Pakistan

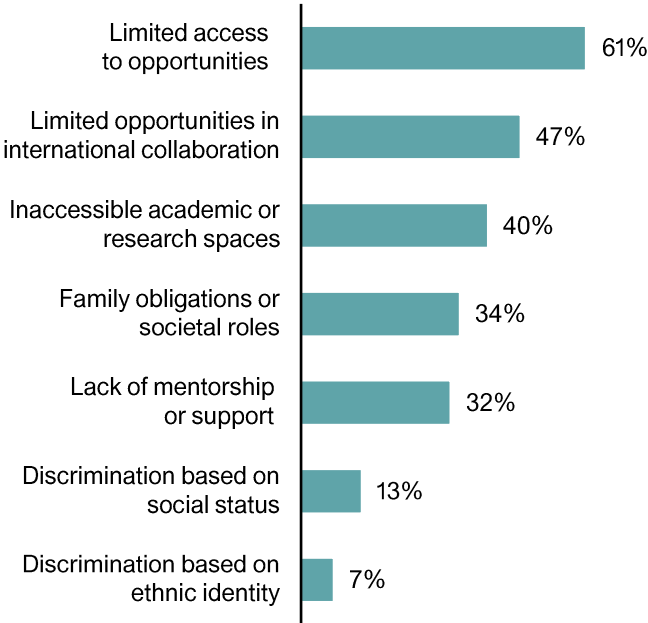
“My roles as a mother and care giver put me in tremendous pressure to balance between my roles as academic, researcher, student and mother. In a new country, I find it quite challenging to raise a child and root it properly yet fulfilling my other duties.” – Fellow, Sudan

Alumnae highlighted limited opportunities, family obligations, and lack of international collaboration as the main barriers to advancing their careers.

Those at home are more likely to report limited access to research opportunities, international collaboration and research facilities compared with those in other countries but are less likely to face social issues such as discrimination or lack of support.

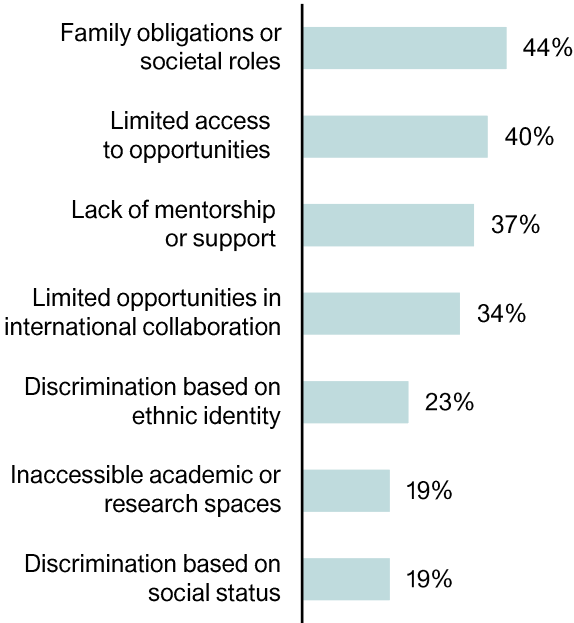
Challenges Faced by Alumnae at Home

Q: We are interested in understanding any challenges you have faced. Could you please select which of the following factors (if any) have impacted your ability to access research opportunities or advance your career? (n = 139)



Challenges Faced by Alumnae Abroad

Q: We are interested in understanding any challenges you have faced. Could you please select which of the following factors (if any) have impacted your ability to access research opportunities or advance your career? (n= 129)



Gender-Related Barriers

“As I am the only female faculty in my department with a PhD, finding a mentor is difficult at times. Additionally, the gender bias that females can't do physics unless they very much depend on male colleagues has made me struggle for things that I deserve.” - Fellow, Ethiopia

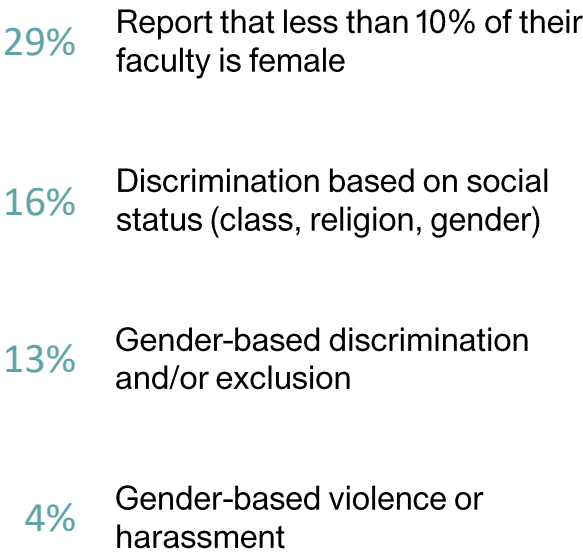
“I have found myself as the sole female student and often sidelined. I have also had cases of people doubt my abilities and success just because I am a female. It is a constant struggle of trying to fit in.” – Fellow, Kenya

“I've often been discriminated for being a young woman. In my country, it's unusual to have a doctorate, and it's even more unusual for a young woman to have one. This has made some sectors reluctant to collaborate with me because they consider I don't have enough experience.” - Fellow, India

A considerable proportion of fellows reports experiencing gender-based discrimination and violence or harassment. 29% of fellows report that less than 10% of their faculty is female, with even lower levels of female faculty in engineering, physical and computer sciences.

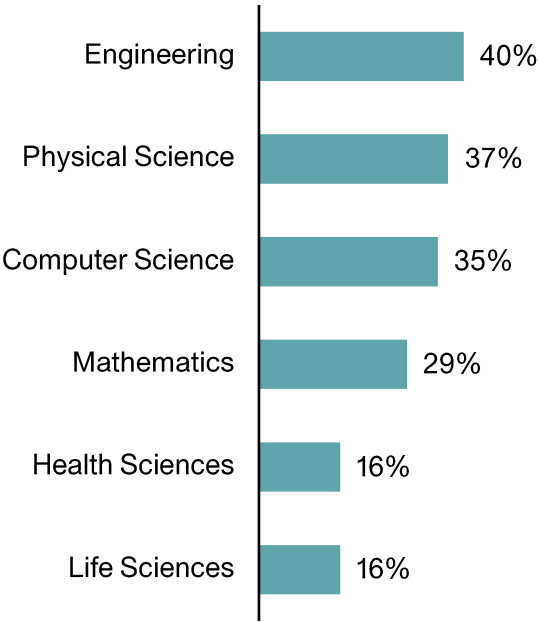
Gender-Related Barriers

Q: Approximately what % of your academic faculty is female? (n = 355)
Q: We are interested in understanding any challenges you have faced. Could you please select which of the following factors (if any) have impacted your ability to access research opportunities or advance your career? (n = 368)



Less than 10% Female Faculty by Discipline

Q: Approximately what % of your academic faculty is female? (n = 103)



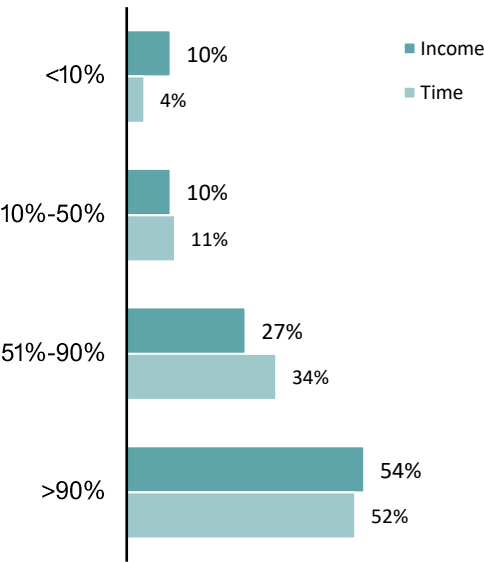
Academic Alumnae Income & Time

Many alumnae find the need to supplement their academic income, especially in home countries. 54% of alumnae in home countries receive more than 90% of their income from their academic post, compared with 77% elsewhere.

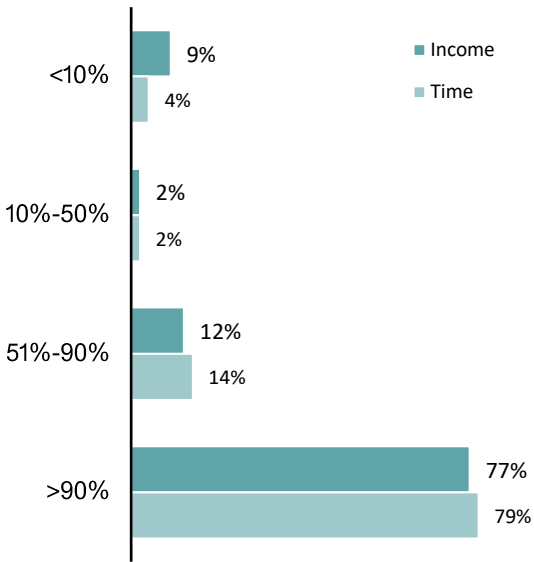
Academic Alumnae - Time & Income

Q: What percentage of your total income did you receive from your academic post in 2024?
Q: What percentage of your total working time was spent on your academic post in 2024?
(Alumnae home = 113, Alumnae in host or other country = 90)

Home Country



Host/Other Country



The employment status and need for additional income amongst academic alumnae is complex and varied depending on local context. More detailed analysis is needed to understand if there are particular issues to be addressed.

Funding Landscape for Academic Alumnae

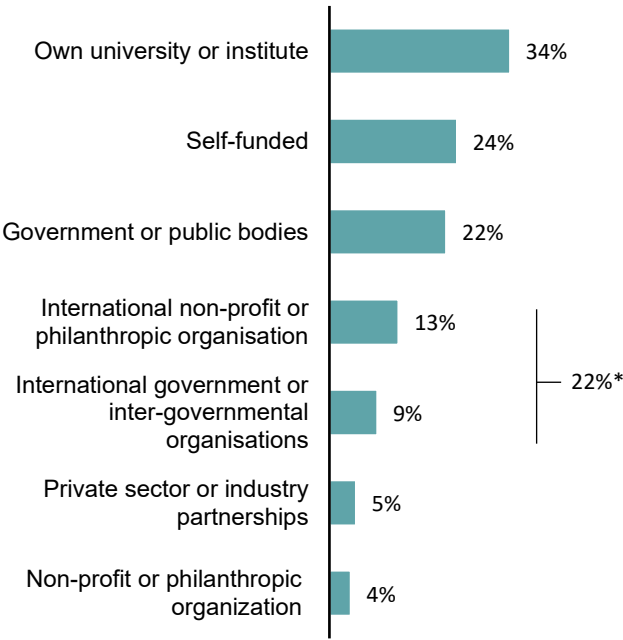
There is a need for fellows to seek international research funding in an increasingly competitive and diminishing environment. However, alumnae in home countries are less likely to expect a reduction in international funding (31%), compared to those in host or other countries (53%).

Most alumnae source funding from their own university or institute (34%), via self-funding (24%) or via national government (22%). 22% of alumnae cite international organizations as main sources of funding.

As a result of global policy changes, 41% of academic alumnae expect this international funding to be substantially or somewhat reduced in 2025.

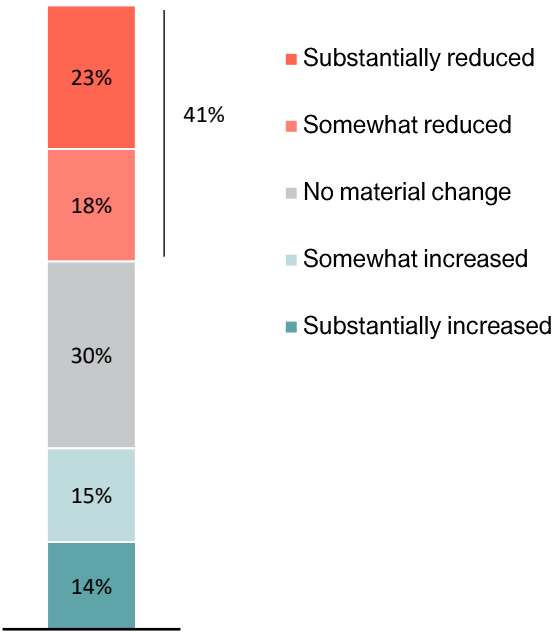
Alumnae Sources of Funding

Q: What were the main sources of funding for your research in 2024?
Select all that apply. (n = 268)



Alumnae Funding Landscape in 2025

Q: To what extent do you expect the international funding landscape for your research area to change in 2025 compared to 2024? (n = 203)



* This is a multi-select question, so there's some overlap between those who selected both options.

Future Opportunities

I worked as an Associate Professor in China for four years after completing my PhD. I later received an offer from the World Bank and saw it as an opportunity to create a broader impact. Although I am no longer directly working in academia, I continue to collaborate closely with universities and research institutions around the world.”
– Fellow, China

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- Current Challenges
 - > Is academic income enough to sustain their livelihoods?
 - > What are fellows' main barriers to advancing their research or careers?
 - > Is the funding landscape posing future challenges to fellows?
- Future Opportunities
 - > How do fellows want to generate impact in their home country?
 - > Is there an opportunity to improve the connection between fellows?

Increasing Home Country Impact

Alumnae in their home countries are significantly more likely to suggest occupying an academic post domestically (60%), compared to those elsewhere (40%). Conversely, they are less likely to donate to organisations in their home countries (19%), compared to the rest (29%).

Alumnae in home countries are also more likely to request additional small grant funding, access to lab equipment, and innovation support (87%, 42%, 36%), compared to those elsewhere (74%, 25%, 25%).

Fellows supported diverse approaches to increasing the impact they could have in their home country. Additionally, alumnae equally valued focus on educational outreach, innovation, and leadership.

To achieve higher impact, fellows particularly favoured support via small grant funding, research collaboration, leadership training, and networking.

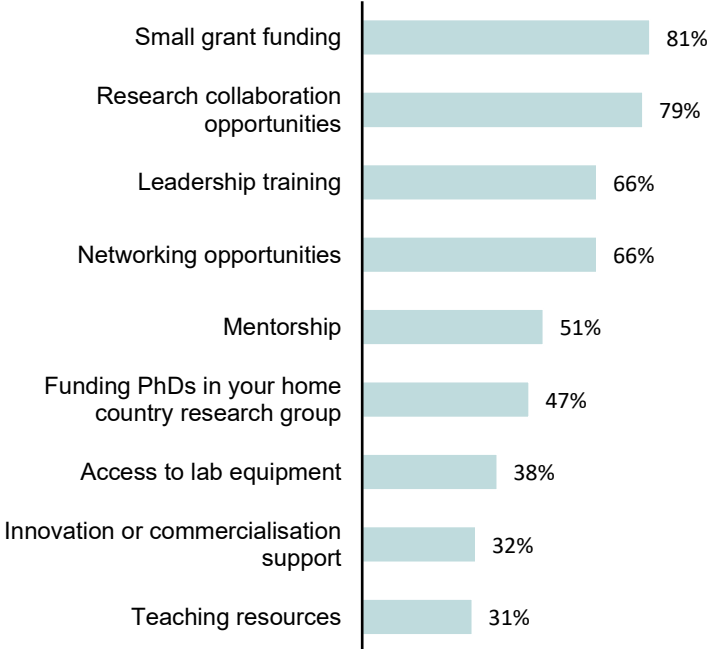
Impact on Home Country

Q: There are many ways in which Fellows can have an impact on their home country. Please select those that you feel most apply to your current aspiration. (n = 432)



Additional Support to Increase Impact in Future

Q: What type of additional support would help you increase your impact? (n = 432)

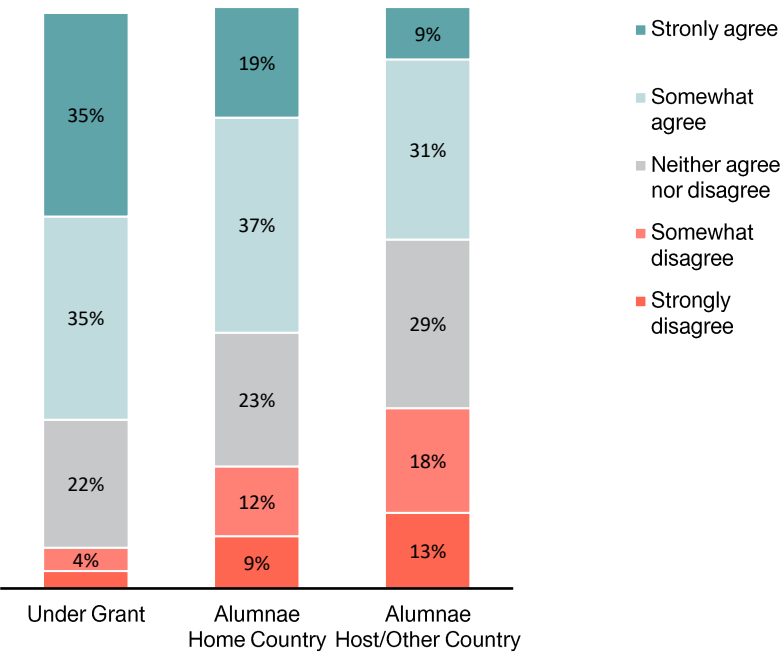


Opportunity to Grow a Global Fellowship

Fellows largely feel connected to other FFTF fellows. As expected, fellows feel most connected while under grant (70%). Alumnae in home countries (57%) feel more connected than those elsewhere (40%). Fellows would welcome more opportunity to connect with their peers, especially through research interest groups, international collaborations, gatherings and mentoring.

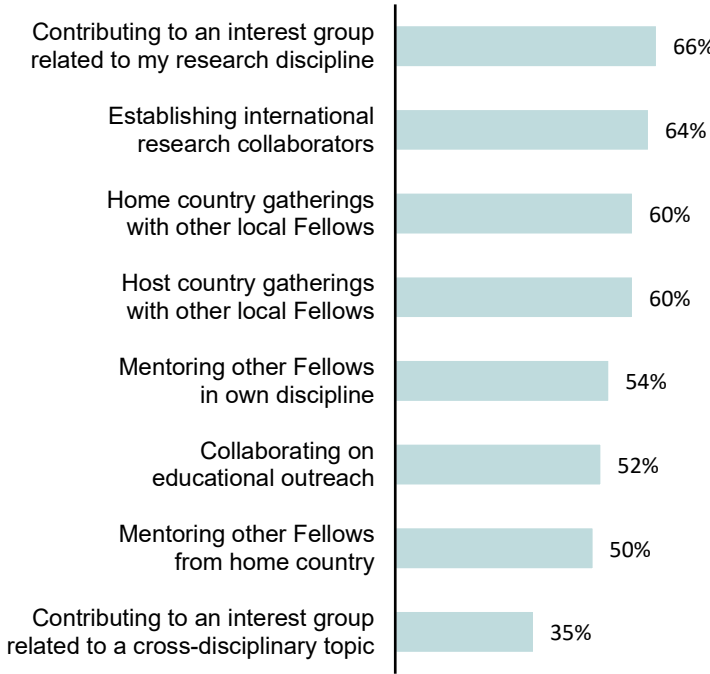
Connection to Other Fellows

Q: To what extent do you agree or disagree with the following statement: "I feel well connected to other FFTF Fellows"?
(n = 432 | Grantees home = 54, Grantees in host or other = 110, Alumnae home = 139, Alumnae in host or other = 129)



How to Improve Connection to Fellows

Q: What would you like to do to be more connected to other FFTF Fellows? (n = 432)



Areas for Further Exploration

This survey has provided a richer understanding of the Faculty For the Future fellowship, and suggested areas to explore which would increase the impact that fellows can have in their home countries.

Potential areas for deeper analysis include:

1. **Academic leadership journeys:** mapping career trajectories of fellows, including bibliographic analysis of publications and collaborations, to better understand pathways into leadership roles and the factors that enable or hinder progress.
2. **Making an impact at home:** investigating the challenges fellows face when returning to their home countries, as well as identifying alternative pathways for contributing from abroad, such as remote mentorship, virtual teaching, or cross-border project leadership.
3. **Gender imbalance in subject areas:** examining disciplines with the highest disparities, including cases where less than 10% of faculty are women (reported by 29% of fellows), and exploring interventions to address these gaps.
4. **Commercialization activity potential:** assessing the level of engagement in research commercialization, identifying opportunities for innovation-driven impact, and determining what kinds of institutional or external support could boost this activity.
5. **Individual stories through qualitative research:** conducting in-depth interviews or case studies to capture personal experiences, challenges, and success strategies, bringing a human dimension to the quantitative data.
6. **Benchmarking with other related studies and foundations:** comparing FFTF outcomes with similar fellowship programs and research initiatives to identify best practices, gaps, and opportunities for cross-program learning.

Appendix

Methodology Overview

432 surveys completed between May and June 2025. A response rate of 45% is significantly above the average response rate for online surveys. The sample is broadly representative of the wider fellowship, with fellows under grant being more heavily represented than alumnae. Segmentation has been used throughout this report to manage this sampling bias.

Methodology Metrics		Representative Check	Survey Sample	Fellows Population
Language	English	Fellows Under Grant	38%	19%
Survey Mode	Online	PhD Degree Funded	76%	82%
Survey Length (questions)	46			
Survey Duration	40 minutes			
Population Available	965			
Completed Surveys	432			
Response Rate	45%			
Confidence Level	95%			
Margin of Error	4%			

Questionnaire – Part I

A complete list of the survey questions in the online survey and their corresponding answer options is provided below.

1.	What year were you born?	<i>[Dropdown list of years]</i>
2.	What is your country of birth?	<i>[Dropdown list of countries]</i>
3.	What was your host country for FFTF grant(s)?	<i>[Dropdown list of countries, multiple selections]</i>
4.	What is your current country of residence?	<i>[Dropdown list of countries]</i>
5.	What other countries have you lived in since receiving the FFTF grant(s)?	<i>[Dropdown list, multiple selections]</i>
6.	Can you provide us with the main reason why you are living in your current location?	<i>Carrying out PhD or Post-Doctoral research (with FFTF grant or other funding); Better Research Opportunities (funding, equipment, salary); Better jobs or economic opportunities; Personal (family, resettlement); Fear of Marginalization in Home Country (gender issues, cultural identity); Political or economic factors in home country (conflict, insecurity); Other, please specify;; I reside in my home country</i>
7.	Do you intend to return to your home country within the next five years, if circumstances allow?	<i>Yes; No; I reside in my home country</i>
8.	What is the highest level of education completed by either of your parents?	<i>None; Primary School; Lower Secondary School; Upper Secondary School; Tertiary education (university, polytechnic)</i>
9.	For which academic year did you receive your last Faculty for the Future grant?	<i>[Dropdown list of years]</i>
10.	What type of research did your Faculty for the Future grant fund?	<i>PhD degree; Post-doctoral research; Both</i>
11.	When applying for the Faculty for the Future grant, could you easily find a good alternative to fund your studies?	<i>Yes, Maybe; No</i>
12.	What was the alternative? Please share the name and URL where relevant	<i>[Open-ended]</i>

Questionnaire – Part II

13.	Are you currently working in academia?	Yes; No
14.	What is your current academic level?	PhD student; Post-doctoral researcher / fellow; Lecturer / Assistant Professor / Junior Faculty; Senior Lecturer / Associate Professor; Full Professor / Senior Faculty; Other:
15.	What is your current academic institution? Please include the name and URL.	[Open-ended]
16.	What is your main academic discipline?	Physical Science - Chemistry; Physical Science - Earth Sciences; Physical Science - Physics; Physical Science - Other; Health Sciences - Medicine; Health Sciences - Pharmacy; Health Sciences - Other; Mathematics; Computer Science; Life Sciences - Agriculture & Food sciences; Life Sciences - Animal sciences; Life Sciences - Biochemistry and cell biology; Life Sciences - Biomolecular sciences; Life Sciences - Engineering & biological systems; Life Sciences - Genes and developmental biology; Life Sciences - Plant and microbial sciences; Life Sciences - Other; Engineering - Civil; Engineering - Mechanical; Engineering - Electrical & Electronic; Engineering - Chemical; Engineering - Biomedical; Engineering - Other
17.	What is currently your main research theme?	Water; Energy; Food and agriculture; Health; Fundamental STEM; Digital; Climate and Environment; Built Environment and Infrastructure; NA - my research is on pause
18.	What percentage of your time did you spend on research, teaching and administration in 2024?	% research; % teaching; % administration; % other
19.	What percentage of your total income did you receive from your academic post in 2024?	<10%; 10-50%; 51-90%; >90%
20.	What percentage of your total working time was spent on your academic post in 2024?	<10%; 10-50%; 51-90%; >90%
21.	Approximately how many students did you teach in 2024?	[Number]
22.	How many PhD students & post-docs did you supervise in 2024?	[Number]

Questionnaire – Part III

23.	How many research papers or articles did you publish in 2024?	<i>[Number]</i>
24.	What were the main sources of funding for your research in 2024? Select all that apply. Where FFTF grant was a source please select 'International non-profit or philanthropic organisation'.	<i>Own university or institute (in the country in which you currently reside); government or public bodies of country of current residence; International government or Inter-Governmental Organisations (e.g. UN); Private sector or industry partnerships; non-profit or philanthropic organization of country of current residence; International non-profit or philanthropic organisation; Self-funded; Other:</i>
25.	To what extent do you expect the international funding landscape for your research area to change in 2025 compared to 2024?	<i>Substantially reduced international funding; Somewhat reduced international funding; No material change; Somewhat increased international funding; Substantially increased international funding</i>
26.	Approximately what percentage of your academic faculty are female?	<i>0-10%; 10-25%; 25-50%; 51-100%</i>
27.	Could you give us an idea of how you split your working time across the following types of employment? In which sectors do you spend your working time?	<i>Public sector – employed [%]; Private sector – employed [%]; Private Sector / entrepreneur [%]; Non-profit sector – employed [%]; Caring / Not in employment [%]</i>
28.	Who is your primary employer?	<i>[Open-ended]</i>
29.	What is the field or market of your primary employment?	<i>[Drop down list, single selection]</i>
30.	What is your current professional job level?	<i>Technical - Entry-Level (Analyst, Coordinator, Specialist, Engineer); Management - First-Level (Team Leader, Supervisor, Manager); Technical - Intermediate-Level (Specialist, Engineer); Management - Middle (Senior Manager, Department Head); Technical - Expert-Level (Leading research, influencing strategy); Management - Senior (Vice President, General Manager); Corporate Leadership - Executive (Chief Officer, President, CEO); Corporate Leadership - Board Roles (Board Member, Chairperson, Non-Executive Director)</i>
31.	Does your work have specific objective(s) to advance progress towards UN Sustainable Development goals and, if so, which ones?	<i>No Poverty; Zero Hunger; Good Health and Well-being; Quality Education; Gender Equality; Clean Water and Sanitation; Affordable and Clean Energy; Decent Work and Economic Growth; Industry, Innovation and Infrastructure; Reduced Inequality; Sustainable Cities and Communities; Responsible Consumption and Production; Climate Action; Life Below Water; Life on Land; Peace, Justice and Strong Institutions; Partnerships for the Goals; My work does not have any specific objectives related to advancing progress towards UN SDGs</i>

Questionnaire – Part IV

32.	To what extent do you agree or disagree with this statement? My current role is aligned with my long-term career goals.	<i>Strongly agree; Somewhat agree; Neither agree nor disagree; Somewhat disagree; Strongly disagree</i>
33.	How satisfied or dissatisfied are you with your current role?	<i>Very satisfied; Somewhat satisfied; Neither satisfied nor dissatisfied; Somewhat dissatisfied; Very dissatisfied</i>
34.	We are interested in understanding any challenges you have faced. Could you please select which of the following factors (if any) have impacted your ability to access research opportunities or advance your career?	<i>Family obligations, societal roles; Disability or chronic illness; Discrimination based on ethnic identity; Discrimination based on social status (class status, religious status, marital status, gender identity status); Limited access to opportunities; Lack of mentorship or support; Inaccessible academic or research spaces (e.g., physical or digital environments); Limited opportunities to engage in international collaboration; Gender-based discrimination and/or exclusion; Gender-based violence or harassment; Academic discipline exclusions; None of the above</i>
35.	Can you please describe these barriers you have experienced?	<i>[Open-ended]</i>
36	What other activities you are engaged in beyond your paid employment or academic post you have told us about. Please include a brief description and the number of hours per week you devote to the activities. <i>Educational outreach?</i>	<i>Yes, No, Number of Hours, Description</i>
37	What other activities you are engaged in beyond your paid employment or academic post you have told us about. Please include a brief description and the number of hours per week you devote to the activities. <i>Public policy activities?</i>	<i>Yes, No, Number of Hours, Description</i>

Questionnaire – Part V

38.	What other activities you are engaged in beyond your paid employment or academic post you have told us about. Please include a brief description and the number of hours per week you devote to the activities. <i>Entrepreneurial activity?</i>	<i>Yes, No, Number of Hours, Description</i>
39.	What other activities you are engaged in beyond your paid employment or academic post you have told us about. Please include a brief description and the number of hours per week you devote to the activities. <i>Any other activity?</i>	<i>Yes, No, Number of Hours, Description</i>
40.	What other activities you are engaged in beyond your paid employment or academic post you have told us about. Please include a brief description and the number of hours per week you devote to the activities. <i>Social advocacy?</i>	<i>Yes, No, Number of Hours, Description</i>
41.	In which area would you most like to increase your impact in the future?	<i>Educational Outreach, Innovation, Leadership</i>
42.	What type of additional support would help you increase your impact?	<i>Small grant funding (e.g travel, collaboration project, sabbatical), Research collaboration opportunities, Funding PhDs in your home country research group, Fundraising signposting/support, Personalized mentorship, Leadership training, Networking opportunities, Innovation or commercialisation support, Teaching resources, Access to lab equipment, Other</i>
43.	What other activities you are engaged in beyond your paid employment or academic post you have told us about. Please include a brief description and the number of hours per week you devote to the activities. <i>Public policy activities?</i>	<i>Occupy an academic post in my home country, Occupy a non-academic post in my home country, Hire home country researchers into my international research group or organisation, International research collaboration with home country researchers, Policy work or advocacy in home country, Policy work or advocacy in international organisation, Deliver online training for people in my home country, Send financial remittance to my home country, Philanthropic giving to organisations in my home country, Other</i>

Questionnaire – Part VI

44.	To what extent do you agree or disagree with the following statement: “I feel well connected to other FFTF Fellows?”	<i>Strongly agree; Somewhat agree; Neither agree nor disagree; Somewhat disagree; Strongly disagree</i>
45.	What would you like to do to be more connected to other FFTF Fellows?	<i>Home country gatherings with other local Fellows, Host country gatherings with other local Fellows, Mentoring other Fellows from home country, Mentoring other Fellows in own discipline, Contributing to a special interest group related to my research discipline, Contributing to a special interest group related to a cross-disciplinary topic e.g. post-conflict reconstruction, addressing gender issues, Establishing international research collaborators, Collaborating on educational outreach, Other, None of the above</i>
46.	Is there anything else you’d like to share related to the topics we’ve been discussing?	<i>[Open-ended]</i>

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