

Science, Technology and Innovation Networking for the Next Generation of Academics



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University of Washington Panel Discussion
Brain Drain, Brain Gain or Brain Circulation:
Doctoral Education and the Global Divide
Seattle, Washington
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BACKGROUND

2

Recent Comments

- HP could double its sales in Africa if it could find enough skilled workers to install and maintain all the equipment it can sell
- Help us get rid of low paying jobs and replace them with high paying jobs
- Mauritius can either export its children or it can export globally competitive, high value added goods and services

3

Two Roads



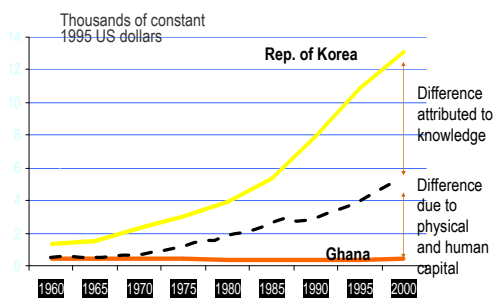
Ignorance
Unskilled labor
Low-value-products
Low-wage jobs
Dead-end

Knowledge
Skilled workforce
High-value products
High-paying jobs
Competitiveness

4

Why Worry About All This?

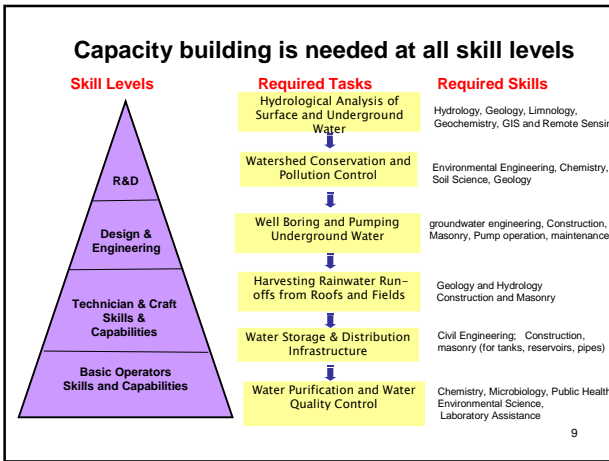
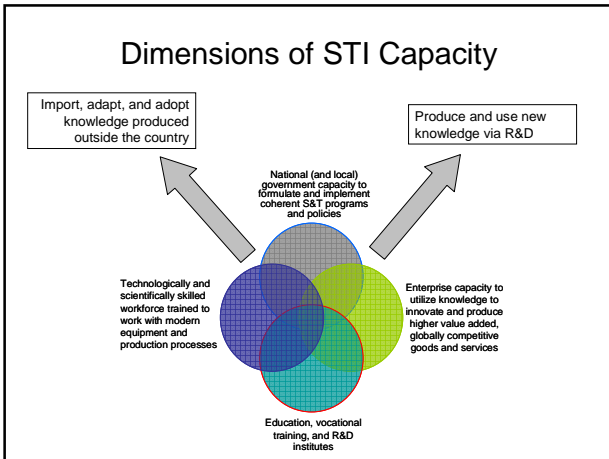
Knowledge makes the Difference between Poverty and Wealth...



Difference Attributable to Knowledge

- What kind of knowledge?
- Where do you get it?
- How do you find it?
- How do you learn to use it?

6



NETWORKING ISSUES

- ### Conundrum
- Science and education faculties are aging rapidly and large numbers of retirements are inevitable in the next five years;
 - There are large numbers of vacant positions in science and engineering faculties across Africa;
 - The ranks of younger professors are too small to meet the expected wave of retirements; and
 - Higher education enrollments are growing rapidly. Faculties must expand to meet this growing demand, but they are barely able to maintain the status quo.
 - Skill shortages, but graduates can't find jobs

Tertiary Education Enrollment (000's)

	1999	2005
Botswana	5.5	11
Ethiopia	52	191
Mauritius	7.6	17
Mozambique	10	28
Nigeria	699	1290
Rwanda	6	26
Tanzania	19	51
Uganda	41	86

13

Faculty Vacancies

- Makerere: As of August 2007, 1,052 of 1,796 faculty positions were filled; 666 had PhD's; 554 more needed to fulfill staffing levels.
- UDSM: For first time, teaching positions were being filled in 2007 by staff with only a bachelor's degree – 128 of 512.
- Kenyatta: Of 730 academic staff, only 31 full professors and 48 associate professors.
- University of Nairobi: Because of staff shortages, graduate students in physics are being offered tenure in return for teaching duties.
- Ghana: About 40% of faculty positions in universities and 60% in polytechnics are vacant.
- Nigeria: An estimated two-thirds of the 36,000 faculty positions are vacant.

14

Aging Faculty

- Kenyatta: Of 31 full professors, 28 are over age 50.
- Kyambogo (Uganda): Of 417 academic staff, only 22 have PhDs; 9 of them are past mandatory retirement age.
- UDSM: In May 2006, of 512 academic staff, none were under 30, 8 were between 31 and 35, and only 12% were under 40.
- Nigeria: 400 professors – 45 percent of the top-level professoriate – reach mandatory retirement age in 2008

15

Brain Drain

- In 1990, nearly 7,000 Kenyans with tertiary education migrated to US.
- A 2003 estimate: at least 10,000 Nigerian academics and 21,000 Nigerian doctors were in the US alone.
- Movement of academics to wealthier countries within Africa.
- Movement of academics to better-paying jobs in government or private sectors.

16

Governance Issues

- Low wages, generally tied to civil service pay scales, and poor faculty working conditions act as a disincentive for well-trained African scientists to work in African universities, especially when they can get much better pay and working conditions by working elsewhere.
- Universities do not have sufficient autonomy to set their own agenda, recruit faculty, set pay scales based on merit, etc. Filling faculty vacancies has to compete with other budget needs
- Universities cannot charge fees or generate outside income (via research grants) to supplement their budget allocations from the Ministry of Finance.

17

Factors in Leaving Academia

“Push” Factors

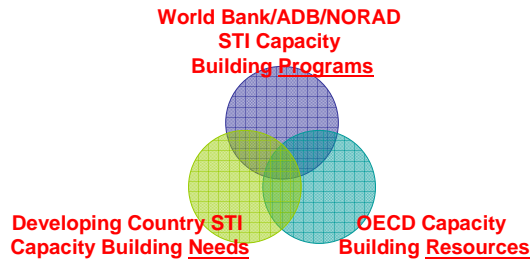
- Low remuneration
- Lack of professional development & support
- Slow promotion process
- Lack of equipment, books & libraries
- Heavy undergrad teaching load
- Lack of housing

“Pull” Factors

- Low status of academia
- Better remuneration in private & civil sectors
- Overseas opportunities
- Opportunities in wealthier African countries
- Overseas training increases threat of brain drain

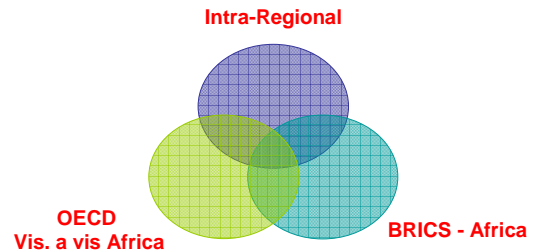
18

Network Programs, Needs, and Resources



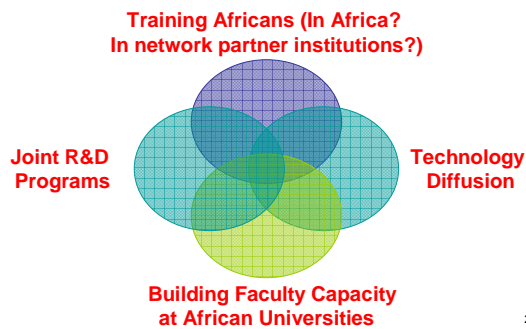
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Network Types



20

Network Objectives



21

Rationale for Regional Networks of Universities

- Most universities in Africa have limited faculty capacity – but where capacity for comprehensive training does not exist in single institutions, it may exist regionally.
- Institutions cannot afford expensive instrumentation – but universities could reap economies of scale by sharing equipment.
- Regional networks can create a critical mass of faculty and students.
- Networks can link researchers who are isolated professionally and geographically.

22

Carnegie-IAS African Regional Initiative in Science and Education (RISE)

- RISE will prepare PhD-level scientists and engineers in sub-Saharan Africa through university-based research and training networks in selected areas.
- Medium-term goal: Produce new faculty and upgrade qualifications of existing faculty.
- Long-term goal: Develop capacity of African universities to train and retain succeeding generations of faculty.

23

About RISE

- Will support three competitively selected research and training networks, each comprising universities in at least three different countries in sub-Saharan Africa.
- Each RISE network will grant at least 15 PhD and Masters degrees over 4-6 years.
- Each network will receive funding of approximately US\$800,000 over 2 ½ years; follow-up funding likely.
- Retention strategy critical.

24

Selection Criteria

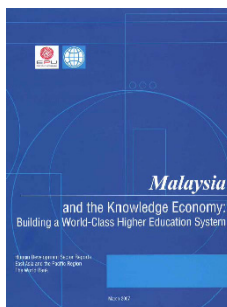
- Scientific merit
- Training capacity
- Research activities
- Evidence of institutional support
- Added value of the network versus separate support to individual institutions
- Potential for sustainability
- Strategy to attract/retain female faculty and students
- Strategy to retain RISE graduates at universities in the region

25

Resources

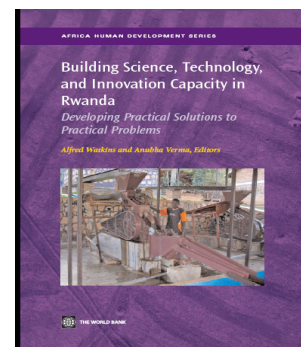
- RISE <http://www.msi-sig.org/riase.html>
- State Department Summit: Higher Education for Global Development <http://www.hedglobalsummit.org/>
- ADB HEST Strategy (i) strengthening national and regional [higher education] centers of excellence; (ii) building or rehabilitating science, technology and higher education infrastructure; and (iii) linking higher education, science and technology to the productive sectors.
http://www.afdb.org/pls/portal/docs/PAGE/ADB_ADMIN_PG/DOCUMENTS/STRATEGYDOCUMENTS/STRATEGY%20FOR%20HIGHER%20EDUCATION%20SCIENCE%20AND%20TECHNOLOGY.PDF
- MASDAR Institute of Science and Technology
<http://www.masdaruae.com/text/institute.aspx>

26



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27



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28



29



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30



THANK YOU

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31