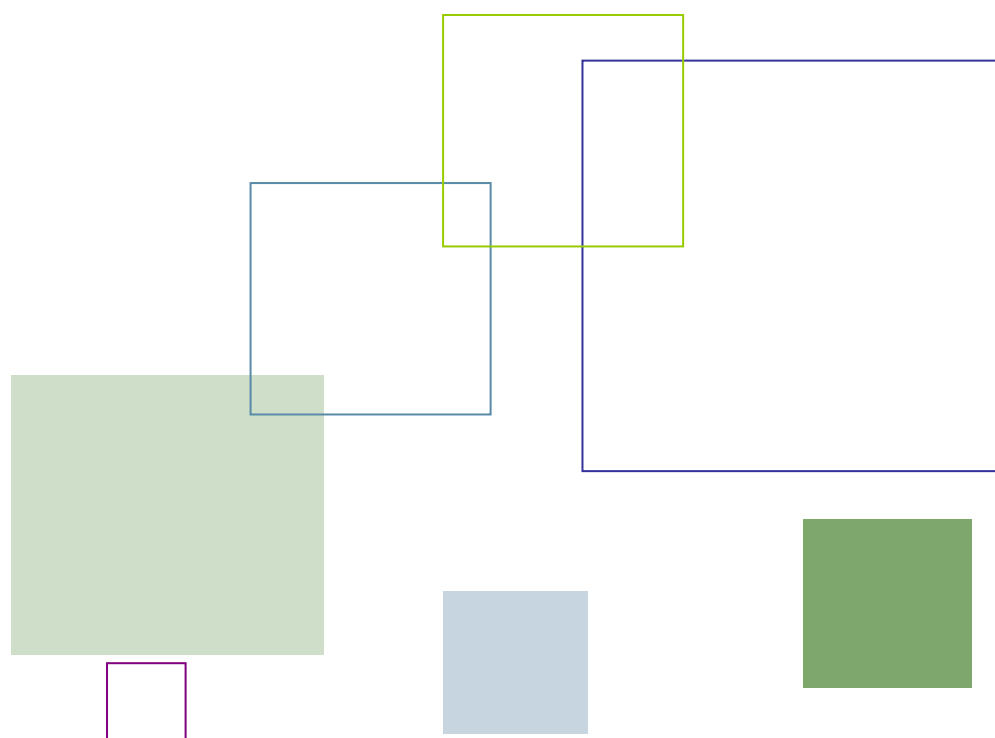


Study on the contribution of the alumni and diaspora to the Joint Africa-EU Strategy



FINAL REPORT

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ACRONYMS

AAU	Association of African Universities
ADEA	Association for the Development of Education in Africa
AEP	Africa-Europe Platform
AU	African Union
DAAD	Deutscher Akademischer Austausch Dienst (German Academic Exchange Service)
DG EAC	Directorate General Education and Culture
EU	European Union
EUA	European University Association
HE	Higher Education
HEI	Higher Education Institution
ILO	International Labour Organization
IMO	International Migration Office
INHEA	International Network for Higher Education in Africa
NGO	Non Governmental Organisation
OECD	Organisation for Economic Co-operation and Development

1 EXECUTIVE SUMMARY

Study background and objectives

Europe and Africa have intensified their cooperation both in the fields of higher education and research over the past years. At the same time issues of migration and development have been at the center of various joint African-European initiatives. However, the role of academic migrants and diasporas has not been addressed in a systematic way so far despite a couple of important interventions and academic contributions on this relationship (see the bibliography at the end of this report). With the increasing importance given to transnational tendencies in HE and research cooperation, the role of diasporic people and communities has gained growing interest not only with regard to Africa but also for other regions.

Many international donor organizations are planning to use the help of the African Diaspora in their collaboration efforts. Equally, many African countries are also trying to use the skills of diaspora in various aspects of development initiatives one of them being in higher education area.

This study is a deliverable of the Joint Africa-EU Strategy (under the 2011-2013 Action Plan of the thematic partnership on migration, mobility and employment). The Africa-EU summit held in Lisbon in December 2007 adopted the Joint Africa-EU Strategic Partnership. The main objective of the partnership is to enrich the Africa-EU political relationship by promoting: peace, security, democratic governance, human rights, basic freedom, gender equality, sustainable economic development, including industrialization, regional and continental integration, and effective multilateralism. One of the priority areas identified within the Joint Africa-EU Strategy focuses on building the capacity of higher education in Africa by facilitation mutually beneficial cooperation between higher education systems between Europe and Africa.

This study presents the outcomes of investigations undertaken to understand how African alumni who have carried out part or all of their degree studies in Europe through the EU programmes and are based in Africa and the African academic diaspora based in EU universities are contributing to capacity building in the field of higher education in Africa. Two types of African alumni are considered – those who returned to their African country of origin and are working there in the higher

education sector (referred to as "alumni" in this study) and those who remained in a European country and are working there in the higher education sector (referred to as "diaspora" in this study). The study aimed furthermore to understand current efforts made by African countries to mobilize alumni and the diaspora and to investigate the role played by EU supported study programs in the potential contribution made by African diaspora and alumni towards higher education development in Africa.

Challenges faced when mobilizing the skills of African academic diaspora and alumni have been addressed in detail. The findings should thus help to show ways in which the contribution of African alumni and diaspora for the development of higher education systems in African can be reinforced and also feed into the early stages of initiatives and dialogue within the Joint Africa-EU Strategy or EU programmes such as Erasmus+ for example.

Investigation methodology

Research was undertaken through desk review of available documentation (policy documents, programme documentation, research work, etc.), through interviews with a wide range of stakeholders relevant to the study (representatives of international, regional and national organizations, alumni and diaspora organizations, representatives of national ministries of education, etc.) and through an online questionnaire made available mainly to African alumni of Erasmus Mundus and German study programmes. Two country case studies were selected – France and Germany.

It is only for the last 10-15 years that more precise data on alumni of European programmes are available. However, data protection rules make it impossible to access them directly, and it is within these limits that the study had to operate. For the case of France, no alumni data bases were available and investigation had thus to rely on existing networks, associations, personal contacts of the expert team and cooperative individuals and their networks. For the case of Germany, the German Academic Exchange Service (DAAD) was extraordinarily cooperative and helped to contact all the alumni registered in their database. Representativity of the research results cannot be claimed concerning the weight of returnees and diaspora people within this sample since the total number of alumni of programs in Germany and France is unknown. With European programs, the situation is much better since a relatively complete documentation of all alumni exists and the contact to them is largely facilitated via the Erasmus Mundus Alumni Association, and mainly its Africa Chapter, and many alumni organizations at the level of individual courses. The problem here, however, is that Erasmus Mundus was introduced in 2004. The first cohorts of these courses are now alumni for 6 to 7 years. Their impact on the HE systems in Africa is necessarily limited or at least specific due to their early career situation.

Given all these limitations, the survey led nevertheless to a detailed picture of how alumni of European programs (both those offered with EU funding and those offered with funding from national institutions in Germany and France) perceive their chances to have an impact on the development of HE in Africa and what motivates them to look for possibilities to exercise some influence on the HE situation in Africa. The very high degree of such a motivation has to be the point of departure for any strategy concerning the concrete implementation of such an impact.

Study results

The results of the study are presented as responses collected through various investigation methods for each of the research questions formulated:

1. To what extent are African diaspora academics engaged in cooperation efforts with Africa - where, in which fields, how?
2. What efforts have been made by EU higher education programs to involve diaspora and alumni?
3. What have been the effects of the EU higher education programs on the involvement and contributions of the Diaspora and alumni to their country of origin HE development objectives?
4. Which opportunities do financially supported Masters and PhD programs in Europe provide to beneficiaries for getting involved in African higher education?
5. What is the level of engagement of alumni and academic diaspora respectively?
6. Which are areas/ways in which alumni/diaspora can be involved in their countries higher education system?
7. What challenges can be faced when mobilizing the skills of African diaspora in joint efforts for higher education in Africa?
8. Which efforts are currently being made by African countries to mobilize academic diaspora?
9. What mechanisms can be identified that motivate African graduates to return to their country of origin?

The results are presented in the three core chapters of this final report. The chapters are organized by investigation method. Chapter 4 presents the results of the desk research which identified and analyzed programme documentation on EU higher education programs involving academic diaspora and alumni participation and relevant literature. The EU higher education programs considered were both Erasmus Mundus as well as the programs offered by the two countries chosen for the case studies, namely France and Germany. Chapter 5 is dedicated to summaries of responses collected through various fact finding missions to African countries and face-to-face and telephone interviews conducted with a selected group of African academic diaspora and alumni and institutional leadership or policy makers from both the EU and Africa. Finally, chapter 6 presents the investigations conducted among African diaspora and alumni of the two case studies, through an extensive online questionnaire and face-to-face and telephone interviews based on an interview guide.

The present study presents a detailed picture of how alumni of European study programs perceive their chances to have an impact on the development of higher education systems in Africa and what motivates them to look for possibilities to exercise some influence on the HE situation in Africa. The very high degree of such a motivation is an important point of departure for any strategy concerning the concrete implementation of such an impact. However, the majority of the respondents to questionnaire and interviews exerted themselves to make only a small effort towards contributing in one way or another to higher education development in Africa. Main ways to get involved that were mentioned were short term or long term teaching, supervision of Master and PhD thesis, joint research projects, sharing of research results, etc. The study shows that there is a high potential among any African alumni of a European study programme, which is not systematically exploited yet and seems to not be utilized to the full possible extent yet.

Regarding challenges and difficulties faced to get further involved, the majority of the respondents to interviews and the questionnaire saw difficulties for academic diaspora to contribute to higher education development in Africa. Members of the diaspora highlighted time and again the poor infrastructures and badly maintained facilities in African higher education institutions, the lack of resources and the shortage of materials, in particular for research, as major constraints to become more involved in African higher education development. Another aspect related to the lack of incentives and financial support for those who either attempted to return to their country of origin or become more involved in higher education development from a position outside the borders of the country of origin – from African governments in particular. Governments were regarded as key actors generally able to influence and improve the situation, but oftentimes even impeding activities. Many Africans in the diaspora had observed a lack of political will to change the situation. Rarely are there official platforms or mechanisms in existence that would allow the African diaspora to contribute and interact with African higher education in a channelled way. Some diaspora academics also reported difficulties when trying to interact with local professors. They stated that the African diaspora is often mistrusted and that there are fears among African professors that the diaspora people could become competitors for them. This may result in lack of interest and even refusal to collaborate with the diaspora as well as a general lack of communication. Attitudes of not being receptive to new ideas, of rejecting any form of criticism were experienced by the diaspora both with local politicians and academics, often justified with the explanation that the diaspora people “don't know the situation”. Other constraints to involvement mentioned by diaspora academics were that they had not enough (vacation) time to participate in research programs, furthermore political and economic stress as well as insecurity.

Conclusions and recommendations

The main conclusions are summarized in chapter 7 which also presents a set of recommendations for future developments in the partnerships between EU and AU in the higher education area.

The current situation can be summarized by the observation that there are already many African scholars who went back after their times of study in Europe to their home countries or to other African places in order to work either at universities, research centers, or ministries as well as to cooperate with companies, international organizations and non-governmental organizations in the production of new knowledge and the respective capacity building processes. A second group consists of those alumni of European programs who for various reasons stay abroad and build a kind of academic diaspora. Many of these scholars intend to return to Africa as well.

With a view to ways and measures to increase the involvement of African alumni and diaspora in higher education development in Africa the responses are extremely diverse. They reflect the different situation of higher education in different African countries, the different approaches of African governments towards African alumni and diaspora of European study programs as well as, certainly, also the personal circumstances of the particular participants in the survey. The necessary general improvement of African higher education systems, making them more attractive to African alumni and diaspora, ranges on top of the answers. The call for improvement relates, first of all, to the inadequate financial

situation of HEIs in Africa, most notably with regards to the salaries for academics. It relates as well, in many cases, to poor infrastructures, missing research facilities and access to scientific literature but also to heavy bureaucracies and dysfunctional management.

There is growing awareness of chances for academics returning to Africa. HE systems in many African countries get more political attention and constantly improve and grow again, after years of particular difficulties due to massive underfunding. In a series of countries political documents have outlined a need for a future generation of professors and put therefore particular emphasis on PhD-training.

While all these factors seem to play in favour of an increasing impact of alumni on Africa's HE systems there are a couple of obstacles too which should be addressed by joint political effort.

Over the past years the perception of academic mobility has seen a certain redefinition. In the past the term "brain drain" was dominant. It addressed a balance where the country of origin had to shoulder the costs for primary, secondary, and even higher education (at least the first years of study). In contrast, the country that became the destination of young academics was perceived as profiting from this investment by others and had the additional advantage of being able to select the best from a broad offer of excellent scholars. These mechanisms have not disappeared but the discussion is more nuanced and has taken additional arguments on board: There is in many cases no simple binary scheme of a country of origin and one of destination but academic migrants move between many places. They do not only contribute to the balance of knowledge and transfer of this knowledge to the domestic industries but they take also experience and knowledge with them, contributing themselves to the next place in their career and communicating the gained competencies across borders to many other places. This has inspired a talk that has put the term "brain circulation" at the centre of attention. The country of origin can – under certain circumstances – gain a lot from its academics living abroad and forming a sort of diaspora. This has impacted policies in many countries and universities around the world.

Unfortunately, aspects of this recent discussion have reached African debates only partially. It seems that the attention given to the conceptualization of the process under the category of "brain drain" is well anchored and based upon a critical analysis of unequal relationship with other parts of the world. This results, in many African countries, in a lack of attention for the concrete reality of the academic diaspora people, their aims and goals, their needs and demands. They are not perceived as a potential but rather as a loss for the domestic economy and society. As a second consequence there is a lack of awareness for the formulations of a specific policy to attract alumni who could have an impact on the HE system at home.

Finally, the research findings allowed to formulate a series of recommendations, addressed to African governments, international organizations and institutions supporting higher education, alumni and diaspora organizations, etc. to foster the involvement of alumni and African academic diaspora in the development of higher education in Africa. These recommendations cover (i) the institutionalization of academic diaspora policy in the African countries through the establishment of offices or government structures dedicated to diaspora affairs or the formulation of

specific policies and regulations to facilitate their involvement; (ii) networking issues through the regular setting up, monitoring and updating of databases of alumni of European study programmes and – what is more important - making them available, notably to African countries, and using them as a tool for extensive exchange and networking; (iii) establishing a permanent dialogue on the issue of welcome culture for African academic diaspora willing to contribute to the development of HE in their home countries, on the resources earmarked for this purpose, on the establishment of responsibilities and administrative structures as well as on the mobilization of the staff already in place for such a culture between African and European universities; (iv) offering further qualification for alumni in African universities and research centres; (v) ensuring full ownership or full participation of African higher education institutions when efforts are made by international organizations and donors to mobilize the African academic diaspora; (vi) support the self-organization of African diaspora academics; (vii) strengthen research hubs in Africa – identifying a few universities which may attract a larger proportion of domestic and international research funds will help also to address the question of diaspora academics' integration and possibly giving African alumni of European programs resources at hand to integrate with their own budget in such a research environment would help the individual as well as the institution to promote research based teaching activities and students to profit from this process; (viii) foster incentives to return to African higher education institutions; and (ix) strengthen direct cooperation between European and African academic institutions.

The African academic diaspora has a vocation to assume a choice role in the European and African higher education systems. The primary condition is the diaspora's willingness to do so, a condition widely confirmed by the present study; the secondary is that African university authorities and governments must see the benefit of their possible involvement and largely facilitate it. If these two conditions are met, the diaspora can then act as liaison between European and African partners, in that its members are in contact with both cultures and their associated work methods.

2 OVERALL OBJECTIVES OF THE STUDY

The aim of this study is to assess to what extent alumni who have carried out part or all of their degree studies in Europe through the EU programs and are based in Africa and the African academic diaspora based in EU universities are contributing to capacity building in the field of higher education in Africa. The study is expected to understand the role played by European study programs in general and EU supported programs in particular in the potential contribution made by African diaspora and alumni towards higher education development in Africa.

The aim of this exercise is to acquire a better visibility on the role of alumni and African academic diaspora and alumni in African higher education, eventually consider how this role can be reinforced and also feed into the early stages of the future programs within the Joint Africa-EU Strategy such as in the framework of the new Erasmus+ program for example. The results of the study should also contribute to other policy dialogues in related areas in the framework of the Joint Africa-EU Strategy. In line with this, a platform for African diaspora organizations in Europe and Africa was organized in November 2012 under the Africa-Europe platform (AEP) project, in which agreements were reached to have a sound information system (online resource library) where relevant information regarding the involvement of diaspora in Europe in African development can be depicted¹. Our study is therefore complemented by an overview on such online resources but it is also meant to understand the differences in their possible use depending on the engagement of various stakeholders with alumni of foreign study programs and diaspora academics.

Likewise the results of this study would:

- feed the policy dialogue between European Union and African Union on higher education programs and be used as input for further collaboration efforts;
- stimulate discussion between the academic diaspora, the academics in Africa, African higher education leadership and policy makers;

¹<http://www.africa-eu-partnership.org/news/platform-african-diaspora-organisations-europe-%E2%80%93-scaling-and-joining-cooperation>

- support strategies on internationalization within EU universities;
- support universities in Africa who are planning to use the diaspora for establishing partnerships with universities in Europe;
- be used as a reference for organizations and associations working with African higher education;
- support discussions with and between EU Member States on their higher education program strategies."

3 METHODOLOGY

The table below presents the final methodological framework for this study. It is based on the methodological framework presented in the technical proposal and was furthermore detailed by the expert team in the inception phase, shared and discussed with DG EAC C.4 and other counterparts designated by DG EAC and finalized.

The methodological framework formulates research questions for each of the specific objectives to be considered by the study. For each research question, sources of information and investigation methods are detailed.

Methodological framework			
Specific objectives of the study	Research questions	Sources of information	Investigation methods
Show to what extent African Diaspora are engaged in cooperation efforts with Africa and in particular what have been the effects of the EU higher education programs on the involvement and contributions of the diaspora and alumni to their country of origin higher education	1. To what extent are African diaspora academics engaged in cooperation efforts with Africa - where, in which fields, how?	African diaspora academics; Association of African Universities (AAU); International Network for Higher Education in Africa (INHEA); African diaspora Ministries; African Union; EU Member States' case studies; existing relevant documentation, papers, evaluations	Desk study (literature review); interview guidelines; case studies

development objectives	Comments research question 1: - Sample design: In order to design the sample for the interviews to be conducted with African academic diaspora, we start from the definition provided in the TOR. The term Academic Diaspora represents all graduates who were born in African countries, undertook their undergraduate studies in Africa and received their higher degrees MSc and PhD in Europe, and are currently working on the basis of a permanent or long term contract in European countries in the higher education sector and other academic sectors which have a particular relevance to development priorities such as those covered in the EU's Agenda for Change. In addition, the term academic diaspora also considers PhD and Post Doc researchers in European Universities. As the term designates a rather large and imprecisely described group, it is impossible to evaluate the overall number of its members. Lists of alumni are available only for the past 10 years in the case of Erasmus Mundus where right from the beginning of the funding scheme alumni are documented. For the German case the German Academic Exchange Service (DAAD) disposes of lists going back even to the late 1990s but for legal protection of personalized data we were not able to access them directly but got in touch only with those who responded positively to an invitation by the DAAD to our online survey. The higher education system in Germany is highly decentralized and regionalized. The total number of African academic diaspora having graduated from nationally funded and European programs is, from what we know from previous studies, lower than in France. Concerning academic diaspora supported by German national programs, we will approach the sample design from the national level facilitated by access to the DAAD data base which contains data for all of Germany. In the French case the access to the HE system is for many (but by far not all) African applicants organized by the French embassies in the respective countries. A public body, Campus France, facilitates access to French HE institutions for foreign students. Campus France is however not organized in the same way as DAAD and does not keep track of alumni in the same way. For the French case study, we were therefore able to apply a qualitative methodology only. Interviews conducted with African alumni and diaspora however follow the same questionnaire that has been developed for the German case study and the Erasmus Mundus alumni. - Questionnaire: One single questionnaire was prepared which was used as a guideline for both an online survey with alumni and the semi-structured interviews conducted during the study with the different target groups. The questionnaire will have various independent sections addressing the research questions. The questionnaire will be used both as an online tool and for interviews taken face-to-face.		
	2. What efforts have been made by EU higher education programs to involve diaspora and alumni?	EU Commission; alumni of EU higher education programs	desk study (literature review - analysis of policy documents, calls for applications, surveys, and reports on lessons learned from implemented programs, etc.)
	Comments on research question 2: With regard to EU higher education programs, our focus was on the EC funded Erasmus Mundus programs and higher education programs financed by France and Germany. We have contacted all programs established since 2004, the EACEA and the Erasmus Mundus Alumni organization helped us to identify (and interrogate by means of an online survey) as many African alumni having graduated from these programs as possible. As the overall objective of the study is to "assess to what extent alumni who have carried out part or all of their degree studies in Europe through the EU programs and are based in Africa and the African academic diaspora based in EU universities are contributing to capacity building in the field of higher education in Africa", it seemed important to develop an operational definition of capacity development in higher education. An overview of how capacity development in higher education is defined or seen by the actors and interpreted in the documents will also be presented.		

	3. What have been the effects of the EU higher education programs on the involvement and contributions of the Diaspora and alumni to their country of origin HE development objectives?	Alumni and diaspora	questionnaire for survey and for individual interviews
	Comments on research question 3: With regard to EU higher education programs, the focus is the same as above for research question 2. We intend to identify and interview all African alumni of the Erasmus Mundus program. The results will be compared with findings from a survey among African alumni of German programs since data on them are available whereas we have to base our conclusions for the French case on fact-finding missions to various African countries since there is no dataset on African alumni of French programs accessible. For France, a survey will also be done with French Embassies in a couple of African countries which gives us an indication on those who have entered the African higher education system at higher level. In addition to the contacts established through the case studies, the expert team used its professional contacts and their institutions to get access to informal networks in the countries. For the sample of alumni, we concentrated on Burundi, Cameroon, Côte d'Ivoire, Ethiopia, Ruanda and Zambia.		
Gather the view of the academic diaspora regarding the opportunities provided by financially supported Masters and PhD programs in Europe in terms of their potential involvement in African higher education	4. Which opportunities do financially supported Masters and PhD programs in Europe provide to beneficiaries for getting involved in African higher education?	EU Commission; representatives of EU Member States' scholarship schemes; alumni; coordinators of Erasmus Mundus consortia	Interviews; questionnaires; desk study (program description and experience of alumni and diaspora)
Compare the level of engagement of the alumni who have returned to their countries of origin compared to the African Diaspora who stayed in European countries using the alumni who have returned to their countries of origin as a control group	5. What is the level of engagement of alumni and academic diaspora respectively?	alumni; academic diaspora	Interviews; questionnaire; literature review; case studies
	Comments on research question 5: Responses from the survey conducted with alumni from the bilateral programs are compared to those being alumni of Erasmus Mundus in order to see whether one or the other group is more or less involved. The quality of engagement or type of engagement will be assessed.		
Identify ways/ areas and also aspects in which the African Diaspora and alumni can be involved in their country's higher education system	6. Which are areas/ways in which alumni/diaspora can be involved in their countries higher education system?	alumni; academic diaspora; AAU; INHEA; representatives of EU and EU Member States' scholarship schemes	interviews; questionnaire
	Comments on research question 6: The questionnaire or interview guideline has a section presenting a possible list of ways of engagement.		
Identify challenges that are faced when mobilizing the skills of African Diaspora on joint efforts for higher education in Africa	7. What challenges can be faced when mobilizing the skills of African diaspora in joint	AAU; INHEA; African Union representatives; EU Commission; representatives of EU and EU Member States' scholarship schemes;	Questionnaire; interviews

	efforts for higher education in Africa?	African Ministries concerned with Education; African Universities	
Describe the current efforts which are being made by African Countries to mobilize their academic diaspora and identify mechanisms that motivate African graduates to return to their country of origin	8. Which efforts are currently being made by African countries to mobilize academic diaspora?	AAU; INHEA; Units at African ministries dealing with academic diaspora, African Union representatives; relevant documentation	Interviews; questionnaire; desk research (literature review); study of AU-initiatives, world bank initiative and country specific initiatives
	<u>Comments on research questions 7 and 8:</u> Interesting examples of efforts in African countries can be found in Ghana, Nigeria, Ethiopia and Rwanda. The questionnaire or interview guideline has also a question to the alumni and African academic diaspora on whether any efforts of the respective government are known or if recommendations can be made on what could or should be done.		
	9. What mechanisms can be identified that motivate African graduates to return to their country of origin?	Alumni; academic diaspora; representatives of EU and EU Member States' scholarship schemes; Units in African ministries dealing with academic diaspora	Interviews; questionnaire; desk research (literature review)

The investigation methods suggested by the initial terms of reference were an initial desk study or literature review, a questionnaire to reach a selected group of African academic diaspora and alumni of European Higher Education programs and face-to-face interviews to be conducted equally with a selected group of African academic diaspora and alumni and institutional leadership or policy makers from both the EU and Africa. Two EU Member countries were furthermore to be selected for more in-depth case studies on their higher education scholarship programs involving African students and scholars.

The inclusion of France and Germany as EU member countries with well-established traditions of study programs that have a relatively high number of African students or are even designed especially for them helps to compare both between the two countries and with the relatively new EU programs (Erasmus Mundus). At the same time it has complicated the study insofar as data on African alumni are available to a very different degree in France and in Germany. This allowed to compare findings for German academic programs with EU programs much more easily than it was possible in the French case.

This final report presents the responses collected for each of the research questions formulated. It is organized by investigation method. Chapter 4 presents the results of the desk research which identified and analyzed program documentation on EU higher education programs involving academic diaspora and alumni participation and relevant literature. It took also advantage from a longer conversation with Damtew Teferra, with whom we met in Brussels at the beginning of our study and who graciously shared his insights with us when carefully reading and commenting a draft of this final report. Damtew Teferra is Professor of higher education and leader of the Higher Education Training and Development at the University of Kwazulu-Natal, Durban, South Africa. He also directs the online International Network for Higher Education in Africa (INHEA) based at the Center for International Higher Education at Boston College.

The European higher education programs considered were both the EU-funded Erasmus Mundus programs as well as the programs offered by the two countries chosen for the case studies, namely France and Germany. Chapter 5 is dedicated to summaries of responses collected through various fact finding missions to African countries and face-to-face interviews conducted with a selected group of African academic diaspora and alumni and institutional leadership or policy makers from both the EU and Africa. Within the given amount of time only field trips to selected African countries were possible. The experts had to satisfy with a selection of countries where access to the different groups of stakeholders was possible due to previous studies or current cooperation projects. What was important to us was much less representativity in terms of geographical spread (to be achieved only with a study that has more resources available) but in terms of stakeholders. We have therefore selected Cameroon where we had the chance to compare the voices of academics, ministerial and university authorities, as well as Ethiopia where we were able to compare the voices of organized diasporic academics with the ones from inside the university of the Ethiopian capital.

The field trips confirmed that there are many different voices and all list wishes to a future situation just to achieve. This is true for government documents as well as for interview partners from universities and research centres as well as from alumni organizations. What may differ is the agency to implement some of the projected ideas. But at the same time one gets a sense of the fact that only the interaction of all these 'stakeholders' may lead to a result that makes a substantial difference to a debate ongoing already for some time. A fight for legitimacy between different actors who has the right to speak on behalf of the diasporic academics or the alumni of foreign programs seems at least not helpful. We therefore have compared our findings with the results of an online survey that asked the alumni and diasporic academics for their opinion. Chapter 6 presents the investigations conducted among African diaspora and alumni of the European and the German programs through an extensive online questionnaire and of the French programs through face-to-face and telephone interviews based on an interview guide. We cannot claim to have found the ultimate truth by this methodology but at least we can confront our findings that are based on some quantification to the results from other studies that have worked completely with a qualitative methodology. At the same time we have tried to avoid imposing completely our own terminology (or that of the tender) to the participants of the online survey but have left space for individual formulations. This allows us to analyze also the language in which respondents express their motivations to (wish to) return to Africa or their home country in particular. We thus became aware of the tension between national identity ("responsability to the country" as a main motivation expressed) and transnational experience.

The main conclusions are summarized in Chapter 7 which also presents a set of recommendations for future developments in the partnerships between EU and Africa in the higher education area.

4 DESK STUDY AND STATE OF THE ART

4.1 Research background of the study

Research into academic diaspora and in particular their contribution to development in the countries of origin has been of interest to scholars from many disciplines. From the idea of academic trans-border mobility as a quasi-natural feature in the early modern times it developed into a second phase that was characterized by a strong nationalization of (fast growing) educational and university systems since the midst of the 19th century. Methods from general migration research were now applied to the specific patterns of academic mobility as well. Push and pull factors were analyzed and mainly economic reasons (expected income and career as well as equipment for future research activities) were at the focus and mobility was often analyzed as linear between the country of origin and the host country. Critics insisted on the unequal effects of such mobility when happening between the global South and the OECD-world. The idea of "brain drain" especially from Africa to the US and Western Europe became prominent and policies have been developed to overcome its disastrous effects.

Since the 1990s the situation has changed again. The focus on transnationalism in various social sciences and humanities has effects on migration studies (among many others: Kennedy and Roudometof 2003) as well as on investigations of the educational and academic systems. (Teichler 2004) It became clear that migration is not a one-way process and the creation of transnational spaces by circulating migrants has been observed. (Falola 2013; Wimmer/Glick-Schiller 2002) Such transnational spaces connect the place of origin with the destination and the mobile parts with seemingly immobile parts of a society. (Pries 1996) Within such spaces, resources and cultural patterns of all kind circulate. We can think of remittances from diaspora people to their country/ community of origin which became for some countries as important as domestic industries. (Abdih 2012; Carling 2008; Haas 2005; Kapur 2004; Lucas/Stark 1985) But there is also a political impact of diasporic communities on their country of origin. (Ostergard-Nielsen 2003; Kuhlmann 2014) Not only knowledge and innovative ideas circulate here but also competences when it comes to the management of such knowledge. (Teferra and

Knight 2008) "Brain drain" is now discussed with a more positive connotation as "brain gain" or "brain circulation" as more and more initiatives can be observed where (also African) academic diaspora contribute in an important way to the development of the higher education systems in their home countries without necessarily returning there (Teferra 2004, see also Altbach 2002: 8; Assié-Lumumba 2007: 127f, 145f; Jowi 2009: 275).

The academic sector has a particular potential to become a driver of such transnational spaces (with new technologies facilitating the emergence of transnational spaces over long distances), while at the same time others have argued that the transnationalization of universities would just open another round of deepened inequality between the rich and the poor. (Altbach 2004; Verbik 2007; Fegan and Field 2009; Onsmen 2010; Kleypas and McDougall 2011; Sakamoto and Chapman 2011; Coverdale-Jones 2012; Dobos et al. 2012; Doorbar and Bateman 2013; Chapman and Pyvis 2013; Wallace and Dunn 2013).

4.2 Traditions of academic cooperation between Europe and Africa

Europe and Africa have intensified their cooperation both in the fields of higher education and research over the past years. At the same time issues of migration and development have been at the center of various joint African-European initiatives. However, the role of academic migrants and diasporas has not been addressed in a systematic way so far despite a couple of important interventions and academic contributions on this relationship (see the bibliography at the end of this report). With the increasing importance given to transnational tendencies in HE and research cooperation the role of diasporic people and communities has gained growing interest not only with regard to Africa but also for other regions. This has led to scholarly and political debates about the relationship between internationalization and transnationalization processes as well as about the appropriateness of terms like brain-drain or brain circulation. (Baumert 2014) Neither is the academic debate come already to a conclusion nor has the political discussion reached consensus but what these debates indicate is a growing awareness of current fundamental transformations of HE-systems all over the world which become more and more interdependent and interconnected. This comes also to the fore in the document adopted on March 26, 2014 by the African-European summit "2 unions, 1 vision"² as well as in the "Joint statement of the Association of African Universities (AAU) and the European University Association (EUA) on the role of higher education in the Africa-Europe Strategic Partnership – for submission to the Africa EU summit"³.

Against the background of a rather instrumental understanding of universities that puts particular emphasis on its direct impact on the development of the country the increasing mobility of students and scholars may be seen as a risk to lose highly valuable resources for the development at home while internationally the growth rates of academic transnational cooperation and mobility are evaluated rather positively. At the same time there is a growing awareness in international research

² http://www.africa-eu-partnership.org/sites/default/files/documents/jaes_summit_edition2014-en-electronic_final.pdf

³ http://www.eua.be/Libraries/Publications_homepage_list/Joint_Statement_of_the_AAU-and_EU.sflb.ashx

for both the relationship between border-transcending mobility of people and ideas on the one hand and further development of knowledge societies and this debate is echoed in academic debates on the migration-development-nexus with regard to Africa. This debate has inspired various activities by different stakeholders and we are presenting in the following results from desk research about the World Bank's, UNDP's, UNESCO's as well as the IMO's and the African Union's efforts into that direction.

4.2.1 The World Bank's African Diaspora Programme

In 2007 the World Bank on request of and in partnership with the African Union launched the African Diaspora program to support African partner countries with:

- developing policies for engaging their Diaspora in economic and social development activities,
- understanding and harnessing remittances for development and
- exploring avenues for mobilizing the human capital of Diaspora for strengthening higher education and other sectors.

The programme consists of the organization of seminars. In 2010 the ADP launched a database with information of skilled professionals. The data base can be used by African governments and donor partners who are searching for diaspora professionals to support development in Africa.⁴

4.2.2 UNDP's Transfer of Knowledge through Expatriate Nationals (TOKTEN)

Since 1997 UNDP runs the Transfer of Knowledge through Expatriate Nationals (TOKTEN) program⁵. TOKTEN supports Diaspora professionals to support their country of origin through contributing their expertise on short term assignments to reduce the negative effects of brain-drain. The support consists of paying for travel costs, a daily allowance and medical insurance while on mission. Professionals are invited to share their expertise with governmental agencies, academic and research institutions, NGOs and private sector companies. TOKTEN programs are country based and run for a limited period (several years) depending on demand and the availability of funding. UNDP implements TOKTEN in collaboration with other UN bodies including i.a. UNV and ILO. African countries that have participated in the programme include: Mali, Rwanda, Sudan, Senegal and Chad. Between 1976 and 2003 over 5000 experts contributed in 49 countries⁶. For example in 2006-2007 the TOKTEN programme in Rwanda involved 47 volunteers from 7 countries who performed in total 52 missions to 25 organizations including some higher education institutes.⁷

⁴ Policy brief: Engaging the Diaspora: Potential for sub-Saharan African Universities, Martha K. Ferede, Program on Innovation, Higher Education and Research for Development (IHERD) hosted at the OECD and funded by the Swedish International Development Cooperation Agency (Sida)

⁵ An Evaluation of the UNDP Transfer of Technology through Expatriate Nationals (TOKTEN) Program, R.D.WANIGARATNE, June, 2006

⁶ Jennifer M. Brinkerhoff Exploring the Role of Diaspora's in Rebuilding Governance in Post-Conflict Societies. Chapter 12 in "Africa's Finances: The Contribution of Remittances, edited by Raj Bardouille, Muna Ndulo and Margaret Grieco, 2008

⁷ Final Evaluation of the Support Project to the Implementation of the Rwanda TOKTEN Volunteer Programme, Final report, Katim S. Touray, 2008

4.2.3 IMO's Migration for Development in Africa

The Migration and Development program of the International Migration Office (IMO) focuses on maximizing the positive relationship between migration and development. Within that framework the IMO runs the programme Migration for Development in Africa (MIDA). MIDA is a capacity-building programme which aims to mobilize competencies acquired by African nationals abroad for the benefit of Africa's development. In practice the transfer of skills is carried out virtually through ICT's, through visits and permanent relocation. To this end IOM maintains a data bank and provides knowledge brokering assistance which consists of identifying the right skills wherever there is a capacity need. MIDA is building on IOM's experience with the Programme for the Return & Reintegration of Qualified African Nationals (RQAN)⁸⁹ which had a narrower focus on return of qualified African nationals in priority public and economic sectors in their home country. In the framework of RQAN approximately 2000 highly skilled persons remigrated to 41 African countries in the period 1974 to 1990. RQAN continued until the end nineties. Evaluations concluded that Governments of beneficiary countries did not own the programme RQAN and that elements of the programme had been poorly implemented.

Examples of IOM projects focusing on mobilising the highly trained diaspora professionals for development in their home country are:

- The MIDA Ghana Health III Project (2008-2012) and
- The Temporary Return of Qualified Nationals project (TRQN III),

both supported by the Government of the Netherlands.

The MIDA Ghana Health III Project (2008-2012) aimed at contributing to the development of human resources in the health sector in Ghana. This project facilitated Ghanaian and other African migrants in EU countries transferring their knowledge, skills and experience through temporary assignments to Ghana. At the same time the project facilitated health workers from Ghana to do specialized training at health care institutions in the Netherlands. In the framework of this project IOM has facilitated over 250 temporary assignments in Ghana including to higher education institutes f.e. in public health (Kwame Nkrumah University of Science and Technology, Kumasi)

A similar project but not focused exclusively on health is the current Temporary Return of Qualified Nationals project (TRQN III) which contributes to the development of nine countries out of which five Africa countries including Cape Verde, Ghana, Morocco, Somalia and Sudan. TRQN III facilitates the temporary return of qualified nationals residing in the Netherlands. TRQN III has a duration of three years and ends in November 2015. The project focusses on capacity building in sectors and areas identified by the target countries which may include higher education. It is not clear to what extent TRQN III experts engage supporting the capacity development of higher education institutes in their home countries.

⁸ IOM MIGRATION POLICY FRAMEWORK FOR SUB-SAHARAN AFRICA, MC/INF/244, IOM November 2000

⁹ Jennifer M. Brinkerhoff Exploring the Role of Diaspora's in Rebuilding Governance in Post-Conflict Societies. Chapter 12 in "Africa's Finances: The Contribution of Remittances, edited by Raj Bardouille, Muna Ndulo and Margaret Grieco, 2008.

4.2.4 UNESCO's -HP Brain Gain initiative

The UNESCO-HP Brain Gain initiative¹⁰ (BGI), initiated in 2006, aims to facilitate university faculty, researchers and students to engage in global collaboration through equipping them with innovative information and communication technologies including grid- and cloud computing. BGI explicitly involves the Diaspora which is seen as an engine of development. BGI's goal is "to strengthen university teaching and research capacities on the African continent and among Arab States; to advance regional and global scientific collaboration and research for development, and to facilitate links with the Diaspora and enhance brain gain". Participants are selected through a competitive process. They design a scientific project that can be implemented jointly with Diaspora experts through making use of state of the art computing that is provided by the BGI programme. Furthermore BGI enables participants to attend international conferences. 17 African higher education institutions based in 13 countries participate in BGI. These include: Burkina Faso (Lanibo and LTIC), Cameroon Douala and Yaounde I), Ivory Coast (F-H-Boigny), Ethiopia (Mekelle), Ghana (KNUST), Kenya (MMUST and Nairobi), Morocco (CNRST), Nigeria (NSUKKA), Senegal (UCAD), Senegal (Gaston Berger), Tunisia (ENSI), Uganda (Makerere and Mbarara), Zimbabwe (Chinhoyi)

4.2.5 The African Union Diaspora initiative

The African Union Diaspora initiative was launched to establish strong and regular dialogue with members of the Diaspora. This process of global consultative dialogue began by a decision of the Eight Ordinary Session of the Executive Council of the African Union held in Khartoum, Sudan from 16-21 January 2006, which authorized this process and directed the Commission of the African Union and the Government of South Africa to cooperate actively to operationalize this process. Active engagement between the two parties fostered the convening of Regional Consultative Conferences (RCCs) in the various regions of the world with significant Diaspora population to formulate a roadmap for ensuring effective Diaspora participation in the integration and development agenda of Africa.

In 2012 (25 May) the Global African Diaspora Summit took place in Johannesburg, South Africa. The goal of the meeting which was attended by Heads of State and Government of the African Union as well as the Caribbean and South America, was "to explore concrete ways and means of harnessing the abundant human and material resources in Africa and beyond, to advance the Socio-economic development of the Continent, in close and sustainable partnership with the African Diaspora.". The final outcome document included i.a. priority projects in five main areas: the production of a skills database of African professionals in the Diaspora, the establishment of African Volunteer Corps, a program for innovation and entrepreneurs through the Development Marketplace for the Diaspora, the African Diaspora Investment Fund and the African Remittance Institute.

4.2.6 Royal Society –Department for International Development (DFID) Africa Capacity Building Initiative

This initiative of the Royal Society-DFID's stated mission is to "strengthen the research capacity of universities and research institution in sub-Saharan Africa by

¹⁰ "Brain Gain Initiative: Linking African and Arab Region universities to global knowledge" UNESCO 2013

supporting the development of sustainable research networks." Scientists in sub-Saharan Africa collaborate with scientists in the UK for mentorships, training PhDs, and building institutional research capacity. Scientists in the UK are not limited to but can include members of the diaspora.

4.2.7 EU Higher Education Programs

The question so far unsolved is how European and national funding initiatives, universities both in Europe and in Africa, as well as governments in African countries can further qualify to take advantage of the possibilities of processes of transnationalization in the academic sector? At the same time we have to ask how these efforts are interpreted by the concerned students and scholars themselves. What are their spaces of manoeuvre and how do they see the chances in this process and what do they perceive as obstacles to an efficient translation of the gained competences into an improvement of the academic sector at home.

The design of our study is a direct result of these questions: It is no longer sufficient to analyze academic mobility in terms of a linear process connecting two countries and to measure the impact of factors that may influence the decision to return to the country of origin or to stay abroad. What is perhaps more important in light of the above mentioned research is to analyze on the one hand to what extent academic diasporas have already constituted themselves and interact eventually with institutions at home while on the other hand it is interesting how ministries and universities in Africa try to mobilize diaspora academics for the development of research and education at home. This leads to the question what might be the appropriate elements of European scholarship programs addressing international students and the exchange of scholars in order to support African societies to fully benefit from the transnational knowledge circulation.

We therefore focus on the possibilities for African alumni from European academic study programs to contribute to the development of higher education in Africa. In the study set-up a distinction is being made between alumni who after completion of their studies in Europe have returned to Africa and alumni who continued to stay in Europe. The latter group is being referred to as 'African diaspora'.

4.2.8 African alumni and academic diaspora as important actors for the development of higher education in Africa

In recent years the idea of engaging diaspora in the development of their country of origin has gained popularity in development policy circles. At the same time there is surprisingly little research to be found on actual attempts to increase the role of diaspora in development. There is some general analysis of the (potential) role(s) of diaspora in development and limitations to that, from which we draw here some observations that may be relevant.

To start with, in several studies (Ragab et al, 2013; de Haas 2006; Teferra 2010), it is noted that diasporas are not homogenous groups and that despite sharing a common country of birth, members typically differ significantly in terms of interests and attitudes. For this reason any attempt to develop a policy towards this group is challenging.

It is also noted that diaspora/migrants generally either are already somehow involved in development efforts concerning their country of origin or are aspiring to

do so; or they are not involved and quite probably do not aspire to become involved.

In one of the rare general studies on the topic (de Haas, 2006) it is furthermore noted that, contrary to popular simplified conceptions of migrant integration, the integration of migrants/diaspora in receiving countries tends to strengthen also their involvement in the development of countries of origin. Thus, for instance, diaspora who work in Europe in universities or comparable institutions are probably more likely to also be, or become, involved in the development of (universities in) their country of origin than their fellows who are not. De Haas concludes that 'a new consensus seems to have arisen that because of their simultaneous engagement in two or more societies, migrants and their organizations can be effective partners for implementing development policies'.

Consequently, different ways are identified in which diaspora/migrants can be involved in development policies. The options most frequently mentioned are:

- Involving diaspora/migrants/migrant organizations in policy formulation
- Enable diaspora/migrants to actually contribute to/undertake development initiatives by providing them with financial/organizational and other support
- Involving/contracting diaspora/migrants as experts or consultants in initiatives
- Developing programs of permanent or temporary return
- Mobilizing financial resources from migrants/diaspora and their families for specific development initiatives (often in the framework on policies to influence the considerable flow of remittance money)

In discussing these options, in most studies also quite some warnings are raised concerning the involvement of diaspora/migrants and its intended effects (Docquier 2006; de Haas, 2006; Teferra, 2010; Mohamoud, 2005).

One pitfall may be to assume that diaspora groups need to be 'taught' what they can do for development. It is a matter of organizing already committed people who generally are well aware of what they have to offer and also of the limitations of that.

Another risk is to assume that the involvement of diaspora/migrants may 'solve' issues or problems that cannot be solved otherwise, which obviously will not work out. Moreover, many diaspora people themselves have rather critical views concerning their countries of origin - if not blame critical situations to (the lack of) policies and politics and to bad practices in their countries (Mohamoud, 2005).

Related to that, the involvement of diaspora/migrants in development initiatives in their countries of origins is not always unanimously appreciated or welcomed. There are situations in which diaspora people in their countries of origin are predominantly seen as people running away for real problems, leading an easy life elsewhere and/or distorting the local markets with their high incomes obtained elsewhere. Justified or not, in such situations any attempt of diaspora/migrants to contribute may turn out to be idle.

However, most studies conclude this should not prevent attempts to involve diaspora in development initiatives in their countries of origin. It is a matter of carefully designing policies, taking into account the risks and incorporating measures to avoid the pitfalls. A workable starting point for the current study, implicitly confirmed by all studies we analyzed, seems to be that there is a

significant group of well-educated knowledgeable diaspora in Europe, who are well integrated in Europe and at the same time are committed to, if not already actually involved in the development of country of origin, and that this indeed is an interesting group to try to engage in new development efforts. Like the strengthening of educational and research capacity in their countries of origin.

Most authors implicitly or explicitly start from the assumption that Higher Education is on the one hand very much connected to other places and continents (ranging from mobility to dependency on grants and other funding initiatives) and is on the other hand confronted with particular problems due to the entanglement of domestic politics and the involvement of international actors (especially since the disastrous effects of the readjustment policy of the 1980s and 1990s on the budgets for higher education).

4.2.9 Efforts made by EU higher education programs to involve diaspora and alumni

Erasmus Mundus was launched in 2004 as the globally oriented sister of the Erasmus Programme which already had been launched in 1987 with a view to boost intra-European co-operation among European universities and which had been amazingly successful in achieving that aim. Both programs became closely linked to the Bologna process which from the end of the 1990s onward aspired to converge national higher education systems in Europe in such way that these systems would become transparent, comparable, compatible and interacting with one another. In the early 2000s it was decided that Europe had to become an attractive destination for students from non- EU countries and the first Erasmus Mundus programme was to be an instrument to achieve this. Two Erasmus Mundus programme cycles have been completed so far: EM I from 2004 to 2008 and EM II from 2009 to 2013.

In 2014 Erasmus+ was launched which replaces a range of previous education programs including Erasmus Mundus but also the Lifelong Learning Programme (Erasmus, Leonardo da Vinci, Comenius and Grundtvig), the Youth in Action programme, five international cooperation programs (Erasmus Mundus, Tempus, Alfa, Edulink, the programme for cooperation with industrialized countries) and the new sport action. Several of these programs EduLink, AsiaLink, TEMPUS and ALFA, are focused on capacity development.

The actions 1 and 2 on both programs (and action 3 of EM I) contain elements of mobility for European and non-European students and are relevant for this study.

Action 1 consists of support for joint MA and PhD programs offered by consortia of HEIs from the EU and since 2009 also involving institutes from elsewhere in the world. It includes a scholarship programme for students from non-EU countries (since 2009 including also European students).

Between 2004 and 2013 for the EM scholarships under action 1 a total of:

- 13957 students were selected for the Master courses (Action 1A) of whom 1931 were Africans, and
- 1005 candidates were selected for the Joint Doctorates (Action 1B) of whom 66 were Africans.

These 1997 beneficiaries were awarded an EM- scholarship.

The top 10 African countries in terms of number of beneficiaries of EM Action 1 were:

Country	EM Action 1 Beneficiaries, 2004 - 2013
Ethiopia	523
Egypt	219
Nigeria	169
Ghana	146
Cameroon	96
Kenya	87
Tunisia	87
Uganda	75
South Africa	70
Algeria	50

Action 2¹¹ supports partnerships of European higher education institutes with HEIs in other regions of the world. Consortia must include a minimum of 5 HEIs from at least 3 European countries and at least 2 from targeted non-European regions. The objective of these partnerships is organizing and implementing structured individual mobility arrangements between Europe and a particular region of the world for a range of academic levels which may include bachelor, masters, doctorate and also academic staff. Academic staff eligible for outgoing mobility may comprise teaching staff or researchers from the universities participating in the partnership, but also university administrators (rectors, personnel in charge of cooperation offices, admissions and recognition departments, etc). Academic staff must work in or be associated with a HEI within the partnership.

Between 2007 and 2013 43 partnerships have been selected involving a total of 138 African HEIs. Between 2007 and 2010 1737 African nationals benefitted from scholarships in the framework of Action 2. (including 1485 students and 252 staff). Out of these 1737 beneficiaries the majority (73%) were nationals of Northern African countries.

The top 10 African countries in terms of number of beneficiaries of EM Action 2 included:

Country	EM Action 2 beneficiaries, 2007 - 2010 ¹²
Egypt	371
Morocco	324
Algeria	313
Tunisia	262

¹¹ In EM I (2004 to 2008) these Partnerships were covered by Action 3.

¹² Figures for Partnerships selected in 2011, 2012 and 2013 are not yet available. Only figures based on the planned mobility are available. Also according to these figures the Northern African Countries (including Libya) plus South Africa feature in the top six.

South Africa	164
Cameroon	40
Ethiopia	30
Madagascar	25
Senegal	24
Rwanda	22

In addition to Actions 1 and 2 Erasmus Mundus II opened up of the possibility of EM supported credit mobility and full scholarships for students from third countries to study in Europe for periods between 6 months and 3 years. Students receiving such scholarship were obliged to return to their country of origin afterwards. Non-European students who wanted to visit a European university not for a EM Master or PhD Course, but just for any programme offered by a European university were eligible for support. As a condition, they would earn credit at the European institution as part of the programme they followed in their home university. The credit mobility component was funded from several 'financial envelopes' (= earmarked funds from a specific source for a special purpose) including the ENP budget line (East and Southern neighboring countries), the DCI budget line (Development Cooperation Instrument) covering DCs in Asia and Latin America, the ACP budget line (EDF) covering all ACP countries. The total budget for the action was about 10 million/year during 4 years.

Although the main objective of EM has always been to promote the European Higher Education Area worldwide, references have been made in official EC communications and decisions regarding the possible intended and unintended effects of the programme on higher education in third countries. Three types of effects can be distinguished:

- Brain drain
- International cooperation
- Capacity strengthening.

Brain drain

In several key documents of Erasmus Mundus brain drain has been mentioned as a risk factor.

- In a communication from the Commission to the European Parliament and the Council on strengthening cooperation with third countries in the field of higher education in 2001¹³ it was noted that there is a risk of brain drain especially when increasing the numbers of longer-term grants for students from third countries seeking a full period of study in the EC. However, this risk was not considered a reason to refrain from providing longer term grants because for certain advanced courses that were not given in their home countries students had to go abroad and because *"Every country needs some international expertise amongst its best educated people"*.

¹³ Brussels, 18.7.2001, COM(2001) 385 final

- The risk of brain drain was also mentioned in the decisions of the European Parliament and of the council regarding the establishment of Erasmus Mundus 2004-2008 and Erasmus Mundus 2009-2013.
- In the decision on EM 2004-8 it was stated that: *"In promoting international mobility, the Community should be mindful of the phenomenon commonly known as "brain drain"*". It was also stated that brain drain needed to be avoided however no specific measures to this effect were mentioned.
- In the decision on EM 2009-13 it was stated that in its evaluation of the programme, the Commission should pay particular attention to its potential brain drain effects. Furthermore the decision included one measure aimed at avoiding brain drain¹⁴.

The regulation on the Erasmus+ program¹⁵ does not mention the risk of brain drain anymore. Instead the stimulation of "brain circulation" is mentioned as one option through which Erasmus+ can contribute to the sustainable development of higher education in partner countries.

Cooperation with higher education institutes in third countries

The EC communication of 2001 pointed out that the objectives of EC cooperation with higher education institutes in third countries should include developing high quality human resources in partner countries and promoting the EC as a world-wide center of excellence. In that light the EC encouraged co-operation with HEIs in third country institutions provided that these had already achieved a level of development comparable to that of EC institutions. The issue how to strengthen the capacities of institutions that had not yet achieved that level of development was not addressed. No references were made to possible roles of graduates from European programs in strengthening HEIs in their home countries.

The objective of promoting cooperation between higher education institutions through engaging in partnerships with the more advanced institutions in third countries was included in the decisions on Erasmus Mundus 2004-2008 (Action 3) and Erasmus Mundus 2009-2013 (Action2).

Strengthening the capacities of HEIs in third countries

The decision on Erasmus Mundus 2004-2008 did not contain any reference to strengthening the capacities of HEIs in third countries either directly or through the alumni of the programme. The decision on EM II refers in the specific objectives to a particular capacity of HEIs in third countries namely the "international cooperation capacity" which needs to be strengthened through increased mobility streams between the European Union and third countries. Furthermore references are made to the development of third countries in the field of higher education, however without explicitly stating that this includes the development of the higher education institutes and system in third countries or whether it only refers to highly educated individuals.

¹⁴ ACTION 2: ERASMUS MUNDUS PARTNERSHIPS.. 2. For the purposes of the programme, and in conformity with the legal basis from which the funding is derived, Erasmus Mundus partnerships shall:....k.in the case of measures funded under Regulation (EC) No 1905/2006 or the ACP-EC Partnership Agreement, encourage third-country nationals to return to their countries of origin on the expiry of their periods of study or research to allow them to contribute to the economic development and welfare of those countries....

¹⁵ Regulation of the European parliament and of the council establishing "Erasmus+": the union programme for education, training, youth and sport and repealing decisions no 1719/2006/ec, no 1720/2006/ec and no 1298/2008/ec

Erasmus+ is more explicit in establishing a link between partnerships and capacity strengthening of higher education institutes. In a communication¹⁶ from the Commission to the European Parliament it was stated that 'international capacity building partnerships will be essential to support non-European countries in improving the quality of their higher education systems and in their modernization and internationalization efforts'.

Over the years strengthening the capacity of higher education in third countries (including Africa) has gradually been given more attention in the various decisions concerning Erasmus Mundus and Erasmus+. The main new feature of Erasmus+ is the opening of the Erasmus mobility action to international mobility. The foreseen short term credit mobility addresses a number of concerns related 1) to brain drain and 2) to a better correspondence between degree programmes in the EU and in Africa. It allows for co-tutelle procedures and for short teaching assignments.

As a consequence we had difficulties to find by desk research any kind of hard evidence of the effects (intended or not intended) the EC programs have had on strengthening HE in African countries, either through the academic diaspora or through alumni who returned to their country of origin. The interim evaluation of EM II did make mention of a limited number of cases of brain drain. Nevertheless the evaluation concluded not having provided "conclusive evidence to support the hypothesis that promotion of excellence of European higher education could be in conflict with the objective of sustainable development of higher education in the third countries". The interim evaluation reported that many stakeholders suggested that "the developmental element of the programme could be further strengthened by ensuring more reciprocal relationships between participants from the EU and third countries." In the meantime, under Erasmus+ such a two-way mobility is foreseen. The interim evaluation furthermore reported that these findings are strongly supported by the results of the surveys, interviews and case studies¹⁷.

4.2.10 Case Study 1: French institutions and their Africa involvement: policies, funding arrangements, official goals, official references to brain drain and statistics on student numbers

France has a longstanding tradition of hosting international students. This has developed strongly since the 1960s and the accession to independence of formerly colonized African countries, which required significant efforts in order to train their public and private sector managerial staff across all disciplines and sectors of activity.

Furthermore, with young African states developing higher education structures, it was important to introduce similar curricula to those being used in French universities, to facilitate the integration of African students into the French system. This concern remained during the transition to the BMD (Bachelor's, Master's, Doctorate) system¹⁸ from the year 2000. The preservation and/or development of use of the French language has also been, and is, an overarching goal of this effort to train managerial staff of countries formerly colonized by France. France therefore set up important training grant programs, mainly managed by French

¹⁶ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions COM (2013) 499 final

¹⁷ Interim Evaluation of Erasmus Mundus II (2009-2013), 9 March 2012, p. 111

¹⁸ Also known as the LMD system (licence-master-doctorat).

Embassies in host countries, whose counterparts in France were the Centre national des Œuvres universitaires et scolaires (CNOUS) [national center for university and scholarly works] and the Centre international des Etudiants stagiaires (CIES) [international center for student trainees]. The responsibilities of both organizations have since been devolved into a single body: CAMPUS France.

Many grant holders were independent candidates, while others were presented by local authorities as part of their stated policy to develop their human resources.

Allocated by the Ministry for Foreign Affairs, the majority of grants have been and are awarded by the Cooperation and Cultural Action Departments (SCACs) of France's Embassies and Consulates General abroad. There are various types of grants:

- **Bourse d'études [study grants].** These are awarded to students enrolled in a French higher education establishment with a view to obtaining a diploma.
- **Bourse de stage [traineeship grants].** Lasting 3 to 12 months on average, these are awarded within the framework of a professional activity for training, upgrading or specialisation. They can also be short-term linguistic grants or educational traineeship grants (3 months) for training courses approved by the Ministry of National Education.
- **Bourse de séjour scientifique de haut niveau [high-level scientific research trip grant].** Lasting one to three months, these are awarded within the framework of high-level cultural, scientific, technical or industrial research and exchange programs.

The Ministry of Foreign Affairs also awards study grants under specific programs managed directly by its services in Paris. These include, for example:

Bourses d'excellence Eiffel: These grants are intended to support French higher education establishments' recruitment efforts abroad. They can fund Master's level training and/or 10 months of mobility within the framework of the joint-supervision or joint-management of theses for students from emerging countries (Asia, Latin America, the Middle East) and new EU Member States.

Bourses d'excellence known as 'Major': These grants target the best students of French educational establishments abroad, allowing them to take a top-level, higher education course in France. These include preparatory classes for the competitive entrance examinations of technological and business *Grandes Ecoles*¹⁹ and first-cycle university courses, possibly continuing through to the completion of Master's level (bac+5).

Co-financed *MAE/Entreprises* grants: These grants are the result of public-private partnership agreements with French businesses (Orange, Crédit agricole, Air liquide, GDF Suez, etc.) to foster the development of France's reception of international students from the best educational establishments of their country of origin.

In 2010, 15 000 international students enrolled in French higher education received a grant, the majority of which were from the French government, possibly in liaison (co-funded) with the country of origin. Over the last 20 years, there has been a reduction in the number of grants managed by Embassy SCACs, mainly for budget

¹⁹ Public or private French higher education institutions that admit students by competitive examination.

reasons. On the contrary, the countries themselves are setting up national grant programs targeting France as well as other countries.

Later on we will examine recent developments in the procedures for awarding grants in the African countries concerned by this project, and see that the problem of lost human resources due to graduates not returning to their country has rapidly become a major concern for French and host-country authorities.

4.2.10.1 The latest statistics

With 380 376 African students in mobility in 2010, Africa and the Maghreb region represent 10% of the total of mobile students worldwide. The mobility ratio (number of students in mobility compared to the total number of students) is 6% which is the highest ratio in the world.

Based on its long common history with Africa and the Maghreb, France is still the first welcoming country for the continent, with 115 195 students, 29% of the total of the region. (Campus France 2013a).

Students from Morocco have always been the most important group among foreign students in France, students from Algeria and Tunisia following this ranking. Senegal and Cameroon are also among the 10 first countries of origin. In total, in French universities in 2011-2012, 43 % of the students coming from Africa and the Maghreb studied at Bachelor level, 47 % at Master level and 10 % at doctoral level. These students studied Sciences (31 %), economy (24 %), and Humanities (19 %).

International students choose France for different reasons, with the quality of training being decisive for 51 % of them. This criterion is ahead of language (42 %) and the reputation of the establishments or courses (37 %).

The students' origins can be broken down as shown in the table below (Campus France 2013).

Country of origin	No. of students	Proportion of the total
Morocco	32104	11.1
China	30349	10.5
Algeria	22697	7.8
Tunisia	11909	4.1
Senegal	8995	3.1
Germany	8778	3.0
Italy	8441	2.9
Cameroon	7401	2.6
Vietnam	6295	2.2
Spain	5907	2.0
Russia	4984	1.7
Brazil	4939	1.7
United States	4700	1.6
Lebanon	4563	1.6
Romania	4532	1.6
Cote d'Ivoire	4493	1.6
Madagascar	4118	1.4
Gabon	4095	1.4

Belgium	3937	1.4
Portugal	3912	1.4
Other countries	102125	35.3
Total	289274	100.0

Finally, international students represent 12 % of the total number of students on French territory and 41 % of all doctoral students (sources: MESRS 2014).

4.2.10.2 Recently set up systems

International student services in France are now provided via Campus France (national agency for the promotion of higher education, international student services, and international mobility), in close collaboration with French Embassy SCACs in the countries. The SCACs cover the funding of the training courses and identify potential grant holders (very often with the local branches of Campus France presented below), in line with the needs expressed by the countries and the Embassy's policy on the matter. The information presented in this part of the report concerning France as a case study, is a summary of information provided by Embassy SCACs, either by e-mail or through direct contact during field missions (Burundi, Côte d'Ivoire and Benin).

Campus France provides applicants with a comprehensive catalogue of French higher training courses (more than 36 000) that can be consulted on www.campusfrance.org/fr/page. A search engine can be used to cross numerous criteria such as level, field or proportion taught in English. For each programme, a description of the course, diploma, admission requirements and detailed objectives are available.

Furthermore, the CampusBourse search engine can be used to access information on study-, research-, traineeship- and travel-grants from various sources: French and international governmental institutions, the European Union, local authorities, businesses, foundations and higher education establishments.

The Campus France agency contributes to the effort to promote European doctoral studies as it coordinates the PromoDoc project financed by the European Commission, within the framework of the Erasmus Mundus Action 3 programme addressing industrialised third countries. The objective of PromoDoc is to enhance the attractiveness of doctoral studies in Europe, to improve information on doctoral programs, and facilitate access to doctoral-level studies for students from third countries, Canada, South Korea, the United States, Hong Kong, Japan, Singapore and Taiwan.

PromoDoc is implemented by an international consortium led by Campus France and composed of DAAD (Germany), Nuffic (Netherlands), the British Council (United Kingdom), the European Council of Doctoral Candidates and Junior Researchers - Eurodoc (Belgium) and the Institute of International Education - IIE (United States).

This gives an idea of the power of intervention of Campus France, which largely works in support of African countries. Campus France information spaces are open to Embassy SCACs to raise awareness on the possibilities offered by the French higher education system, and disseminate precise, up-to-date information on the living conditions and hosting of international students in France (organisation of information meetings, etc., the last of which was in Nairobi). These 'Campus

France' spaces also provide advice for grant applicants looking for a hosting structure in France. In certain cases (Mali), they are an obligatory step before application for a grant from an Embassy SCAC.

4.2.10.3 Policy of French Embassies in the countries

Despite past training efforts made as much by France as by the host countries, almost all of the Embassies make the same observation in numerous countries: senior positions are not entirely renewed and the whole educational system, including higher education, is suffering from various difficulties related to the weakness or absence of a genuine sector-based policy aiming to provide the country with the managerial staff that it needs for its development. Training has become a priority sector, if not the priority sector.

According to varying arrangements depending on the country, French cooperation support focuses in priority on contributing to the development and implementation of a coherent sector policy on higher education and research, taking account of the necessary adaptation to the country's development needs and labour market possibilities.

In this context, four main directions guide French cooperation in the fields of higher education and research:

- Support in the possible development of the country's university map (creation of new universities with the redistribution of training pathways, regional specialisation, etc.)
- The establishment of doctoral schools fostering the development of research and the creation of poles of excellence. This is in liaison with support for higher education modernisation and diversification policies, including the help and expertise needed to transform traditional systems into schemes referring to international and European standards (the BMD system).
- Financial student support through annual grant programs allowing students to be trained from bachelor's level up to doctoral level. At this level, the SCACs foster the development or strengthening of university partnerships with French establishments, possibly with multiannual projects. All disciplines are concerned and the training of local university-level instructors is often the host countries' first priority.
- Efforts to foster new graduates' reintegration into employment in their country, and support for vocational programs set up in local universities.

With regard to the present project, with a view to the hosting and training of international students in France, the embassies are implementing a grant scheme which is most often based on two components:

Bourses en alternance [work-linked training grants] for doctoral training, open to students and young professionals. Applicants are chosen taking account of the disciplines selected in university cooperation agreements or in the higher education support policy of the host country. This responds in particular to the country's requirements in its search for excellence in order to ensure the continuity of its research fellows. Vocational training programs are favoured in particular, and the help of the local Campus France spaces is precious in this respect. Grants may be awarded to private sector and public sector applicants in the case of co-funding with the host country. The standard programme covers living expenses (three to four months per year) and travel, enrolment fees at the university, access to

reasonably priced student accommodation, health insurance and, for English-speaking areas, reduced-rate French classes at *Alliance Française*. Applications for grants from the French Embassy are only possible in response to annual calls. Pre-enrolment in a French university with the agreement of the Training Director (thesis or master's level) is practically obligatory in all of the countries. Grant award committees made up of representatives of the host country and France are involved in the final selection of the grant recipients. Finally, cooperation agreements existing between the French university and the local university are very often a decisive factor in the choice of grant awardees.

Bourses d'excellence, a programme developed in partnership with the local government (parity funding), addresses the best baccalaureat graduates of the year and enables them to take a course leading up to master's level (baccalauréat + 5), or even, in certain cases and for certain disciplines, up to doctoral level. This second component does not exist in all of the countries (Mali, Congo). However, according to the SCACs, with African education systems becoming less and less effective (academic year starting in December, classes lacking professors, poorly trained or unmotivated teachers, lack of educational or research documents), it is increasingly difficult for Africans to integrate French university systems at master or doctoral level. It is therefore necessary to enable students with the necessary funding to take their studies in France after the baccalauréat. In (rare) cases of an increase in the volume of grants, several grants are therefore kept for post-baccalauréat students so that they can integrate the French system from the first university year.

In parallel, France fosters the creation of local doctoral schools, which necessarily requires the development of research. French technical assistance therefore supports local teams of experts in the preparation of research projects related to development, and in their submission to the scientific, French-funded CORUS programme. It contributes, if necessary, to providing scientific and technical information to researchers and academics, and to the safeguarding of the national documentary heritage. CORUS is not the only possibility: African teams can be granted funding known as *Jeune Equipe Associée*, and French laboratories can benefit from an LIA (Associated International Laboratory) programme. This recently took place in the field of terrestrial ecology in Côte d'Ivoire (University of Abobo Adjamé in Abidjan and Pierre and Marie Curie University in Paris).

Research institutions outside universities benefit from specific actions, often set up in partnership with the Institute of Research for Development (IRD) or the CIRAD (French scientific organisation specialised in agriculture of the tropical regions). Special attention is therefore paid to upgrading the skills of young researchers, partly carried out in France.

Finally, the SCACs are concerned with the professional integration of new graduates returning to their country, by promoting the creation of associations of former grant holders and/or graduates from France in the country. In some cases SCACs even provide material and financial support. In several countries (Mali, Nigeria, Kenya), these associations are not merely structures for meetings and conviviality, but also provide support in the placement of students having returned to the country. This is particularly true in the case of employment-seeking graduates who did not receive grants from the French government. These

associations sometimes also help future grant holders in preparing their departure for France.

As it has been highlighted earlier, Campus France does not manage a data base of alumni of French study programmes. It was therefore not possible to address alumni in a systematic way as in the case of the German case study. The particular interest of keeping in touch with alumni has only very recently been addressed: On November 26th 2014, Laurent Fabius, Minister of Foreign Affairs and International Development and Geneviève Fioraso, Secretary of State for Higher Education and Research, have officially launched francealumni.fr, the new French social network for foreign alumni who have studied in France.

The digital platform francealumni.fr aims at allowing the ever-growing number of foreign alumni to stay in touch with France, its schools, universities, companies and cultural offer. With francealumni.fr, they will be able to exchange, access training, scholarship, internship or job offers, stay informed of the French cultural and tourist news. As advertised by the portal, this new website should also be a good opportunity for the international development of French companies and universities to make new economic and academic partnerships with alumni.

This platform has been long awaited, and it is now powered and managed by Campus France. It will be arranged around a central site and local sites, which will be gradually launched by French embassies abroad. Ten of them will integrate the platform in 2014: Brazil, Germany, Colombia, Gabon, Japan, Jordan, Philippines, Kuwait, Turkey and Vietnam. In 2015, other French embassies will join this initiative. The Alumni platform will offer services in French and English. Local sites will also be available in local language.

An interesting point to note is that the evident relevance of such a portal for the governments and universities of the countries of origin of the foreign students who studied in France and thus form the alumni is not addressed at all.

4.2.10.4 The brain drain problem

This problem has existed since the process for awarding study grants began, and for a long time there was practically no control or monitoring from the side of the grant award systems, nor any means of pressure to incite new graduates to return to their country. Information on the scale of the brain drain phenomena due to non-return to the country of origin is rare.

A survey carried out on Guinean students in 2010 revealed that of France's graduates, 52% try to move to Canada or the USA, 34% remain in France and seek employment there (not necessarily in their discipline), and only 14% return to work in their country (source: interview with a manager of *the National Council for Young Guineans in France* (CNJGF)).

Another interviewee, Malagasy researcher in France, indicated that it is estimated that only one quarter of Malagasy graduates in France return to their country of origin. The others stay in France but very few practice a profession related to their higher education degree or research.

Of the Burundian doctors trained in France, 80% have remained there. They have contributed to the creation of the Santé France-Burundi Association, which is now seeking to get involved (remotely) to improve the health system in their country of

origin. It is acknowledged that there are more Burundian doctors in France and Belgium than in Burundi.

The non-return rate for Côte d'Ivoire was estimated to be 50 % in the years 2000. This figure is considered low taking account of the crisis undergone by the country from 2002 to 2011, and the fact that there were no contractual provisions on return to the home country. Indeed, according to the testimonials gathered among the Ivorian diaspora in France and during the mission to Côte d'Ivoire, it has become very difficult to get recruited in France.

With regard to Côte d'Ivoire once again, according to a veterinarian working at the *Bureau national des Etudes techniques* [National Technical Engineering Office], there are 200 veterinarians in Côte d'Ivoire - and approximately 50 Ivorian veterinary doctors in France. Only one teaches, some of the others work in other professions and many are unemployed.

The alumni diaspora ratio can vary from one discipline to another: Over the years, an Ivorian diaspora has built up in the French higher education system, but in a varying manner depending on the discipline. The phenomenon is most marked in physics, and to a lesser degree in chemistry. The main reason for this is the lack of a hosting structure and of laboratory resources in Côte d'Ivoire. A mathematician has less need for very specific logistics and will return more easily to his/her country. Researchers in life sciences also have facilities such as the surrounding natural environment, and can have a complementary role with European teams. There are therefore few Ivorian life science researchers in France. This also holds for other countries: Benin, Gabon and Cameroon.

It is difficult to quantify the academic diaspora from sub-Saharan Africa in Europe. It would seem however, that contrary to expectations, its numbers are limited. On the Toulouse university site, with its about 4000 research fellows, there are only some 30 teaching staff from this region of the world. In a neighbouring university (Université de Pau et des Pays de l'Adour) with 759 research fellows, only 3 are from sub-Saharan Africa. An additional factor hindering contact with members of the diaspora is that they attempt to make themselves as discreet as possible: some are unaware of the existence of an association of alumni from their country in the city where they live.

At national level, of 92 000 research fellows working in French higher education, 3400 are from abroad, inclusive of all nationalities, i.e. 3.7 % of the total. It can therefore be extrapolated that the African diaspora cannot make up more than 1 %, making 900 research fellows from the African diaspora in France.

Several African countries concerned by the brain drain problem stipulate that citizens receiving a national grant or donor co-financed grant should sign a clause on the reimbursement of the scholarship should they fail to return to the country (current example of Burundi, former of Cameroon and the Republic of Congo, only for grantees fully financed by their government). More generally, the emergence of contractual return clauses stipulated by the country of origin can be observed (the EU has no vocation to issue such constraints unless in liaison with the host country).

The brain drain can be slowed by fostering specialisations in African countries themselves. The CTB (Belgian cooperation) finances study grants in Burundi (for all disciplines) for destinations not in the north (Belgium) but in the south: Dakar,

Abidjan and Yaoundé. Medical specialisations targeting future Burundian doctors are increasing in Africa: Yaoundé, Dakar, Abidjan, Kampala, South Africa (testimonials from Burundian colleagues and from the Burundian Ministry of Higher Education and Research).

4.2.11 Case Study 2: German institutions and their Africa involvement: policies, funding arrangements, official goals, official references to brain drain and statistics on student numbers

The DAAD is the largest funding organization for international exchange of students and scientists worldwide.²⁰ The head office is situated in Bonn and another central office is in Berlin. In addition there are regional offices and Information Centers around the world. Since its establishment in 1925 it claims to have supported a total of 1.5 million academics. (DAAD 2013b) It brings together German institutions of higher education and student bodies. In 2013 these were 90 universities, 149 colleges, and 122 student bodies. (DAAD 2014d)

The DAAD has five general strategic goals: to encourage outstanding young students and academics from outside Germany to study or to do research in Germany; to qualify young German researchers and professionals at the best institutions worldwide; to increase internationality and appeal of German institutions of higher education; to support the study of German language, literature and culture at universities outside Germany; and to assist the establishment of effective higher educational systems in developing countries in the global South and in countries of the former Eastern Bloc. The DAAD's main activity in order to reach these goals is the rewarding of scholarships to students and young scientists both incoming and outgoing. There is quite a variety of scholarship programs, from the support of undergraduates who want to go abroad for a year of study, to funds for doctoral programs. The DAAD supports internships, visiting lectureships and information gathering visits and even the establishment of new universities outside Germany. The decision for a scholarship award is made by a voluntary and independent commission, who is appointed by the Executive Committee. (DAAD 2013b) Therefore, African countries are among the many target countries worldwide and it was only very recently that the DAAD developed a particular Africa strategy.

Over the past years the DAAD has expanded into new fields and formats of support for international academic exchange which is expected to lead "to mutual understanding and consequently peace, which then gives way to political and social progress". The envisioned goal is therefore a "transnational university" (DAAD 2013d: 19) in a global knowledge society in which the DAAD serves as an intermediary organization. (DAAD 2012, 2013d, 2014g)

The DAAD employs a variety of strategies to engage with African higher education. These target the individual as well as the institutional levels: scholarships for students and researchers are supplemented by financial and advisory support to institutions. Since 1962 the DAAD supports the study of Africans at higher institutions in Africa with its so called Sur-Place-Scholarships. (DAAD 2009) The number of scholarships awarded has been constantly growing. Especially over the

²⁰ This part is based upon the unpublished Master Thesis submitted by Nora Schmitt-Güngerich in July 2014 at the University of Leipzig under the supervision of Matthias Middell.

past decade there was an increase in scholarships given to African students. From 2005 the number of students doubled to 4,200 Africans supported in 2012, and the DAAD claims to have a network of over 25,000 alumni in Sub-Saharan Africa. (DAAD 2014a: 4) The largest groups of them were born in Ethiopia, South Africa or Kenya.

The first African satellite departments of the DAAD were opened in 1960, when a branch office was opened in Cairo (Egypt). The second followed in 1973 in Nairobi (Kenya). Besides, five Information Centers were opened in Accra (Ghana), Addis Ababa (Ethiopia), Johannesburg (South Africa), Tunis (Tunisia) and Yaoundé (Cameroon). (DAAD 2009, 2013a) In 2009 the first two out of today's five 'Centres of Excellence' were opened in South Africa and Namibia. These are qualified institutes at selected universities in Africa at which DAAD offers a limited number of scholarships for Master and PhD degrees. The degrees offer graduates the possibility to engage in the fields of development research, law, logistics, and microfinancing. There are also bilateral programs such as the 'Welcome to Africa' program which since 2012 aims at strengthening research cooperation between German and African universities.

All these formats have to a certain degree a component that enables and encourages alumni to engage with the HE systems in Africa. In some cases there is a direct orientation towards capacity building via skills of individual scholarship holders, in other cases there is institutional capacity building via the development of joint degree programs or engagement of German universities in Africa itself.

This longstanding commitment of DAAD culminated in the ambitious Africa Strategy which was adopted in May 2014. The new policy document builds on a commissioned assessment study of the current situation of higher education in Africa by Damtew Teferra and was further developed in meetings and discussions between DAAD representatives and African stakeholders.

Sub-Saharan Africa is seen to be in a promising phase of deep socio-economic change. Many countries have relatively high rates of economic growth, and international agencies, such as the World Bank, predict the trend to continue. In some countries the global demand for commodities is said to be the driving force behind this development, in others a stable political framework and a growing, consuming middle class are identified as the main factors. (DAAD 2014a: 2) Despite this positive development, the DAAD identifies severe problems in the sector of higher education. It is depicted to be marked by decades of underfunding which resulted in bad infrastructure, a qualitative and quantitative lack in academic staff and a shortage of young academic professionals. Low independent research activities, the absence of general quality standards, and a lack in political leadership are identified as major problem areas. While there is actually a rather low enrolment rate in comparison with other world regions a rather new phenomenon is an overcrowding of universities, resulting from an increase in number of school graduates. (DAAD 2014a: 2)

The DAAD clearly states that the main responsibility solving the problems of higher education in Africa lies with the governments and institutions themselves. Measures and activities supported by the DAAD can only supplement their actions. (DAAD 2014a: 4) However, the DAAD argues that the great potential of development in Africa will benefit from support of the DAAD. (DAAD 2014a: 1) It suggests a German initiative for collaboration with Africa, an "educational offensive

based on a partnership" (DAAD 2014a:1). The declared focus of the DAAD in this endeavour will be the development of higher education in the areas of teaching, research and institution building. (DAAD 2014a:1) Three areas targeted by this Africa strategy are in the context of our study of particular relevance:

First and foremost, there is the traditional core business of the DAAD, the education and further training of young academics. This concerns scholarships at Master and PhD levels awarded for a certain period at either an institution in Germany or an appropriate university in Africa. This activity is already underway as depicted above, and is planned to be greatly extended. The main aim here is to contribute to the education of qualified and managerial staff, specifically fit for an academic career. The DAAD wants to contribute to the qualification of 1,000 additional academic staff. To support this goal there are didactic, project and university management trainings offered as an integral part of the DAAD PhD program. Additionally, government scholarship programs, graduate schools at partner universities, and support for reintegration of postdoctorals at African universities after a stay abroad are planned. (DAAD 2014a: 4) Visibly, the component of support for alumni of scholarship programs to be prepared for having an impact on the HE systems at home is a priority of the German initiative.

Secondly, capacity building for graduate education and research is fostered at African universities through programs such as the 'Centers for Excellence' and 'Welcome to Africa' already mentioned. (DAAD 2014a: 5)

Thirdly, the societal relevance of higher education shall be supported. Through job-market-relevant programs, applied research and consultancy activities, knowledge transfer into economy in general and specially the businesses of alumni as well as qualified social science and law expertise they are meant to be able to serve as efficient actors in societal development. Some programs which are already underway with financial means given to the DAAD by the BMZ are so called 'Praxispartnerschaften', 'Fachbezogene Hochschulpartnerschaften', 'Partnerschaften für den Gesundheitssektor in Entwicklungsländern (PAGEL)'. Further, there is the DIES-program (Dialogue on Innovative Higher Education Strategies) for consultancy on topics such as quality assurance, university management, and acquisition of funds for African universities. (DAAD 2014a: 6) All these programs target the direct impact of their alumni on specific areas of the knowledge society and HE in particular.

The DAAD also states that in the short run the increase in numbers of students cannot be met by only investing into African universities, but through study visits from Africans to other regions as well. An increasing part of the African middle class can afford a university degree in Germany and marketing strategies are underway for self-paying students to come to Germany. (DAAD 2014a:7)

The new Africa strategy formulated by the DAAD can be understood as a development from traditional internationalization to transnational entanglements within the global knowledge society and as a reaction to some of the problems traditional tools have faced when it came to a direct and massive impact of alumni on African HE systems.

4.3 General overview on diaspora politics of African countries

Efforts are currently being made by various African countries to mobilize their academic diaspora and identify mechanisms that motivate African graduates to return to their country of origin.

At least 32 African countries have established dedicated offices tasked with handling diaspora affairs. Institutions have been established at various levels. In several countries diaspora affairs are handled at the Ministerial level. Examples are: The Senegalese Ministry of Diaspora Affairs, the Ministry of Malians Abroad and African Integration, The Ministry for Foreign Affairs, African Integration, the Francophone Community, and Beninese Abroad, the Ministry for Diaspora and Community Affairs in Somalia and the Ministry of Social Affairs, Solidarity and Tunisians Abroad.²¹ In other countries diaspora affairs are handled at sub-ministry level by Directorates such as for example: the Ethiopian Expatriate Affairs (EA) Directorate General, the Kenyan Diaspora Affairs Directorate, the Directorate of Diaspora Affairs within the Ministry of Presidential and Public Affairs (MOPPA) in Sierra Leone and the Diaspora Division with the Ministry of Foreign Affairs in Uganda).

Other constructions exist in:

- Sierra Leone which has an Office of the Diaspora directly under the Office of the President.
- Morocco which has a Ministerial Delegate for the Prime Minister Responsible for Moroccans Resident Abroad.

Furthermore in some countries there are quasi-Government Diaspora Institutions such as for example:

- The High Council for Malians Abroad (Haut Conseil des Maliens de l'Étranger) which maintains direct contacts with Maliens abroad and which represents the diaspora in Mali.
- The Hassan II Foundation for Moroccans Resident Abroad.

According to the African Diaspora Policy Centre the effectiveness of many of these institutions is limited due to capacity²² constraints including:

- "lack of relevant knowledge and information tailored to their specific policymaking needs;
- limited exposure to best practices and lessons learned from the experiences of other countries both in Africa and beyond; and
- lack of technical capabilities to develop a national Migration and Development Strategy Paper (MDSP) that can be translated into feasible strategic interventions and realizable actions."

²¹ Dovellyn Rannveig Aguinas, "Committed to the Diaspora: More Developing Countries setting up Diaspora Institutions, 209)"

²² Report from the ADPC Training Workshop Capacity Building for Policymakers serving in the Newly-formed Diaspora Ministries in Africa, African Diaspora Policy Centre, Accra, 22-27 November 2010

With a view to generating Diaspora commitment and creating avenues for the Diaspora to engage supporting development in their home countries have developed a wide repertoire of measures including:

- Passing citizen legislation granting residents overseas the right to vote (Ghana) and introduced relaxed visa requirements for Diaspora (Ghana, Kenya, Ethiopia);
- The establishment of data bases with information on the Diaspora;
- The establishment of funds to which the Diaspora is invited to make contribution (The Agaciro Fund in Rwanda);
- Issuing diaspora bonds to fund specific infrastructure or development projects. (Diaspora bonds are government issued IOUs ("I owe you") or acknowledgments of debt promising to pay the purchaser periodic interests and the face value at maturity date. Ethiopia, Kenya and Rwanda have done this with mixed results);
- The mobilization of Diaspora expertise for development.

Especially the latter is relevant in the context of this study, although it must be noted that often the value of the diaspora as a source of social and human capital remains underappreciated while the role of diaspora as a source of financial capital is getting more attention²³. A good example of mobilization of Diaspora expertise for development is Mali which has adopted a programme under the umbrella of the Transfer of Knowledge through Expatriate Nationals Programme (TOKTEN). The TOKTEN concept was developed already in 1977 by UNDP and implemented in 50 countries in Africa North America and Europe. The program enables Diaspora professionals to return to the home country for short term consultancy assignments, which may include strengthening higher education institutes. The TOKTEN programme in Mali is financed with a grant of the World Bank's Institutional Development Funds (IDF). The TOKTEN programme in Mali focuses specifically on strengthening higher education in the areas of curriculum reviews, teaching, distance learning. In the framework of this project the Ministry in Charge of Malians living abroad and the Ministry of Higher Education invite Diaspora Malian professors to support the University in Bamako with the establishment of a virtual library and with establishing contact with Universities abroad.

Other ways to mobilize Diaspora expertise for development are focused on networking. Two approaches for engaging in networks can be distinguished:

- The establishment of- or support to diaspora networks such as for example the South African Network of Skills Abroad (SANSA), the Nigerian Experts and Academics in the Diaspora Scheme (NEADS), an initiative of the National Universities Commission.
- Linking up to diaspora networks in abroad. A recent EADPD study identified 78 diaspora organizations based in Europe that are active in education and capacity-building development in Africa, including 27 in France, 13 in the UK, 12 in Germany, 10 in Belgium, and 6 in the Netherlands²⁴. According to an earlier study²⁵ by ADPC relations between the diaspora and political

²³ E-Policy brief Nr 9 "Diaspora engagement: Missions to Angola, Cameroon, Ethiopia, Morocco and Senegal"

²⁴24 Diaspora Organisations as Strategic Agents of Development, EADPD Project, African Diaspora Centre 2014

²⁵ "Building institutional cooperation between the diaspora and homeland governments in Africa", ADPC Policy Brief, June 2010

institutions in the homelands remains “*mainly informal, ad hoc and sporadic in nature*”. The report advocates for further institutionalization of relationships between the African Diaspora and home country government. This requires policy efforts by African Governments as well as host country governments with regard to diaspora organizations. The UK is highlighted as a good example of having a national policy strategy for engaging diaspora organizations in development.

It must be taken into account that returning to the country of origin was far more difficult in the past than now, insofar as there was no certainty as to resuming one's job upon completion of the training. A great deal of motivation (and sometimes luck) was needed to become integrated into the national professional fabric. There was no structured assistance at the time.

Different types of mechanism have been set up with a view to mobilising members of the diaspora or inciting them to return their country of origin:

- The contractual return provision stipulated by the country of origin;
- Vocational training integrated into professional career development (the case of young academics guaranteed that they can resume their job with a promotion into the bargain);
- Salary incentives with significant wage rises to be competitive in relation to neighboring countries. This is the case of Burundi bringing in academics from neighboring countries, such as Rwanda and DR Congo, but not the diaspora in France.

Potential incentive mechanisms

Of the numerous incentive mechanisms, the following should be mentioned, without claiming to be exhaustive:

- The establishment of adequate physical working conditions, or a firm, reliable promise to do so;
- The provision of research resources that are not necessarily expensive, but which constitute the minimum necessary to carry out meaningful research;
- The availability of an office, which may seem trivial but which causes problems in numerous universities where the buildings are old and under-dimensioned;
- Guarantees of integration into a human fabric enabling the normal activity of research fellows;
- Guarantees of the maintenance of possibilities to keep outside contact, such as continuing training, short-term traineeships, congresses, seminars, etc.

Generally speaking, according to many testimonials gathered during numerous missions, including from the former president of an Ivorian university, a critical mass must be achieved in terms of human resources as much as of physical and financial facilities, and a balance must be established between them. There is no use in having 15 researchers in a laboratory if they do not each have an office (actual experience). That this critical mass is not guaranteed (with regard to human and physical resources) hinders return, even if a job is guaranteed.

The public administration of numerous African countries is recruiting higher education instructors (examples of Burundi, Benin and the Ivory Coast) without

ensuring that they will have adequate working facilities. The Rector of the University of Abomey Calavy (Benin) stated during the interview:

'I cover my teachers' salaries and I do what I can so that they can deliver their classes. It's up to them to look for funds to develop their laboratory and their research activities'.

The difficulty in conducting research programs in disciplines attracting little funding is therefore a major obstacle to return. Without scientific production of an international standard, any promotion, with the associated salary raise and change of grade, is impossible.

Another aspect is the trustworthy application of rules for promotion. So, African and Malagasy Council for higher education (CAMES) has a very developed system for ensuring quality assurance in higher education (which includes the certification of academic staff). These rules of CAMES, managing research fellows' careers in several Central and West African countries, are applied very strictly with regard to the number of international publications required to acquire the different grades of the university hierarchy. Every year, Committees meeting are organized for various disciplines and the files of the applicants (to be provided in a specific format required by the CAMES are evaluated. For instance, a total of 8 international papers during the last 4 years are needed to be acknowledged as an associate professor.

The shortfalls of the CAMES is that it has no power to ensure that the promotion it is proposing will be effectively operated by the country of the applicant as it depends on the financial situation there.

Such an uncertainty hinders obviously academics from the diaspora to consider returning home since they have to believe that those who are already in the institution have an advantage over those fulfilling eventually the officially set standards better but come from outside.

At the same time, it has often been repeated to us that many members of the diaspora, who are potential candidates for return, are waiting for electoral results.

5 SUMMARY OF INPUTS FROM INTERVIEWS DURING FACT FINDING MISSIONS

The desk study on current efforts by African countries to mobilize the academic diaspora in the previous chapter has shown that a variety of ideas and concepts exist towards the involvement of African diaspora academics. However, there are rarely any official policy documents on the level of governments. It thus appeared necessary to investigate a few African countries in more detail with regards to the current discussions and discourses on the possible involvement of African diaspora academics, efforts being made by African countries to mobilize the academic diaspora and existing constraints for their mobilization as well as on the state of the respective higher education system.

5.1 Ethiopia

The first country we studied in more detail is Ethiopia. In the sample of our online survey, Ethiopians formed one of the largest groups among both the Erasmus Mundus as well as among the DAAD alumni.

The higher education system in Ethiopia consists of Universities, University Colleges, Colleges and Institutes and recognizes four types of degrees: diploma, first degree (Bachelor), second degree (Masters) or medical specialty and a doctoral degree. A higher education institution constitutes a university once its intake capacity reaches 2.000 students, it has a record of four consecutive years in graduating students as accredited university college or college, it has at least three different faculties, conducts research and publishes results, and possesses the required facilities.²⁶

In 2003 the Ethiopian parliament voted in favor of the new higher education proclamation, paving the way for the many subsequent reforms. The Ministry of Education, being the primary government agency responsible for higher education,

²⁶ Federal Negarit Gazeta: Proclamation No. 351/2003.
http://ethiopianlaw.weebly.com/uploads/5/5/7/6/5576668/proc_no._351-2003_higher_education.pdf
 (October 14, 2011).

has been tasked with implementing the primary goals: increased autonomy, introducing new degree courses according to the needs of the job market, expansion of graduate programs and increase pedagogical resources.²⁷

The Ministry of Education works in cooperation with the Ministry of Civil Services on the University Capacity Building Program (UCBP), in which the German Gesellschaft für Internationale Zusammenarbeit (GIZ) was contracted from 2005 to 2012 as agent and project manager. The UCBP is an enormous project that foresees the construction of 13 universities at 15 sites throughout Ethiopia to geographically decentralize and expand Ethiopia's higher education system and make it accessible to more people.²⁸

As of 2014, Ethiopia has 31 universities with a population of 72 million people.²⁹ In addition to the public institutions there are 59 private higher education institutions, among which 38 are located in the capital Addis Ababa. Hence, there is a total of more than 90 higher education institutions.³⁰ The geographical distribution is expected to further the already increasing autonomy of higher education institutions. Another driver that reduces influence of the central government is the necessity to develop individual strategies for the newly founded universities to make them competitive on the Ethiopian market and beyond. University presidents have started to develop different strategies of how to participate in the global knowledge society.

The enormous efforts of the government in expanding the higher education sector are reflected in the figures of enrollment over the last 15 years. The number of students enrolled is now more than ten times what it was 1995. The level of growth varies, with 2008-2009s 35% increase representing the largest increase within the time-frame under consideration. Enrolment of female students rose from 20% in 1995 to 27% in 2009. This qualifies only as a relatively small progress and needs to be further improved. Affirmative action has been implemented and offices to support female students have been established in many universities by now, but a significant increase in female enrollment will require a profound change in societal conventions.

The latest figures available for the enrollment in higher education institutions are from the year 2009/2010 in which a total number of 434.659 students were enrolled. It is striking that the undergraduate degree accounts for 97% of total enrollment, reflecting the embryonic development stage of higher education in the country. Many of the students now being under-graduates will soon be looking for a master's and then PhD programme which means a bigger target group for the planned programs. 18% of all students are enrolled in private institutions; hence the majority of the students are enrolled in public higher education institutions. Female enrollment accounts for 27% in overall terms; on postgraduate level for 12% and on PhD level for 6%.

At the Ethiopian capital we had the chance to speak with officials of the Addis Ababa University, staff from different institutes, PhD students who had completed their studies in the country itself as well as abroad and with representatives from an Ethiopian association of alumni of foreign universities who are currently looking

²⁷ Ministry of Education: <http://www.ucbp-ethiopia.com/e508/e902/> (October 12, 2011).

²⁸ University Capacity Building Programme. <http://www.ucbp-ethiopia.com/> (October 13, 2011).

²⁹ <http://www.moe.gov.et/English/Information/Pages/pubuni.aspx> (August 21, 2014).

³⁰ Ibid.

for ways how to return to the country's HE system or to get at least in closer touch with its HEIs. Additionally, we discussed the problem investigated for our report with Ethiopian political scientists and sociologists who research migration from and to the country.

Overall, the results of our field trip to Addis (28 October till 5 November 2014) confirmed major insights from the survey and other field trips. The ratio of those Ethiopians who studied abroad and wish to come back is very high. What is different to some other countries is that the number of those who realize this dream seems to be relatively high too. They react to the massive investment of the country into education and the creation of new universities. The plan, published by the government, to increase the number of PhD-holders massively over the next 5-10 years stimulates hope for growing opportunities, and success stories on returnees are told at many occasions. However, a rigorously coordinated politic in this regard seems not yet existing. Most decisions are taken ad hoc and locally by the respective authorities - with support of the central government in individual cases.

At the initiative of people who have already returned but remain in close contact with the foreign university from which they earned their PhD and with fellow graduates, an association was built which serves as a platform for the exchange of individual experience. It has similar purposes as informal networks have we met in other African countries. What seems to us a chance of such organizations, either formalized or not, that is not yet used sufficiently, is the collective articulation of interests and concerns of those who would like to return into the HE system in Africa as well as the much better knowledge of the concrete needs of young scholars who would like to return and to enter the HE system than many political actors discussing the question may have.

All people we were talking about the topic of this report confirmed the interest of both the institutions in Ethiopia and the Ethiopians who had studied abroad in better mechanisms to bring them into contact and to allow for a variety of possibilities to reintegrate in the country's HE. It is not the lack of abstract information about opportunities in general but the paving of concrete ways into the HE system that impacts most on the ability of alumni and diasporic academics to interact with academic institutions in Ethiopia. Compared to other African countries the climate for people returning from foreign study programs after graduation seems to be in Ethiopia very positive. This was confirmed by almost all interview partners. We had, however, not the possibility to access statistics in this regard to see if this positive climate translates into comparatively high numbers of returnees. While academic research on migration and returnees in general is undertaken there is no proper research area that focuses on academics especially.

Differences in the absorption capacities of graduates from foreign universities between provincial universities in Ethiopia and the one in the capital could have been the subject of a further detailed study. But interviews with members of Ethiopian alumni organizations abroad confirmed that at least most of them were ready to accept academic positions outside Addis Ababa as well.

Our own experience with students from programs we run since a couple of years in partnership with Addis Ababa University has led to the same conclusion.

5.2 Cameroon

Cameroon was chosen as the second country case, mainly for two reasons. Firstly, the country promotes an active higher education policy towards Europe. This is exemplified in the Centre for German-African Scientific Cooperation at the University of Yaoundé I, which officially opened its doors in 2012. The centre serves as a platform for the scientific exchange and the promotion of academic and scientific excellence within the African continent and between African and international, particularly German universities. It partners with the Alexander von Humboldt Foundation, the Fritz-Thyssen Stiftung für Wissenschaftsförderung, the German Academic Exchange Service (DAAD), the Goethe-Institut, among many others. Secondly, also Cameroon appeared as an important country of origin among the alumni in our sample.

Cameroon's higher education sector consists of eight state-run universities. They are located in Buea, Bamenda, Douala, Yaoundé I & II, Dschang, Maroua and Ngaoundere. In addition, the Cameroonian government had authorized 116 Institutions Privées d'Enseignement Supérieur by the end of 2011, for example the Fotso Victor University in the Western Province, International University, Bamenda and the Bamenda University of Science and Technology (BUST).³¹

Cameroon has two English universities, the University of Buea and the University of Bamenda, established in 2011. The rest of Cameroon's six state-managed universities are bilingual in principle, yet based on the francophone model.[19] Cameroon's universities are centrally managed by government. It is, for example, through presidential decree that vice-chancellors and rectors are appointed, and the higher education minister is the chancellor of all of Cameroon's public universities. Many of the Cameroon's graduates enter the national public service.

In June 2014, the research team undertook a fact finding mission to Cameroon. It intended to reveal current discussions on the level of the Cameroonian government towards potential initiatives with regards to the Cameroonian (academic) diaspora and their involvement in higher education development in Cameroon. Members of the research team had the opportunity to interview representatives of the Higher Education Ministry, namely the Director of Academic Affairs as well as the General Secretary as well as a group of academics from the University of Yaoundé I on the matter.

What became evident during the talks in the Ministry was a theoretical awareness of the importance of African alumni of European study programs and a general openness on the side of our interview partners towards change ("this research is part of our interest here"; "we appreciate the high profile skills of the diaspora"; "more knowledge about those people would be very helpful to the country"). Yet, the reflection on opportunities and concrete activities facilitating the input of diaspora academics into the Cameroonian higher education sector and their implementation was found marginal. We learned that the Cameroonian Ministry of External Relations is supposed to deal with general diaspora issues and that they should have more appropriate knowledge; exchange on the matter did not seem to happen in any systematic way.

³¹ <http://www.minesup.gov.cm>

Our interview partners in the Ministry of Higher Education explicated that positions in academia in Cameroon were usually filled on a competitive basis; no preference and privileges would be given per se to those Cameroonians currently staying abroad. Diaspora people were rather expected to express a special willingness to contribute to national development and to show an extra effort to come back without being given some form of incentive. The representatives of the Ministry, however, admitted that there existed some constraints for diaspora academics in getting appointed as professor in a Cameroonian university. The governing laws and in particular the preference for civil servants set restrictions to a completely open competition for the position available and may be seen by diaspora people as an obstacle even for application. Active international recruitment by the universities, therefore, is not established as a rule and may seem to many responsible deans and presidents at the university's level merely impossible. Asked how such a process could be started and how the universities could gain more autonomy in that field, the Ministry representatives answered it would be up to the universities and their Vice-Rectors to initiate change in recruitment practices. The Ministry representatives expressed their conviction that Cameroonian universities in general were satisfactorily encouraged by the Ministry to try new ways of becoming internationally more visible. However, they felt "we still have to convince decision makers that universities have special needs to be internationally competitive and that we have to revisit the statutes; we are very open to these changes, we are flexible; but we have to convince the decision makers". Different forms of recruitment, including special offers for well-educated and internationally renowned experts needed by Cameroonian higher education institutions would, however, probably be accompanied with higher expenses. Concerns were expressed from which sources these additional expenses could be covered.

Above all, the research team was told that there existed a committee in the Ministry to develop and structure the universities so that they can best respond to the needs of development. According to our interviewees, there was currently a report on the internationalization of the Cameroonian higher education system in the making – a draft version was with the President at the time of interviewing – which, according to our interview partners, also paid attention to the special role that the diaspora could play in that regard.

The statements we heard from representatives of the Ministry can be supplemented and contrasted with material from expert interviews with Cameroonian professors conducted both during our visit in Cameroon and during their visit to European institutions as well as with Cameroonian academics we met for a focus group interview during the fact finding mission.

The general impression that the diaspora is theoretically an issue but practically not involved in any concrete way can be confirmed with the interview material. The interview partners explained:

"For the meantime I only know about declarations. I have seen nothing concrete – this is how we can use them, this is where they can intervene, this is how we are going to receive them, this is an office where we can receive the diaspora and use them. There is nothing like that that I know of." (Interview Cameroonian professor 2)

"The Minister of Higher Education is willing to take into account the African diaspora but the framework is not well defined." (Interview Cameroonian professor 1)

One professor explained that when somebody goes abroad for studies s/he has to sign a document that s/he will come back to Cameroon after studies and work for 10 years in Cameroon. However, it was felt that nobody follows it up; nothing happens to those who do not come back. A so-called bonding agreement is common practice in a number of African countries. Yet, the level to which misuse and staying abroad was really sanctioned differed a lot.

At the same time, the professors felt that there is a political problem with the (Cameroonian) diaspora. When diaspora people are critical, the government is reluctant to take them into account. To express ideas different from those of the government can become problematic. It was thus questioned whether those in charge were seriously willing to develop and improve the sector. Their active and solid engagement, the professors said, was even more important than the involvement of the diaspora. The activities of government would form a prerequisite for a successful incorporation of diaspora academics in any kind of higher education strategy. The problem with the diaspora is, however, that they are perceived as outsiders and not as actors. We learned from our interview partners that even among the academics there is a great deal of social mistrust against diaspora colleagues and "their beautiful life abroad", while many academics in Cameroon were waiting for their promotion. Diaspora people, we were told, did not know the concrete working conditions in Cameroon, and if they knew them they would not accept them. Most often, local academics would have to stand the test at a less well equipped provincial university before being offered a position at one of the better equipped ones. Diaspora people would never go to the provincial institutions. If they should decide to come back they would enter into competition with the local academics for positions in the capital Yaoundé and in Douala. Generally speaking, one interviewee resumed "They [diaspora academics] prefer to remain outside where they have more facilities, more advantages. They just want to come from time to time to do something. They are not willing to come back" (Interview Cameroonian professor 2).

Yet, there was a consensus among the academics we talked to that an office on the national level to register all people working abroad to particularly address them if their capabilities are needed, would already facilitate the recruitment situation a lot.

"And then say: ok what are the conditions? We could pay their transport fare, we could host them and support them where to stay. At times they don't even want to be paid. It's just a matter of arranging things and giving them confidence in knowing that they are important and that they are useful." (Interview Cameroonian professor 2)

5.3 Senegal

During a field trip to Dakar in early October 2014 we had the chance to meet with people from the University Cheikh Anta Diop and CODESRIA, a prominent Pan-African institution for social sciences. Here again we learned that the issue of diaspora academics is heavily discussed across Africa but that there is to date no

fully fledged strategy how to cope with this challenge. On the one hand, local universities are confronted to the dilemma, that quite understandable political strategies aim at increasing access to academic education and thus allow the number of students especially at BA level to grow above average. As a consequence, the teaching load of the academic staff working at university as well as the available space is not sufficient to answer that ever increasing demand. At the same time, research moves into the background not because the academics are not intended to realize research projects but simply because they lack the necessary time and other resources. This transforms even leading universities in Africa more and more into teaching institutions only. It was confirmed by almost all of our interview partners that this has led African research universities into a trap where they cannot compete with foreign institutions especially in the domain of research and have therefore massive problems to recruit people from abroad, be it African diaspora people or be it scholars of non-African descent. Solutions as offered by CODESRIA with its transnational seminars for young scholars and PhD-candidates react to the situation and merit support since they bring regularly together local scholars, diaspora academics and foreign researchers. But all these activities depend on the availability of resources and the development of permanent partnerships with foreign institutions. It seems that the university in the Senegalese capital has no problem to find appropriate partners across the world since it profits from its traditional reputation as a focal point of innovative research, but with the current process of fast growing numbers of students described above there is a danger that even the best African universities will lose their comparative advantage in this respect.

6 FINDINGS FROM THE ONLINE QUESTIONNAIRE AND FACE TO FACE INTERVIEWS

6.1 Case Study 1: African Alumni and Diaspora of French institutions

6.1.1 Statistical profile of respondents

For the French case study, interviews were conducted through email, by telephone and face-to-face, in France and during two missions to Côte d'Ivoire and Burundi.

It was decided to interview people from as many countries as possible and in a wide range of areas of expertise. In addition to that, it was intended to have alumni from various French universities/institutions. Names of alumni were given by French Embassies in African countries, by associations of alumni in selected African countries, and through personal contacts and by word of mouth.

Profiles of respondents: Alumni

Country of origin	Discipline	Nb of interviews
Benin	Natural sciences	7
	Physics/Chemistry	4
	Engineering sciences	2
	Humanities	1
Burundi	Natural sciences	2
	Humanities	7
	Economy and Management	2
Cameroon	Natural sciences	2
	Engineering sciences	2
Côte d'Ivoire	Natural sciences	9
	Physics/ Chemistry	2

Madagascar	Natural sciences	5
	Physics/ Chemistry	1
	Humanities	1
Togo	Natural sciences	3
	Physics/ Chemistry	2
	Medicine	1
Total		53

Profile of respondents: Diaspora

Country of origin	Discipline	Number
Benin	Natural sciences	1
	Engineering sciences	1
Burundi	Medicine	1
Cameroon	Chemistry	1
	Humanities	1
Republic of Congo	Chemistry	2
Côte d' Ivoire	Economy	1
Guinea	Engineering sciences	1
	Natural sciences	1
Madagascar	Natural sciences	1
	Chemistry	1
Nigeria	Economy	1
Senegal	Humanities	1
	Literature	2
	Chemistry	1
Togo	Chemistry	2
	Natural sciences	1
Total		20

6.1.2 Answers to research questions

To what extent are African Diaspora engaged in cooperation efforts with Africa?

To answer this question, it is necessary to ascertain the reasons having led new graduates to join the diaspora remaining in France. The members of the diaspora seemed reluctant to answer this question when it was put to them.

Indeed, there are several types of member of the diaspora:

- Members who are now very elderly because they were born before the country gained independence and are therefore French citizens. These people fully assume their French citizenship and rarely return to a country which is therefore not their own, at least not on their passport. They refused to answer our questionnaire or to receive us for a private interview.

- Those who have strong family links in Europe which have made them stay (marriage). They often acquire double nationality.
- Those who have been offered a temporary position initially that has become more or less definitive (associate professor), which they have most often followed up on due to fears of a low salary and poor working conditions, for research in particular, in their country of origin (lack of material and documentation, absence of a clearly defined research policy).
- Those who must give up on going back home or who have fled their country (political refugees). There are numerous examples of Rwandan colleagues threatened following the genocide and having migrated almost definitively to the USA and/or Belgium.

Older members of the diaspora left their country a long time ago and have sometimes never returned. They do not feel concerned. The majority of the members of the African scientific diaspora present in France are over 40 years of age. They belong to the generations having benefited from stays in France of two to three uninterrupted years (even for leave) when the grants so allowed. The budget restrictions of our Embassies in conjunction with the work-linked training policy presented above no longer allow this.

On the contrary, younger members (below 40) answered the surveys by indicating their desire, at least theoretically, to help their country: ad hoc teaching assignments, facilitating the hosting of students, contributions to the international relations policy of their French host university in relation to Africa, etc.

Some have put this into practice. Most members of the diaspora remain in informal contact with their local colleagues but the main activity is the university's international relations. One colleague stated that he was elected to the Toulouse Commission of International Relations, then subsequently appointed responsible for the geographical line of cooperation with sub-Saharan African from 2008 to 2012. This is not an isolated case.

Another way of working 'remotely' with the country of origin is to develop agreements for the co-supervision of theses between the French host university and that of the country of origin. This is tending to become a crucial requirement for the award of grants by Embassy SCAC.

The vast majority of 'young' members of the diaspora have visited their country of origin within the last three years, and have kept informal contact with their local colleagues. A Togolese colleague declared that due to the lack of a research structure, he delivers classes and carries out research and development projects with NGOs with modest funding that he identifies himself. He stated "I get by in sourcing funding (six research & development projects between 2011 and 2013). I obtained funding for an research and development project, and two other requests in which I have strongly involved NGOs and associations from my country, are currently being studied".

What have been the effects of the EU higher education programs on the involvement and contributions of the diaspora and alumni to their country of origin higher education development objectives?

Current grant programs are helping to reinforce higher education: as proof of this, one can look at the proportion of grant holders attending higher education in their home countries and who, once they have obtained their degrees, return to work there as a research fellow.

In France, grant holders are now almost exclusively researchers and university level instructors, all of whom are involved in higher education. Consequently, the question raised was more relevant in the past. In fact, prior to 1990, the abundance of grants issued by the French government made it possible to train other socio-professional categories not targeting careers in higher education and therefore not intended to have any relationship with it, other than on the basis of informal, occasional volunteering for conferences and lectures or tutoring graduate students (magistrates, water and forestry engineers, telecom network specialists, diplomatic personnel, etc.). The testimonials collected at the Embassies of France in Côte d'Ivoire and Benin, as well as during interviews with contacts in Burundi and Côte d'Ivoire, are very clear on this subject.

Grant programs are created explicitly to train academics and therefore make a direct contribution to higher education development goals. The facilitation of research and, consequently, life at doctoral schools also fosters the achievement of those goals.

To obtain tangible, quantitative evidence of alumni involvement in higher education in their countries, one can simply look to the inventory of laboratories, doctoral schools, Master's programs and so on, created by alumni, bearing in mind that some of them have been Ministers of Higher Education and Scientific Research or directors of higher education. Examples abound in Burundi and Benin and, to a lesser extent, in Côte d'Ivoire.

On the subject of the diaspora, most noteworthy are the examples of participation in running and managing cooperation between the home university and the French university that hosted them.

Which opportunities are provided by financially supported Masters and PhD programs in Europe in terms of their potential involvement in African higher education?

The above question was put to members of the academic diaspora. It is interesting that most of them have answered the question in a way that they then expressed their wishes in respect of how their involvement in the development of African higher education could be increased or improved. Here are some of the answers that were received.

- Creation of a platform for publishing scientific information on topics focussing on African development to enable researchers to exchange, share and pool their knowledge and move forward more quickly in response to development challenges in Africa.
- Setting up of a multidisciplinary discussion group made up of members of the diaspora, in each European Union country that has strong cooperation with

Africa on the subject of higher education. Invitation of the diaspora to participate in the adaptation of educational programs to the realities of the job market and the resulting revision of those programs.

- Creation of new research and development centres linked to Africa-specific problems, in whose activities the diaspora can participate remotely, using methods to be defined (a process currently in development in Côte d'Ivoire).

What is the level of engagement of the alumni who have returned to their countries of origin compared to the African Diaspora who stayed in European countries?

Any comparison would necessitate a definition of the chosen criteria and confirmation that the two sides are, in fact, comparable. The level of engagement remains necessarily imprecise, although it can be measured as the proportion of time spent by alumni and the diaspora in promoting higher education in Africa.

As concerns France, it is important to see that the current French system tends to train PhDs, i.e. future researchers and university level instructors, which is the focus of the supply of education in France. Vocational grants have become extremely rare. In the past however, there was a large abundance of such grants.

For the past 30 years, training programs for a Master's or Doctorate in France have been provided in the context of sandwich courses excluding extended stays in France (no more than six consecutive months). Further, they generally concern students pre-recruited at universities or administrative structures in their own countries.

Engagement is therefore at a maximum (100%) when graduates become academics: that was the alumni's response to the questionnaires. It is clear that returned alumni are more engaged than the diaspora, for simple geographic reasons. The most involved members of the diaspora participate in different ways, as described elsewhere, and other participatory methods may yet be invented.

Which ways/areas and aspects can be identified in which the African Diaspora and alumni can be involved in their country's higher education system?

In respect of alumni, this question is linked to and encompasses the others, to which we will refer.

In respect of the diaspora, it can be associated with a number of previously mentioned means that are reiterated below (after the surveys).

Ad hoc missions in education or research support: this form of presence corresponds to a request from the diaspora (one example includes doctors at the Santé France Burundi Association) and has proved to be fairly easy to implement because financing options may be available from the Embassies of France in the different countries. However, it should be recalled that budgets for a given year are programmed in September of the preceding year, which necessitates advance programming (cf. testimonials from heads of Embassy SCACs regarding very frequent assignments in Africa, including those linked to the present project). The Agence Universitaire de la Francophonie also solicits this type of one-off mission,

which it funds with the support of the beneficiary universities in Africa, and in which priority is placed on African academics themselves (information available on the AUF's website at www.auf.org, which hosts invitations to tender). Naturally, willing members of the diaspora must introduce themselves to the universities in question, which are often completely ignorant of their existence.

For Africa, the hosting of students from the concerned country can be facilitated through contributions to the international relations policies of their host universities.

The same can also be applied to the co-supervision of theses: the role of the diaspora here can be essential because co-supervision is often crucial, particularly for the allocation of study grants.

Members of the diaspora who have close relationships with colleagues in their countries of origin can also provide a decisive contribution in the form of research and financing. Members of the diaspora who want to get involved in higher education in their countries have no shortage of imagination.

Which challenges can be identified that are faced when mobilizing the skills of African Diaspora on joint efforts for higher education in Africa?

Whether diaspora themselves have made efforts to engage in strengthening the capacity of HEI in their home country? If they did find out how and which challenges they faced?

The collected testimonials explain the efforts made by the diaspora in favour of their countries of origin, which must contend with the financial problems mentioned above. The diaspora can then help to identify funding sources and ways to approach them. A Togolese colleague lamenting the lack of minimum facilities in his country added, "I can look for funding for the rest".

One aspect that often makes things difficult is the fact that African university authorities do not always look favourably on the diaspora's possible involvement in their institutions, being perceived as acting from afar and unaffected by the challenges experienced locally on a day-to-day basis.

On this subject, one member of the diaspora reported that one needs to be highly motivated, particularly when pursuing funding options, because, generally speaking, the rules are very complicated and the process can be a lengthy one.

Which opportunities do financially supported Masters and PhD programs in Europe provide to beneficiaries for getting involved in African higher education?

This question intends to find whether the French or German study programs equipped them or improved their opportunities to contribute to capacity building in the field of higher education in Africa? If yes, find out how?

The surveyed alumni also stated that they wanted to transmit the knowledge they acquired in France. They draft texts inspired by what they learned and understood from their lectures. The most active of them develop their activities to the point of being promoted to tenured professor, which allows them to train young researchers in turn. The supervision of students' dissertations forms a substantial additional workload at many universities.

Studies in France help them to be able to conduct their own research - and therefore training - programs. One alumnus, like many others, recognised: "In France, I learned to get by on my own, with the resources at hand". As a result, training in the many disciplines requiring little in the way of resources should be promoted.

Numerous alumni, in response to open-ended questions, stressed the importance of not being abandoned once they return to their home countries. This alumni support is one of France's concerns, as will be seen later on.

In the case of France, alumni returning home have the possibility of receiving support through research projects enabling them to exercise their professions under good conditions: CORUS and other programs financed by France, joint France-host country research projects based on tenders and AUF funds, research projects using the funds of the International Foundation for Science in Stockholm (www.ifs.se), all of which are possibilities of which they should be (or are) informed. Further, there are (rare) opportunities for funding short-term "retraining" or continuing education courses for academics.

Lastly, France supports projects to reorganize higher education in many of the countries where alumni are engaged. The latter then contribute to structural improvements in the HE system, such as the adoption of the BMD system, development of courses leading to professional certification, the creation of doctoral schools, and so on. These include the PARES project (in Burundi), the MADES project (Madagascar), the SUP2000 and AGURES projects (Côte d'Ivoire).

6.2 Case study 2: African Alumni and Diaspora of German scholarship programs

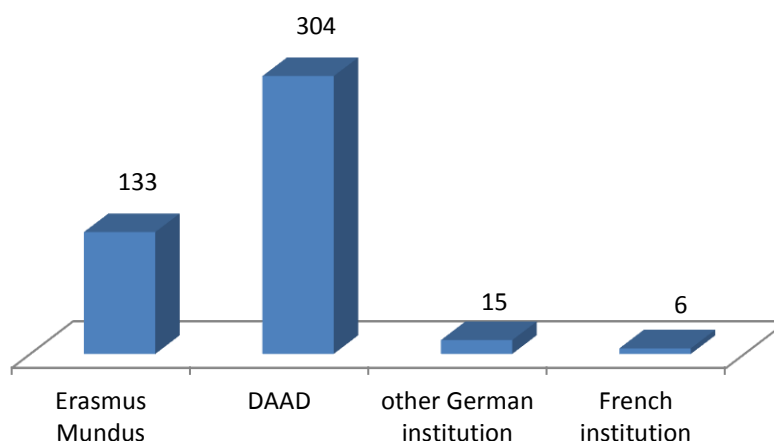
This section provides information on African alumni and diaspora of European as well as German higher education programs. As required in the terms of reference (ToR) to this study, it will address the engagement of the African diaspora in Europe and their involvement in higher education development in Africa as well as their views on the contribution of the European higher education programs towards their engagement. This will be compared with the opinions and activity levels of African alumni who have returned to their country of origin after their graduation from European study programs. It shall be discussed how African diaspora and alumni can be more involved in their countries' higher education systems and what hurdles would have to be overcome to increase their readiness.

The following insights are based on information of an online survey among African alumni of European study programs, carried out between 14 April and 25 May 2014. Participants of the survey had been recruited via email, most of all through the databases of EACEA, EMA and DAAD as well as by word of mouth. EMA was in this respect extremely helpful in providing contact information and supporting the call for participation to the online survey among its large membership. EACEA had send the link to the online survey to 3.300 persons, covering Action 1 and Action 2 beneficiaries of the Erasmus Mundus (EM) programme (including students who had not graduated from the programme yet but were expecting their degree in 2014 or even in 2015). EMA had mobilized its listserver of all Action 1 graduates.

The DAAD list of addresses comprised 4.717 African alumni who had done their MA or PhD or parts of it in Germany through a DAAD scholarship (but also people who received a DAAD grant for different kinds of other exchange and research projects) and who had agreed to be contacted via email.

The survey was opened online more than 2.500 times. A total of 973 people had started the questionnaire, of which 705 had proceeded until the last question. Interviews which were not completed and cases in which people only stayed in Europe for a short research project as well as other cases irrelevant to our study were deleted. After this data cleansing process, we build our argumentation on a total of 458 cases. Among these 458, 133 respondents had participated or were still participating in the Erasmus Mundus programme, 304 were former DAAD beneficiaries, 15 had received financial support for studies in Europe by other German institutions and 6 by French institutions, in particular through French government scholarships.³² In the following the focus will be on EM and DAAD beneficiaries. The case study on France was based on face to face interviews. It has been presented in the previous section.

Overview on the type of scholarship



Generally speaking, 75% of the respondents in the sample were male and 25% female. The oldest participants were born in 1941, the youngest in 1991. They represented all regions of the African continent and a total of 43 African countries. With more than 40 respondents each, Kenyans, Ethiopians, Cameroonians and Egyptians formed the largest groups in the sample. In the sample, we see a clear overrepresentation of respondents who participated only recently in one of the scholarship programs. Close to 90% of the EM respondents graduated in 2010 and later (or were expecting to graduate in 2014 and 2015), and almost 60% of the DAAD respondents finished their scholarship programme in 2005 and after. This is

³² German institutions included the German political foundations, such as the Heinrich-Böll-Stiftung and the Rosa-Luxemburg-Stiftung, furthermore the German Research Foundation, the Alexander-von-Humboldt-Stiftung, the Volkswagen-Stiftung, the Catholic Academic Exchange Service KAAD, the Protestant Development Service EED, higher education institutions, as well as the Federal Ministry for Economic Cooperation and Development.

to say that at the time of interviewing only a tiny minority of the EM respondents had an experience on the (academic) labour market after their graduation of more than a few years. At the same time, we also see that 47% of the EM respondents were employed by an African university when they applied to the Erasmus Mundus programme. This means that they already had an academic position and thus an experience on the (African) labour market prior to their studies in Europe. For the former DAAD recipients, this figure is 50%. We want to highlight that in both groups more than 90% considered taking further steps in an academic career when they completed the questionnaire.

In the following all questions raised in the ToR to this study will be dealt with in separate chapters. In order to highlight similarities and differences with regard to the different scholarship schemes and the approaches between the EU programs and the two EU member countries we have decided to present the results one after the other in the respective chapter.

6.2.1 Statistical Profile of Respondents in the Sample

6.2.1.1 Erasmus Mundus beneficiaries

Among the EM respondents, we find 94 men and 39 women in the cleansed data set. The youngest EM graduates, who participated in the survey, were born in 1991, the oldest ones in 1951. They came from 28 African countries of origin; Ethiopians and South Africans formed the largest groups.

For the field of studies, 35% of the 133 EM respondents declared they had participated in programs within the Social Sciences and Humanities, 22% in Natural and Computational Sciences and 21% in Life Sciences (including Health Sciences and Medicine). The remaining 22% were not able to attribute their discipline to the three categories. They specified under "other" that they had studied, for example, Engineering, Humanitarian Action, Project Management, Environmental Sciences, Architecture, Telecommunications, but also International Relations, Education, Journalism or subjects at the crossroads of the three categories such as Bio-Ethics or Geo-Informatics.

104 (74%) of the EM respondents had obtained a Master's degree through their Erasmus Mundus scholarship and 20 (14%) a PhD. 16 stated "other", which, according to their explanations, implied that they were either still studying or that they had participated in only some EM modules (as in EM Action 2). Some specified their answer to this question ("What kind of degree did you obtain through your studies in the European higher education programme?") with "postdoctoral", "Habilitation", "undergraduate", "bachelor". 7 EM respondents stated that they had obtained more than one degree through the programme.

At the time of responding to the survey, 88 (66%) respondents were residing in Africa, 43 in European countries, 1 alumni in the US and 1 in Brazil. Asked for the current place of employment, 70 (53%) stated that they worked in their African country of origin, 4 in another African country and 32 (24%) abroad. 27 interviewees checked they had no job at the moment, among them 15 who specified that they were still studying.

77% of the EM sample respondents said that they were currently working in a field that is related to their European higher education programme. Of the total of 133 EM respondents, 59 said they were working in the field of higher education (among

them some currently doing their PhD and some still studying on the MA level) and 6 in the field of research outside higher education. Among those 70 EM respondents who were employed in their African country of origin 36 stated that they worked in the sector of higher education and 5 in the field of research outside higher education; 1 respondent worked in the field of higher education in another African country than his/her country of origin. Totally speaking, about half of all EM respondents in the sample can be considered active academics and researchers. Or at least they are related in a certain way to the academic sector since some (as detailed interviews show) are employed in the (ministerial or university) administration of academic affairs.

23 out of the total of 32 "employed abroad" stated in an open text field that they were still enrolled in a European higher education programme, either as Master's or PhD student (the EACEA mailing list did not make a distinction between those still studying and those who had graduated already). The "working" diaspora in the EM sample, thus, comprises only 9 cases, out of which 2 respondents said that they had finished their PhDs and worked in the field of higher education and research (the remaining 7 were working in the state, provincial or municipal administration [3], in development projects [2] and in industries [2]). If we include the 15 respondents being employed or work as PhD researchers, the "working diaspora" in the sample contains 24 EM alumni in the diaspora, among which a group of 17 could be considered the African "academic diaspora".

6.2.1.2 DAAD beneficiaries

Of the 304 DAAD cases selected for analysis 236 were male and 68 female. The youngest DAAD alumni in the sample were born in 1987, the oldest in 1947. 34 African countries of origin were represented. Kenyans, Ethiopians and Cameroonians formed the largest groups of respondents.

Regarding the field of studies in their European higher education programme, 27% of the 304 DAAD respondents declared they had participated in programs within the Social Sciences and Humanities, 31% in Natural and Computational Sciences and 21% in Life Sciences (including Health Sciences and Medicine). The remaining 19% were not able to attribute their discipline to the three categories. They specified under "other" that they had studied, for example, Engineering, Environmental Studies, Meat Sciences, Agriculture, Veterinary Medicine, Hydrogeology, but also subjects that could indeed be summarized within one of the above mentioned categories, such as Physics, Chemistry, Mathematics, Economics, Theology or Material Sciences.

134 (39%) of the 304 DAAD respondents had obtained a Master's degree through their European study experience. Even more, namely 168 (50%), had received a PhD. 38 stated "other", which was specified with "Postdoc", "postgraduate", "Habilitation", Dr. med., Dr. Ing., Dr. habil., but also with "German Diplom" or "Magister". 36 DAAD respondents stated that they had obtained more than one degree through the DAAD programs.

At the time of the survey, 20 of the respondents lived in European countries (among them 15 in Germany), 15 in North America, 8 in Asia. 261 (86%) lived in African countries. Asked for the country where these alumni were employed at the time of interviewing, 238 (78%) stated that they were working in their country of

origin, 14 in another African country and 44 (14%) abroad. 8 said they had no job at the moment, among them two who were currently doing their PhD.

87% of the DAAD respondents of interest for the study said they worked in a field related to their European higher education programme. Among the 304 DAAD respondents, 184 checked the box indicating that they worked in the field of higher education, another 12 in the field of research at non-university institutions. Among those 238 DAAD respondents who were employed in their African country of origin 151 stated that they worked in the sector of higher education and 8 in the field of research outside higher education – among these 159 interviewees two were currently doing their PhD; 8 respondents worked in the field of higher education in another African country than their country of origin. Two thirds of those former DAAD beneficiaries who participated in the survey can be considered active academics and researchers.

5 out of the total of 44 “employed abroad” stated that they were currently doing their PhD; 1 was on sabbatical leave in the US. 24 out of the 43 (including the PhDs and the excluding the one on sabbatical leave) stated that they worked in the field of higher education and another 4 as researchers. They would, according to our understanding, form the “academic diaspora”. Among the remaining respondents currently working abroad, 6 were employed in the field of industries, 1 in medicine and health care, another 1 with state, provincial or municipal administration, 1 in agriculture, 1 in development projects, and 5 who specified “other” with policy analysis, consultancy, semi-governmental companies, human rights institutions and engineering.

6.2.1.3 Comparing the beneficiaries of EM and DAAD

This paragraph highlights differences and similarities in the statistical profile of both groups we have looked at. These observations will be commented and put into perspective in regard to the intended outcomes of the programs as described in Part I of this study. We need to emphasize, however, that the response rate for both groups was less than 5 percent. This means that we will not claim representativity. What we can offer are some interpretations of the phenomena we identified on the basis of the sample data.

Comparing the respondents according to gender, less women had participated in the survey, even less among former DAAD recipients than EM beneficiaries (DAAD: 22%; EM: 29%). As we do not know how many women were supported in the two basic populations we cannot, however, make any judgements on whether they are underrepresented in the sample or not. Ethiopians formed one of the largest groups in both samples. The distribution of respondents according to subjects shows some similarities. The percentage of those who studied in the Life Sciences is identical in both groups, whereas less DAAD respondents had studied a subject of the Social Sciences and Humanities in comparison to the EM respondents (27% vs. 35%). For the subject group of the Natural and Computational Sciences, the difference is to the opposite (DAAD: 31%; EM: 22%). The percentage of those who checked “other” was almost the same in both groups.

Regarding the degrees the alumni had obtained through their European study experience, our sample material invites to draw the following conclusions: The DAAD had supported more people to do a PhD while the majority of EM respondents had gained a Master’s degree.

From the data we furthermore see that more DAAD alumni are currently working in Africa (DAAD: 78%; EM: 53%) and that more former DAAD beneficiaries worked in North America (DAAD: 15 individuals; EM: 1). In absolute terms, more EM alumni in the sample had no job at the time of interviewing.

In the DAAD sample, two thirds can be considered active academics and researchers – either working in the diaspora or in Africa. With about 50%, this figure is significantly lower among former EM students. Looking at the respondents currently working outside Africa we see that the “working” diaspora in the DAAD sample comprises comparatively more cases than the EM sample.

Even though the cases collected for this study are statistically not representative of the whole body of alumni both of DAAD and EM programs, we would like to offer some interpretations of the differences and similarities we see here. We asked those forming the academic diaspora in the sample for their views regarding the opportunities provided by financially supported Masters and PhD programs in Europe in terms of their potential involvement in African HE.

As required in the ToR, participants of the questionnaire were encouraged to communicate whether and if yes how the European higher education programme prompted them to contribute to higher education development in Africa.

6.2.1.4 The Erasmus Mundus academic diaspora

In the following, as emphasized by the European Commission, we want to take a closer look at the views of those 17 “academic diaspora” respondents in the EM sample regarding the opportunities provided by financially supported Master’s and PhD programs in Europe in terms of their potential involvement in African higher education. A first item in the questionnaire related to how the survey participants perceived the relevance of the European higher education programme in regard to their current job. All EM diaspora academics filled the open text field to this question. In particular, they stated that next to very specific contents, concepts, theories, methods, instruments and tools in the various disciplines they had acquired, the Erasmus Mundus Master’s course had, for example, prepared students to solve problems (case 1755); it had prepared them for further studies in the framework of a PhD programme (cases 764, 868), and it constituted an academic qualification which opened up different career alternatives (case 2004). A second question invited the academic diaspora respondents to indicate what, from the perspective of their current job, was missing in the European higher education programme. Answers ranged from very specific programme related items, to “more job market related and entrepreneurial skills” (case 680, see also case 2559), more “practical application of theoretical knowledge” (case 868), more knowledge about the profession and the duties of academics (cases 1009, 1980, 2009) to high levels of satisfaction with the academic programs the way they were offered.

80% of all former EM scholarship recipients (including those who had returned to Africa) confirmed that the European study experience influenced their contributions positively. The figure is the same among the diaspora alumni only. The interviewees said that after their experiences in Europe with higher education programs and with how higher education was managed in Europe they started to get interested in how things were done in Africa. Some alumni currently working outside Africa stated that through their experience in Europe they got aware of

many developments in higher education and tried to influence higher education developments in Africa (cases 764, 1009). Other alumni started to build similar programs they had studied in Europe in their country of origin (case 680) or started to teach subjects which weren't taught before (case 762). They encouraged their fellow Africans to apply for scholarship programs in Europe (case 1807). And they felt that the European study experience helped to better network and to better face the job market, which may indirectly lead to a contribution towards development in the country of origin (cases 771, 2434). Or as one EM alumni responded: "I am going to look for employment in the higher education sector and train more Master and Doctorate students to become researchers" (case 2541). Asked for the skills with which the European study programme equipped its African participants, the EM diaspora alumni answered that the programme in Europe heightened their management, leadership and analytical skills that were deemed necessary to influence developments and policy options in African higher education as well as their personal research skills which may help to solve some of Africa's problems. 82% of all EM beneficiaries in the sample agreed that they had been equipped with skills that allowed them to become involved in capacity building in African higher education.

6.2.1.5 The DAAD academic diaspora

Regarding the 28 "academic diaspora" respondents in the sample, we will proceed similarly to the analysis of the EM respondents by summarizing their statements on the opportunities provided by financially supported Master's and PhD programs in Europe in terms of their potential involvement in African higher education.

The first question in the survey covering this aspect of the study related to the relevance of the European higher education programme for the respondents' current job. The majority thought it was very relevant for the jobs. Explanations ranged from general knowledge expansion, the continuation of the research done for the PhD, the exposure to a favourable research environment, to labs, instruments and new research techniques, and the focus on independent research, academic networking and synergy effects as well as analytical and critical thinking. Some interviewees emphasized that their support through the scholarship made possible the next steps in their academic careers. The second question gathered views on what former scholarship holders, from the perspective of their current job, missed in the European higher education programme. Some academic diaspora participants felt that they were not properly introduced to the foundations of academic work (case 722), that there were too little opportunities for practical experiences (cases 722, 2356), also with a view to becoming an academic, e.g. the lack in teaching experiences and publication opportunities (cases 349, 500). The majority of former DAAD recipients, now working in the academic diaspora, were satisfied with the programs and did not state anything they missed. Also DAAD alumni were invited to comment on whether and if yes how the European higher education programme prompted them to contribute to higher education development in Africa and with what kind of skills.

Also 80% of all former DAAD recipients in the sample confirmed that this experience prompted them to become involved in higher education development in Africa, and 77% agreed that they were equipped with the skills to contribute to higher education development in Africa within their European study experience. The answers of the academic diaspora of former DAAD recipients resembled in

many ways those of the EM beneficiaries. In addition, the exposure to international academic standards, an efficient organization of research as well as the critical thinking and self-reflexivity, the multiperspectivity and interdisciplinarity, were particularly highlighted (cases 404, 475, 887, 1367). The involvement in mentorship programs for African students was reported as very helpful (case 1160).

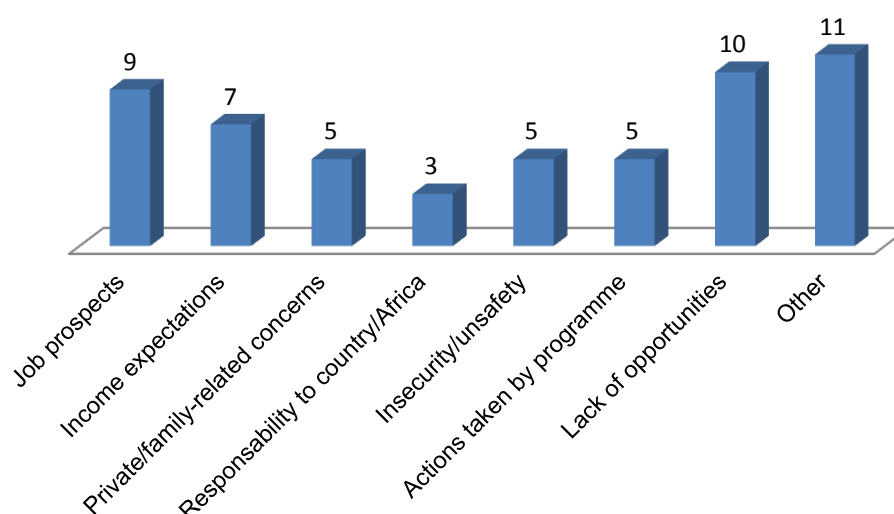
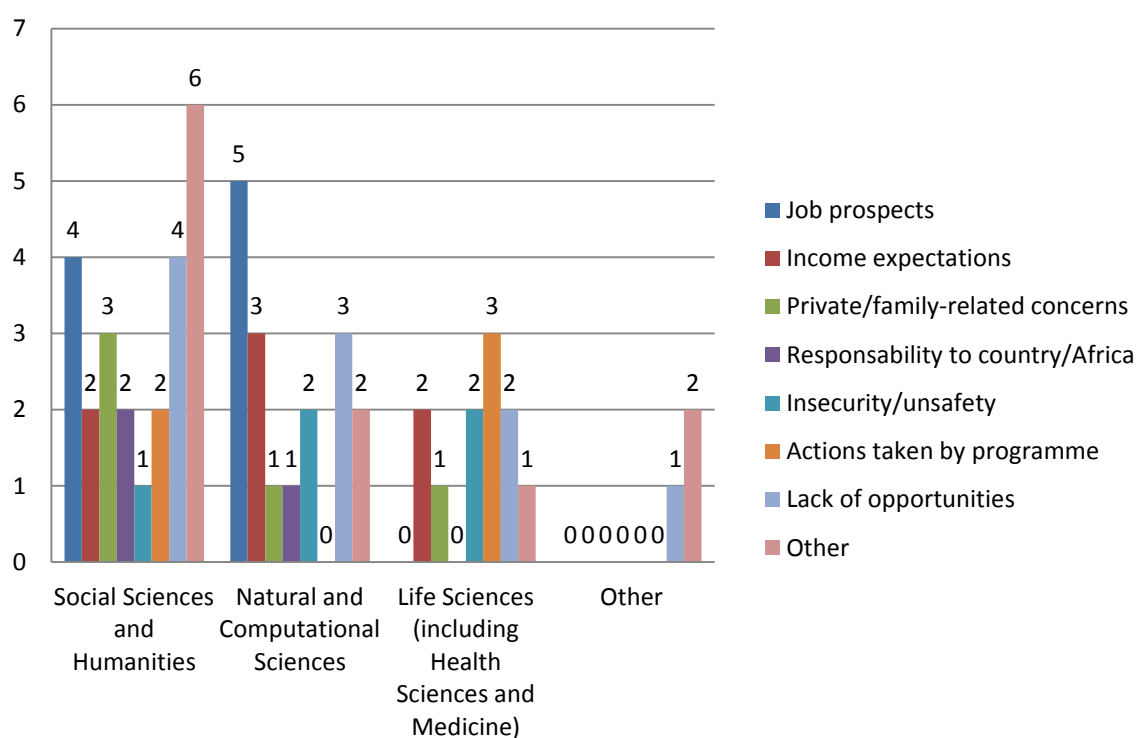
What appears to be a general positive feedback towards the European study programs on the one hand could on the other be read as a strong sign of dissatisfaction among the African alumni and diaspora with African higher education systems in general and its capability to train its students for the (academic) labour market. This underlying dissatisfaction constitutes the red thread in almost all open questions and will thus reappear through different expressions and examples throughout this chapter. When reading the proposals, ideas and activities of African diaspora academics, in particular, we must therefore ask whether they really respond to the deficits diaspora observes. The individualized bits and pieces how African alumni tried to contribute lead to the conclusion rather assume that there is a high level of helplessness.

6.2.2 Activity Levels in Higher Education of African Diaspora and Alumni

The next section, again following the ToR, will cover the level of engagement of former beneficiaries of European study programs in their country of origin's higher education systems. Before describing their activities according to the scholarship scheme they benefitted from, we will look at their motivations to either stay abroad or return to the country of origin/to Africa in general.

6.2.2.1 Erasmus Mundus

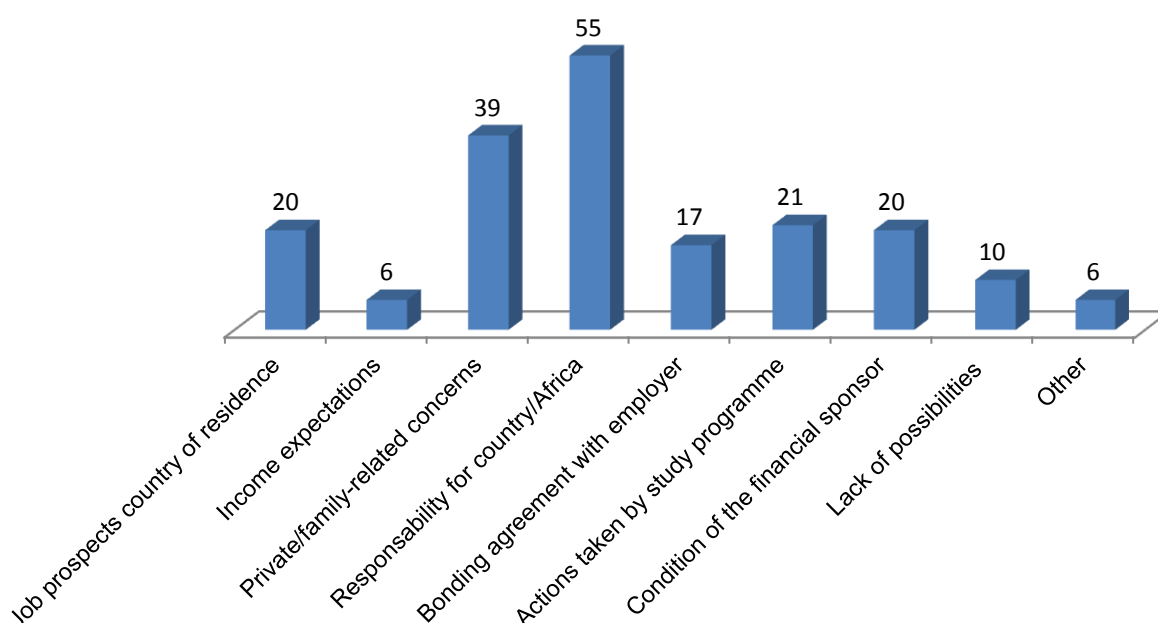
Those EM respondents who answered that they currently *worked abroad*, gave the reasons presented in the table below (multiple answers had been possible). "Job prospects abroad" and "lack of opportunities in the country of origin" ranged on top of the motivations. However, it turned out that many of those EM alumni defined as (academic) diaspora regarded their stay in Europe as temporary and that many of them, at the time of interviewing, planned to go back to their country of origin. Therefore, the reason specified the most often within the category "other" was "pursuing further studies". This is particularly true for those EM alumni who studied in the field of Social Sciences and Humanities. For a breakdown according to country of origin, the case numbers were too small to allow us to draw further conclusions. As will be detailed further down, the answers to this question can be already taken as a first indication that job opportunities in Africa were considered less favourable by those Africans currently staying in Europe.

Motivation to stay abroad (Erasmus Mundus (academic) diaspora)**Motivation to stay abroad (Erasmus Mundus academic diaspora according to discipline)**

The EM alumni's motivation for *return* to their country of origin is summarized in the graph below. A felt "responsibility for the country of origin", "wanting to give something back and to serve" appeared as the dominant reason for why African alumni had decided to go back. This was followed by "family-related concerns". The guarantee of a job upon return was the specification made by some who said they went back for "job prospects". Quite a few interviewees also reported that the return to the country of origin was either part of the "scholarship contract" or of their

"work contract". In the case of the latter, it can be exemplified in a bonding agreement with an African university, for example, if an employee had taken unpaid study leave to participate in the EM programme. Some felt that the "study programme had motivated and encouraged them" to implement what they had learned in their countries of origin. The "expectation to be promoted" with the degree from a European study programme was the reason that only a minority checked as was the "lack of opportunities to stay abroad". An interesting insight from the category "other" relates to the quality of life. South Africans, in particular, had stated that they judged the quality of life in some places in South Africa higher than abroad. It can be concluded from the answers of the EM alumni that private reasons that constitute the driving forces for return; bonding agreements and contracts rather seem to play a secondary role.

Motivation to return to Africa (Erasmus Mundus returnees)



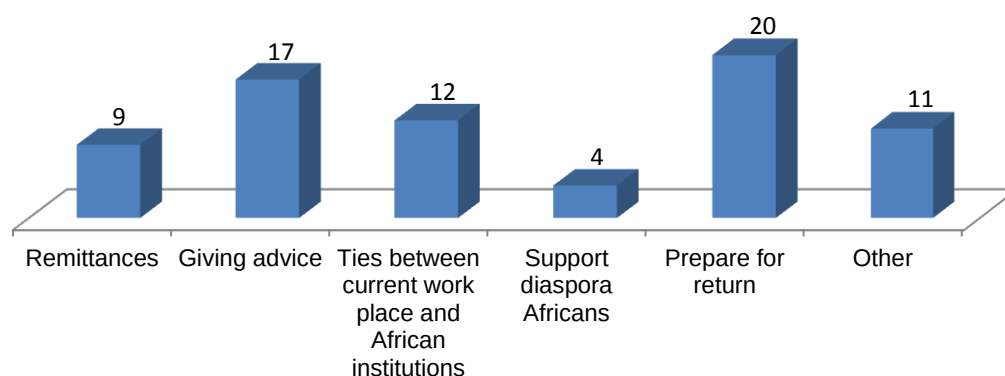
In the following we will discuss the engagement of the EM alumni in the (academic) diaspora and of those who have returned.

One question invited the alumni to judge the importance of personal involvement in African higher education development. On a scale of 0 (not important at all) to 5 (extremely important), no EM respondent said it was not important at all, 70 out of the 133 find it extremely important (=5), another 29 answered with 4, 19 with three. In the first place, answers show a high level of general readiness of becoming involved. Yet, we should be cautious as to what this means in reality; to answer this question with "extremely important" or "very important" does not necessarily have any practical consequence.

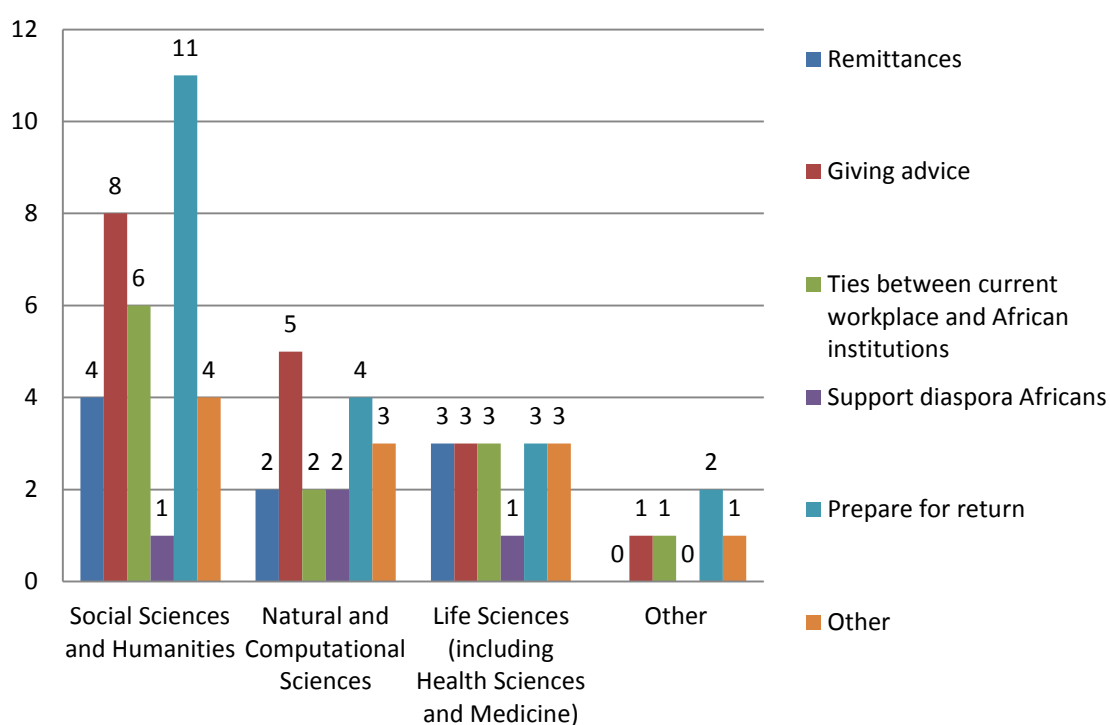
Asked what the diaspora considered as doable for them to improve higher education in their country of origin they gave the responses presented in the next graph (multiple answers had again been possible). It is interesting to note that a majority considered the "preparation for return once there is a job opportunity in the country of origin" through, for example, pursuing further studies (doing a PhD or a PostDoc on top of the first degree of a European study programme) as a way to

maybe later influence higher education in their country of origin positively. This supports the observation that EM alumni currently working in Europe are facing difficulties in finding attractive jobs in African higher education. This applies, in particular, to those alumni who had studied in the area of Social Sciences and Humanities. This answer was followed by "giving advice" from a position abroad, e.g. to start certain programs, and by "establishing connections with African institutions". Those who checked "other" specified, for example, that they conducted research and published on topics of higher education in their country of origin, that they helped in reviewing research papers and advised young graduates on how to gain admissions to higher education abroad. Furthermore, they participated in curriculum developments, gave voluntarily lectures in their subject areas or provided other aids, e.g. in the form of books.

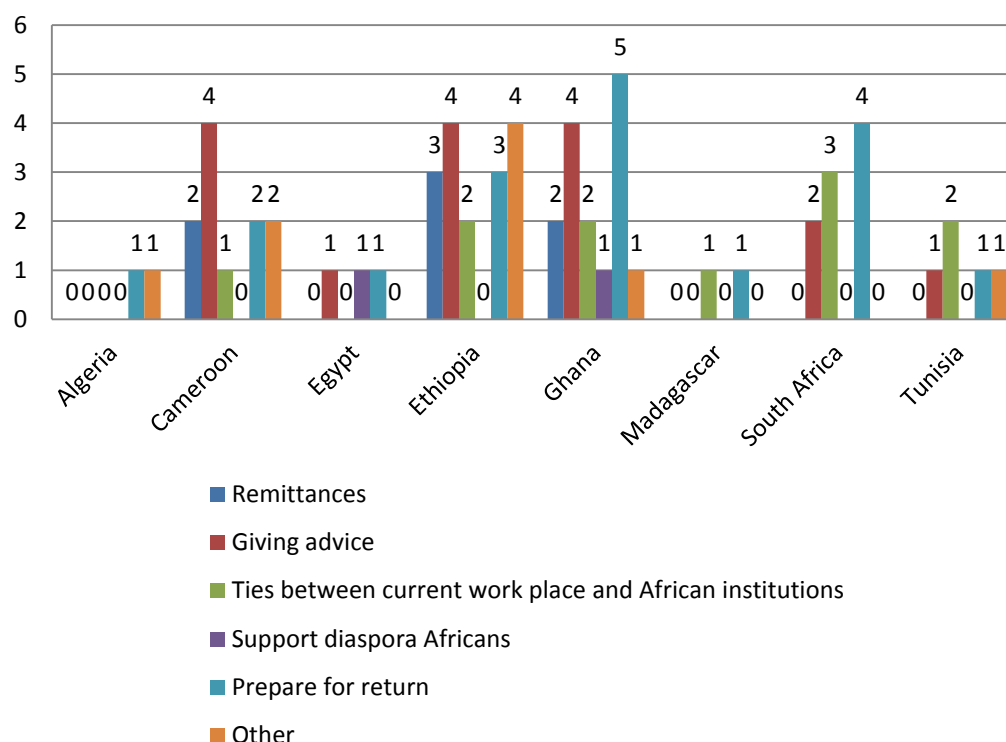
Possibilities to improve higher education in Africa (Erasmus Mundus academic diaspora)



Possibilities to improve higher education in Africa (Erasmus Mundus academic diaspora according to discipline)



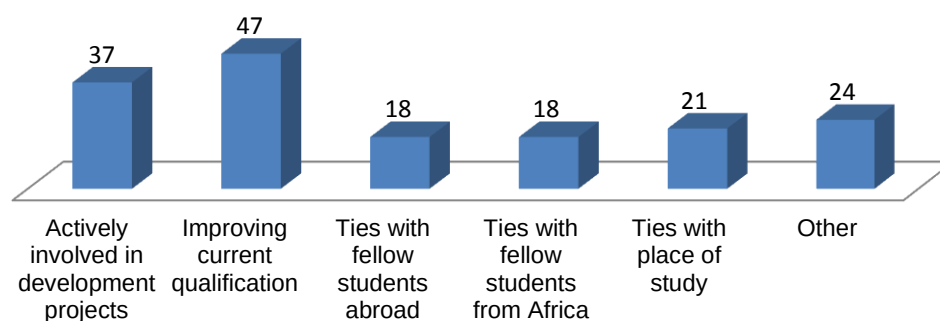
Possibilities to improve higher education in Africa (Erasmus Mundus academic diaspora according to country of origin)



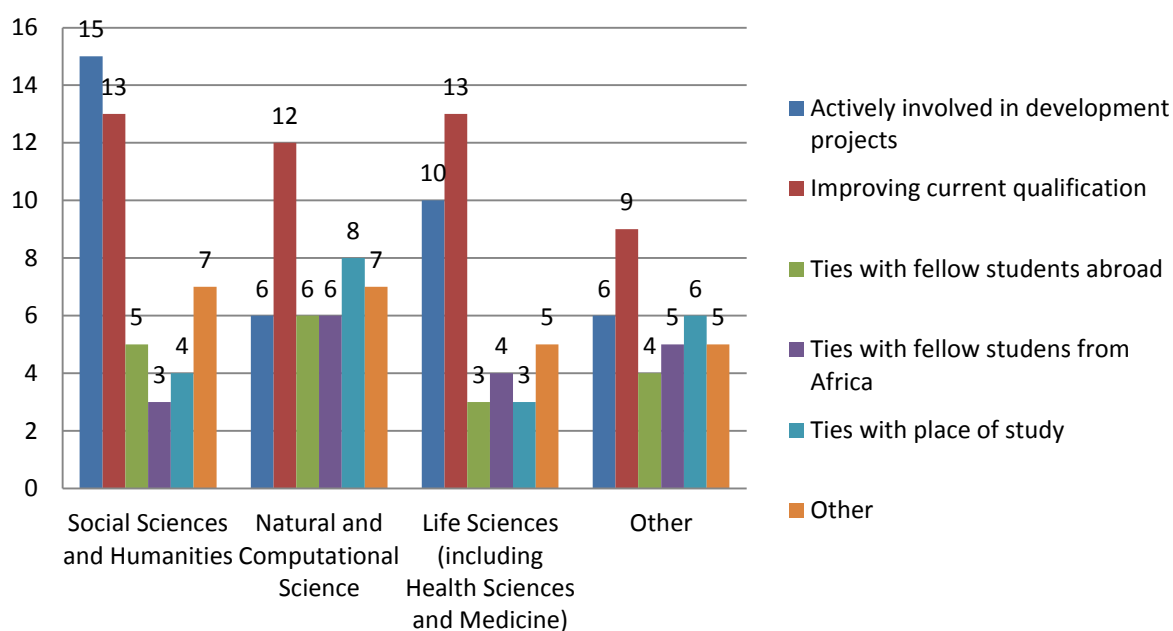
The answers to the question on what those alumni who had returned considered possible contributions to higher education in Africa are presented in the graph hereinafter. "Improving the qualification" ranged on top of the categories chosen by all respondents. Many of those who said they could contribute to improve higher education in Africa through a better academic qualification specified that they would do so best by continuing with a PhD after they had earned their Master's degree from a European study programme. Broken down according to the discipline the alumni had studied in Europe, it turns out that this category only ranged on top among alumni from the Life Sciences and the Natural Sciences. Alumni from the Social Sciences and Humanities selected another activity as priority, which ranged second among all respondents with 37 clicks. This is an active involvement in development projects. This category received the following clarifications in regard to a possible effect on higher education: Respondents were, for example, involved in different kinds of community service and "development projects". They felt that these had or could have an impact on the universities. Respondents reported, for example, that higher education institutions learned through development and community projects to become more responsive to local needs. EM respondents of our questionnaire were, furthermore, involved in preparing more school leavers for universities by entrenching the ideal of higher education through certain projects, e.g. teaching evening classes in local secondary schools or offering bridging courses for certain subjects. This item was selected by more alumni from the Social Sciences and Humanities. "Relations with former colleagues and study places" were also considered important possibilities by a number of respondents; the involvement in Alumni organizations, as one respondent mentioned, was an important way of staying in touch, of exchange and of contributing in a meaningful way. Those who had returned stated that they

contributed, in addition, to higher education development in a number of ways. Respondents said, for example, they contributed by promoting scholarships abroad to the students they taught now, furthermore through student supervision, teaching, the participation in programme and curriculum development as well as in quality assurance and evaluation endeavours, by offering (at times voluntary) part time teaching in the local university, often from a position in a sector outside higher education, or additional after work courses. One respondent translated "online courses into Arabic so that language wouldn't be a barrier to those who want to learn" (case 1993). Another one trained colleagues. "Being a positive voice" (case 1711) and "creating a positive mental attitude" (case 2283) were also considered a contribution to improve higher education in Africa from the view point of returnees. A look into the answers to this question according to country of origin revealed that the answer "further improving current qualification" ranged first among Egyptians and Ethiopians, while South Africans were particularly active in development projects.

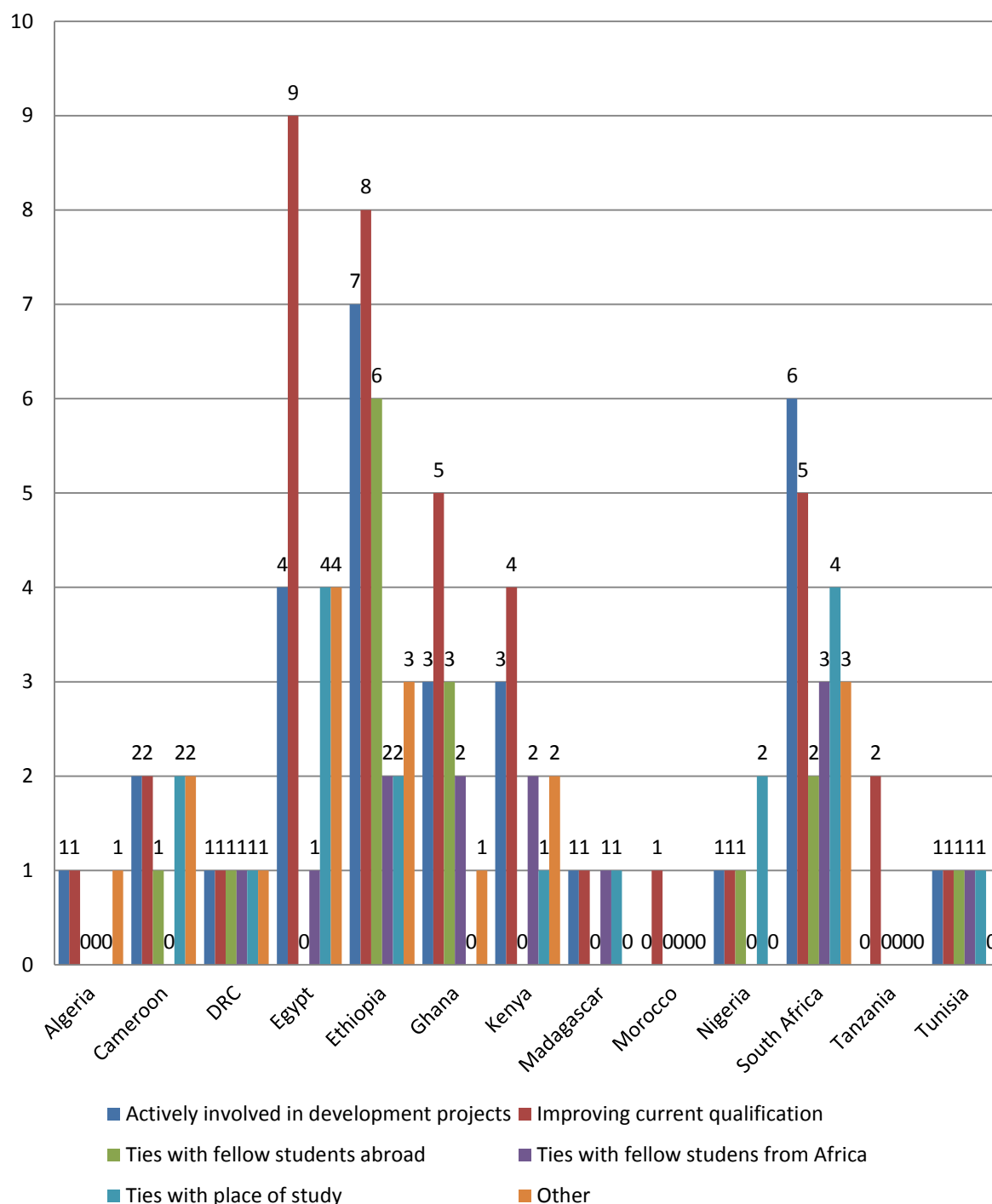
Possibilities to improve higher education in Africa (Erasmus Mundus returnees)



Possibilities to improve higher education in Africa (Erasmus Mundus returnees according to discipline)



Possibilities to improve higher education in Africa (Erasmus Mundus returnees according to country of origin)



This section has shown that there are a large number of possible activities of involvement in African higher education development, both for (academic) diaspora alumni of European study programs as well as of those alumni who had decided to go back to their country of origin after the completion of studies in Europe. The breakdown according to discipline nurtures the assumption that for Social Scientists, in particular, it seems to be more difficult to immediately go back to their country of origin after the completion of a European study programme. Quite a number of Social Scientists continue to stay in Europe, and they ticked the answer

"preparation for return once there is a job opportunity in the country of origin" most often. What therefore needs to be highlighted is that the data feed the assumption that African alumni of European study programs in the diaspora do not trust the African higher education systems.

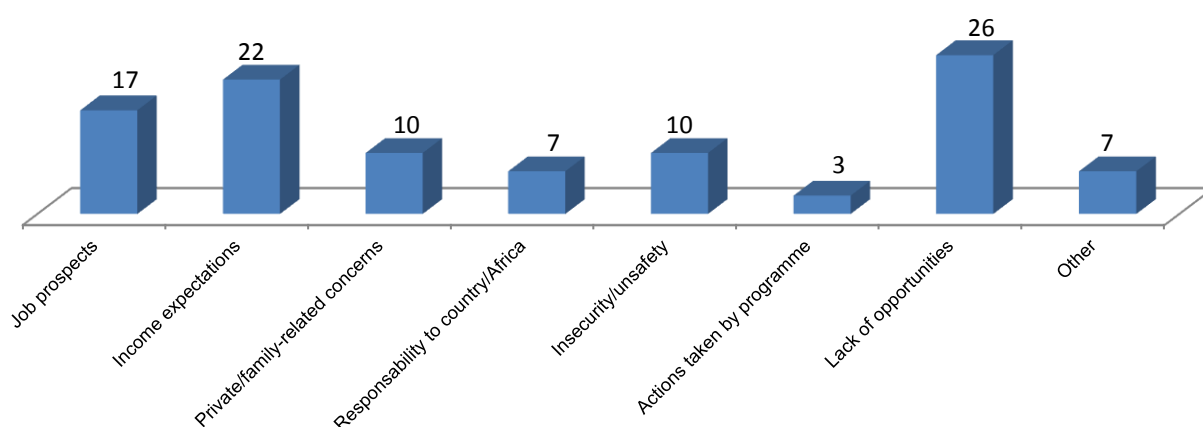
6.2.2.2 DAAD

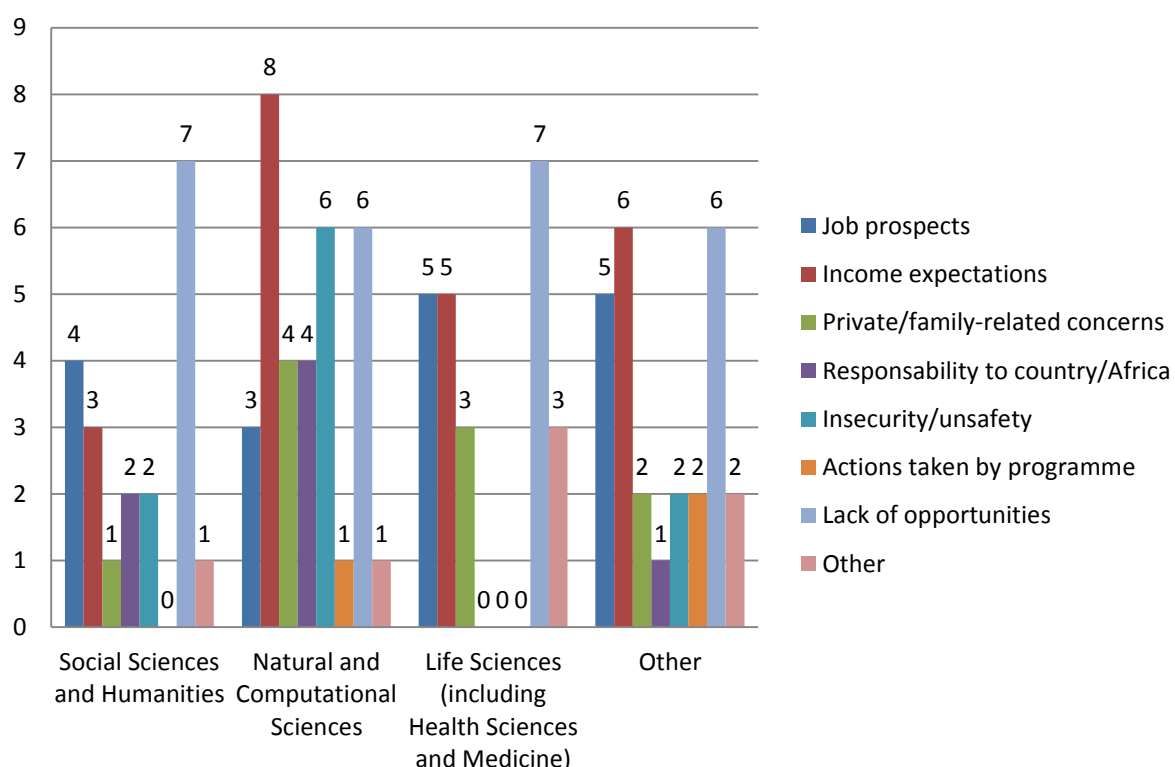
This paragraph addresses the level of engagement of former DAAD beneficiaries, whether currently in the diaspora or returnees, in their country of origin's higher education systems. Analogous to the EM analyses, we will start by presenting the level of readiness for becoming involved in African higher education development before discussing the different reasons for either remaining in the diaspora or returning to the country of origin/to Africa in general.

The question how important a personal involvement in African higher education development was for the DAAD respondents showed a similar trend as among EM respondents; more than 90 percent of the 304 DAAD beneficiaries in the sample considered an involvement important, very important or extremely important (on a scale of 0 to five, 170 checked 5, 73 chose 4 and 39 took 3). This result, however, must again be critically questioned with regards to whether these responses would result in concrete activities.

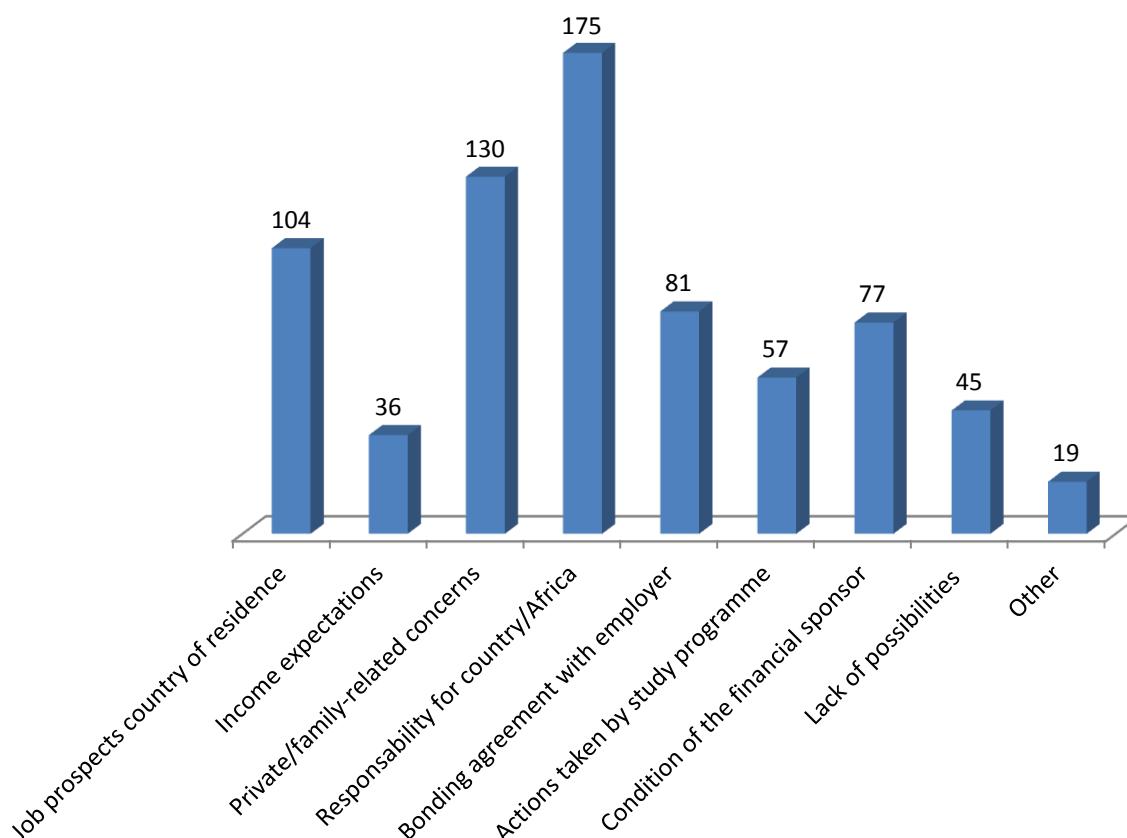
For DAAD alumni in the diaspora we can say that the "lack of opportunities in the country of origin" was the major driving force for staying abroad after the completion of studies. Some of the respondents were doing their PhD and continued to look for job opportunities back home. This reason was followed by "income expectations", "job prospects abroad", "family-related reasons" as well as "insecurity/unsafety" in the country of origin. Depending on the discipline the DAAD alumni had studied in Europe the absolute figures differ. Income expectations were, according to the answers to our survey, most relevant for Natural Scientists, followed by "lack of opportunities in the country of origin". The latter was the most popular explanation among alumni of the Social Sciences and Humanities as well as among those of the Life Sciences. A breakdown according to country of origin does not allow to draw conclusions as the case numbers were again too small.

Motivation to stay abroad (DAAD academic diaspora)



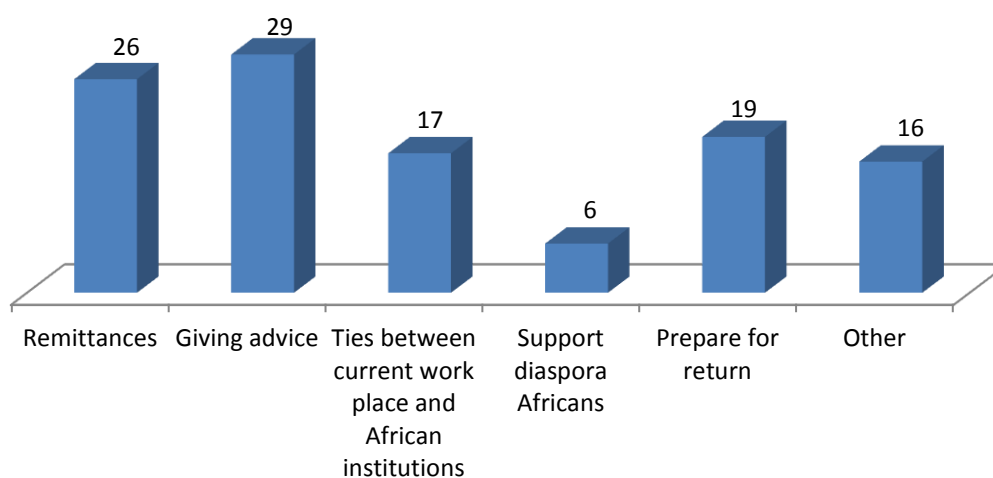
Motivation to stay abroad (DAAD academic diaspora according to discipline)

Similar to the respondents of the EM sample, the most important reasons for the DAAD alumni to return was a felt "responsibility for the country of origin/the African continent" as well as "family-related issues". Also the "job prospects in country of current residence" featured high in the answers. It was followed by "bonding agreements" and "scholarship contracts", which required the alumni to go back to their country of origin after the completion of studies in Europe. Some reported that their study programme encouraged them to return, in one case through a financial support for an internship after the completion of the programme. A number of respondents also stated that the DAAD strongly encouraged its beneficiaries to return and that they were even expected to return. In some cases it was not a condition, in others it was an obligation to return to the country of origin or to another developing country, depending on the funding scheme. The DAAD's alumni programs were particularly highlighted by the survey participants as facilitators of return, with opportunities for further receiving grants and staying involved with the international academic community. "Income expectations" were selected by a number of respondents from Kenya in particular, who stated that salaries in Kenya were quite ok. Home sickness, nostalgia about the country of origin as well as a felt stress by the life in Europe appeared as additional reasons in open text fields.

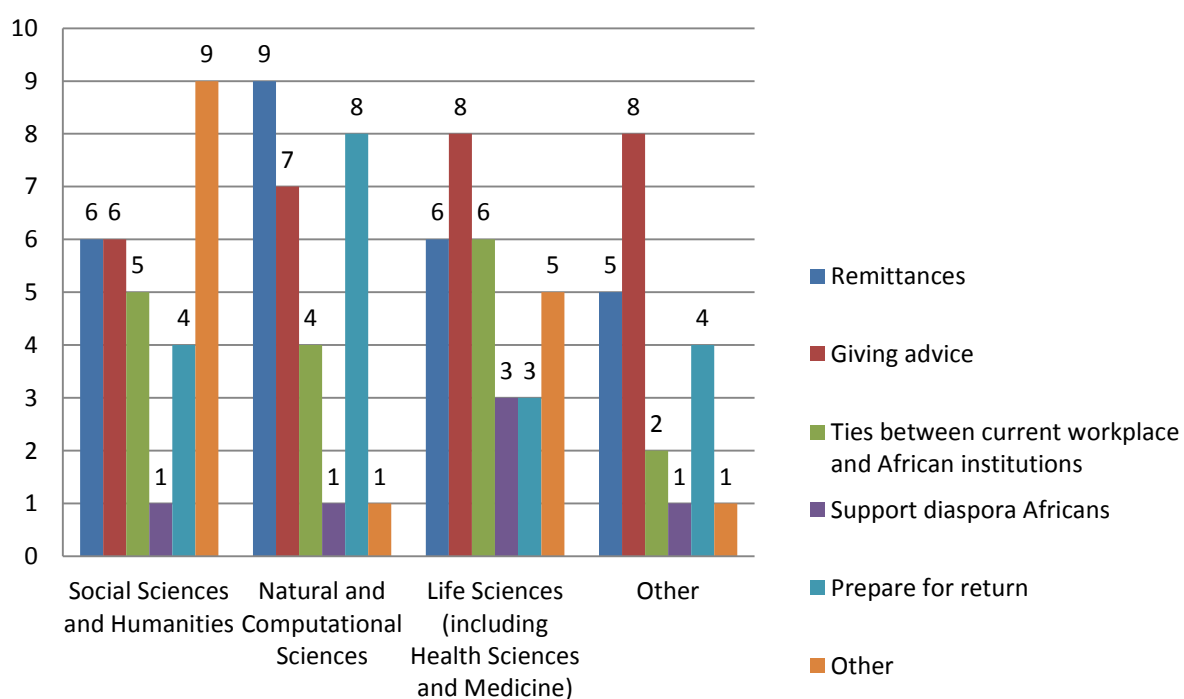
Motivation to return to Africa (DAAD returnees)

Possible activities to improve higher education in Africa were evaluated by the DAAD (academic) diaspora as follows (see also graph below): "Giving advice" from their position abroad, e.g. through the supervision of students based in Africa, was the category chosen by most of the respondents, which was followed by "sending remittances". The "preparation for return", meaning that respondents were still in the period of qualification at the time of interviewing, planning to return to Africa after having achieved the degree, was selected by 19 respondents. Respondents in the DAAD (academic) diaspora considered "ties with their former institution of higher education" equally important. Furthermore, they shared the following activities in open text fields: involvement in career mentorship, circulating international scholarship opportunities; sharing online resources and training materials with colleagues from Africa and advising colleagues; establishing online programs; teaching and supervising undergraduate and postgraduate students; participating in academic or research projects in the country of origin, for example, by being involved in some DAAD projects (DIES, "fachbezogene partnerships") (case 729) or being involved in associations (case 1160). It is interesting to note that the category "other" was ticked by a significant number of African alumni who had studied in the fields of Social Sciences and Humanities. "Giving advice" is evenly distributed among the different disciplines. A "preparation for return" was ticked ostentatiously often by DAAD alumni from the Natural and Computational Sciences.

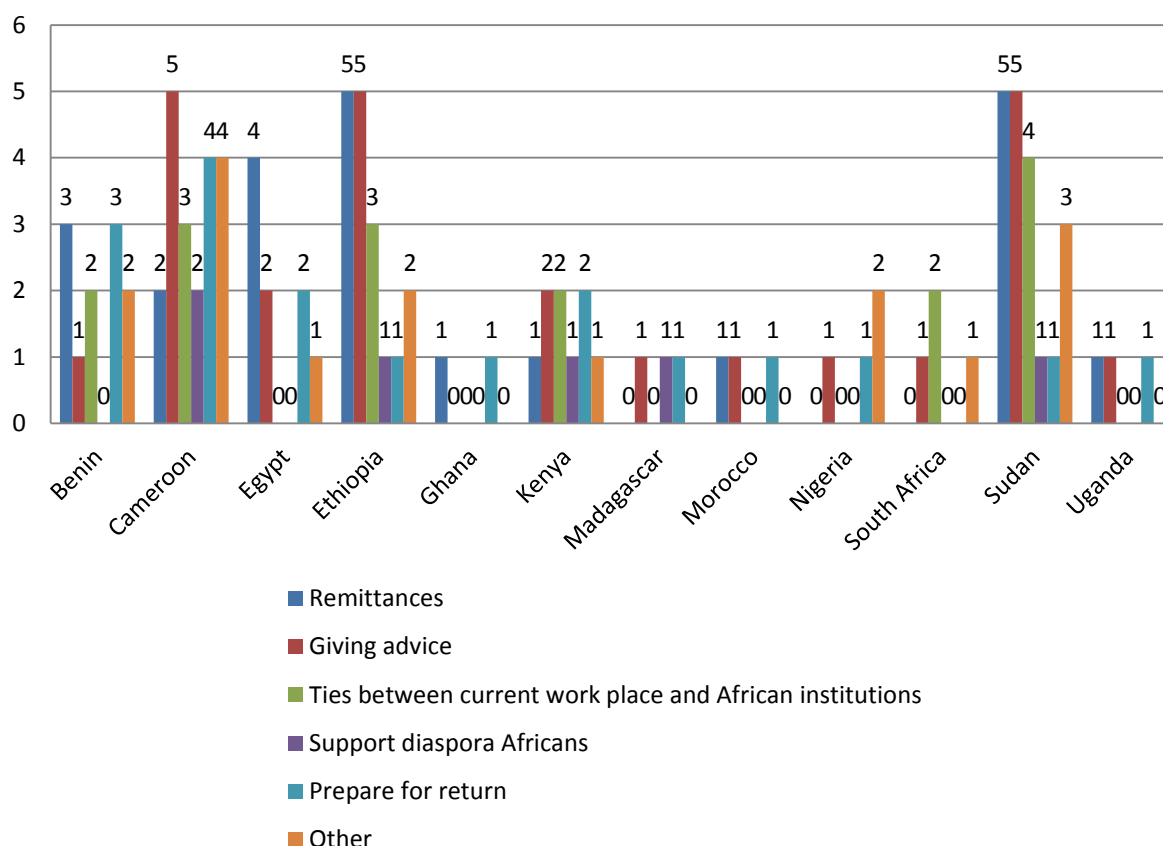
Possibilities to improve higher education in Africa (DAAD academic diaspora)



Possibilities to improve higher education in Africa (DAAD academic diaspora according to discipline)



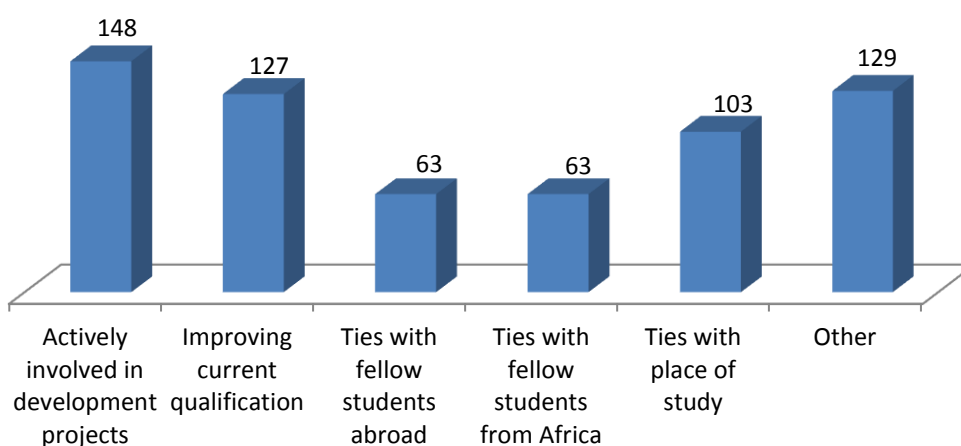
Possibilities to improve higher education in Africa (DAAD academic diaspora according to country of origin)



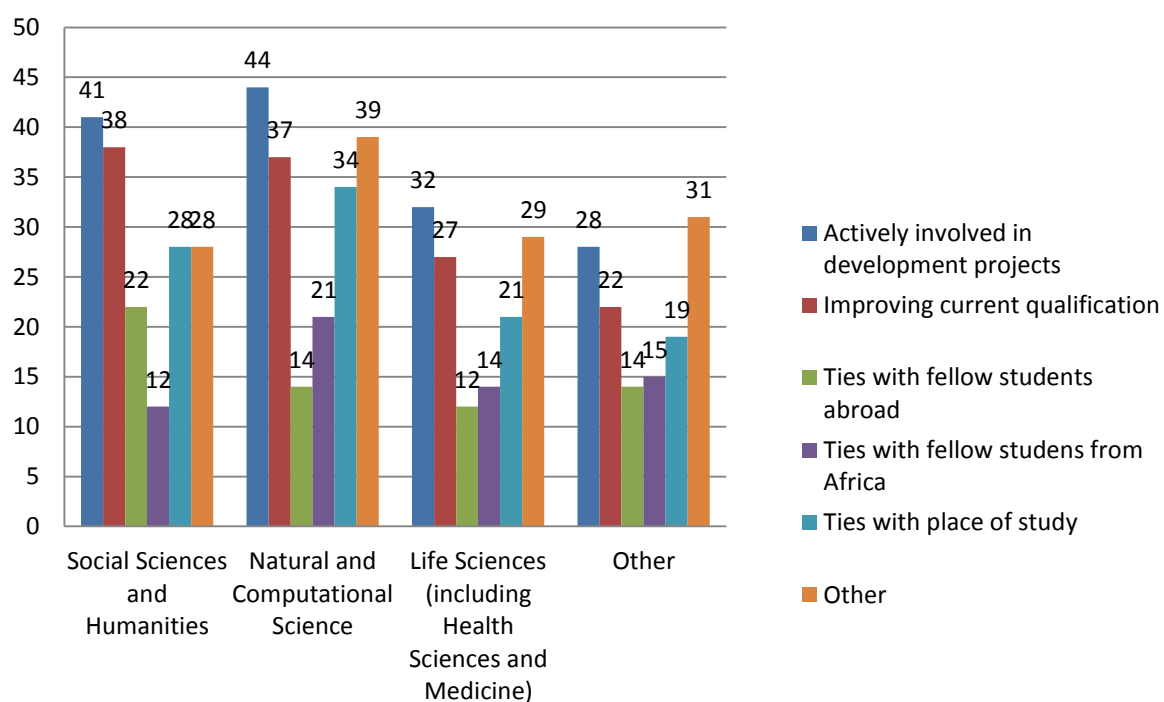
The majority of former DAAD beneficiaries who had returned to their country of origin stated that they were involved in a number of activities (multiple answers possible) that could contribute to the improvement of higher education in Africa. The option selected the most often was an "active involvement in development projects", such as community service projects related to institutions of higher learning (e.g. encouraging local youth to study at university, career advice, mentoring) or research projects serving the local communities and producing data which can be further used by postgraduate students. This was followed by the category "improving current qualification" and the maintenance of "relations with the place of study in Europe". "Ties with fellow students abroad" as well as with "fellow students from Africa" were chosen less often, but still by a total of 63 participants. Additional activities mentioned by the DAAD returnees resemble those of the EM returnees. Respondents were active in the areas of teaching, research and community interaction as well as in higher education administration and management, staff training and knowledge sharing, policy development and strategy writing on the national, on the institutional and even on the continental level. Respondents further explicated that they encouraged postgraduate students to apply for scholarship schemes in Europe, that they invited guest scholars from other African countries (former fellow students in Europe) and European institutions to their African universities and that they were involved in international collaborative teaching and research projects with colleagues and universities in Europe. They contributed to African higher education through their personal "experience in finding the funding of projects" (case 233) or sponsored "relatives to

acquire higher education" (case 420). Analysing the answers as a function of the disciplines studied in Europe shows no major differences. In comparison to the EM returnees it is remarkable that DAAD alumni in our sample, irrespective of the discipline studied, were actively contributing towards higher education through development projects, which was followed by the improvement of the current qualification in all disciplines. A look towards the countries of origin reveals that among Egyptians pursuing further studies was considered a more important activity for contributing towards higher education development in Egypt than being involved in development projects. Kenyans and Nigerians checked most often the category "other" stating activities and ideas outside the categories given in the survey.

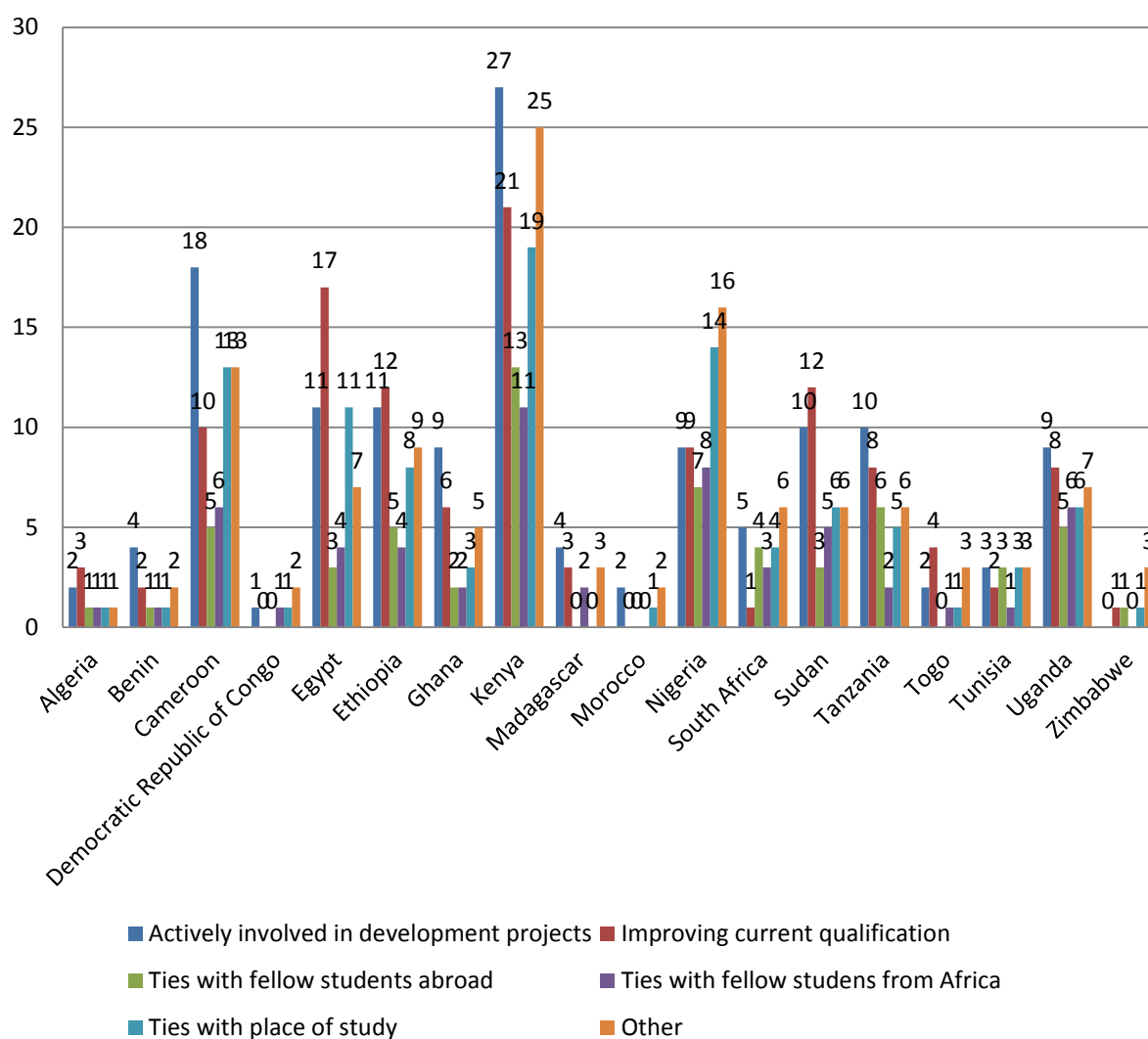
Possibilities to improve higher education in Africa (DAAD returnees)



Possibilities to improve higher education in Africa (DAAD returnees according to discipline)



Possibilities to improve higher education in Africa (DAAD returnees according to country of origin)



This section has confirmed the diversity of individual activities found among the African EM alumni also for DAAD respondents, through which both African alumni of European study programs who returned to their country of origin as well as alumni in the (academic) diaspora contributed to African higher education development.

6.2.2.3 Comparing the beneficiaries of EM and DAAD

We see that on the individual level there is a generally high degree of readiness to contribute in different ways to higher education improvement in Africa. Yet, our interpretation of this observation is that both groups easily ticked the boxes "very important" or "extremely important". This attitude must not necessarily lead to concrete initiatives. Taken all answers together, EM and DAAD alumni equally exerted themselves to make only a small effort towards contributing in one way or another to higher education development in Africa. And except for a slight difference in the concrete activities and the focus between returnees and diaspora (e.g. short term vs. long term teaching; distance vs. on site supervision) we can

conclude from the source material that there is a high potential among any African alumni of a European study programme, which is not systematically exploited yet and seems to not be utilized to the full possible extent yet. What challenges and difficulties there are is discussed hereinafter.

6.2.3 How African Alumni and Diaspora can be involved in African Higher Education

This paragraph deals, firstly, with the challenges and difficulties to increase the involvement of African (academic) diaspora in higher education development in Africa – as seen by the participants in our survey. It will, secondly, address ways and areas as well as aspects in which African alumni who returned to Africa and those who remained in the diaspora can be (more) involved in their country's higher education system. Information is based upon the answers to the following open questions within the online questionnaire: 1) "Which difficulties do you see for (academic) diaspora to contribute to higher education development in Africa?" and 2) "What do you consider important to increase the involvement of African alumni and diaspora in higher education development in Africa?" In discussing the answers to these questions no distinction will be made between different scholarship holders. Yet, we may distinguish between Africans who have returned to their African country of origin or another African country and those living and working in Europe or elsewhere in the world if differences turn out.

More than 55% of the respondents in our sample saw difficulties for (academic) diaspora to contribute to higher education development in Africa. Countries whose citizens answered well above average that they saw difficulties included, for example, Morocco (81%), Algeria (75%), Cameroon (70%), Sudan (67%) and Ethiopia (62%). Close to half of the participants, irrespective of the scholarship scheme they had benefited from, considered contributions possible. Yet, this naturally depends on what one considers as contribution. Many of the African alumni, as we have seen in the previous paragraphs, rather involved themselves in African higher education with very particular and individualized activities that paid attention to the respective national circumstances and existing windows of opportunity.

Those who felt that there were challenges specified them in the following manner. Members of the diaspora ("African alumni employed abroad") highlighted time and again the poor infrastructures and badly maintained facilities in African higher education institutions, the lack of resources and the shortage of materials, in particular for research, as major constraints to become more involved in African higher education development. Another aspect related to the lack of incentives and financial support for those who either attempted to return to their country of origin or become more involved in higher education development from a position outside the borders of the country of origin – from African governments in particular. Governments were regarded as key actors generally able to influence and improve the situation, but oftentimes even impeding activities. Many Africans in the diaspora had observed a lack of political will to change the situation. Rarely are there official platforms or mechanisms in existence that would allow the African diaspora to contribute and interact with African higher education in a channelled way. Some diaspora academics also reported difficulties when trying to interact with local professors. They stated that the African diaspora is often mistrusted and that there are fears among African professors that the diaspora people could

become competitors for them. This may result in lack of interest and even refusal to collaborate with the diaspora as well as a general lack of communication. Attitudes of not being receptive to new ideas, of rejecting any form of criticism were experienced by the diaspora both with local politicians and academics, often justified with the explanation that the diaspora people "don't know the situation". Other constraints to involvement mentioned by diaspora academics were that they had not enough (vacation) time to participate in research programs, furthermore political and economic stress as well as insecurity.

African alumni who had returned to their countries of origin largely confirmed the observations and experiences made by the diaspora academics. They also reported a number of additional difficulties for diaspora (academics) wanting to become more involved in African higher education and referred to local realities they would face if they were employed in their country of origin. Mention was, first of all, made of the difficulty in getting a job after graduation from a European study programme. In the process of trying to apply for a position in an African country, alumni of European study programs could face difficulties with the recognition of diplomas and certificates (reported from Guinea, Kenya as well as Tunisia). Furthermore, in many African countries governments are deeply involved in employing academics. Sometimes, decisions for appointment are not taken on the basis of skills, talents and possible contributions but on political views and affinity (cases 638, 664, 1381, 1509, representing voices originally from Cameroon, Ethiopia and Sudan).

Once in the system, respondents stressed the bad remuneration of academic staff, disjointed career prospection and poor talent management, furthermore limited access to scientific literature, to books, material and to the internet as well as the overcrowdedness and the numerous strikes as possible constraints. Furthermore, they highlighted the limited opportunities to travel to other countries and the difficulties in getting visa. One academic stated "Experts in the African countries are not allowed freely by their governments to go and work in the North whenever such opportunities arise" (case 339, country of origin: Tanzania). So, among other things, staying in contact with colleagues from abroad became a challenge. This was also related to the lack of national and institutional exchange and mobility programs. One participant summarized: "The whole higher educational system is dysfunctional. So any contribution would be very limited. Trying to change established system would be met with resistance. One might be regarded as dangerous to the system if one wants to bring about change. Leaving a career in Europe or even thinking about spending some time in an African country is financially not worth it" (case 722).

With a view to ways and measures to increase the involvement of African alumni and diaspora in higher education development in Africa the responses were extremely diverse. They reflected the different situation of higher education in different African countries, the different approaches of African governments towards African alumni and diaspora of European study programs as well as, certainly, also the personal circumstances of the particular participants in the survey. The general improvement of African higher education systems, to make them more attractive to African alumni and diaspora, ranged on top of the answers to this question, both among African alumni who had returned as well as among those who had stayed abroad. The call for improvement related, first of all, to the inadequate financial situation of HEIs in Africa, most notably with regards to the

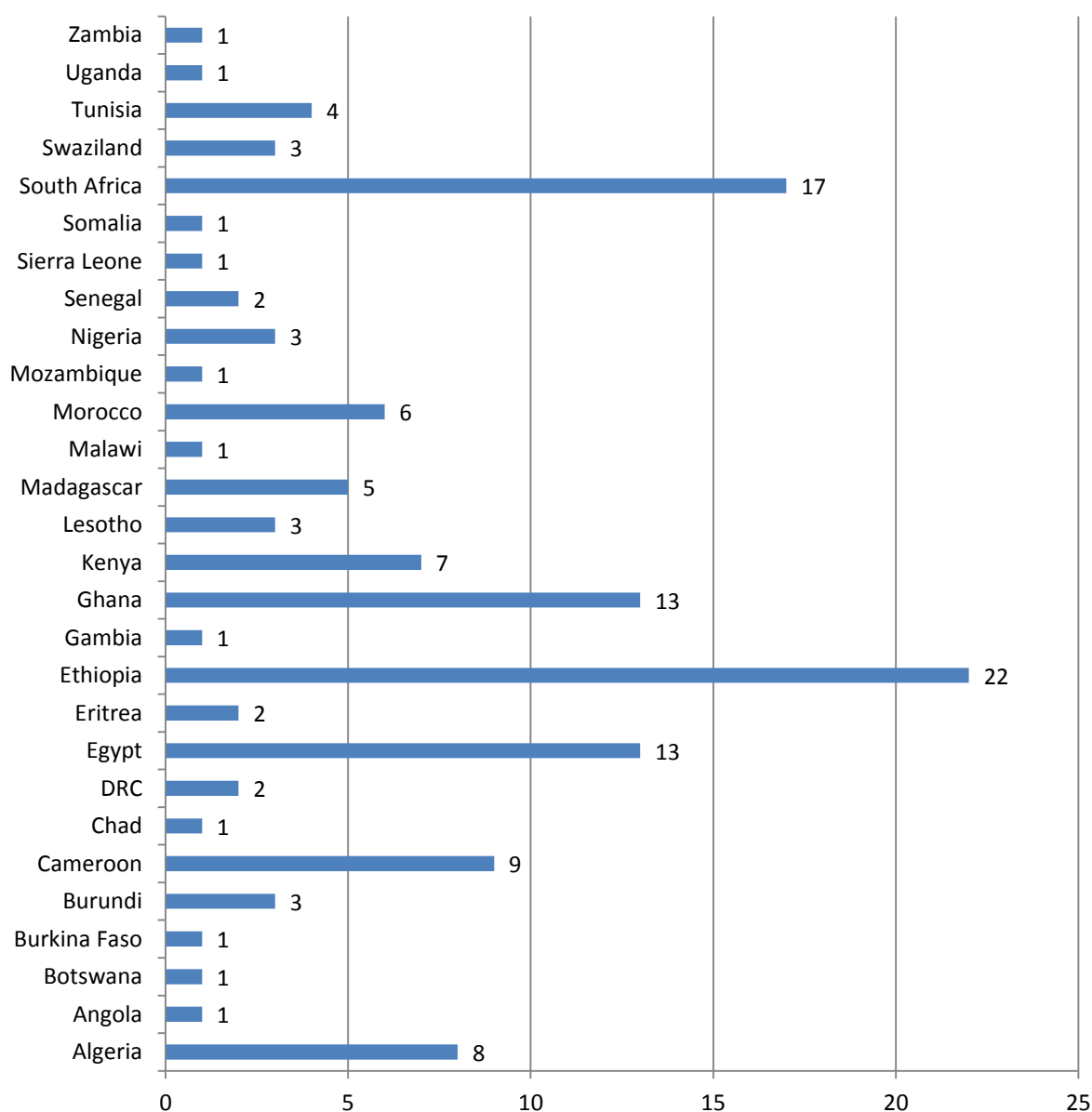
salaries for academics. It related as well to poor infrastructures, missing research facilities and access to scientific literature but also to inadequate bureaucracies and incapable management.

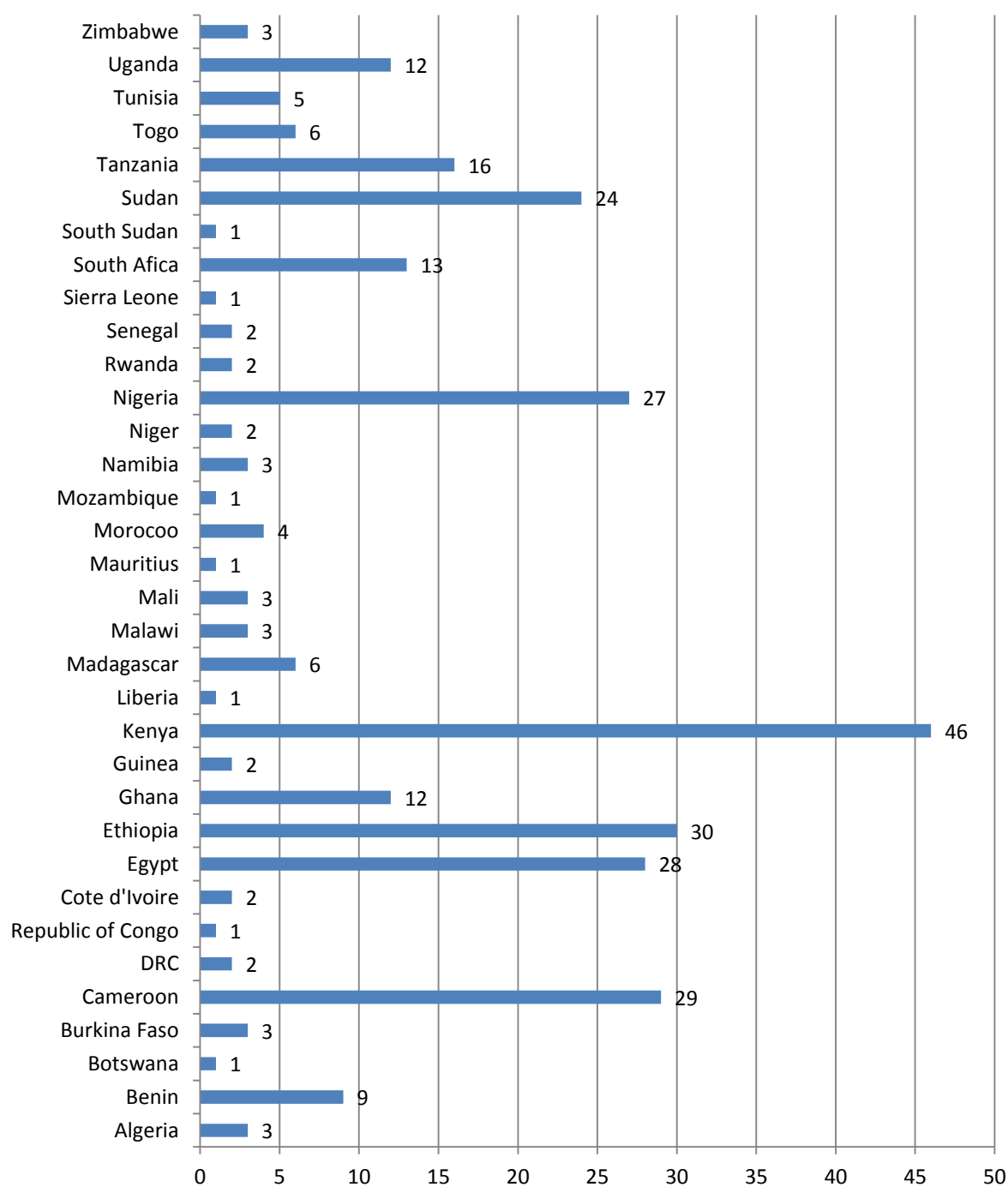
Respondents desired, for example, that African governments as well as the HEIs, needed to accept that the diaspora could play an important role and that it was mostly willing to contribute. This, however, required recognition of their special status. It required furthermore good will and commitment of all stakeholders towards generally supportive and enabling environments. It would require strategy as well as policy and possibly also some incentives. Respondents advised that the leaders of African countries should establish and maintain databases and platforms with information on who was doing what and where as well as contact details. They should organize a brain pool database that could easily be mobilized and used, for example, for matters of recruitment. Long bureaucratic chains should be avoided. Many African diaspora academics were ready to become more involved and advice in policy formulation in the field of higher education and claimed to be invited to regularly interact with decision makers on the national as well as on the institutional levels.

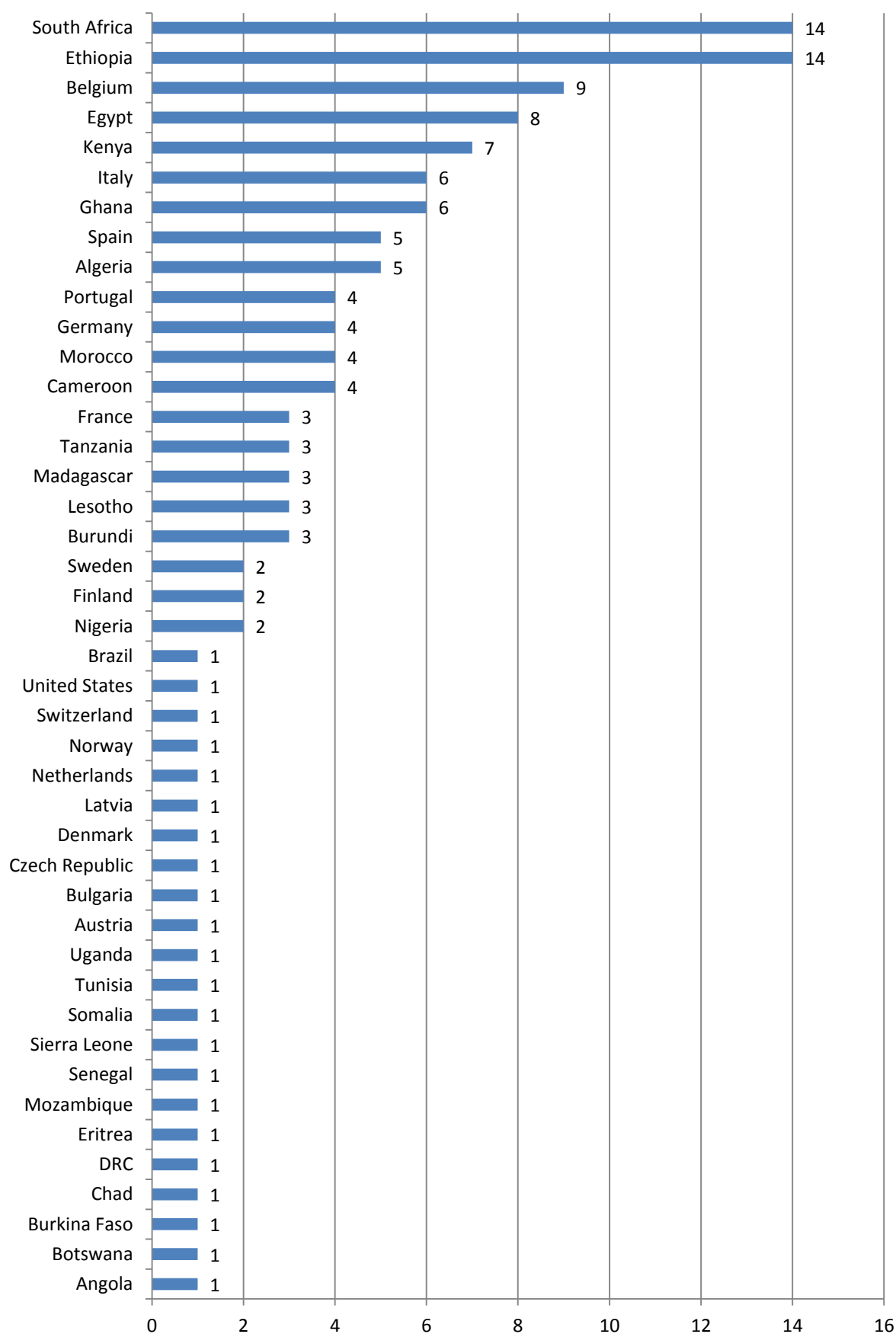
A great deal of proposals circulated around the strengthening of existing partnerships (and the creation of more partnerships) between African higher education institutions and European ones, in particular research and teaching collaborations, such as joint degree programs, joint supervision and mentoring, different kinds of mobility programs for students and lectures relating to constant knowledge transfer and exchange in both directions. African alumni and diaspora were considered key figures in these kinds of enterprises. They could also contribute towards fundraising.

The creation of networks and platforms of African alumni as well as African diaspora in each African country of origin and their maintenance was considered another option for further engagement. Regular exchange between returnees and African diaspora academics should be organized as well as regular follow-ups by the different sponsors on what former beneficiaries were doing. Respondents furthermore formulated that African diaspora academics should be able to spend time in Africa on a temporary basis to share their knowledge and experience, for example, as visiting scholars for limited teaching assignments, sabbaticals, part-time teaching as periodic activities. Also the set-up of e-learning elements was considered an option for academic diaspora involvement. With regards to the European higher education programs and their funding schemes, respondents proposed to reflect about programme components or mechanisms to establish an involvement while still being involved in the study programme, in particular for those who continued to be employed at African HEIs while in Europe. Measures of reintegration in Africa after graduation in Europe were equally reflected and considered important. Another group of recommendations dealt with material contributions that African alumni working in the diaspora could donate, e.g. in the form of books or equipment but also by creating a scholarship scheme for African mobility or even research funds.

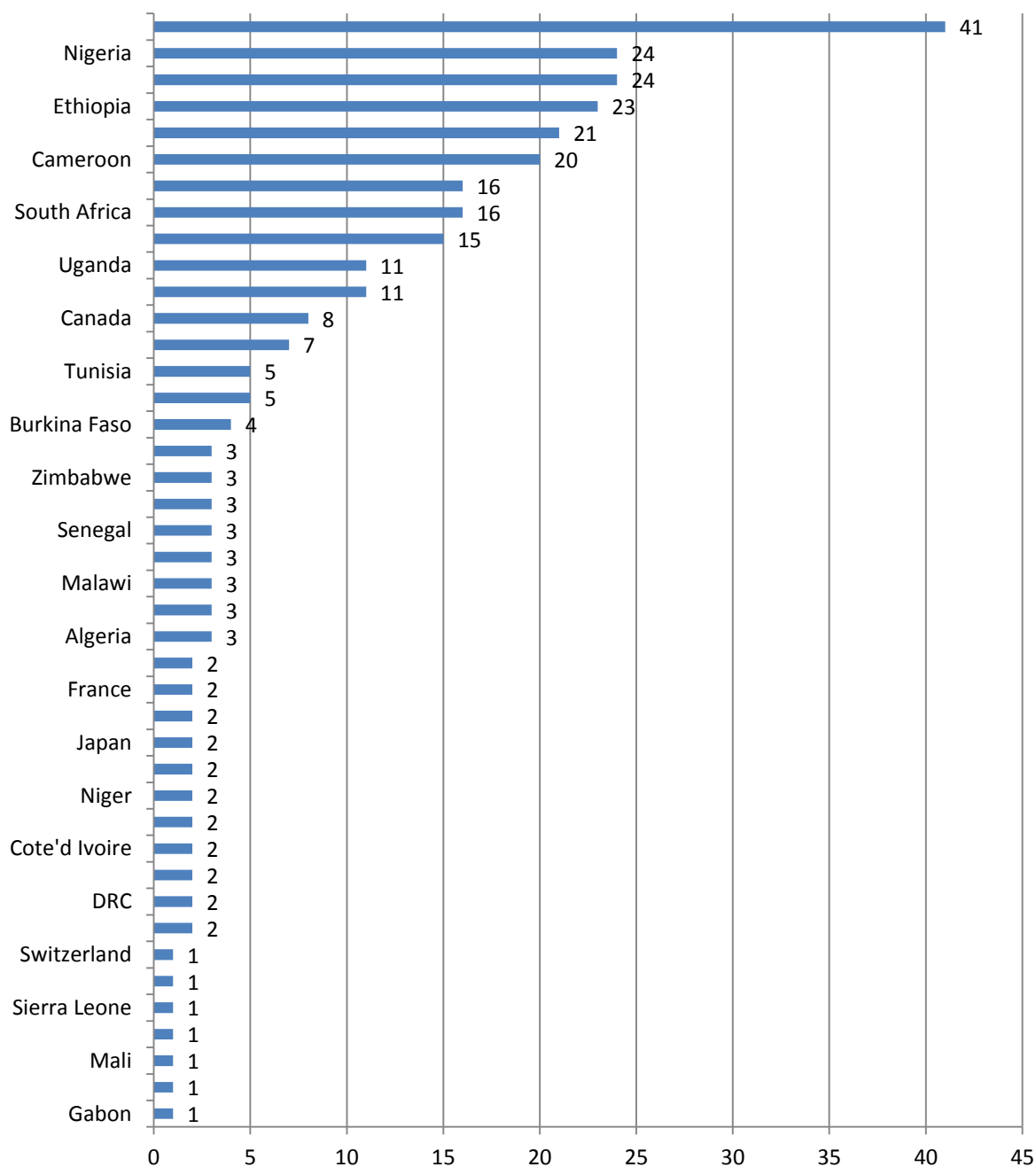
Looking at all the answers to this question, no difference could be found between the recommendations of African alumni residing and working in Africa and those working abroad.

Country of origin (Erasmus Mundus)

Country of origin (DAAD)

Country of residence (Erasmus Mundus)

Country of residence (DAAD)



7 CONCLUSIONS AND RECOMMENDATIONS

We have undertaken this study at a moment where

- a) the European Union has entered a new phase of its cooperation with partners world-wide and with Africa especially. Erasmus+ responds to various evaluations of programs that existed until 2013 and brings now many of these aspects under one roof. This has the advantage that there is more coherence in the application of general political aims. But there is also a risk that the complexity of programs increase and that for a certain transitional time stakeholders will have difficulties to respond adequately to all the aims expressed in the program. Since our analysis is based upon experiences of alumni and African HE-officials with the programs run until 2013 it cannot reflect any experience with Erasmus+.
- b) Member States redefine their policy with regard to cooperation with African HE systems (as the new strategy formulated by the DAAD analysed in more detail in chapter 2.3.4). It is interesting to observe to what extent national programs follow the same general lines as EU-programs while they have developed very different patterns of operationalization.
- c) many African countries multiply their efforts to improve the quality of education and HE, to open up for more international cooperation and deal with the challenges of a growing communities of academics having earned their degrees abroad and are (as our survey shows) majoritively willing to come back but criticise the conditions under which this shall happen.

While the problem of migration and diaspora has found increasing resonance both in academic scholarship and political discussions it seems that the paradigmatic shift from a thinking in national containers (with the resulting focus on brain drain) to the acceptance of increasing transnational realities (with a new attention given to circulating people and ideas) has not yet shaped very much the political debate on African academic diaspora both in Europe and Africa. The alumni we have interrogated represent, however, exactly the transnational experience that could have an impact in African HE.

We began by looking at the current situation, which can be summarized by the observation that there are already many Africans who went back after times of study in Europe. Their number is difficult to grasp since there are neither official statistics across the continent nor a clear cut definition. But we got confirmation that the number of those who return to their home countries or to other African places in order to work either at universities, research centres, or ministries as well as to cooperate with companies, international organizations and non-governmental organizations in the production of new knowledge and the respective capacity building processes is growing. A second group consists of those alumni of European programs who for various reasons stay abroad and build a kind of academic diaspora. Many of these people, that is one of the main results of our research, are intended to return back to Africa as well, while others gave reasons for not sharing this intention ranging from family relations to the need for advanced equipment available only at certain research centers. The weak documentation especially for alumni of study programs in Europe before the first half of the 1990s makes it de facto impossible to evaluate the size of these groups. It is only for the last 10-15 years that more precise data are available. However, data protection rules made it impossible to access them directly. Within the limits of these rules the German Academic Exchange Service was extraordinarily cooperative and helped us to contact all the alumni there were registered in its database. It is evident that a certain number of these alumni had changed address in the meantime so that our survey was confronted to an additional limitation. We therefore cannot claim any representativity of our results concerning the weight of returnees and diaspora people within this sample since we don't know the total number of alumni of programs in Germany and France. With European programs, the situation is much better since here we have a relatively complete documentation of all alumni and the contact to them is much better via the Erasmus Mundus Alumni Association and many alumni organizations at the level of individual courses. The problem here, however, is that Erasmus Mundus was introduced in 2004. The first cohorts of these courses are now alumni for 6 to 7 years. Their impact on the HE systems in Africa is necessarily limited or at least specific due to their early career situation.

Given all these limitations, our survey led nevertheless to a detailed picture of how alumni of European programs (both those offered with EU funding and those offered with funding from national institutions in Germany and France) perceive their chances to have such an impact and what motivates them to look for possibilities to exercise some influence on the HE situation in Africa. The very high degree of such a motivation has to be the point of departure for any strategy concerning the concrete implementation of such an impact.

With a view to ways and measures to increase the involvement of African alumni and diaspora in higher education development in Africa the responses were extremely diverse. They reflected the different situation of higher education in different African countries, the different approaches of African governments towards African alumni and diaspora of European study programs as well as, certainly, also the personal circumstances of the particular participants in the survey. The general improvement of African higher education systems, to make them more attractive to African alumni and diaspora, ranged on top of the answers to this question, both among African alumni who had returned as well as among those who had stayed abroad. The call for improvement related, first of all, to the inadequate financial situation of HEIs in Africa, most notably with regards to the salaries for academics. It related as well to poor infrastructures, missing research

facilities and access to scientific literature but also to inadequate bureaucracies and incapable management.

We have no similar study for the situation in the 1990s but all consultations with scholars and practitioners in the field have confirmed a growing awareness of chances for academics returning to Africa. HE systems in many African countries get more political attention and they grow again after years of particular difficulties due to massive underfunding. In a series of countries political documents have outlined a need for a future generation of professors and put therefore particular emphasis on PhD-training and an increase in the number of degrees earned against internationally competitive standards (which in fact encourages many young scholars to leave Africa in order to qualify with a PhD for such a position).

While all these factors seem to play in favour of an increasing impact of alumni on Africa's HE systems there are a couple of obstacles too which should be addressed by joint political effort.

Over the past years the perception of academic mobility has seen a certain redefinition. In the past the term "brain drain" was dominant. It addressed a balance where the country of origin had to shoulder the costs for primary, secondary, and even higher education (at least the first years of study). In contrast, the country that became the destination of young academics was perceived as profiting from this investment by others and had the additional advantage of being able to select the best from a broad offer of excellent scholars. Not only that these countries of destination took the profit of innovation produced by these immigrants and often transferred to their industries, but with all the gained talent the universities and research centres in those countries won additional attractiveness for further immigration of talent – a upward turning spiral. All these mechanisms haven't disappeared but the discussion is more nuanced and has taken additional arguments on board: There is in many cases no simple binary scheme of a country of origin and one of destination but academic migrants (as many other migrants too) move between many places. They don't only contribute to the balance of knowledge and transfer of this knowledge to the domestic industries but they take also experience and knowledge with them, contributing themselves to the next place in their career and communicating the gained competencies across borders to many other places. This has inspired a talk that has put the term "brain circulation" at the centre of attention and a couple of empirical studies have proven that the country of origin can – under certain circumstances – gain a lot from its academics living abroad and forming a sort of diaspora. The analogy of "remittances" comes to mind. This all is detailed in current research on transnational migration and has impacted policies in many countries and universities around the world. Key words here are trans nationalization or globalization of education being distinct from former internationalizations strategies.

Unfortunately, aspects of this recent discussion have reached African debates only partially. It seems that the attention given to the conceptualization of the process under the category of "brain drain" is well anchored and based upon a critical analysis of unequal relationship with other parts of the world. It is not our aim to dispute this analysis but the unintended side-effect is in many countries we have visited and studied a lack of attention for the concrete reality of the academic diaspora people, their aims and goals, their needs and demands. They are not perceived as a potential but rather as a loss for the domestic (knowledge based)

economy and society. As a second consequence there is a lack of awareness for the formulations of a specific policy to attract alumni who stay for the one reason or the other abroad but could (and wish to) have an impact on the HE system at home. It would therefore be advisable to start a series of debates on how to relate current policy regarding academic diaspora to the state of the art achieved in migration studies.

Institutionalization of academic diaspora policy

While already 32 African countries have established dedicated offices tasked with handling diaspora affairs and have built institutions at various levels, it seems that these institutions have not yet reached a level of operability that influences academic diaspora very much. It seems therefore necessary to formulate particular policies regarding the academic diaspora and to implement them consequently at all levels, from the national to the local university. While both the alumni responding to our survey and interview questions and the responsible people in ministries and university head offices were convinced that such a policy is necessary they have at the same time express concerns about its quasi non-existence. The tension between this perception and the above mentioned process of institutionalization in the management of diaspora affairs may be explained by the lack of a specific (!) policy towards academic diaspora people and a lack of visibility where such a policy may already exist. Neither best practice models are propagated (something the AU could f.e. do) nor are there special funds at national and university level earmarked to address this issue. A joint initiative of countries which are already advanced in some aspects of academic diaspora policy would for sure help the process to take off.

National policies focusing on academic diasporas

Increasing attention is given to education and research, but also to the application of innovative scholarship in many dimensions of society as part of a globalizing knowledge society where state borders are less important than they have been at times when the education-development nexus has been thought mainly within the framework of national containers. But this doesn't mean that national governments and policies have lost their importance. On the contrary, they are decisive for the positioning of a particular society within the larger, global framework of entangled innovation centers, circulating ideas and concepts as well as transnational and sometimes transcontinental value chains mobilizing knowledge from many countries. Here, academic elites are of particular relevance and the seemingly disadvantageous high ratio of diasporic academics from African countries can transform into an advantage of a pool of people who are not only multilingual and familiar with different academic cultures but have already developed their professional networks across the borders of countries and continents. But what is needed to explore this advantage is a national strategy how to use this potential and its communication to the people in the country. Such strategies have various aspects, starting with a positive climate towards the transnational character of academic work and academia as a professional group, developing a country specific set of tools for a full or partial integration of diaspora academics as well as a set of tools that entangles the academic institutions at home with diasporic academics who may wish to stay abroad but like to get connected at the same

time. In the end such a strategy has to look at the dimensions that may go beyond the scope of HE policy proper but address relevant issues of trans nationalization in other sectors (legal constraints for staying connected; role of remittances; creating transnational centers of innovation in strong connection with special economic zones, to mention only a few of these ties with other societal dimensions). Such a strategy cannot be limited to good will at all sides but needs material support as well.

Databases

There is (seemingly?) a certain tension between the results of our desk research which had identified a certain tradition of establishing databases on the talent pool in diaspora to be used in African countries on the one hand and the claim by many alumni in our survey that exactly such databases are urgently needed. We read this first of all (and beyond the pure technicalities of such databases) as a demand by the diaspora for better recognition of its potential by African political and academic authorities. When taking a second look at these databases one may ask who defines the criteria for inclusion of scholars and who has access to them and uses them. Being included into or excluded from such a database may mean f. e. to get access to attractive opportunities of consultancy or to job offers or being denied such an access. There is no simple solution to the problem. But one realizes when comparing with other world regions a certain lack of professional quasi-autonomous academic (self-)organization in Africa who may run such databases independently from government and private business and thus create the sort of trust that is necessary to make this instrument working better. Future projects on such databases should not only consider the pure availability of data but also the independent position of those who manage it.

A welcome culture for alumni from European programs

African alumni who had returned to their countries of origin largely confirmed the observations and experiences made by the diaspora academics. They report a number of additional difficulties for alumni from European programs wanting to become more involved in African higher education and referred to local realities they would face if they were employed in their country of origin. Mention was, first of all, made of the difficulty in getting a job after graduation from a European study programme. In the process of trying to apply for a position in an African country, alumni of European study programs could face difficulties with the recognition of diplomas and certificates. Furthermore, in many African countries governments are deeply involved in recruiting academics. Sometimes, decisions for appointment are not taken on the basis of skills, talents and possible contributions but on political views and affinity or those being already in the civil service are privileged over external applicants.

Once in the system, respondents stressed the bad remuneration of academic staff, disjointed career prospection and poor talent management furthermore limited access to scientific literature, to books, material, internet and office space as well as the numerous strikes as possible constraints. Furthermore, they highlighted the limited opportunities to travel to other countries and the difficulties in getting visa. So, among other things, staying in contact with colleagues from abroad became a

challenge. Expected are national and institutional exchange and mobility programs. While European programs perceive the alumni as "agents of change" for future improvement of African HE systems (and train them to become such agents) returning academics are often perceived as the thread for the stability of the system. To change an established system would be met with resistance. One might be regarded as dangerous to the system if one wants to bring about change. Our recommendation in this respect is as banal as difficult to realize: Strengthen the welcome culture for people who have gained competencies abroad and are willing to use them for improving the situation of HE at home. European universities face by the way the same problem when trying to gain back scholars who have left Europe for more attractive positions and academic cultures abroad. Establishing a permanent dialogue on the issue of welcome culture, on the resources earmarked for this purpose, on the establishment of responsibilities and administrative structures as well as on the mobilization of the staff already in place for such a culture between African and European universities could address the challenge as a common one.

Offering further qualification for alumni in African universities and research centres

Many people responding to our questionnaire saw "Improving the qualification" as the best way to coordinate their own interest with the strong wish to help the country's developmental agenda since qualification ranks high among the needed factors for development. A way to attract people after a study period in Europe is thus the offer of further qualification, in form of PhD-programs in Africa itself (or: as a cooperation between African and European institutions). This is confirmed by our survey where many of those who said they could contribute to improve higher education in Africa through a better academic qualification specified that they would do so best by continuing with a PhD after they had earned their Master's degree from a European study programme.

When it comes to the motivation of diaspora people for staying abroad we see that "lack of opportunities to return" (the dominant argument given by scholars from the humanities and social sciences) and "income expectations" (more important to natural scientists) together with "lack of job prospects" are the reasons given in most of the cases. This indicates however, as interviews have demonstrated, that often opportunities and even income structures are not known or information is not regarded as trustworthy. Positive examples, on the contrary, demonstrate that already small incentives like financing internships that link the European program with a potential African employer can help to bridge such gap in knowledge or trust.

The role of international organizations and donors

One can conclude from our desk research that there is no lack of political effort by international organizations and African states to address the issue of mobilizing the diaspora for purposes of development in Africa. Some of these initiatives have already been evaluated and sometimes the lack of ownership by Africans is seen as key for the limited success or sustainability. It is therefore important to overcome a situation where these issues are mainly addressed in seminars but that implementation happens at universities and research centres in direct contact

with the offices responsible for curriculum, recruitment, infrastructure, quality assessment etc. Implementation means to bring things to the ground.

Self-organization of diaspora academics

While we have first research results now on diasporas organizing themselves abroad politically (Kuhlmann 2014) to have an impact on the situation at home, similar efforts are not very well known (and supported) for academics. In our interviews and fact finding missions, we came across first attempts to create professional networks of African alumni of European study programs (especially in the UK) but they are not yet accepted as partners for institutions (be it ministries or universities) in Africa. Here our recommendations are twofold: (1) Help African academics in Europe to organize themselves as particular chapters of alumni organizations and support their communication across the boundaries of European countries (since often their number per country remains relatively small) via websites and social media; (2) African universities and research centre should contact these groups and consult with them on their perception of the (in fact very different) situation(s) in the country and on the skills and competencies they can eventually provide. Establishing liaison offices seems to be an effective way to allow for evaluation of such actions. The Erasmus Mundus Alumni Organization's very active Africa Chapter could be an important facilitator of such initiatives.

Strengthen the research universities in Africa

There is a tension between the need for an expanding educational sector and the need for excellent research universities. While one may discuss if the term research university is appropriate to many of the HE institutions having suffered from substantial underfunding for decades now, one should not underestimate the role of such a tradition and the role of an ambition to compete with research universities outside Africa. There are universities indeed in Africa (and not limited to South Africa) which get international recognition of their research capacities, which offer high level research opportunities especially in less technic-driven disciplines and which produce competitive graduates. There are only a few and they are stressed by the general decline of the research capacities in Africa too. However, there is no reason to underestimate them and there is good reason to discuss their role especially with regard to the integration of diasporic academics. When meeting with the rector of the University Cheikh Anta Diop in Dakar, we were especially confronted to such an ambition of further development into the direction of a research university.

The above mentioned tension risks to lead to a disbalanced development in favor of teaching universities and to the disadvantage of those who try to remain/become (again) research universities. But evidently people who have studied and earned a degree at research universities abroad feel much more attracted by an environment that is similarly focused on the connection of teaching and research, not to speak of the already mentioned infrastructure necessary for competitive research. One of the aspects that should be discussed both at national and African level is the necessary (visible) differentiation between research universities (which then are the focus of efforts suggested already to improve the reintegration of diaspora academics) and colleges devoted to teaching primarily. The identification

of a few universities which may attract a larger proportion of domestic and international research funds will help also to address the question of diaspora academics' integration. It may be worth to think about a particular program funded by both African and European bodies which gives African alumni of European programs resources at hand to integrate with their own budget in such a research environment – a five years' budget for equipment would then help the individual as well as the institution to promote research based teaching activities and will thus also help students to profit from this process.

Incentives to return

Some programs at European and national level contain clauses that imply in the one way or the other the direct obligation for scholarship holders from third countries to return immediately after the stay or graduation (depending on the length of the scholarship duration) to the country of origin. This is seconded by some African states and universities who allow staff members to leave for further qualification but insist on immediate return to the job after the study period. This seems to solve the problem we are discussing in this report by not allowing even the formation of further diasporas. The introduction of this component was too fresh to be evaluated with the instruments of our research. But we have in the light of our desk research as well as of what we know from interviews some doubts that such a strategy will result in the intended improvement of quality. Such components start from a perception of academic mobility as bilateral and temporary but not as a permanent characteristic of both individual careers and HE-systems development. It should be analyzed in further research what its impact is not only on the rate of returnees but on the quality of the HE-system.

Stronger direct cooperation between European and African academic institutions

It was the aim of this study to analyze the situation of African alumni and their impact on African institutions. But it comes to mind that European institutions are often confronted to similar challenges: how to attract excellent scholars, how to combine academic mobility with a balance of excellence coming in and going out (temporarily or permanently)? Transnationalization of study programs and research projects are more and more characterizing reality at European universities. It seems therefore advisable to establish direct links between universities in Europe and Africa to discuss experience with mobility and integration of mobile scholars but also to develop joint study programs where alumni of European programs will find ways for integration into the teaching and related research practice at African partner universities.

The diaspora has a vocation to assume a choice role in these various systems. The primary condition is the diaspora's willingness to do so; the secondary is that African university authorities must see the benefit of their possible involvement. If these two conditions are met, the diaspora can then act as liaisons between European and African partners, in that its members are in contact with both cultures and their associated work methods.

When choosing between tenders, the European Union could prioritize the financing of projects incorporating the active participation of members of the diaspora as a fundamental aspect of the proposed projects' operations.

Our investigation among the current African alumni of European, German and French study programs has proven a very high degree of willingness to return to the country or at least the continent of origin and to make use as much as possible of the competences gained during the study times spent in Europe. This willingness finds its limits in the availability of appropriate jobs and opportunities to have an impact on Africa's societal and academic future. It is evident that this factor plays out even more where cost intensive equipment is needed to exercise the academic competencies gained abroad (applied sciences, medicine, experimental research).

What our field research has brought very clearly to the fore are two trends: one is the extremely different concrete situation among African countries and even within some of the countries between capitals and remote areas. After the deep crisis of the early 1990s when - as a consequence of structural adjustment programs - the HE sector in many African states underwent a more than problematic development with a loss of dynamics, the loss of qualified people and the loss of a young generation that saw only limited chances for their own careers, the situation nowadays - far from being satisfying! - is characterized by new dynamics and new hopes that find their expression in attempts to formulate new plans for the future development of the HE sector. The role of diaspora is discussed everywhere but so far - and as far as we were able to see on the basis of a couple of fact finding missions and expert interviews as well as from the reflections in the alumni's perception - there is no systematic approach to the problem. In many countries we have heard that there is a tension between those who have done their study in the country or returned immediately after their graduation on the one hand and those who stayed for longer periods of time abroad. These tensions seem to concern primarily the material situation but there were hints that it has also to do with academic paradigms and expectations in the academic culture. Ministries hesitate when confronted with these tensions to establish transparent programs for the inclusions of diasporic people into the HE system of the country. It was often mentioned that diasporic people wish not to return for ever but could imagine a part time engagement with the HE in the country of origin but here again legal obstacles as well divergent material interest seem to block a situation that is often described as of potential mutual benefit.

Self-organization of people who have studied abroad or earned their PhD there is another phenomenon that addresses the issue by ways of social practices. This is - at least compared to the formation of political oppositions among exiled people - a rather very recent development and it is not yet clear if it is received with the necessary sympathy by the governments and academic communities in the respective African countries.

While we received a lot of statements during our interviews and via the survey about intentions to have an impact on the HE system at home it became clear that legitimate material interest plays a crucial role. There is no solution for the problem of how to mobilize the diaspora for HE development in Africa without appropriate funding. But there is not the one central funding scheme that may help overcoming all the existing shortcomings. From the German Africa strategy that is the result of a large consultation process with African and European stakeholders we can

conclude that there is a broad spectrum of tools one has to combine – from individual scholarships that include access to research facilities after graduation (by ways of re-invitation to the original hosting institution or of joint research applications) to joint degree programs. The comparison with the French case has shown that strategies in Europe differ from country to country considerably. Reasons are different historical path dependencies, variations in academic cultures, different legal frameworks and the many ways of interaction with particular target countries in Africa. Erasmus Mundus programs may have an impact on inter-institutional learning within consortia offering such courses but so far their number is too small to have a decisive impact on national strategies concerning capacity building in Africa. It is therefore not likely that the highly diversified landscape of European programs leading African students to graduation and young scholars to PhD degrees will become homogeneous. Intensified communication about best practices and stronger coordination of national strategies at the European level is necessary. The same holds true for the African side where we have observed similar differences from country to country and even within some of the countries analyzed. Ideas that have been put on the table already for more initiatives from above (both from the supra-national and the national level) should meet with initiatives from funding agencies that may address local and regional situations only and with initiatives from below (both universities and associations of scholars, alumni and students). Only the interplay between these three dimensions – complex as it is and difficult to mobilize in a coordinated manner – will provide the means to overcome current bottlenecks.

ANNEXES

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Further links

Information Websites, Research Institute on the African Diaspora, Initiatives of International Organizations

African Diaspora Policy Center

<http://www.diaspora-centre.org/>

The ADPC is a research center aiming at to empower African Diaspora as change agents for the development of Africa. They aim to contribute to an environment for the diaspora to maximize its potential-capital, knowledge and networks.

"We conduct evidence-based, policy-related research based on diaspora perspectives, mindsets, experiences and expertise. We do so by stimulating informed policy dialogue and constructive debates between the Diaspora and other stakeholders in the field of diaspora and development."

Diaspora Innovation Institute in Nigeria

<http://diaspora-dialogue.com/>

The Diaspora Innovation Institute was established in 2012 after the maiden edition of the African Diaspora Conferences in Lagos Nigeria at the Prestigious Lagos Business School. The goal of the Institute is to build a structure for Diaspora return, Transition, relocation, Investment, Entrepreneurship and impact on Development. Focus is on Research, Diaspora Marketing, Transition, Conferences and Development. Research is on Entrepreneurship, Environmental Sustainability, Technical knowledge transfer, and local Innovation and Technological application.

Diaspora en Ligne

<http://diasporaenligne.net/qui-sommes-nous-2/>

"Diapora en Ligne" started as a radio program for the Senegalese diaspora in the USA. After 2006, they created a website to enlarge their audience and reach out to the Senegalese diaspora around the world. Their goal is to unite Senegalese living abroad around a common vision of the development of their country and continent.

Thanks to their Study and Research Group on Regional and Rural Development, the organization works on migrants' rights, migration in the region, and all topics related to the diaspora. They wish to contribute to development policies that take into account specific needs of Senegalese migrants and youth thanks to online training and communication, raise awareness on illegal immigration and take part in the globalization process.

INHEA

<http://www.bc.edu/research/cihe/inhea.html>

The International Network for Higher Education in Africa (INHEA) was established in 2003. The Network is intended for scholars, experts, practitioners, policy makers, funders, students, and others engaged in research and development focused on Africa.

The website of the network provides a large range of information, such as:

- **Africa News:** regularly posted online news related to African higher education on Twitter from many different sources, such as AllAfrica, University World News, Chronicle of Higher Education, Inside Higher Ed.
- **Chronicle of African Higher Education:** promoting the scope of higher education research, policy dialogue and communication in Africa; this section is being hosted at the Higher Education Training and Development (HETD), at the University of Kwazulu-Natal, South Africa
- **INHEA Editorial Series:** periodically posted opinion pieces regarding higher education in Africa by regional experts. The archive of the editorials are also available from the website
- **Africa Focused Blogs From The World View - Inside Higher Ed:** blogs addressing issues in African higher education that have been published on The World View, INHEA's blog on Inside Higher Ed.
- **IHE Articles on Africa:** articles on African higher education from the recent issue of International Higher Education (IHE). To read more than 70 articles on African higher education, search the CIHE database.
- **Africa Initiatives:** information about current initiatives related to African higher education. More information about initiatives are included in the CIHE database
- **Africa Resources:** links to some of the key resources on African higher education here. Additional resources are included in the CIHE database
- **Books on African Higher Education:** A list of books and reports regarding African Higher Education

Association of African Universities (AAU)

www.aau.org

Association for the Development of Education in Africa (ADEA) – African Diaspora Task Force

www.adeanet.org

The World Bank's African Diaspora Programme

www.worldbank.org/afr/diaspora

UNDP's Transfer of Knowledge through Expatriate Nationals (TOKTEN)

http://www.unv.org/fileadmin/docdb/pdf/2008/TOKTEN_factsheet_01.12.2008.pdf

Since 1997 UNDP runs the Transfer of Knowledge through Expatriate Nationals (TOKTEN) program. TOKTEN supports Diaspora professionals to support their country of origin through contributing their expertise on short term assignments to reduce the negative effects of brain-drain. The support consists of paying for travel costs, a daily allowance and medical insurance while on mission. Professionals are invited to share their expertise with governmental agencies, academic and research institutions, NGOs and private sector companies.

IMO's Migration for Development in Africa

<http://www.migration4development.org/fr/content/mida-migration-development-africa>

The Migration and Development program of the International Migration Office (IMO) focuses on maximizing the positive relationship between migration and

development. Within that framework the IMO runs the programme Migration for Development in Africa (MIDA). MIDA is a capacity-building programme which aims to mobilize competencies acquired by African nationals abroad for the benefit of Africa's development. In practice the transfer of skills is carried out virtually through ICT's, through visits and permanent relocation.

UNESCO's -HP Brain Gain initiative

<http://unesdoc.unesco.org/images/0022/002228/222892e.pdf>

The UNESCO-HP Brain Gain initiative³³ (BGI), initiated in 2006, aims to facilitate university faculty, researchers and students to engage in global collaboration through equipping them with innovative information and communication technologies including grid- and cloud computing. BGI explicitly involves the Diaspora which is seen as an engine of development.

The African Union Diaspora initiative

<http://pages.au.int/cido>

The African Union Diaspora initiative was launched to establish strong and regular dialogue with members of the Diaspora.

Royal Society –Department for International Development (DFID) Africa Capacity Building Initiative

<https://royalsociety.org/grants/schemes/africa-capacity-building/>

This initiative of the Royal Society-DFID's stated mission is to "strengthen the research capacity of universities and research institution in sub-Saharan Africa by supporting the development of sustainable research networks." Scientists in sub-Saharan Africa collaborate with scientists in the UK for mentorships, training PhDs, and building institutional research capacity. Scientists in the UK are not limited to but can include members of the diaspora.

Alumni and diaspora networks

EMA (Erasmus Mundus Alumni) – African Chapter

<http://www.em-a.eu/en/ema/our-regional-chapters/african-chapter.html>

The Africa Chapter unites EMA Members from the whole African continent. The Association promotes Erasmus Mundus activities on the continent through organization of workshops, events, participation in educational fairs, networking, as well as through country representatives. It provides assistance to prospective applicants and newly selected Erasmus Mundus students and helps to build networks.

African Business Club (ABC)

<http://businessclubafrica.org/index.php/fr/lassociation/historique>

The ABC is a club created by students from ESCP (Ecole Supérieure de Commerce de Paris) in 2003. Other schools are now part of the network. The members are mostly from African countries or have African origins, but French

³³ "Brain Gain Initiative: Linking African and Arab Region universities to global knowledge" UNESCO 2013

students that are interested in the issues related to the continent can also be members.

The ABC organizes several events per year such as the Elit Forum, the ABC Innovation, a contest for young entrepreneurs, or the Guest of the Month, which are conferences that allow young African professionals or students to interact and get career or professional advice from a guest expert in a specific field.

The main objectives of ABC are to:

- Create a network of professionals and intellectuals concerned with the problems that impact on the development of Africa.
- Encourage debate and exchange in its network.
- Contribute to Africa's development by carrying out charitable work in order to raise awareness of African youth in their involvement in development
- Facilitate access to information about the opportunities offered in the continent

African Business Lawyers' Club (ABLC)

<http://ablcassociation.com/en/the-club/>

Created in 2011 as a French non-profit organization, the African Business Lawyers' Club ("ABLC" or "Club") brings together young legal practitioners of various backgrounds, who share a common interest in fostering business development in Africa. The members are from 15 countries in Africa, are legal practice in Europe, North America, Asia, and Africa, and most of them studied in Western countries. They organize conferences and events all year long to foster exchange and partnership.

The objectives of those seminars and conferences are:

- Develop an internal expertise in doing business in Africa
- Share its members' skills, expertise and knowledge to students, and legal practitioners located in Africa
- Raise awareness of relevant investors and stakeholders on the diversity and quality of the African business environment
- Influence the various stakeholders by showing them the need to get acquainted with, and adapt themselves to international standards

O.S.E.R. l'Afrique

<http://oserlafrique.com/qui-sommes-nous/>

O.S.E.R. is a network of students and young professionals that aims at encouraging the youth of Africa to share and develop ideas to contribute to the social and economic development of the continent. The members are young Africans mostly from the diaspora all around the world. As such, the members of the team working at OSER all studied in famous universities in France or in England. They define their organization as « *an initiative of African youth, by the African youth, for the African youth* ». One of the ideas behind that project is also that Africans are rather successful in Europe but they tend to lose interest in Africa and their home countries, when their role is actually essential and they should be the ambassadors of their countries abroad. OSER also wants to promote cultural exchanges between young Africans and citizens of other continents, to better integrate the continent in global development. Among their activities, they are writing a notebook called "Carnet pour la jeunesse pour l'Afrique" that gathers

contributions from young Africans from around the diaspora expressing their ideas about the future of their countries and continent. OSER also organizes conferences and forums on specific themes related to the development of Africa.

FESSEF (Fédération des Etudiants et Stagiaires Sénégalais en France)

<http://fesfef.fr/accueil/>

The FESSEF is an organization that helps Senegalese students and interns in France to get practical information about life in France, provides a network platform for students to meet, but also to connect them with organizations, institutions, and companies. The FESSEF also helps recent graduates or young professionals to enter the labor market, in France or in Senegal. They organize conferences and seminars where they invite professionals and companies from Senegal and France to help students in France get the information they need to enter the labor market. Indeed, a lot of students from the diaspora wish to go back to Senegal to work but they often lack information about the local professional world. Those meetings contribute to the development of links between the diaspora of Senegalese students in France and their home country.

Africa Society of Oxford University

<http://users.ox.ac.uk/~afrisoc/>

The Oxford University Africa Society provides a strong and legitimate voice within the university community and beyond for African students and others who are linked to the continent by way of ancestry, research, experience, or interest.

Versatile

<http://www.associationversatile.fr/versatile/presentation>

Versatile is an NGO created in 2009 to connect young Cameroonian people from the diaspora in France.

Kenyan Community Abroad – Chapter in France

<http://www.kenyansabroad.org/index.php?route=cms&id=1>

The Kenyan Community Abroad (KCA) is a socio-political, non-partisan organization which is registered in Washington, D.C. and Rhode Island State in the USA. It is composed primarily of Kenyans living outside Kenya. KCA was founded in March 1997 with a view to giving Kenyans abroad a platform on which to exchange views and help bring change back home. KCA seeks to facilitate the establishment of Chapters in locations around the world where there is a significant Kenyan presence, such as La Maison du Kenya – KCA Europe, based in France.

Teranga Web – L'Afrique des Idées

<http://terangaweb.com/page-d-exemple/>

Article sur la diaspora: <http://terangaweb.com/quelles-les-attentes-jeunes-africains-diaspora-comment-les-attirer-continent/>

L'Afrique des Idées is an NGO created 3 years ago to promote debate and exchange of ideas on various topics related to Africa. It has grown substantially to become one of the most important Think Tanks on Africa. The goal is to provide information, ideas, and research to contribute to the development of Africa. The

members of this Think Tank are mostly students or young professionals from African countries and the diaspora.

The goal of the website Teranga is to publish all intellectual production of the organization but also from any person contributing to the public debate in Africa. This site allows people interested in the issues related to Africa to know more about the recent debates and matters. The people targeted are mostly young people of Africa since they are the ones who can contribute the most to the future development of the continent.

National Union of Eritrean Youth and Students – Diaspora Youth Participation Program

<http://www.nueys.org/>

NUEYS' (the National Union of Eritrean Youth & Students) mission is to cultivate and produce capable youth by promoting and strengthening Eritrean youth in all aspects of national, regional, and international development processes.

NUEYS is the outcome of the historic resistance of Eritrean students against colonialism and was officially established at its first congress in 1978 in the city of Keren. NUEYS works to assure the comprehensive development of the youth, and to encourage their participation and contribution to Eritrea and the global youth movement. NUEYS Central Office is located in Asmara, Eritrea. NUEYS now has 7 regional branches and over 50 subbranches in Eritrea. NUEYS also extends to Eritreans in the Diaspora with over 20 international chapters, in over 15 countries around the world.

The Diaspora Youth Participation program organized under the NUEYS Foreign Affairs Department, aims at making it easier for youth in the Diaspora to participate in their country's development through sustainable projects.

Club Efficiency Junior

<http://efficiencyjunior.org/node/7>

The Club Efficiency Junior is an organization aiming at promoting the work, ties, and rights of the afro-Caribbean youth community. It is derived from the think-tank Club Efficiency which was created to promote socio-professional links within the African-Caribbean diaspora. The Junior club has several objectives:

- Promoting, creating a network, developing skills, solidarity, and cooperation through meetings and seminars in order to share and exchange on professional practices
- Managing and participating in project promoting the socio-economic development of Africa or the Carribeans
- Managing and participating in project which work towards solidarity and integration of the African-Caribbean population
- We promote solidarity among young people of the African-Caribbean diaspora by creating a network which publish information for young professionals and students

African Diaspora Youth Network in Europe

<http://www.adyne.eu/>

The African Diaspora Youth Network in Europe is a network for young Africans living in Europe and active members of different organizations dedicated: to Enhance youth participation Reinforce to the development of ADYNE's platform

- to impact policy makers and youth policies
- to help shape the life of young people with African background living in Europe

Their activities include:

- To Provide a space for Individuals and organizations to exchange and share similar Interests, goals and aspirations;
- To offer Strategic Support for capacity-building, networking and the dissemination of Good Practices;
- To voice the Concerns of its member organizations in the political agenda of Governmental, as well as European, African and international institutions;
- To produce policies and positions, All which are based on the research, experience and expertise of young Africans living in Europe.

Association of African Students in Europe

<http://aase-network.wix.com/aase#!about/c4nz>

The Association of African Students in Europe (AASE) is a network founded in Brussels, Belgium in February 2010 by a group of African students out of the need to unite, empower and develop African students across Europe thereby enabling them to adjust to their new environment while at the same time providing their European peers the opportunity to get to know more about Africa and Africans beyond the 'international media and Aid organization's camera lenses'.

Our goal is to build a strong African Student community in Europe that will serve as a bridge between Africa and Europe thereby serving as an economic, social and cultural instrument for the growth and development of the African continent.

Nigerians in Diaspora Organization Europe (NIDO Europe)

<http://www.nidoeurope.org/>

Nigerians in Diaspora Organization Europe (NIDOE) is a non-governmental, non-political, non-religious and non-tribal organization whose membership is drawn from Nigerians living in Europe, estimated at about over five million.

The idea of the organization is that Nigerians living in the Diaspora should come together to support national development. The NIDO works with the government and Nigerians in the Diaspora to assist the country in the task of nation building.

French social network for foreign alumni of French study programmes

www.francealumni.fr

On November 26th 2014, Laurent Fabius, Minister of Foreign Affairs and International Development and Geneviève Fioraso, Secretary of State for Higher Education and Research, have officially launched francealumni.fr, the new French social network for foreign alumni who have studied in France in the Quai d'Orsay, with 400 academic, economic, diplomatic and politics players.

The digital platform francealumni.fr aims at allowing the ever-growing number of foreign alumni to stay in touch with France, its schools, universities, companies and cultural offer. With francealumni.fr, they will be able to exchange, access

training, scholarship, internship or job offers, stay informed of the French cultural and tourist news. This new website is also a good opportunity for the international development of our companies and universities to make new economic and academic partnerships with alumni.

This platform has been long awaited, and it is now powered and managed by Campus France, French operator of higher education mobility and will be arranged around a central site and local sites, which will be gradually launched by French embassies abroad. Ten of them will integrate the platform in 2014: Brazil, Germany, Colombia, Gabon, Japan, Jordan, Philippines, Kuwait, Turkey and Vietnam. In 2015, other French embassies will join this initiative. The Alumni platform will offer services in French and English. Local sites will also be available in local language.

Networks in Sub-Saharan Africa of alumni of DAAD scholarship programmes (Germany)

<https://www.daad.de/alumni/netzwerke/alumni-vereine/liste-alumni-vereine/12429.de.html>

African diaspora ministries web pages

Ministry in charge of Moroccans Abroad and Migration

<http://www.marocainsdumonde.gov.ma/accueil.aspx>

Ministry of Malians Abroad and African Integration

<http://www.maliens-exterieur.gouv.ml/>

Nigeria House Committee on Diaspora Affairs

<http://diasporacommittee.com/>

Ghanaian Diaspora - Ministry of Foreign Affairs of Ghana

<http://www.ghanaiandiaspora.com/>

Ministry of Foreign Affairs and Cooperation of Togo

<http://www.diplomatie.gouv.tg/index.php/2013-10-06-21-27-43>

Ministry of Foreign Affairs of Ethiopia, Diaspora Engagement Affairs Directorate General

<http://www.mfa.gov.et/Diaspora/more.php?newsid=7>

Ministry of Diaspora and Investment of Somalia (representation in the UK)

<http://modai.org/>

Diaspora General Directorate – Ministry of Foreign Affairs in Rwanda

<http://www.rwandandiaspora.gov.rw/index.php?id=1>