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Draft Report
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SECTION 1

1.0 INTRODUCTION

1.1 Background

The impact of migration in the broader context of development has over the years been studied in relation to the gaps (example brain drain) that migration creates in the home country (Mangala, 2017; Tonah and Setrana, 2017). However, the last few years have witnessed increasing interest in the African Diaspora generally and in the African Academic Diaspora (thereafter AAD) in particular, as a recourse to addressing Africa’s marginalisation in the global intellectual space (Ogachi, 2016). AADs are also continually recognised as dependable ambassadors for universities in Africa in the face of the unstoppable onslaughts of economic globalisation, transnationalism and higher education internationalisation (Ogachi, 2016; Foulds and Zeleza, 2014).

Unfortunately, statistical data on AAD are limited (Ogachi, 2016; Zeleza, 2004). Estimates for 2009 for instance shows that there are over 300,000 highly qualified Africans in the Diaspora, 30,000 of whom had PhDs (Ogachi, 2009). These numbers have increased over the years due to the economic challenges and political repression that African countries and universities faced in the 1980s and 1990s (Zeleza, 2004). Other estimates also record between 20,000 and 25,000 African-born academics working as faculty in American universities and colleges (Ogachi, 2016). As such, a number of African countries have designed or are in the process of designing more diaspora-friendly policies that do not require the AAD to permanently relocate, but make it possible for them to engage with their home institutions under conditions convenient to both parties (Ogachi, 2009). In many African countries such as Kenya, Rwanda, Nigeria and Ghana, recent interest to engage the AAD to address the increasing shortage of teaching and research staff is due to the recent expansion witnessed in the universities (Teye, Alhassan and Setrana, 2017; Tettey, 2006). For instance the Kenyan Ministry of Education has put in place a ‘Policy Framework for Science, Technology and Innovation (ST&I), which
among other aspects commits the government to develop a mechanism to attract Kenyan scientists of the Diaspora (Zeleza, 2012). The Diaspora Policy of Kenya also establishes a ‘National Research Foundation’ that raise funds for research across public universities in Kenya. Since 2007, the Nigerian government through its National University Commission has been running a diaspora programme called the Linkages with Experts and Academics. Through this program several academic diasporas with Nigerian origins have temporarily returned to contribute in rare disciplines that need capacity (IOM, 2014). The Ghana draft diaspora policy also aims to promote the transfer of knowledge through short-term professional positions. The commitment from African countries, although just a few, are means by which the challenges facing Higher education can be resolved. Unfortunately, there is not much tangible evidence of other African government’s proactive engagement with the academic diaspora (Zeleza, 2012, p.36). Much of the AAD programmes occur as individual initiatives and contributions from African Academic Diaspora to the development of education, outside any government process (Bulwaka, 2009).

A number of universities in African countries have also established linkages and partnerships, with the AAD, higher education institutions, NGOs and philanthropic foundations in the United States and Canada (Foulds and Zeleza, 2014). With regards to the AAD, senior academics/professors who have had some form of engagement with universities in North America usually engage in research in their home institutions through the funding of major foundations in North America (such as Carnegie Corporation of New York, think tank, Ford, Rockefeller, MacArthur, Hewlett, Mellon, and Kresge). The Carnegie Corporation of New York (CCNY) has played a significant role by providing financial and technical support to the education sector through the Diaspora Linkages programs which strategically address the challenges facing Higher institutions in Africa. Among its programs are; The Carnegie African Diaspora Fellowship Program; University of Ghana Diaspora Linkage Program; University of Witwatersrand Alumni Diaspora Program and CODESRIA African Support to African Universities.

CCNY through its diaspora linkage programs continues to contribute to strengthening the capacity of several African higher institutions of learning and is seeking to build on its work by supporting states and their diaspora to adopt sustainable development which is in line with the Continental Education Strategy for Africa for the period 2016-2025. The comprehensive ten- year Continental Education Strategy for Africa aims at “qualitative system of education
and training to provide the African continent with efficient human resources adapted to African core values and therefore capable of achieving the vision and ambitions of the African Union.

As a next stage in contributing to Higher education in Africa and AU’s Agenda, the CCNY through the Institute of African Studies based in Carleton University is seeking to undertake this study on African Academic Diaspora programs, policies, and resource mobilization. This project is part of a bigger project titled: A *continental policy forum and workshop on the role of academic Diaspora in revitalization of Africa’s Higher Education*.

### 2.0 Objectives of the study

1. The first objective of this study is to conduct an in-depth study of historical and ongoing diaspora-led interventions in higher education, research and innovation in Africa other than Carnegie-supported programs. The specific objectives are:

   - Identify different forms of interventions of African Diaspora academic, scientific and research professionals in the higher education sector in Africa
   - Identify the institutional frameworks supporting such interventions within the education sector.
   - Evaluate the achievements and milestones of the Diaspora interventions in the Higher Education sector
   - Evaluate the challenges of the Diaspora interventions at both micro and macro levels—the former being experiences of individuals in terms of attitudes of institutions who are the recipients of the interventions and the latter being institutional challenges to the implementation of the interventions
   - Identify and analyse existing support from African governments for such interventions.

2. The second objective of this study is to identify, and propose mechanisms for accessing, local and international funding streams to support an enhanced participation of the African Diaspora in higher education, research and innovation in Africa. The study will also be expected to develop a roadmap for engaging national education trust funds, such as the TET Fund in Nigeria and the GET Fund in Ghana, in this regard. Other specific objectives include:
• Identify existing sources of financial support for Diaspora participation in higher education in Africa (outside Carnegie)
• Identify potential sources of funds for Diaspora interventions in higher education in Africa, including from philanthropic organizations in Africa and beyond.
• Identify potential international resource partners, outside of the Carnegie Corporation, for diaspora-led programs in higher education, research and innovation in Africa.
• Develop a roadmap of engaging with existing higher education funding mechanisms for the purposes of facilitating Diaspora interventions

3. The third objective of this study is to conduct a mapping of existing diaspora engagement policy frameworks in higher education within African Union member states and to develop a roadmap for such engagement where absent or deficient. Other objectives include:

• To identify the various existing diaspora policy interventions in African countries in the area of higher education, research and innovation.
• To assess the nature and scope of these policies with a view to enhancing their impact.
• To identify institutional structures that underpin such policies
• To evaluate the functionality of such policies, especially in relation to higher education.

Research Questions

1  a.  To what extent have diaspora-led interventions in higher education, research and innovation evolved in Africa with government and/or other forms of support?
   b.  What are the institutional opportunities, challenges and the lived experiences of the beneficiaries of these diaspora-led interventions in higher education, research and innovation in Africa

2  a.  Are there any existing local, national, regional\(^1\) and international\(^2\) funding

\(^1\) Refers to Africa and its regional blocs
\(^2\) Does not include foundations but focusing on other bilateral arrangements between universities,
opportunities that have the potential to support the participation of African diaspora in Africa’s higher education, research and innovation?

b. If they exist, how can these funding streams be accessed to support African diaspora engagement in higher education, research and innovation?

3. a. Which governance frameworks support the existence and engagement of academic diaspora in higher education, research and innovation in African countries?

b. How do these governance frameworks function to achieve their existing goals and strategies? And what are the challenges of these frameworks?

3.0 Research Methodology

3.1. Research Strategy and Approach

Given the relative newness of this field of research in Africa, the study employed an exploratory qualitative research strategy, which is effective for getting a deeper understanding of existing programs, policies, legal and institutional frameworks relevant to diaspora-led interventions (Winchester, 2005; Castro et al, 2010; Addo, 2012).

The study was conducted in Ghana and Nigeria (in West Africa) and Zambia. The choice of these countries is based on multiplicity of factors which provide a very good setting for assessing academic diaspora policies. The reasons include: first, the countries are at different satisfactory levels of state-academic diaspora engagement for the development of their countries and this is worth assessing; second, Ghana and Nigeria are Carnegie partner countries; third, all the countries host flagship universities of the Alliance for African Research Universities (ARUA). Zambia has been included in the selected countries, adding up to a total of three (3) countries. Although Zambia does not fall in any of the three categories above, it is a country with progressive engagement with its diaspora. It is among the few countries with a diaspora engagement policy which was launched in April 2019. Among other objectives, the policy aims to engage its diaspora for the transfer of knowledge, including academic diasporas contributing to higher education in the country. The selected countries also give a good presentation of at least two regional blocks; namely Western and Southern Africa.
3.2 Secondary data (Desk Review)

This was in the form of documents and reports, existing policies, programs, both potential and existing funding streams and literature on African diaspora engagements in Africa’s higher education, research and innovation. Particular attention will be paid to diaspora-led programs and how they are funded, and diaspora engagement and migration policies, labour migration policies, higher educational policies, national development agenda, and institutional frameworks. The governance frameworks examined broadly two main elements, namely, the policy and institutional frameworks that govern academic diaspora engagement at national, regional and international levels. The institutional framework assessed the effectiveness of policy implementers and coordination mechanisms since positive outcomes of policies depends on these qualities.

Data was obtained from academic and policy databases of the three countries and triangulated from various organisations, including government ministries of education, foreign affairs and diaspora engagement offices, national universities organisations, national boards for higher education. Given the unreliability of secondary data in many African countries, data from some international organisations and diaspora organisations were relied upon (where necessary). Both descriptive and prescriptive analysis were used in analysing the policies and institutions.

3.5 Primary Data Source: (In-depth interviews with key informants)

Using flexible interview guides, in-depth interviews were conducted with 10 relevant key stakeholders from the three countries. In Ghana and Nigeria, at least government officials from the relevant ministries listed (refer to Table 1) and officials from non-government ministries were interviewed either face to face or via telephone on the diaspora-led programmes, policies, and institutions and existing as well as potential resource mobilisation opportunities for engaging academic diaspora in the various countries. They provided information on diaspora-led programs and the role of the state in engaging its diaspora and institutions collaborating to achieve the set objectives of such policies. Information on resource mobilization, its sustainability and existing higher education funding mechanisms to facilitate diaspora interventions will also be obtained through these interviews. This approach allowed for the collection of data on the institutional and regulatory frameworks for academic diaspora engagement in higher educational levels in the home countries in Africa.
In-depth interviews were recorded using digital recorders (with permission from the participants) and later transcribed before thematic analysis was done.

<table>
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<tr>
<th>Research Question</th>
<th>Data Collection Method</th>
<th>Target Group</th>
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<tr>
<td>To what extent have diaspora-led interventions in higher education, research and innovation evolved in Africa with government and/or other forms of support?</td>
<td>Desk Review and key informant interviews</td>
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<td>• Diaspora Associations</td>
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<td>• Specific University Departments such as the African Studies Centres³</td>
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<td>• International Organisation for Migration (IOM)</td>
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<td>• Institutions of the German Government-GIZ; Merian Institute for Advanced Studies in Africa (MIASA)</td>
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<td>Are there any existing local, national, regional and international funding opportunities that have the potential to support the participation of African diaspora in Africa’s higher education, research and innovation?</td>
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<td>Which governance frameworks support the existence and engagement of academic diaspora in higher education, research and innovation of African countries?</td>
<td>Key informant interviews and structured interviews</td>
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<td>• Ministry of Foreign Affairs and Diaspora</td>
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<td>• Diaspora Offices eg. NIDCOM, DAOOP</td>
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³ The African Studies Centre in the University of Ghana has a Chair position for Distinguished scholars including African academic diasporas. One can hold the position for a maximum of two years. I will find out if such initiatives also exist in other Departments and Universities and how they are funded.

⁴ All the international organizations listed have some diaspora engagement activities with Nigeria and Ghana which are worth investigating.
of these diaspora-led interventions in higher education, research and innovation in Africa

How do these governance frameworks function to achieve their existing goals and strategies? And what are the challenges of these frameworks?

If they exit, how can these funding streams be accessed to support African diaspora engagement in higher education, research and innovation?

<table>
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<td>• Ministry of Education focusing on Tertiary Education Sector</td>
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<td>• Ministry of Foreign Affairs, focusing on Diaspora Offices</td>
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<td>• Diaspora Associations</td>
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<td>• Specific University Departments such as the African Studies Centres</td>
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<td>• Universities Office of Research and Innovation eg. University of Ghana, University of Lagos; University of Ibadan; University of Professional Studies</td>
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<td>• Education Trust Funds</td>
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3.7 Ethical considerations

Established guidelines for dealing with various ethical issues, such as informed consent and guarantees of anonymity and confidentiality, was strictly observed to protect the identity of the respondent.
The interviews with participants were held in locations where participants spoke freely. Respondents were contacted and appointments were made with them prior to the interviews. During the initial contact, the purpose of the research was explained to them and consent was secured. The date and location for the interview was also decided upon, based on interviewee preference. In line with the assertion that researcher’s positionality (i.e. age, gender, education, class, and other statuses) vis-a-vis the researched can influence access to informants and the data that are produced (Teye, 2012), I was mindful of my position as a female researcher. When the final study report was prepared, organizations and positions were protected and the identity of respondents protected as well.
SECTION 2

2.0 LOCAL/STATE ACADEMIC DIASPORA-LED INTERVENTIONS IN GHANA

2.1 Historical Antecedents and overview of diaspora-led interventions in Ghana

In Ghana, state-diaspora led engagements have been in existence since the country gained independence in 1957. Dr. Kwame Nkrumah, the first president of Ghana, and subsequent governments have sought to engage Ghana’s diaspora through programmes such as the Emancipation Day, Joseph Project, PANAFEST, etc (Alhassan, 2010). Most of these programmes were generally aimed at enhancing the relationship between the diaspora and Ghana (Ibid). The first state-diaspora-led engagement in Ghana can be traced to the first ever conference on the theme, “All African People’s Conference” in 1958 (Manuh and Asante, 2005). This was aimed at uniting Africa and its diaspora for the development of Africa. Unfortunately, after the overthrow of Dr. Nkrumah, the desire to pursue this engagement waned until the year 2000 when president John Agyekum Kuffour took up the reins of government (Teye et al.2017). During his term of office, in 2001, he organised a homecoming summit based on the theme “Harnessing the Global Ghanaian Resource Potential for Accelerated National Development” in Accra to motivate the diaspora to transfer their skills and resources to Ghana for national development (Manuh and Asante, 2005). The outcome of the homecoming summit was that a number of people in the diasporas returned to Ghana to occupy ministerial positions to contribute to the development of the country. Additionally, the University of Ghana, in collaboration with the academic diaspora present, published a book on migration and development titled At Home in the World? International Migration and Development in Contemporary Ghana and West Africa (ibid). The state-diaspora led engagement born out of this conference also facilitated the establishment of the Centre for Migration Studies (CMS) in the University of Ghana in 2006 with the support of The Netherlands government and United Nations Development Programme (UNDP). The Centre was established to build capacity on migration and diaspora issues. The core mandate of the Center since its establishment has been teaching, research and policy development and assessment. Since then, subsequent administrations have continued their engagement with the Ghanaian diaspora.
In 2012, in collaboration with the International Organisation for Migration (IOM), Ghana and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), the Centre for Migration Studies supported the establishment of the Diaspora Affairs Unit under the Ministry of Foreign Affairs and Regional Integration (MFARI) (Teye et al. 2017). In 2014, the Diaspora Affairs Unit through the support from MFARI organised “Diaspora Capital” workshop in Accra. It was funded by the EU and implemented by International Centre for Migration Policy Development (ICMPD) through the Migration EU eXpertise (MIEUX) initiative (ibid). The purpose of this workshop was to initiate the drafting of diaspora engagement policy to solidify and formalise dialogue between the state and its diaspora. This diaspora engagement policy, among other objectives, seeks to encourage the short-term return of professionals and academics to support teaching and research at the University levels. The Centre was tasked with the leadership role in the development of the policy with support from the technical committee, which was made up of all relevant ministries (for example, the Ministries Of Education, Health, Interior and Foreign Affairs) and international organisations like IOM, EU and GIZ. Gracefully, Ghana during the President Mahama era drafted the diaspora engagement policy which the current administration of President Akuffo Addo is working hard to finalise and launch with the CMS as the consultants.

In 2017, the current administration, under Pres. Akuffo Addo, setup the Diaspora Affairs office of the Presidency in addition to the existing Diaspora Affairs Unit (in the Ministry of Foreign Affairs) (Key informant interview, June 2019). The new office seeks to promote dialogue and harness diaspora resources both tangible and intangible for the development of Ghana’s economy. The operations of the DAOOP have opened opportunities for the diaspora with higher education and practical experiences to be involved in Ghana. For instance, the President has appointed over forty (40) Ghanaian diasporas in various national positions including those who were in full-time academic and research positions in the diaspora (Key informant interview, June 2019). In July 2019, the DAOOP organised the Diaspora Homecoming Summit, which provided the platform for some diaspora academics to engage academic institutions in Ghana for possible collaboration, return, readmission and reintegration. These deliberations were championed by the one of the keynote speakers, Dr. Patrick Awuah, President of Ashesi University, who strongly showcased how Academic diaspora has been integrated in Ashesi’s life (ibid). He further appealed to the Academic Diaspora to engage with institutions in Ghana through the DAOOP. With the institution of the DAOOP and the diaspora engagement policy,
Ghana expects to engage more with its academic diaspora to improve the quality of education and research at the higher education sector.

### 2.2 Mapping of Local/State-Diaspora Led Programmes for Higher Education, Research and Innovation

While Ghana is among the few countries which has advanced its engagement with the diaspora, there are hardly any formal, local or state engineered programmes aimed at higher education (fieldnotes, June 2019). For example, all the programmes such as the Emancipation day, Joseph Project among others target all diasporas including academics. Although the government is yet to develop a comprehensive diaspora-led academic engagement programmes through its diaspora engagement policies, there are a few existing programmes that are highlighted below:

#### 2.2.1 National Service Scheme for young Ghanaian Diaspora

The National Service for Diaspora has recently been introduced by the DAOOP (Key informant interview, June, 2019). The scheme aims at engaging Ghanaian young diasporas who wish to have internship in Ghana after or during their tertiary education abroad. According to the Labour Act, Ghanaians, 18 years or more, can secure government employment after a one-year compulsory national service. The DAOOP under the National Service Scheme funded by government has secured some slots for Ghanaians with interest in working in Ghana eventually to participate in the scheme to gain experience (ibid). According to the key informant interviews, the DAOOP is developing these ideas further in order to mobilise academic diaspora under a similar scheme. Since its inception in 2019, the Office has engaged about five Ghanaian diaspora for this purpose and they hope to increase the numbers over the years.

#### 2.2.2 The Kwame Nkrumah Chair in African Studies Institute - University of Ghana

The Kwame Nkrumah Chair is a position for all nationalities including the diaspora. It was officially launched in September 2007 (African Studies Institute, retrieved on 22 June 2019).
The aim of this position is 1) to honour Nkrumah for his significant intellectual contributions to African thought, and for his vision and commitment to the liberation and development of Africans on the continent and in the Diaspora; and 2) to promote research, teaching and the public promotion of Africana Studies (ibid). The programme is funded by AngloGold Ashanti Ltd as well as individual donors for a period of 12 months subject to renewal (ibid). The funding provides return business class ticket to Accra, as applicable; Office accommodation including a computer and a printer; the services of a research assistant and necessary secretarial services; accommodation, medical insurance and local living expenses; and a research grant (ibid). The awardee is supported to engage the institute by delivering public lectures and addresses; conduct research; liaise with scholars in Ghana and Africa; produce a publishable manuscript on his/her research; and prepare a report detailing the results achieved at the end of the tenure period.

2.2.3 University of Ghana- Maria Sibylla Merian Institute for Advanced Studies in Africa

The University of Ghana and Maria Sibylla Merian Institute for Advanced Studies in Africa (MIASA) promotes ‘sustainable governance’. The institute, which is located in Ghana, seeks to foster exchange among leading researchers including diaspora from Germany, Ghana, the African and European continent among others (University of Ghana website, retrieved on 3rd July 2019. The institute enjoys a collaborative funding from the University of Ghana and the German Federal Ministry of Education and Research (BMBF). The German Federal Ministry of Education and Research (BMBF) funds the programmes, while the University of Ghana pays for local staffing, administrative and operational costs (ibid). The first phase of the institute started in 2018 and will continue till 2020. The scholars spend a period between 2 - 6 months at the University of Ghana to conduct research, engage in teaching, training and publications with other scholars during the fellowship period.

2.2.4. Universities in Ghana Diaspora-Led Programmes

Apart from the diaspora linkage programmes sponsored by Carnegie and the University of Ghana-MIASA programme, there are hardly any comprehensive programmes towards
engaging academic diaspora in Universities\(^5\) in Ghana, both private and public universities. The data indicates that public universities have some exchange programmes under their international programmes for faculty and the hope is that such schemes can extend to the diaspora in the near feature (Key informant interview, July 2019).

The prominent discourse especially among public universities is research collaboration with external partner universities. Recently, huge research grants from funding institutions such as the EU funding, Global Challenge Research Fund (GCRF), Worldwide Universities Network (WUN) among others request for international collaboration. One of the easiest means universities have dealt with locating such partners is through its diaspora. Although public universities have research grants, those grants are not open to diaspora partners. The universities’ internally generated research grants are available to faculty to enhance their research (Sampled websites of Public Universities in Ghana, Retrieved in June 2019). These grants are not explicit on the involvement of diaspora in applying for such grants. There is a window of opportunity for universities to include such elements.  

2.2.5 Return and Diaspora Expert Programmes

Centre for International Migration and Development (CIM) operates the Return and Diaspora Expert programmes. These programmes are funded by the German government to help solve the skills gaps in developing countries (Key informant Interview, July 2019). The target countries include Afghanistan, Albania, Cameroon, Colombia, Ecuador, Ethiopia, Georgia, Ghana, India, Indonesia, Jordan, Kenya, Kosovo, Morocco, Nepal, Nigeria, Palestinian territories, Peru, Senegal, Serbia, Tunisia, Ukraine, Viet Nam (Key Informant Interview, July 2019; CIM website, Retrieved on 2\(^{nd}\) July, 2019).

The Return Expert Programme is targeted at those who have technical and managerial skills through their study and work in Germany and wish to transfer their knowledge to their home country (ibid). The programme supports the awardees to sustain their reintegration while at the same time, operating within the enabling environment for them to appropriately impart knowledge that they have acquired abroad. In December 2018 alone, about 56 Ghanaian migrants with expertise in specific fields returned home through this programme (Key

\(^5\) Public Universities: University of Ghana, Kwame Nkrumah University of Science and Technology, Private University
informant interview, July 2019). Out of this number, 19 have been employed by the various public and private Universities in Ghana (ibid). The programme supports the awardee with top-up on local salary for 17 months, paid travel and relocation expenses, workplace equipment, training allowances, etc (ibid).

The Diaspora Expert Programme on the other hand, is targeted at skilled Ghanaian migrants who have worked or studied in Germany to volunteer to impart their knowledge to the home country on short term basis. These experts spend between 3 weeks - 6 months in the home institution (example is academic institution) (Ibid). The experts receive financial support for the period in the home institution, paid travel expenses and basic insurance package.

2.3.0 Mapping of policy guidelines relevant to Local/State-Diaspora-led programmes in higher education

The local/state-diaspora led academic programmes fall within broad policy frameworks in Ghana. The country relies on a variety of policies at the national level to manage its diaspora programmes, which also includes academic-diaspora programmes. Ghana, under the Ministry of Education, operates under the Education strategic plan 2018-2030. This plan guides all levels of educational engagements. In 2016, the country adopted a national migration policy, which serves as a national framework for managing diverse typologies of migration and diaspora. The country has drafted diaspora and labour migration policies, which are yet to be adopted. These policies are underpinned by historical and contemporary national policy guidelines.

2.3.1 Education Strategic Plan 2018-2030: Tertiary institutions are mostly self-regulated with some kind of oversight responsibilities from the NCTE and the National Accreditation Board (NAB) (Ministry of Education, 2018:10-13). The strategic plan has sections on how to enhance quality tertiary education, however it does not make mention of diaspora involvement. To enhance capacity and promote quality delivery of tertiary education, the government of Ghana has to integrate the potential contribution of its academic diaspora, especially in some specific areas of academic need within the strategic plan. The Ministry of Education operates two funding schemes, namely, the GETFUND and scholarship secretariat. Although these funding schemes are little, with so much pressure, they can be expanded for diaspora involvement.
2.3.2. National migration policy: The Ghana national migration policy provides the broad objective captioned “Diaspora Resources and Development” (Ministry of Interior, 2016: 69-72). Under this sub-heading, the policy identifies the critical role of diaspora skills and knowledge transfer to the development of Ghana. The specific objective, which is also related to academic diaspora and knowledge transfer, seeks to enhance the transfer of skills, technology and research by diaspora. The policy also provides strategies for the implementation of the policy objectives. Among the stated strategies, the specific ones relevant to transfer of academic knowledge include mainstream diaspora investments, skills, and knowledge transfer into development planning; create incentives for diaspora investment, trade, and technology transfer and facilitate citizenship and residency rights.

The mainstreaming strategy demands that the government, through the ministry of tertiary education, institutes state-diasproa led programmes to engage academic diaspora in the broad strategies of the Education strategic plan for 2020 and beyond. The third and fourth strategies are incentives to motivate the academic diaspora who volunteer to be on these programmes and also sustain the operations of the diaspora programme.

2.3.3 Draft Diaspora engagement policy: The draft diaspora engagement policy will seek to promote transnational networks and skills transfer for sustainable development. The draft policy recognizes the transnationality of the Ghanaian diaspora and recommend that the ideas, knowledge and social capital acquired abroad are institutionalized either at the level of national and/or international organisations (example, IOM and UNDP) (DAOOP, 2019:10). The Ghanaian diaspora professionals and academics at present, mainly transfer their skills through their individual initiatives. However, the policy suggest that they should be engaged through short-term consultancies such as sabbatical leave in Ghana.

The main strategies outlined in the draft policy for the achievement of the objective include the following key relevant options for engaging academic diaspora in state-diaspora led programmes for higher education and research (MoFA, 2019:10):

- Map and regularly update a database of skills of the Ghanaian Diaspora;
- Provide clear and concise information, preferably, through the Ghana Investment Promotion Centre and the Diaspora Affairs Bureau on steps in initiating business/development ventures in Ghana;
• **Promote collaboration between diaspora professionals/associations and those in Ghana to strengthen knowledge transfer and support by providing up-to-date data on human resource needs of Ghana;**

• **Assist local institutions to improve their efficiency in accessing available intellectual and technical resources from the diaspora and peoples of African descent; and**

• **Collaborate with development partners such as IOM, GIZ, JICA, UNDP to fund short-term knowledge exchanges and consultancies.**

2.3.4. *Draft labour migration policy:* The draft Labour Migration policy seeks to *strengthen the labour migration governance system and promote policy coherence, collection and analysis of reliable data, and the protection of the rights of migrants and their families* (IOM, Retrieved on 10th July 2019). The labour migration policy, once implemented, will streamline labour migration for greater impact on Ghana’s development. The policy has a triple win-win approach for the migrant, receiving and sending countries (ibid). As part of the triple win approach, it is feasible for the government through the ministry of employment and labour to provide the framework for the creation, recruitment, operationalization and sustenance of academic local/state-diaspora led programmes for higher education and research.

2.4.0 **Overview of Institutional frameworks relevant for Local/State Academic Diaspora-led Interventions**

Although there are hardly any known concrete academic local/state-diaspora-led interventions from the Ghana government, there is enough evidence from the reviewed policies to suggest that the policy environment is much developed and matured creating an enabling environment for the establishment of state-diaspora led programmes for higher education, research and innovation. Various government agencies, institutions and departments are relevant in the discussions of state-diaspora led programmes. An overview of these institutions is provided below:

The Diaspora Affairs, at the Office of the President (DAOOP): This office was set up in February 2017 to coordinate all national engagements and actions with the Ghanaian Diaspora (Key informant interview, June, 2019). The DAOOP is headed by a Director, assisted by a Deputy Director, an Administrator, a Legal and Research Officer, and a Youth Ambassador
The Office operates from the Office of the President. It is also responsible for leading the implementation of the Ghana diaspora engagement policy to promote sustainable development. The office adopts a multi-stakeholder approach in its functions. The office engages all groups and institutions such as the government ministries, the academia, Ghanaian associations abroad, the private sector, non-profit and international organisations to ensure that the Ghanaian Diaspora is effectively informed about Ghana. The Office also explores the most attractive and cost-effective means to encourage investments and capital inflow from the diaspora and transform remittances into sustainable development finance (DAOOP website, Retrieved on 10th July, 2019).

As part of its activities, the DAOOP engages academics in various institutions to support universities in Ghana and has initiated the Ghana Graduate International Service and the Diaspora National Service for the Academic Diaspora Ghanaians with higher education to volunteer in Ghana. The office provides a database of academic diaspora programs and their needs in order for it to be advertised to the various Ghana missions abroad (Key informant interviews, 2019).

2.4.1 Diaspora Affairs Unit (DAU): The Diaspora Affairs Unit now operates as a supporting Unit to DAOOP but still operates under the M&FARI (Agyemang and Setrana, 2014). The DAU will collaborate with the DAOOP as well as the NMC (made up of relevant ministries, departments and agencies) to coordinate the implementation of the DEP within the M&FARI. Within this framework of understanding, a state-diaspora led programme could be facilitated, established and implemented. Both outfits will work to expediate all engagement processes with academic Ghanaian Diaspora either individually or through bilateral agreement with universities and networks in major destination countries for Ghanaian emigrants such as the UK, USA and Germany. They both will have to work to create an enabling environment for the transfer of skills and knowledge in the tertiary education sector.

2.4.2. National Council For Tertiary Education (NCTE): The functions of the Council is to advise the Minister on the emerging updates of institutions of tertiary education in Ghana; to enquire into the financial needs of the institutions of tertiary education and advise the Minister accordingly; to recommend to the Minister, for the purposes of the preparation of the annual national education budget, block allocations of funds towards running costs; and grants towards capital expenditure of each institution of tertiary education, indicating how the
allocations are to be disbursed; to advise governing councils of institutions of tertiary education on suitable measures for generating additional funds for their institutions (NCTE, Retrieved on 22 June, 2019), etc. The Council is supported by other committee members such as the Finance/Audit Committee, Academic Committee; the infrastructure committee and promotion committee (ibid). The strategic positioning of this Council gives them the opportunity to advise the Minister on the need to support quality education at the tertiary level by creating diaspora-led institutions and policy guidelines to attract Ghanaian academics.

2.4.3 Ministry of Employment and Labour Relations: This ministry is mandated to promote the creation of productive employment in all sectors of the economy including tertiary education sector (Ministry of Employment and Labour Relations, Retrieved on 21 June, 2019). One of the productive and strategic ways of creating employment and solving the skills gap in the education sector is to engage academic Ghanaian diaspora. Instead of employing expatriates to provide technical skills, it will be important for the Labour Migration Unit, under the Ministry of Employment and labour relations, to highlight such important component of remittances into the country. The Ministry should push for the implementation of the labour migration policy which could support the short-term-voluntary services to be provided by the diaspora.

2.4.5. Ministry of Foreign Affairs and Regional Integration (MFA&RI): This Ministry is mandated to provide the social and economic welfare needs of Ghanaian migrants abroad (M&FARI, Retrieved on 22 June 2019). The MFARI operates through the Ghana missions abroad and the Diaspora Affairs Unit to protect Ghanaian emigrants within the policy and legal structures of Ghana.

2.4.6. Ghana Missions Abroad: The Ghana mission abroad serves as the contact outfit for all Ghanaian emigrants in the host country (ibid). As such, they liaise between Ghanaian migrants and the government to provide any form of information that could be relevant to the academic state-diaspora programme to be instituted both by government or non-governments. The Ghana missions abroad will create the diaspora desk for this purpose.
2.4.7. Ministry of Finance (MoF) and Bank of Ghana (BoG): For the implementation of the migration and diaspora engagement policies, the MoF is responsible for the provision of resources to the DAU, GMA as well as the Ministry of Foreign Affairs (MoF and BoG, Retrieved on 10th July, 2019). They provide funds for the smooth administration of the academic state-diaspora led programme. Since the MoF and the Bank of Ghana both have oversight responsibility over diaspora investments and remittances, it is a good opportunity for both institutions to work together to strategise on how some of the investment inflows can be channelled to fund the State Academic Diaspora Program.

Apart from mobilizing resources for the implementation of the State Academic Diaspora Program, the institution also collects and disseminates data on remittances from Ghanaian diaspora. Perhaps, one of the measures is to identify how many academic remittances flow into the country and determine the best means of extracting part of that amount to support the inclusion of diaspora in higher education.

2.4.8 Ministry of the Interior (MoI) and Ghana Immigration Service (GIS) The National Migration Policy states categorically that the MoI has the responsibility of formulating policies and strategic plans in accordance with the broad legal and policy framework of Ghana for managing migration in Ghana (MoI, 2016). Under the National Migration Policy, the MoI collaborates with the GIS to manage appropriately entry into and exit from Ghana. The GIS issues visa on arrival to some countries while the MoI issues dual citizenship for Ghanaians and naturalization for the diaspora. The responsibilities are very important for the smooth sojourn of academic diasporas who may for so many reasons need such assistance.
2.4.9. *National Development Planning Commission (NDPC)* The NDPC is mandated to see to all development processes, programmes and initiatives in Ghana (MoI, 2019). Within the broad scheme of things, the NDPC will consider the requirements of the diaspora engagement policy and in specific terms, strategically plan how the academic diaspora programmes can feature in higher education sector initiatives. In particular, the commission will have to work with the Ministry of Tertiary Education, DAOOP, DAU and M&FARI for effective inclusion, monitoring and evaluation of the academic diaspora programmes.

2.4.10 *Other Relevant Ministries, Departments and Agencies relevant for Local/State Academic Diaspora-led Interventions*

Although coordination and collaboration are hardly achieved, the national migration policy has made it easy, through the NMC, for institutions to overcome these challenges. Other relevant institutions which are part of the NMC and are relevant to the discussions of academic state-diaspora led programmes include the Ministry of Communication, which is mandated to sensitize and advertise academic Ghanaian diaspora to educate them to engage in any of the initiatives based on the needs of the home institution (MoI, 2016).

The Ministry of Justice and Attorney-General’s Department (MoJ/AGD) ensures that the fundamental human rights as well as the rule of law in the country is adhered to since this is an important factor to be considered dealing with Diaspora.

The Ghana Statistical Service (GSS) collects data through national census and other intermittent surveys they hold. Through these surveys, data can be collected on the achievements of the academic state-led diaspora programs in the educational sector (GSS, Retrieved on 22nd June, 2019).

The National Population Council (NPC) offers advice to government on matters on population related programmes which also include updating the government on the implementation of the Academic Diaspora-led programs and how it is impacting tertiary education in Ghana (MoI, 2016).
2.4.11 International Organisations relevant for Local/State Academic Diaspora-led Interventions

Much of the time, other international organisations working on migration and development provide either technical or financial support to origin countries for the implementation of academic state-diaspora led programmes. These institutions include the following:

2.4.12 The International Organization for Migration: The IOM through the Migration and Development for Africa project, collaborated with the ministry of health to engage Ghanaian diaspora in the health sector to contribute to filling the skills gap in this sector (Tonah and Setrana, 2017). They assisted other young medical professionals to enhance their skills through training. IOM supports Ghana with financial and technical expertise on migration and diaspora-related issues.

2.4.13 The UNDP previously funded Ghanaian emigrants to transfer their knowledge to the home country under the Transfer of Knowledge through Expatriate Nationals (TOKTEN) project. (ibid). UNDP AND UNESCO support Ghana with financial and technical expertise on migration and diaspora-related issues, although in Ghana, their presence is not felt much in these issues.

2.4.14 The Centre for International Migration and Development (CIM) collaborates with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and the German Federal Employment Agency to run the diaspora and return experts programme (CIM, Retrieved on 12 July, 2019). The CIM has been engaging Ghanaian emigrants with migration experience in Germany and have acquired skills in Germany and are willing to transfer and utilise such expertise in Ghana either temporarily or permanently.
2.4.15 Migrant Associations, Civil Society Organisations AND Non-governmental Organisations

The success of an academic state-diaspora led programme needs to take a whole society approach. This involves engaging migrant associations, NGOs and civil society organisations such as Home town associations (example, Kwahuman Association in UK; RECOGIN in the Netherlands, Asantekuo in Ghana among others), external Political party branches, University of Ghana overseas Office, Professional Associations, diaspora alumni associations among others. These organisations are made up of formal and informal associations. The academic diaspora are members of these associations and so advertisement through these associations will be needed. Again, they can also offer financial support for the sustenance of a diaspora program focused on improving the tertiary education sector.

Assessment of Institutional frameworks relevant to Academic state-diaspora led interventions

Interviews with some stakeholders show that government does not have any academic-diaspora interventions for higher education, although there are several projects that have taken place to engage the diaspora since Ghana’s independence. However, the policy and institutional environment of Ghana suggests that all the key informants have the desire to pursue the engagement of academic diaspora in higher education.

While the Education Strategic Plan has no element of academic diaspora engagement, the National Migration Policy, which is the only launched policy, has still not been implemented in Ghana. The DEP and the Labour migration policies are yet to be out doored. Additionally, although the DAOOP has begun some initiatives prior to the implementation of the policy, it cannot raise enough funds for it because it is informal.

For some international organisations, the worry is that it is expensive compared to other professionals to engage or have academic diaspora programmes. They argue that, for the academic diaspora, they will have to provide accommodation, stipend, basic insurance among
others which are usually not the case when it comes to funding other professionals such as entrepreneurs.

Also, the interviews identified the lack of coordination and collaboration among institutions as a major challenge. The national institutions interviewed indicated that they hardly share information with other ministries, departments and or agencies. In addition, the data collected even by the GIS are hardly made user friendly to inform planning in other sectors of the economy. However, for this particular challenge, the National Migration Policy thought the National Migration Commission will address these challenges once it starts its implementation.

Most often, continuity and coherence remain a challenge when it comes to policy implementation and institutional operations. The change of government usually leaves several governments project halted. Initial resources invested end up being wasted because the next government will not likely continue. Despite this challenge, the stakeholders interviewed were satisfied with the achievement of the current administration because it decided to pursue the diaspora engagement policy that was started by the former administration. This also shows how significant the government recognizes the contribution of the diaspora to Ghana. Indeed, the statistics shows that remittance inflows contribute to forming about 7 percent of the country’s GDP. This is an impressive contribution of financial remittances even when it excludes social remittances such as academic knowledge transfer to the tertiary education in Ghana.

2.5.0 Resource Mobilisation for Academic state-diaspora led interventions

The effective implementation of the for Academic state-diaspora led interventions in the tertiary education sector needs the provision of adequate resources including human, material and financial. The expectation is that there will be collaborative arrangements between the government of Ghana and the Ghanaian Diaspora to mobilise the much-needed resources.

The DAOOP will lead the resource mobilization efforts for such programmes. The DAOOP funds its activities through the office of the presidency and fundraising. The DAOOP will need to integrate the resources needed to implement the academic diaspora interventions into its annual budgetary proposals to the presidency for consideration and approval. This will ensure
that the financial resources required for the programme is factored into the Office of the president’s national budgetary allocations.

Secondly, the DAOOP in collaboration with the DAU and Ghana missions abroad under MFARI will access its direct linkage with the diaspora to raise funds to support the academic state-diaspora intervention in higher education. Through the missions abroad, the Ghanaian diaspora and their associations could be sensitized to voluntarily contribute to improve the quality delivery of tertiary education in Ghana. The DAOOP can use its platform such as the annual homecoming summit and end of year gathering in Ghana to reach out to benevolent Ghanaian diaspora to contribute to the academic state-diaspora programmes. The Office can make the donation in such a way that people contribute towards some specific needs and institutions to allow for decentralization of resources.

The Ghana Scholarship Secretariat began operations under the office of the president since 1980. The secretariat has the mandate to offer and manage government scholarships for capacity building and development of Ghana. The secretariat funds its activities with support from GETFUND and Donors.

Ghana Education Trust Fund (GETFund) is a mandated, as a public trust, to offer supporting funds to the Scholarship Secretariat to support accredited tertiary institutions in Ghana. Part of the funds can be allocated to support the academic state-diaspora led interventions.

The National Scholarship Secretariat and Ghana Education Trust Fund (GETFund) can include in its yearly budgetary allocation funds for the implementation of the diaspora programme. The funds will need to be approved by cabinet to ensure that any amount set aside for it can also feature in the national budget allocations of departments, ministries and agencies.

The resource mobilization can be negotiated through private-public sector collaboration within Ghana. The institutional capacity of DAOOP will need to be enhanced to ensure successful negotiations with the private and public sectors for financial support. The DAOOP can initiate the signing of a Memorandum of Understanding (MoU) in a win-win partnership that can lead to efficient implementation of the programmes.
SECTION 3

3.0 ACADEMIC DIASPORA-LED INTERVENTIONS IN NIGERIA

3.1. Historical Antecedents of State/Local Diaspora-led interventions in Nigeria

Historically, Nigerian diaspora has been contributing to homeland development in diverse ways. Even before governments’ engagement with the diaspora, Nigerians supported their country with their resources. A significant feature of Nigerians living abroad is their group mobilisation strategies based on ethnicity, profession, denomination etc. As much as these groupings support immigrant integration, they also assist development back home. Many of these organisations aim at providing financial or infrastructural support to Nigeria. The transfer of skills, knowledge and technology to academic institutions was a missing factor among remittance transfers. Meanwhile, among the prominent middle-class Nigerian diasporas are academics such as professors of all disciplines (Ogen, 2017). Several Nigerian academic diasporas have risen through the ranks to occupy top most positions in destination countries. For example Toyin Falola is a professor of African History at the University of Texas, Austin, USA; and Prof. Ilesanmi Adesida is the first black Vice Chancellor of Academic Affairs at University of Illinois - Urbana Champaign, USA (Ibid:117). With the endowed knowledge, the diaspora began mobilising themselves on voluntary basis as the alumni of particular institutions either home or abroad, embarked on short-term visits to their former institutions to teach, research or donate (interview with key informant, June 2019).

These individuals and/or voluntary-led initiatives intensified after the return of Nigeria to democratic rule in 1999 under President Olusegun Obasanjo. His administration began the state-diaspora engagement for the purposes of extracting obligation from the diaspora for Nigeria’s development. Since the inception of these engagements, various sectors of the country’s economy have received positive impact. In the area of higher education for example, there has been the institution of academic exchange programmes in the various Universities and the development of science and technology (Ogen, 2017).
In the educational sector, a major outcome of these dialogues was the appointment of three Nigerian diaspora academics as vice chancellors of three newly established federal universities in 2011 (IOM, 2014). This attracted other Nigerian academics to return to work as pioneer professors in Nigerian universities (Akinrinade and Ogen, 2011; IOM, 2014; Sharkdam et al., 2014). Also, owing to Article 3 of the African Union Charter, which commits member states to encourage the full engagement of the African Diaspora in the building of the African continent, the Nigerian government has adopted a multipronged approach to attract and retain the skills and expertise of Nigerian Academic Diaspora (NAD) (Akinrinade and Ogen, 2011; Amagoh and Rahman, 2016).

With support from the government of Nigeria, there has been several diaspora-led academic exchange programmes to concretise the activities of the diaspora. First, the Nigerian government [through National Universities Commission (NUC)] established the Linkage with Experts and Academics in the Diaspora Scheme (LEADS) to link the NAD to the various Nigerian universities through short-term academic appointments (IOM, 2014; Amagoh and Rahman, 2016; Ogen, 2017); and second, in conjunction with the Nigerian National Volunteer Service (NNVS), the government, on July 25th every year, celebrates the Nigerian Diaspora alongside Science and Technology Conference between Nigerians at home and abroad (Sharkdam et al., 2014; Akwani, 2012). Among the aims of this novel initiative is to bring home the NAD to invest their knowledge, skill and expertise in higher institutions in Nigeria. Some of the tangible outcomes of the Science and Technology Conferences include “the signing of the Memoranda of Understanding (MOU) on aiding medical missions to Nigeria between the Association of Nigerian Physicians in America (ANPA) and the Medical Association of Nigerian Specialists and General Practitioners in the British Isles (MANSAG) with the Ministry of Health, Nigeria” (Sharkdam et al., 2014, p.312). Also, local research funds are available to NAD scientists via the Science and Technology Trust Fund (Akwani, 2012). Third, the Nigerian government through the World Bank established the Nelson Mandela Institution known as African University of Science and Technology in Abuja (since 2007) as a Pan-African Center of Excellence where the academic Diasporas can engage in teaching, research and innovation. Through its teaching and research functions, the African University of Science and Technology has partnered with NAD and a number of universities across the world to design and execute programmes in the fields of science and engineering (Akinrinade and Ogen, 2011; Amagoh and Rahman, 2016).
Other diaspora-led exchange programmes are also run by individual universities such as the University of Lagos, University of Ibadan and Obafemi Awolowo University, Ile Ife. These Universities, through their international programmes and linkage offices, engage the Nigerian Diaspora as well as other foreign institutions for purposes of promoting research, teaching and innovation. The University of Abuja has a Centre named the Diaspora Centre, which encourages a short-term visit of Nigerian academics at their institute with the aim of supporting and filling the teaching and research gap in the University (Key informant Interview, July 2019).

Other academic exchange programmes are also facilitated by Nigerian Universities Alumni abroad (NUA). The NUA supports higher education through training, library development, collaboration on research grants and so on (Ogen, 2017). Several faculty members of the Obafemi Awolowo University have benefitted from the networks, training and research collaborations with their Alumni abroad (ibid). The UN also supports the transfer of knowledge to tertiary institutions through the TOKTEN programme.

3.2 Overview of State/Local Diaspora-led interventions in Nigeria

There are few existing diaspora-led programs supporting higher education, research and innovation in Nigeria. However, among these, only one of them is a national initiated scheme. These are discussed as follows.

3.2.1 Diaspora Professional Healthcare Initiative (DPHI)

The diaspora organisation Medical Association of Nigerians Across Great Britain (MANSAG) in collaboration with other diaspora organisations such as ANPA, have formed the Diaspora Professional Healthcare Initiative (D PHI) to provide healthcare in Nigeria. The collaboration was formed in 2007. Their activities include offering training to home-based health professionals to advance their skills.

3.2.2. The UNESCO-HP Brain Gain initiative: This project seeks to promote science and technology in 19 African and Arab countries including Ghana and Nigeria. The researchers selected for this project collaborate with the diaspora on exchange of knowledge on IT training, infrastructure among others (UNESCO, Retrieved 22 June, 2019).
3.2.3. **The IOM** through its Migration for Development in Africa (MIDA) offers support to Nigerians in the diaspora who wish to contribute their skills to the development of Nigeria. They supported skills ranging from technology, education, health to business (IOM-Nigeria, Retrieved, 2019).

3.2.4. **World Bank African through its Program (ADP):** Since 2010, Database of Professional Skills has created a database of skilled professionals to help African governments utilise the skills of their diaspora to address their health, education and technology needs (IOM, 2014).

3.2.5 **Academics Without Borders Canada (AWBC):** The initiative enhances the capacity of tertiary institutions in African countries and other developing countries. Nigeria and Ghana are part of the target countries in Africa that received voluntary diaspora partners to provide skills transfer in the form of training, research among others (AWBC, Retrieved 15 July, 2019).

3.2.6. **Universities in Nigeria Diaspora-Led Programs:** The key informant interviews reveal the growing interest among government institutions and universities to engage Nigerian diaspora to ensure the development of Nigeria’s institutions and the overall development agenda of the country. The future of academic engagement is going to grow big. In the past, such engagements were subsumed under other linkages with the universities but with time as universities set up these centres, the engagement of the diaspora is going to grow for them to come and participate in the transfer of skills (Key informant)

There are several reasons for the springing up/establishment of diaspora centres. Diaspora centres are an avenue for encouraging diaspora engagement and contribution towards development and also build capacity. For these reasons, last year, the Abuja University established a Diaspora centre, and in 2018, the University of Lagos set up the Institute of African and Diapora Studies.

3.2.7. **The Institute of African and Diaspora Studies (IADS), University of Lagos:** The Institute was launched in 2017 with the mandate to provide a platform for all academics in Nigeria, Africa and the diaspora to discuss and find solutions to challenges confronting humankind. The setting up of the institute started with an MOU signed between the University of Lagos and West Indies. At the formative stages of the institute, a group of diaspora academics visited, on a short-term basis, to help build and sustain the structures of the institute. Although the Centre does not have any academic diaspora interventions, it does have the desire to establish
one in the future. The institute rather on adhoc basis receives diasporas who come to support and enhance the capacity of the institute (IADS, Retrieved 10 July, 2019).

3.2.8. Diaspora Centre, University of Abuja: The University of Abuja established a Diaspora Centre in November 2018 as an outcome of a conference on the Diaspora. The participants included Nigerian intellectuals in the diaspora. The conference was sponsored by the German government. The conference facilitated both Nigerian diaspora and other African diaspora to be motivated to do more beyond financial remittances. The Vice Chancellor of the University was motivated to pursue the engagement and commitment of the Diaspora to the home country (Key Informant Interview, 12 July, 2019). As part of the outcome, the Centre is working to gather the alumni of Abuja in the diaspora through the embassies in Nigeria. The work of the centre is also to complement the work of the Diaspora Commission inaugurated by the government. The centre is expected to have an established setup to attract Nigerian diaspora academics into the Centre. The Centre is targeting the alumni of the University of Abuja in the diaspora and captains of industries, ministries, and international organisations to fund their activities, sensitize them on the need to promote the activities of the Centre and also take advantage of the strategic location of the university located in Abuja, which is the seat of the government.

3.2.9. Linkages with Experts and Academics in the Diaspora Scheme (LEADS): As confirmed by all the various key informant interviews, the only existing academic diaspora intervention led by the government of Nigeria through the NUC is the Linkages with Experts and Academics in the Diaspora Scheme (LEAD) previously known as the NEADS (Nigerian Experts and Academics in Diaspora Scheme). The programme began in 2007 and since then it has been very instrumental in transforming higher education in the fields of Information and Communications Technology (ICT), Management Science and Business Administration, Mathematics, Medicine and Dentistry, Mining Engineering, Natural Sciences and Oil and Gas Engineering. Since its inception, it has achieved veracious milestones among which are transforming the drained brain into a brain gain, providing experts to fill the skills gaps, which is absent in Nigeria and ensuring the exchange of ideas and knowledge between non-diaspora and Nigerian diaspora academics. The programme offers diaspora academics with Nigerian origin the opportunity to spend between 3 to 6/12 months in a University in Nigeria. The aim of the LEADS among others has been to
attract experts and academics of Nigerian extraction in the Diaspora on short term basis to contribute to the enhancement of education in the Nigerian University System; create appropriate engagement-positions and job satisfaction for Nigerian academics and experts, so that they are not attracted away or wasted internally; encourage healthy staff movements, interaction and collaboration across and between Nigerian Universities and other sectors of education and National development, and among other benefits, encourage experts in industry to participate in teaching and research in Nigerian Universities (NUC, Retrieved on 15 July, 2019)

The grantees are selected based on the following criteria:

- terminal degree at doctoral or professional level (Ph.D, D.Sc, M.D, etc); at least 5 years experience in the relevant field; academic teaching and/or research experience at a globally recognized university; article publications in referred journals and other relevant skills, discoveries, patents or experience deemed useful in target fields or national development.

The grant covers the following expenses return Economy Class Air Ticket; Accommodation will be provided for the duration of stay in Nigeria by the host University; Local travel expenses relevant to the programme of activities will be taken care of by the host University; A monthly stipend of $2,500 per month (ibid)

The data shows that there are 62 LEADS scholars on the scheme. Out of this number, 16 are consultants with NUC; 46 are working at various universities, namely University of Ibadan, University of Calaber, University of Ilorin, University of Abuja, University of Maiduguri, University of Nigeria Nsukka, FUT Owerri, Bayero University Kano, University of Lagos, University of Benin, University of Jos, FUT Akure, Federal University Otunoeke and OAU Ile-ife. The destination country with the highest number of scholars is the USA (34 out of 62) followed by the UK (16), Canada (3), Ireland (2), Trinidad and Tobago (2), The Netherlands (2), Russia (1) and West Indies (2).
The NUC has been able to sustain the scheme because of the consistent monitoring and evaluation of the activities of the scholars as well as the host institutions.

Previous studies that assessed the LEADS identify five key challenges facing the scheme. These are inadequate funding, unsatisfactory facilities for teaching, research and learning, unpredictability and irregularities in the academic calendar and negative attitude towards the diaspora (IOM, 2014).

The IOM (2014) found that basic facilities for research such as furniture, office accommodation and laboratory equipment are lacking in many of the institutions. Others have identified inadequate funding, instability in university calendar and the negative attitude of academics at host institutions to their diaspora colleagues as a big challenge to the implementation of diaspora engagement programmes in higher education institutions (IOM, 2014; Ogachi, 2016; Zeleza, 2004; Morley et al. 2018). This situation poses a threat to efforts targeted at persuading academics in diaspora to return home to contribute to national development. In particular, the negative attitude of academics at host institutions towards the NAD can cause marginalisation and eventually create spaces of inclusion and exclusion. Such potential segregation at home universities was observed when Fahey and Kenway (2010, p. 630) noted that “the exilic intellectual has little sense of belonging.”

3.3.0 Review of National Policies Relevant to Nigeria Academic Diaspora-led (NAD) Interventions

The local/state-diaspora led academic programmes fall within broad policy frameworks in Nigeria. The country relies on a variety of policies at the national level to manage its diaspora programmes, including academic-diaspora programmes. Nigeria, under the Ministry of Education, operates under National Policy on Education and National Road Map for the Education Sector. This plan guides all levels of educational engagements. In 2014 and 2015 respectively, the country adopted a national labour migration policy and national migration policy, which serve as a national framework for managing labour migration and diverse typologies of migration and diaspora respectively. The country has drafted diaspora policy, which are yet to be adopted. These policies are underpinned by historical and contemporary national policy guidelines. Below are the descriptive and prescriptive analysis of the policies:

3.3.1 National Policy on Education and National Road Map for the Education Sector
The National Policy on Education and the Road Map for the education sector define the broad vision of Nigeria’s education. The NPE was last reviewed in 2004 as the fourth edition. The NPE has five main objectives, namely to build a free and democratic society; build a just and egalitarian society; build a united, strong and self-reliant nation; build a great and dynamic economy and build a land of bright and full opportunities for all citizens. Among these objectives, the fifth is clear about the aim of the national policy on education to create an environment with full opportunities for all citizens which by extension, includes Nigerian diaspora (FME, Retrieved 12 July, 2019). Unfortunately, the policy is not explicit on this last objective and although “all citizens” may suggest an inclusion of Nigerian diaspora, the absence of a clear articulation leaves room for ambiguity. Going forward, it is important that this policy is reviewed.

The policy covers issues on higher education consisting of universities, polytechnics and colleges. Broadening of the policy to include the diaspora will help address the imbalance in the education system in the country.

Policymakers can look to the 2009 roadmap for the NES to address issues of mismanagement in all sectors of education including the higher education by engaging Nigerian diaspora. The diaspora could serve as an independent body to monitor and evaluate the implementation of the roadmap to help address challenges facing the system.

3.3.2. National Migration Policy: The Nigeria National Migration Policy (NMP) is concerned about the management of all aspects of migration including the diaspora. The NMP defines a diaspora as a “people of Nigerian nationality and/ or descent who have migrated to or were born and live in other countries, who share a common identity and sense of belonging (Adepoju, 2015).” The NMP acknowledges the significance of the transfer of knowledge and ideas to the home country and sets out a broad policy objective and strategies to extract those benefits. The policy aims to “create a conducive legislative and policy environment that facilitates the transfer of knowledge, skills and resources from the diaspora.” The main strategies among others for achieving this is “to facilitate the transfer of scientific and technological knowledge(ibid).” The policy calls for an effective institutional collaboration among relevant stakeholders such as the Nigerian National Volunteer Service (NNVS), the Nigerians in Diaspora Organization, the House Committee on the Diaspora and the Independent National
Electoral Commission to ensure that the home country environment is suitable to facilitate the social, political right of the diaspora.

Another section that identifies the contribution of the diaspora to Nigeria’s development in the NMP is the section under Brain Drain, Brain Gain and Brain waste. Under this section, the policy identifies the following strategy as the means by which brains can be gained: “reduce the adverse impact of brain drain by encouraging the transfer of skills and knowledge by nationals returning home for short or long periods, thus contributing to the development of Nigeria.”

The policy further acknowledges that the government could liaise with international organisations (example IOM, WHO, ILO) that have experience with short-term visits for purposes of knowledge transfers.

The latter strategy highlights the interest of the government to encourage professional and academic transfer to fill the skills gap in the education sector. Within this specific interest, it is possible to suggest and create academic diaspora-led interventions to support higher education in Nigeria.

### 3.3.4 Draft Diaspora Engagement Policy

The target of the Draft Diaspora Engagement Policy is to constructively “engage the diaspora for sustainable national development.” The mission of the policy is to *empower Nigerians in the Diaspora as change agents for the development of Nigeria through promoting a framework for the Diaspora to maximize their potentials in capital, knowledge and networks* (*NIDCOM, Retrieved 19 July, 2019*).

The policy identifies the sectors by which the Nigerian diaspora could contribute to the economy in order to achieve sustainable national development. Under the education sector, the draft policy identifies the need to *encourage lecturers in diaspora whose skills are relevant to Nigerian University educational development to volunteer their services at their convenience*. The draft policy further stipulates that their logistical expenses will be catered for once they accept to volunteer. The other sector highlighted by the policy is how the policy can support Nigeria’s diaspora to contribute to research and development.
3.3.5 Labour Migration Policy for Nigeria: As far back as 2014, the Nigerian government had a labour migration policy for the country (Federal Republic of Nigeria, 2014). The policy has three broad objectives which include the promotion of good governance of labour migration; protection of migrant workers and promotion of their welfare and that of families left behind; and optimization of the benefits of labour migration on development while mitigating its adverse impact. The policy has four main parts based on these three broad objectives. Part 1 is the introduction to the policy, while part 2 promotes good governance in labour migration, which aims to facilitate rights and protection and to achieve equitable social and economic outcomes. Part 3 is on protection of migrant workers and promotion of their welfare, which includes that of their families. Part 4 optimizes the benefits of labour migration for development and deals with how migration contributions can be mainstreamed into national development plans.

Among these four parts, the third part has a section titled linking with the pool of expertise in Nigerian transnational communities. By implication, the pool of expertise includes all professionals and academics. The policy emphasizes the attraction of highly skilled professionals in technology, science, and the medical and paramedical fields. The mode is more flexible allowing Nigerian diaspora to volunteer their services either virtually or physically. This emphasizes one of the concerns of the key informants on how to reduce the cost of engaging diaspora for the nation. He said:

... we want to engage the academic diaspora, it is very useful to engage them especially with the establishment of this new Centre. What can be done is that the diaspora may not have to be physically present. They can contribute virtually to reduce the cost of physical transfer (Key informant interview, 18 July, 2018).

Among the mechanisms for transferring the pooled expert knowledge are to attract migrant workers’ expertise to contribute to the sharing of skills and technology transfer; provide information to diaspora migrants regarding local investment opportunities; and create an enabling environment for investments and enterprise developments from migrants.
3.3.6 Assessment of Institutions Relevant to Nigeria Academic Diaspora-led (NAD) Interventions’

The success of creating and implementing academic diaspora led interventions be it policy or programs demand adequate and transparent coordination and collaboration among the following institutions, agencies and stakeholders. The following section explains their roles in the context of diaspora led activities in higher education sector of Nigeria.

3.3.7 Nigerians in Diaspora Organization: The administration of the former president Olusegun Obasanjo set up the Nigerian-in-Diaspora Organization (NIDO) in 2000. NIDO is a non-profit organisation that seeks to encourage Nigerian diaspora to be committed to the political, social and economic affairs of the home country (Agyemang and Setrana, 2014). The organization is made up of professionals and academics of diverse backgrounds. Branches of this organisation are found in different countries to provide Nigerian emigrants with the relevant information on issues pertaining to the country. The organisation also contributes to the development of the home country through their financial remittances and social remittances such as skills transfer. In terms of setting up a diaspora programme, the organisation will jointly work with the Diaspora Commission to identify the capacities of its members based on the educational needs of the tertiary sector. Also, members of the association can mobilize resources to support the implementation of the diaspora led programme for tertiary education (Agyemang and Setrana, 2014).

3.3.8 Nigerians In Diaspora Commission (NIDCOM): The Diaspora Commission was launched on 30th June, 2017. The Commission operates under the Ministry of Foreign Affairs and it is governed by a chairman who shall be the chief executive and secretary. The Commission has the mandate among others to

co-ordinate and harmonize all continental Nigeria Diaspora Organizations; reach out to Nigerian communities abroad through their various groups, organizations and professionals’ bodies; strengthen the existing administrative set-up of the NIDO; work with the NIDO, the professional sub-committees, sub-committees on the professional groups and the various socio-cultural groups (NIDCOM, Retrieved on 12 July, 2019).
3.3.9 Office of the Senior Special Assistant to The President on Foreign Affairs And Diaspora (OSSAPFAD)

The Office of the Senior Special Assistant on Foreign Affairs and Diaspora (OSSAPFAD) is mandated to develop programmes to assist in mapping the skills, efficiencies and preferences each diaspora can offer (ibid). The Office of the Secretary to the Government of the Federation (OSGF) and the Office of the Senior Special Assistant to the President on Foreign Affairs and Diaspora have the supervisory role in the implementation of the Diaspora Engagement Policy. The academic diaspora can be traced and match their interest to their various home institutions. This office, among the programmes to be developed, will enhance the capacity of the existing academic diaspora, LEADS and also establish more of such programmes to cater for the growing interest/fields, which are not covered under the LEADS.

3.3.10 Ministry of Foreign Affairs (MFA): This Ministry is mandated to provide guidelines on policies relating the welfare of the diaspora. As part of the diaspora policy implementation, the ministry will offer support to the supervisory institutions (ibid). The Ministry has direct link with the diaspora and gives advice on work permit requirements, visas among others. Its missions also operate through the Nigerian missions abroad and the Diaspora Affairs Unit to protect Nigerian emigrants within the policy and legal structures of Nigeria. Through its missions abroad, the adverts on academic diaspora programmes can be circulated. The ministry also supports with the drafting of the guidelines for the academic diaspora program.

3.3.11 Nigerian Diplomatic Missions: The Nigerian Diplomatic Mission abroad serves as the contact outfit for all Nigerian emigrants in the host country (ibid). So, they serve as the liaison between Nigerian migrants and the government to provide any form of information that could be relevant to the academic state-diaspora program to be instituted both by government or non-governments.

3.3.12 Diaspora and Transnational Studies Programme, University of Ibadan (DTSPUI) and Diaspora and Resource and Research Centre (DRRC):

The University of Ibadan established the first institution on Diaspora and Transnational Studies Programme under the Institute of African Studies. The aim of the Institute is to build the capacity of diplomats working on issues of diaspora. The activities of the institute will be supported by the Diaspora and Resource and Research Centre (DRRC) (ibid), which is yet to
be established in University of Ibadan. The other function of the institute will be to work with the Office of Senior Special Assistant to the President on Foreign Affairs and Diaspora (OSSAPFAD) and other agencies to implement the policy. As an academic institute, it is in a better position to advise the government on the need to create national diaspora interventions for higher education and research targeting diverse disciplines to complement existing efforts of the NUC.

3.3.13 National Universities Commission (NUC): The NUC is mandated to draft and ensure the implementation of programmes aimed at linking experts and academics in the diaspora to the development of university education in Nigeria (Key informant interview, 19 July, 2019).

3.3.14 Nigerian National Volunteer Service (NNVS): The NNVS has the responsibility of organising volunteer activities for Nigerians and the Diaspora. As part of their mandate, the NNVS will have to be involved in linking with the OSSAPFAD to enable exchanges that specifically address the needs of academic diaspora.

3.3.15 Ministry of Budget and National Planning (MBNP): The ministry ensures that budget for diaspora academic programmes are effected in the main national development agenda and implemented by all relevant stakeholders.

3.3.16 Federal Ministry of Labour and Employment: The ministry in collaboration with other stakeholders ensures the smooth implementation of the Labour policy and the inclusion of academic diaspora led interventions through short term visits to fill vacancies in the various fields that need diaspora expertise. The Ministry must ensure that the sections in the LMP are implemented, planned and utilized. The LNP states that the ministry should also include in its annual budget some allocation for the academic diaspora programmes.

3.3.17 Federal Ministry of Education: The ministry in collaboration with the NUC and other relevant stakeholders should work to design other schemes to engage Nigerian diaspora for them to return on short term basis to the country for project-tied tasks. Again, the Ministry of Education allocates some funds through TETFUND for new programmes and increase the resource base of the existing LEAD programme. TETFUND’s mission is to provide focused and transformative intervention in public tertiary institutions in Nigeria through funding and effective project management. Its objectives are to provide funding for educational facilities
and infrastructural development; promote creative and innovative approach to educational learning and service; stimulate, support and enhance improvement activities in the educational fundamental areas, like Teacher Education, Teaching Practice, Library Development and Special Education Programmes (FME, Retrieved on 12 July, 2019)

3.3.18 Ministry of Interior and Nigerian Immigration Services (NIS): The Ministry of Interior through the Nigeria Immigration Services, collects data on the entry and exit from Nigeria. Although the ministry has access to this data, this information is hardly analysed. The is the need to provide them with technical support to analyse the collected data to determine the flows of academic diaspora. They also collaborate and share information with the OSSAPFAD on data relating to Nigerian Diaspora.

3.3.19 Central Bank of Nigeria (CBN): The CBN is responsible for formulating policies related to remittances. The CBN can collaborate with the NIDCOM to devise the best ways to mobilise funds to support the programme.

3.3.20 Other Relevant Ministries, Departments and Agencies Relevant to Nigeria Academic Diaspora-led (NAD) Interventions'

In addition, there are other government institutions that also provide support for a successful implementation of an academic diaspora-led intervention in higher education. The other institutions include the Ministry of Women Affairs. This institution will assist in developing a more gender sensitive programme for academic diaspora.

National Population Commission (NPC) hopes to update its data base on the profiling of academic diaspora that can or might have been engaged annually. This data can be extracted from the data base of all Nigerian diaspora, which will be collected as stated in the draft DEP. The institution will jointly work with OSSAPFAD and MFA as well as other stakeholders on this.

National Assembly Committees on Diaspora Affairs (NACDA): As part of their mandate in contributing to the implementation of the policy, within the legal instruments of the country on
the diaspora, it will provide support for the drafting and implementation of policy guidelines as well as for academic diaspora engagement in higher education, research and innovation.

**Federal Ministry of Justice** (FMOJ) works to ensure that the implementation of the diaspora policy falls within the purview of the country’s legal framework. This institution will also offer advice on the legal instruments that can support the establishment of academic diaspora programme for quality tertiary education.

3.3.21 *International Organisations Relevant to Nigeria Academic Diaspora-led (NAD) interventions’*

Much of the time, the other international organisations working on migration and development provide either technical or financial support to origin countries for the implementation of academic state-diaspora led programmes. These institutions include:

**The International Organization for Migration**: The IOM, through the Migration and Development for Africa project, collaborated with the ministry of health to engage Nigerian diaspora in the health sector to contribute to filling the skills gap in this sector. They assisted other young medical professionals to enhance their skills through training, although recently much of their focus is on supporting the transfer of entrepreneurs in all sectors.

**The United Nations Development Programme (UNDP)**: The UNDP previously funded Nigerian emigrants to transfer their knowledge to their home country under the Transfer of Knowledge Through Expatriate Nationals (TOKTEN) project.

**The Centre for International Migration and Development (CIM)**: CIM collaborates with Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ) and the German Federal Employment Agency to run the diaspora and return experts programme. CIM has been engaging Nigerian emigrants in Germany, who are either permanently or on short term visit to Nigeria, for skills and technical transfer.
The World Bank can offer technical and financial support for the implementation of national academic programmes targeted at higher institution. The world bank already has a data base that could also support the activities of the academic diaspora interventions.

UNESCO also provides financial support for the promotion of exchange between migrants from Ghana and Nigeria and the diaspora on issues of health, education among others.

3.3.23 Migrant Associations CSO AND NGOs Relevant to Nigeria Academic Diaspora-led (NAD) Interventions

The success of an academic state diaspora-led programme needs to take a whole society approach. This involves engaging migrant associations, NGOs and civil society organisations and home town associations (example, Members of Historic African Diaspora (HAD); MANGA, APNA, etc.), external political party branches, Professional Associations, diaspora alumni associations among others. These organisations are made up of formal and informal associations. The academic diaspora are members of these associations and so advertisement through these associations will be needed. Again, they can also offer financial support for the sustenance of a diaspora programme focused on improving the tertiary education sector. Examples of such professional networks are described as follows:

Association of Nigerian Physicians in The Americas (ANPA): This is an NGO formed by a group of Nigerian health professionals living in United States, Canada and the Caribbean in 1995. Their profession ranges from being physicians, to dentists and allied health professionals.

Medical Association of Nigerians Across Great Britain (MANSAG): This was formed in 1997 among health practitioners with Nigerian origin. The association represent the interest of physicians, nurses, radiographers, pharmacists and other healthcare professionals. Among other responsibilities, the association offers advance education to improve the health situation in less privileged communities in Nigeria and other parts of Africa.
3.4. Assessing the Governance of Diaspora-Led Interventions

The good news is that Nigeria has an existing academic diaspora-led intervention led by the government of Nigeria through the NUC, which has been in existence for more than a decade. Despite the challenge of the programme, it is worth noting that the LEAD programme is exemplary. The general impression based on the interviews indicates that despite the challenges of the NUC, it is well received by academics and it acknowledges the contribution of the beneficiaries to their various institutes. In addition, the engagement of academic diaspora for positive development impact through knowledge transfer is acceptable by most including governors. The Governor of Lagos State on Diaspora Affairs shared this in his statement at a function:

“This is the season of change. We are bringing the world to Lagos so that we can have world best practices”, he said. “We believe that the Diaspora is the wheel of progress for Lagos State and Nigeria as a whole; nations like Israel, India even China utilize the power of the Diaspora to bring about changes in their respective nations......So, we see this UK group coming to impart knowledge and build capacity of the teachers who are custodians of knowledge and trainers of the future leaders” (NIDCOM, Retrieved on 15 July, 2019).

In terms of advancement in the engagement of academic diaspora, Nigeria is said to be ahead of Ghana. However, like Ghana, it also has all the needed policies and institutional frameworks within which the state can institute other academic diaspora programmes and also enhance the resource capacity of LEAD. From the key informant interviews, they hope the national commission will help to collate and lead the discussions to develop policy guidelines for the harmonisation of all diaspora engagements with the Universities. They are of the view that a national programme is important because, then, it takes away the full financial burden from the universities. Additionally, the policy will help to streamline and regularise diaspora engagement with the home institution.

While the National Policy on Education and the Roadmap have no element of academic diaspora engagement, the National Migration Policy and the Labour Migration Policy do have
some broad policy objectives and strategies within which an academic diaspora can be implemented to address the needs of tertiary education. Since their implementation, there hasn’t been any programme of this nature created apart from LEAD which existed before these policies came into existence. As for the DEP, it is yet to be outdoored, though it has a lot of positive potentials for the creation of academic engagement programmes for Nigerian diaspora.

Also, the interviews identified the lack of coordination and collaboration among institutions as a major challenge. The national institutions interviewed indicated that they hardly share information with other ministries, departments and or agencies. The challenge with the Nigerian Migration, Labour and Diaspora Policies is that they all have different institutional frameworks for their implementation. In this case, there is likely to be duplication of duties when it comes to the creation and implementation of academic diaspora engagement programmes for tertiary education. In order to optimize the use of resources, it will be good for harmonization of institutions.

Most often, continuity and coherence remain a challenge when it comes to policy implementation and institutional operations. The change of government usually leaves several government projects halted. Initial resources invested end up being wasted because the next government is likely not to continue. Despite this challenge, the stakeholders interviewed were satisfied with the achievement of the current administration because it decided to pursue the diaspora engagement policy that was started by the former administration. This also shows how significant the government recognizes the contribution of the diaspora to Nigeria and sees the diaspora as an agent of development.

### 3.5 Resource Mobilisation for Implementing Nigeria Academic Diaspora-led (NAD) Interventions

While the efforts of the central government towards NAD engagement are remarkable, there are also philanthropic programmes spread across the various universities in Nigeria. The unanimous suggestion among key informants was the fact that there should be multi-sectoral approach to mobilising the funds. These ideas are similar to what the National Migration
Policy states about resource mobilisation. It was agreed that no matter the contribution from other sectors, the government should make adequate provision for both financial and technical support for the establishment of academic diaspora policy and programmes through its annual budgetary allocation to the leading instructions of the various policies. Other sources include mobilising resources from Nigerian Diaspora, civil society organisation, NGOS, private sectors, captains of industries, foreign nationals and international organisations. Even further, the National Migration Policy recommend the establishment of a trust fund for dealing with migration related issues. The policy states:

it is recommended that a trust fund for migration be established and that a board of trustees be appointed to be responsible for raising funds and for expending such funds in a judicious and transparent manner for the benefit of stranded migrants, to discourage irregular migration, disseminate information about all aspects of migration and other related purposes (Adepoju, 2015: 79).

The Office of the Senior Special Assistant to the President on Foreign Affairs and Diaspora (OSSAPFAD) and the Ministry of Foreign Affairs (through Nigerian Missions Abroad and NIDCOM) need to integrate in their yearly fund raising activities in both home and abroad since they have direct contact Nigerian diaspora. The diaspora desk under the Nigerian Missions Abroad can offer sensitisation programmes to encourage the diaspora to support the involvement of academic diaspora in tertiary education in Ghana and to address the educational needs of the sector.

Another source of funding suggested during the in-depth interviews was the suggestion that the Ministry of Education could make provision for funding diaspora engagement programmes through TETFUND. Although the TETFUND is limited, it was suggested that once the programme is integrated into their development agenda as well as their annual budget allocations, funds can be set aside for its use.
SECTION 4

4.0 ACADEMIC DIASPORA-LED INTERVENTIONS IN ZAMBIA

4.1 Historical Antecedents and overview of diaspora-led interventions in Ghana

The government of Zambia until recently had perceived the emigration of its members in a negative light. It is not surprising that some of the earliest attempts to engage Zambian diaspora was initiated jointly by the government with IOM. The program was organised between 1983 and 1999, under the project Return and Reintegration of Qualified Nationals (RQAN)”. It encouraged Zambian professionals in the areas of health and education sector to fill the unoccupied positions in the public sector or start their own businesses (Ministry of Foreign Affairs (MoF), 2019). Following the success of the RQAN program, the government developed the National Employment and Labour Market Policy (NELMP) which has a component of return and reintegration to attract skilled Zambians home for better conditions of work (ibid). Since then, there has been several attempts to build on measures to facilitate Zambian skilled professionals and academics living abroad. The government advanced its strategies of facilitating diaspora return with the development of a diaspora policy that could formalize its engagement with the diaspora. The government synchronised Diaspora engagement as one of the Sixth National Development Plan (SDS) in order to optimize the benefits derived from the diaspora.

Additionally, Kaunda et al. (2013) recount three major significant initiatives that were undertaken to facilitate ZAD engagements. The first initiative was the Zambia Diaspora E-Conference which was held in October 2008. Although, the main aim of the conference was to explore the diaspora’s collective aspirations for Zambia through ‘Visioning’ and ‘Prioritization’ of actions, the initiative also brought home some of the ZAD to invest their knowledge, skills and expertise in Zambia’s higher educational sector. The second initiative was the Zambian
Diaspora Connect. This was held in Lusaka on 23 June 2010 to provide a platform for dialogue and networking between the Zambian Diaspora Connect and Zambian Diaspora Desk at State House. The initiative brought to the fore two key projects that sought to engage and attract the ZAD. The first project was the Zambia 2011 election project which requested Zambian academics and the ZAD to write short papers on critical themes on Zambia. Special pages were created on established magazines such as the Zambian Economist for the publication of these papers. The second project was the teachers’ housing project which aimed to improve the housing quality for teachers so as to attract the ZAD. The Zambian Diaspora Survey in 2011, by the International Organization for Migration and the Diaspora liaison Office forms the third major initiative with the aim to establish contact and information on the Zambian diaspora (MFA, 2019). Other initiatives include the roundtable discussion organised by Diaspora for African Development (DfAD) in conjunction with Diaspora Support Initiative (DSI), Zambia, the Olympic Youth Development Centre (OYDC) and the International Organisation for Migration (IOM) at OYDC on 14th February, 2014. The dialogue focused on ‘Zambia at 50 Years: Engaging the Diaspora in Inclusive Development’. One important outcome of all these initiatives was the publication of the diaspora policy which spelt out clearly the terms of engagement and further facilitated the smooth participation and reintegration of ZAD in Zambia.

In 2011, the Ministry of Education officially lunched the “Partnerships in Africa” (EPA) project between the University of Manchester and Zambian Universities such as the University of Zambia (UNZA) and Copperbelt University (CBU). Funded by the UK Government’s Department for Business, Innovation and Skills (BIS) and managed by the British Council, the EPA project forge relationships that will allow for knowledge and skill transfer.

Other philanthropic initiatives/programs that facilitates partnership between the ZAD and higher educational institutions in Zambia includes the Southern Africa-Nordic Partnerships (SANORD), Canada-Africa Higher Education Partnership, Africa-US Higher Education Initiative, and the European Union-African Union Partnership in Higher Education (EDULINK) (Masaiti and Shen, 2013; Teferra 2013). The Zambian Doctors Association in Washington (USA), have also collaborated and held a dinner, with the resolution of coming to Zambia and helping briefly with the University of Zambia (Medical school) and University Teaching Hospital (UTH) (Kaunda et al 2013).
In April, 2019, the government formalized its relationship with the diaspora through a diaspora policy. Under the auspices of the Ministry of Foreign Affairs (MFA), the Zambian government launched a national diaspora policy in recognition of the potentials of Zambian diaspora to contribute to national development. Specifically, the government aim to promote collaboration between ZAD and Zambian higher institutions in order to strengthen partnerships for experience, knowledge and skills transfer (MFA, 2019). The MFA is mandated to create a diaspora desk at Zambian headquarters and its Missions Abroad to deal with issues relating to diaspora engagements and participation in national development (ibid). The government through the diaspora desk would establish a database of available skills in the diaspora and use it to match local needs and opportunities, especially at higher educational institutions.

4.2. Mapping of policy guidelines relevant to Local/State Diaspora-led programs in higher education

The local/state-diaspora led academic programs fall within the Sixth National Development Plans (SDS) in Zambia. While the country relies mainly on its diaspora policy to manage issues of migration and the diaspora, higher education is rather managed under the newly education policy. These two policies are reviewed as follows:

4.2.1 National Higher Education Policy: This policy sets out to achieve the following objectives:

- to enhance quality and relevance in the provision of higher education;
- to increase equitable access and participation to quality higher education;
- to enhance equity and inclusion in higher education;
- to enhance efficiency and effectiveness of higher education;
- to promote alternative sources for financing Higher Education;
- and to enhance career development support to students (Higher Education Authority, Retrieved July 2019).

The policy is underpinned by the National, Regional and Global aspirations for Education and Skills Development as adopted in the Seventh National Development Plan (2017-2021); the Vision 2030; Africa Agenda 2064 and the Sustainable Development Goals (ibid). Although, the policy is not explicit on whether or not to engage Zambia diaspora in achieving these
objectives, it will be an opportunity for the country to do so. The diaspora can provide technical and financial assistance. The policy in describing its mode of resource mobilization made a broad assumption of engaging the private sector and in this case engaging academic diaspora of Zambian origin could be a huge source of resource mobilization.

4.2.2. Diaspora Policy: The Diaspora Policy defines the Zambian Diaspora as “persons originating from Zambia, including their descendants, living and/or working abroad, regardless of their nationality, who individually or collectively, are willing to contribute to national development” (MoF, 2019: 2). The overall objective of the policy is to integrate the Zambian Diaspora in the development agenda of the country by creating an enabling environment and platform for effective participation of the Zambian Diaspora in national development and promote their rights, interests and welfare abroad (ibid:8). The Policy will harness the Zambian Diaspora as a resource for development and maximise their contribution to national development (ibid: 8).

The diaspora policy under the bullet 7 has 13 policy measures with the 7.11 bullet acknowledging measures to attract diaspora knowledge and skills to the home country. Among these policy measures are to; Promote the permanent, temporary and virtual return of skilled Zambians in the Diaspora; Establish a database of available skills in the Diaspora and use it for, among other things, the placement of qualified Zambians in International organisations; Match the Diaspora skills to local needs; Link local available opportunities to the database; Provide for exchange of knowledge and skills; and Promote collaboration between the Diaspora, including Zambian professionals abroad on one hand, and Zambian institutions in the country on the other hand, to strengthen partnerships for experience, knowledge and skills transfer (ibid:11).

4.3 0 Assessment of Institutions relevant to Local/State Diaspora-led interventions’ in Higher Education and Research

Although there are hardly any known concrete academic local/state-diaspora-led interventions from the Zambia government, there is enough evidence from the diaspora policy to suggest that the policy environment is much developed and matured creating an enabling environment for the establishment of state-diaspora led programmes for higher education, research and innovation. Various government agencies, institutions and departments are relevant in the
discussions of state-diaspora led programmes. An overview of these institutions is provided below:

4.3.1 Ministry of Foreign Affairs and Zambia Missions Abroad

Ministry of Foreign Affairs is mandated to formulate and administer Zambia’s foreign policy, and establish and maintain Zambia’s international relations. It also ensures that it promotes and protects Zambia’s interests and maintain good international relations in order to contribute to sustainable development and national prosperity. The Ministries strategic duties has earned it the leading government institution in charge of engaging diaspora affairs and for the implementation of the diaspora policy. It is expected that the Ministry as stated in the Diaspora policy will collaborate with other agencies, ministries and other relevant stakeholders to implement the policy. The MFA also through the establishment of a diaspora desk in every Mission Abroad have links with the diaspora that allows them to make sure that they build their capacity to deliver on diaspora issues. Within the broader discussions of the Ministry, it is also possible for them to institute and/or facilitate local or state led diaspora-led interventions in higher education. The suggestion will contribute to the quality and skills gap in the higher education sector. The missions abroad offices through the diaspora desk should ensure to create a data base of Zambia diaspora skills. Sensitization of the diaspora on the need to contribute through short-terms visits is important and can be done through the ministries.

4.3.2 Ministry of Higher Education: This ministry is under the general Ministry of Education and it is in charge of formulating and implementing all the policies for higher education in the country. It drives the agenda of quality and efficient delivery of higher education by adhering to the National, Regional and Global aspirations for Education and Skills Development as espoused in the Seventh National Development Plan (2017-2021); the Vision 2030; Africa Agenda 2064 and the Sustainable Development Goals (SDG 4 on Education). The positive note is that, the diaspora policy recognizes this and so spells out the specific duties of the Ministry of Education in achieving its policies collaborating with the diaspora. As part of the implementation strategy of the Diaspora policy, the following specific objectives have been outlined for the Ministry of Education. The second objective creates room for the Ministry of Higher education to collaborate with the Ministry of Foreign Affairs to initiate a state diaspora
led intervention to enhance the capacities of Zambia’s higher education sector. The specific outline is as follows:

a) Integrate ICT in teaching and learning across all levels of education and training, and provide e-learning to enable access to information and facilitate networking between Zambian education institutions and the Diaspora; b) Engage partnerships and collaborations with the Diaspora in investing in the education sector; c) Provide information on knowledge and skills required for seeking jobs abroad; d) Engage Zambian Missions to provide information to the Ministry on skills required in their countries of accreditation in order to encourage the production for such skills for export, and e) In partnership with relevant stakeholders, implement public education programs aimed at creating awareness to parents and students travelling for studies abroad (ibid: 14).

4.3 Other Relevant Ministries, Departments and Agencies relevant for Local/State Academic Diaspora-led Interventions

Other institutions relevant to the delivery of any of an academic diaspora intervention and policies for higher education, research and innovation will involve the following set of ministries and departments for its successful implementation. These are Ministries of Labour and Social Security, Gender, Legal Affairs, Home Affairs, Education, Land, Finance and National Planning, Commerce and Trade, as well as the Zambian Development Agency (MoF, 2019: 13).

Other stakeholders that are key in implementing an academic diaspora policy guidelines and intervention include the International Organization for Migration (IOM), Cooperating Partners, the Diaspora Associations, Private Sector, Civil Society Organisations (CSOs) and Non-Government Organisations (NGOs) (ibid: 13).

4.5 Resource Mobilisation for implementing Nigeria Academic Diaspora-led (NAD) interventions

The Ministry of Foreign Affairs (through Zambia Missions Abroad) need to integrate in their yearly plan fund raising activities both home and abroad since they have direct contact Zambian
diaspora. The diaspora desk under the Zambia Missions Abroad can offer sensitization programs to encourage the diaspora to support the involvement of academic diaspora in tertiary education in Ghana and to address the educational needs of the sector.

Other sources include mobilising resources from Nigerian Diaspora, Civil society organisation, NGOS, private sectors, Foreign national, and international organisations.
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