



# **AMADPOC REGIONAL MEETING ON MIGRATING OUT OF POVERTY**

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**Migration in Search of Excellence: Staff  
Capacity Erosion in African Universities-  
Governance Issues and Strategies for  
Retention**

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# Presentation Plan

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- ❑ **Situating migration of academics in contexts & Methodology**
- ❑ **Universities efforts for innovation and reform**
- ❑ **Staff capacity erosion, its causes and solutions as suggested by staff**
- ❑ **Innovative measures taken by IHEs to reduce staff losses**
- ❑ **Linking up with knowledge networks and the Diaspora**
- ❑ **Recommendations**



# Objectives of the Study

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- ➔ To identify reasons why academics migrate from and within the region
- ➔ To find out push factors in human resources planning , utilization and management at national and institutional level behind out migration by academics
- ➔ To examine the strategies for retention and organized sharing of high level skills in the region



# Methodology

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- ➔ **Earlier studies for ADEA**
- ➔ **3 Sample countries chosen on basis of regional and lingual representation Ghana, Rwanda and Zambia**
- ➔ **What was covered?**
- ➔ **What will be added?**
- ➔ **Measuring the benefits- sending and receiving countries and implications for rating of universities**
- ➔ **Re-examining the role of migration in regional integration**
- ➔ **Suggesting ways for orderly sharing of HLKRs**



# Curriculum & Institutional Reforms Over the Last Two Decades

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- **A study by ADEA WGHE 2004 indicated:**
  - Several have adopted strategic management
  - Curricula is more demand driven
  - New alternative methods of programme delivery including IT in teaching & research
  - More collaborative teaching and research
  - Decentralized governance structures
  - Mergers and consolidation
  - Creative resource mobilization & PPPs



## Staff Capacity Erosion as A Threat to Reforms

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- Staff capacity erosion through turnover and brain drain reform without retention plans?
- A 1993 World Bank Study Blair and Jordan on staff retention found out:
  - Education budgets had decreased 1980-90
  - About 23,000 academics were leaving Africa per year
  - Those that remained were not well paid
  - But a few were ready to stay



## Staff Capacity Erosion as A Threat to Reforms

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- Weak institutional management made the matter worse
- Most of those in the Diaspora willing to return if conditions changed
- 2006 another study of the same IHEs by Tettey sponsored by World Bank concluded
  - Staff is overworked, underpaid, not well supported for research and recruitment & promotion procedures were too long



# Systemic Issues Behind Capacity Erosion in IHEs at Regional and National Levels

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- This study builds upon the studies by Blair and Jordan 1993 , Tettey 2006 and Mihyo 2008
- Main argument: highly skilled migrants are movers of regional integration; they migrate in search of dignity, recognition, respect and excellence- beyond poverty
- Systemic issues at regional and national levels include:
  - Lack of a regional policy framework for policy formulation on knowledge systems
  - Training and the education system
  - Institutional governance weaknesses in IHEs



## Migration in Search of Excellence

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- **Beyond poverty :**
  - **Academics are not generally poor. They are part of the elite; those who remain are among the top 30%**
  - **Education systems and society culture prepare people for migration; job search and stowing away**
  - **Universities take academics for granted and have personnel rather than HRM and HRD/P Policies**
  - **National authorities have no HRU policies and put the trainees and skilled HRs on the drain**
  - **Skills have always been politicized by both (Academics and Policy makers)**



# Systemic Issues Behind Capacity Erosion in IHEs at Regional and National Levels

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- The rewards gap between developed and developing countries and between universities and other sectors
- At University level, teaching is the norm- very few academics want to be teachers
- After Ph.D. graduation the Maslow hierarchy of needs changes for academics - universities don't notice
- Rational choices remain: moonlight, migrate or hibernate (alcohol, business, politics, spirituality)
- Lack of a scientific formula for determining funding levels in IHEs aggravates dilemmas of IHEs



# Management Issues Affecting Retention of Staff Capacity

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- At the level of IHEs the following were identified by staff interviewees: E.g. UNZA
  - Poor working conditions- low salaries; lack of housing, limited credit support
  - Poor working environment: limited space, deteriorating libraries and labs, low teaching support, no books, no equipment
  - Slow upward mobility and low support for research
  - Static staff development policies



# Management Issues Affecting Retention of Staff Capacity

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- **At NUR reasons for staff loss listed were**
  - **Low career development opportunities**
  - **Excessive government control of travel to seminars, salaries and promotions**
  - **Uncompetitive salary and incentive scheme**
  - **Poor working conditions**
  - **Corporate personality of the IHEs**
  - **Lack of support for research**



# Management Issues Affecting Retention of Staff Capacity

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- **Other factors identified in the study at NUR**
  - **Quality of students due to supply side issues**
  - **Management of research-poorly funded, not given priority, individualized but used for assessment for promotion**
  - **Lengthy, centralized promotion procedures**
  - **Failure to utilize land resources optimally**
  - **Failure to develop proposals for funding formula**
  - **Absence of policies to increase job satisfaction**



# Innovative Strategies by IHEs to Increase Staff Capacity Retention

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- **KUNST in Ghana has attempted:**
  - Land distribution to staff
  - Investing in infrastructure- US\$35 mi invested in refurbishing labs
  - Training young members of staff
  - Creativity and talent management
  - Continuous medical checks for diabetes, hypertension and colonoscopy
  - Shortening recruitment procedures



# Innovative Strategies by IHEs to Increase Staff Capacity Retention

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## ■ New Incentive Schemes at UNZA

- ▶ New salary schemes that raise incomes substantially but are still low
- ▶ Excess teaching load allowances, non private practice allowances, clinical allowances
- ▶ Course coordination, field and retention allowances
- ▶ Housing allowance for academic and admin staff



# Innovative Strategies by IHEs to Increase Staff Capacity Retention

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## ■ An Integrated Approach at GIMPA

- Flexible recruitment procedures
- Individualized contracts
- Allowing staff to organize consultancy on campus
- Management of workload through flexible schedules
- Extension of retirement age
- New methods of delivery



# Linking Up with Knowledge Networks

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- The study attempted to address links with Global KNs and the Diaspora and noted:
  - African IHEs are no strangers to global knowledge networking
  - New networks are active but not yet fully utilized. They include the GDN
  - GDN has 7 centres, 3700 scholars in 95 countries, \$20mi budget and diverse programs
  - Fulbright Fellowships have been very supportive esp. with African Diaspora



# Linking Up with Knowledge Networks

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- **Changing Views on Diaspora Resources**
  - Earlier pessimism about the intentions of the Diaspora are changing
  - Diaspora are seen as allies in global war for talents
  - The Global Diaspora Networks include: 143 Black Mathematicians 83 in N. America and 38 in Africa. The rest in Europe & Caribbean
  - The Network of Black Women Mathematicians



# Linking Up with Knowledge Networks

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- **Regional Initiatives on Diaspora Networks**
  - *South African Network of Skills Abroad (SANSA)* started by UCT 1998 connecting scientists abroad and in SA
  - *South African Diaspora Network:* started by UCT 2001 for mentoring partnership between SA and UK scientists
  - *Linkages with Experts and Academics in the Diaspora (LEAD)* a NUC network in Nigeria



# Linking Up with Knowledge Networks

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- **LEAD** targets internal and external Diaspora, internal mobility and I-U Ps
- *Global Educational Initiative for Nigeria (GEIFON)*: global network with experts in 5 countries and 9 partners in Nigeria
- **GEIFON** runs specialized courses in medicine



# Recommendations

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- ✓ Support IHEs to pay enabling incomes to staff
- ✓ Develop funding formulae that cover all IHE activities mainly research and publication- support excellence at home otherwise you strengthen your own domination
- ✓ View migrants are heroes of regional integration and organize it in such a way that it benefits all
- ✓ Produce more Ph.Ds so that when there is enough migration will be more for brain circulation rather than brain drain
- ✓ Create fora for Diaspora for links on S&T, teaching and research



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**THANKS**