

Addis Ababa University
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**The Migration of Professors from African Universities
To The Western world: The Case of Addis Ababa University
Ethiopia (1974-1993)**

By

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Board of Examiners

We, the undersigned members of the “Board of Examiners” of the final open defense by Tesfaye Abebe Ashebo have read and evaluated his thesis entitled “The Migration of Professors from African Universities to the western world: The Case of Addis Ababa University Ethiopia” This is therefore to certify that the thesis has been accepted in partial fulfillment of the requirements for the degree of Master Arts in African Studies and program African Intellectuals History and Cultural Studies

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Abstract

The aim of this study is to understand the major reasons of migration of academic intellectuals from Addis Ababa University to the developed world and to compare and contrast the brain drain from Imperial regime up to FDRE (1974-1993). The study will be used to find out the problem by analyzing the migration of academic intellectuals and to suggest alternative solutions.

The study method was employed mixed method and is supplemented by available documents. Both narrative and survey research designs are used. The researcher divided the sampling frame into commonly selected strata (groups) of five Colleges and two Institutes arranged by strata. In the selecting process respondents were selected from each colleges and research institutes using stratified random sampling techniques. The data were gathered from AAU academic intellectuals, analyzed by using percentage, average (mean), descriptive words and the documents were incorporated to substitute the qualitative information.

The data analysis and findings of this research showed that migration of academic intellectuals from AAU to the developed world is many factors such as: During Hile Selases regime no intellectuals turn over and they have no any economic problem and political persecution. During Derg regime the political persecution, refugees and killing intellectuals were high and the brain drain started on this regime. Also many AAU university intellectuals leave country on political persecutions, conflicts and war they have a big political problem but no economic. During current government since took power government dismissed 42 AAU academic intellectuals in 1993 it was major problem, the economic situation is too difficult, no political persecution and refugees it is too low. Therefore, many the AAU academic intellectuals leave the country on searching sufficient income, for survive and brain drain, brain circulation is too high on economic and technology cases.

Finally some recommendations are forwarded: Policy makers to control this issue encourage on adjust housing, salary, creating conducive environment, attracting foreign intellectuals and both are should be knew university is not political and it is an area of academic, avoid conflict, take the responsibility on political issues, social situation and in democratic principles for the realization of better development.

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Acronyms and Abbreviations

AAI	African American Institute
AAPO	All Amhara Peoples Organization
AAU	Addis Ababa University
AESM	All Ethiopian Socialist Movement
BD	Brain Drain
BPO	Business Process Outsourcing
CELU	Confederation Ethiopian Labor Unions
DV	Diversity Visa
E.C	Ethiopian Calendar
EHRCO	Ethiopian Human Right Council Organization
ELF	Eritrean Liberation Front
EPLF	Ethiopian Peoples Liberation Front
EPRP	Ethiopian Peoples Revolutionary Party
ESUE	Ethiopian Student Union Europe
ESUNA	Ethiopian Student Union North America
ETA	Ethiopian Teachers Association
EU	European Union
FDI	Flow Developing Investment
FDRE	Federal Democratic Republic Of Ethiopia
GDP	Growth Domestic Product
HC	Human Capital
HRCO	Human Right Council Organization
HRDO	Human Resource Director Office
HTA	Home Town Association
ICT	Information Communication Technology
IDB	Inter –American Development Bank
IDPs	Internally Displaced Person
IEOD	International Education Open Doors

ILO	International Labor Office
IMF	International Monetary Fund
IOM	International Organization for Migration
KPO	Knowledge Process
Outstanding LDCs	Less Developed Countries
MDGs	Millennium Development Goals
MEISON	All Ethiopian Socialist Movement (Mela Ethiopia Socialist Nekinake)
MIF	Multilateral Investment Fund
NGO	None Governmental
Organization OCW	Overseas Cataract Workers
ODA	Official Development Assistance
OLF	Oromo Liberation Front
PMAC	Provisional Military Administrative Council
TPLF	Tigray People’s Liberation Front
UK	United Kingdom
UN	United Nation
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific And Cultural Organization
UNIA-ACL	Universal Negro Improvement Association And African Communities League
UNPAAERD	United Nation Program Of Action’s Economic Recovery And Development
USA	United State America
USANAS NAE USA	National Academy of Sciences and National Academy of Engineering,
USD	United State Dollar
USUAA	University Student Union Addis Ababa
UTA	University Teachers Association
WB	World Bank

Chapter one

1. Introduction

1.1 Background of study

Migration of professors is caused by different factors voluntary and involuntary with in country and beyond country. According to IOM the term migrant was usually understood to cover all cases where the decision to migrate was taken freely by the individual concerned for reasons of "personal convenience" and without intervention of an external compelling factor; it therefore, applied to persons moving to another country or region, to better their material or social conditions and improve the prospect for themselves or their family¹.

The United Nations Development Program define migrant as an individual who has resided in a foreign country for more than one year irrespective of the causes, voluntary or involuntary, and the means, regular or irregular, used to migrate. Under such a definition, those travelling for shorter periods as tourists and businesspersons would not be considered migrants. However, common usage includes certain kinds of shorter-term migrants, such as seasonal farm-workers who travel for short periods to work planting or harvesting farm products"².Therefore , migration is a serious problem for developing continent like Africa. It is mainly caused by two factors such as pull and push factors.

The push factors: The influence of political persecution, social unrest, political conflicts, war, human right practices, lack of academic freedom and political freedom etc. contribute to leave the intellectuals. Also inadequate living conditions, housing, poor quality of educational system, low

¹ IOM, Vol.35No 4(1997),*International Migration Vol.XXX ¾- special issue: " Migration and Development"*, For the Convention, the Geneva Protocol and the(OAU) (1967 and 1969)*Organization of African Union"s Convention on refugees; and country specific refugee laws*
-Docquier, F., and Marfouk A., (1990– 2000 and 2005), "International Migration by Educational Attainment: Release 1.1, March, International Organization for Migration (IOM).

² UNDP, HDR ,(2009) New York, United Nations Development Programme, Human Development Report
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Overcoming barratries; Human mobility and development.

income, unrespect of professional development and unfairness in arrangement forced the intellectuals to want economically developed countries³.

During colonial period many African elites were straggling with colonial powers. Those elites who got a promise to introduce democracy and cooperation with African nationalists removed out the colonial masters. The straggle of African intellectuals and elites was to gain political, economic and socio-cultural independence. But after driving out the colonialist's from Africa, they took the power, followed the colonial legacy and started the political disagreement with scholars. They began over domination forgetting the promise of human and democratic rights of their own country. Therefore, on this matter many African intellectuals chose refugees and migration on fear of politics, civil war leave their country⁴.

Unwillingly the migration of scholars is caused by refugee, persecution, war, discrimination and disagreement with governments. The term “*refugee*” shall apply to any person who as a result of events occurring before 1stJan.1951 and owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group (political) opinion, is outside the country of his nationality. It occurs owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality. This definition, whose point of reference was the European refugee experience prior to the 1950s, narrowly assumes that it is a repressive political system that causes refugees⁵.

The involuntary migration of African University Intellectuals is mainly caused by political Persecution. The word persecution remained uncertain and undefined. What is more, it only refers to persecution by governments while individuals could also be harassed, tortured, jailed, raped, and even killed by various yet opposing guerrilla movements within a country. Furthermore, though a person can seek refugee status, he/she was given this –privilegell if the host government or

³ *Forced Migration In Indonesia : Historical Perspectives". graeme hugo. Retrieved 18 October 2011*
-Sundhaussen, Holm: *Forced Ethnic Migration, European History Online, Mainz: Institute of European History, 2012, retrieved: June 13, 2012.*

⁴ Ali A. MZRUI February (2002), “Who Killed Democracy in Africa? Cluse of the past, Concerns of the Future”. In *Development Policy Management network Bulletin Vol. IX, No.1.pp.15-23.*

⁵WRS & ARS (1983) *African Refugees: 3-12; Gilbert Jaeger, “The Definition of „Refugee”: Restrictive Versus Expanding Trends,” World Refugee Survey.*

-Ebenezer Q. Blavo, Aldershot, AshgateRenu M. Anand, (New Delhi: Khama Publishers, (1993, 1999), *the Problem of Refugees in Africa: Boundaries and Borders Appendices; African Refugees: An Overview Appendix.*

international agencies operating in the host society believed that the person indeed needs protection. Thus deserves a refugee status⁶.Therefore, as explained on these definition the involuntary migration of African intellectuals to the developed countries is common in contemporary period.

Therefore, from coming power Derg to current government the migration of Addis Ababa university intellectuals to the developed world has become a serious problem. It is important to keep the problem of brain drain in perspective and understand that Ethiopia from other African countries. It is clear from this circumstantial information that the brain drain has harmed the country. Consequently it impacts the ability to fill highly skilled professionals in all fields of specialization. The result is particularly severe in technology, medicine, innovation, the sciences and engineering, social and cultural identity. Many documents shows that both officials of the host societies and international aid agencies that operates in particular country issue refugees to arbitrary judgment, abuse and all sorts of exploitation. For instance, in 1981 there were 2,966,100 African refugees and 3,366,300 internally displaced Africans. From these, Ethiopia accounted for 1,743,800 refugees and 2,400,000 of the internally displaced persons in Africa. This was in just six years after the Ethiopian Revolution. Until this time, refugees were unknown among Ethiopians. What caused all this misfortune in Ethiopia and what sustained it until the early 1990s was primarily the –Red Terror⁷.

The Pull factors: There are many conditions that attract people to live temporary or permanently in developed countries. The migration of professionals is in search of the better standard of living and quality of life, higher salaries, access to advanced technology and more stable political conditions. This brain drain of skilled educated men for better opportunities across international borders is of growing concern worldwide because of its impact on development systems in

⁶U.S.A & Assefaw Bariagaber, (Sep., 1997), *Committee for Refugees 25th Anniversary Issue*, 5-9; “Political Violence and the Uprooted in the Horn of Africa: A Study of Refugee Flows From Ethiopia,” *Journal of Black Studies*, Vol. 28, No. 1 28.

⁷ Joachim Henkel, (September 15-16, 1983), Washington, D.C, “The Ethiopian Refugee Situation: An Overview of the Ethiopian Refugee Situation,” *Ethiopian Refugees in the United States, Proceedings of the Ethiopian Community Development Council* 21.

developing countries⁸. Moreover, the African intellectuals are attracted for higher salaries, better standard of living and professional development.

Professionals have become highly mobile, seeking out education and employment opportunities in other countries. This brings about a serious loss of talent and ‘know-how’ from the home country. Currently in Africa a number of educated university teachers, doctors, engineers and skilled workers from African countries choose to move to other developed countries. It is obvious that their movement is most said to be the research term “*brain drain*”. In contemporary global economy intellectual migration has become the most important undermining factor of production and a nation’s ability to innovate and remain competitive⁹.

The concept of brain drain has appeared since 1970’s, when the social and political instability breakout through Latin American region, whether because of dictatorship regimes or revolutionary movements gets in power. Brain drain has been characterized as the migration of relatively highly educated university intellectuals from developing to developed countries and has been at the center of a long standing debate by academicians and policy makers. Highly educated professionals migrate from developing countries where the need is greatest, to developed countries where there is an abundance of knowledge¹⁰.

Africa has lost many intellectuals and many professionals as a result of the developed world’s high payments and job opportunities. According to the International Organization for Migration (IOM), Africa has lost one third of its human capital and is continuing to lose its skilled personnel at an increasing rate, with an estimated 20,000 doctors, university lecturers, engineers and other professionals leaving the continent annually since 1990. Currently over 300,000 highly qualified Africans in the Diaspora, 30,000 of which have PhDs. Therefore, until now many African professionals and experts leave the country for better opportunities and security. Currently it is estimated that several million intellectuals live in USA, Europe and Australia. From these countries USA is the most recipient of new immigrants. So, a number of talented and educated

⁸ *World Migration Report 2010 - The Future of Migration: Building Capacities for Change. International Organization for Migration. 2010. Retrieved 2010-11-30.*

¹⁰ *Stewart, Nevaer Louis (Nov. 23, 2002, 2007)“ Reversing Mexico's 'Brain Drain' Is Key to Success”, New America Media, News Analysis, Jan 03,*

African professionals are still working in USA. The problem of brain drain has reached to a reasonable extent in certain African countries¹¹.

Therefore, the occurrence of African Intellectuals brain drain, referring to the flight of human capital resulting from migration, has had a negative impact on many countries particularly those with the most to lose. According to Professor, David H. Shinn Adjunct it is estimated that one third of the scientific and engineering population trained in developing countries leave their homes to work in developed countries¹². There are more African scientists and engineers working in the U. S. than there are in the entire continent of Africa¹³. This outflow of human capital comes at a great cost. The loss due to brain drain in Africa is estimated to be over \$4 billion annually¹⁴.

Emperor Haile Sellase supported Ethiopian scholars and sent to USA and European countries order to modernize the country. During this time Ethiopia has in world viewed as highest position, thus self-confidents of pride and an important beyond that of her physical position. On the diplomatic relation emperor Hail Sellase sent many students to the USA in 1930s. After 1950 and 1975 around 8,000 civilian students had been to America. According to the source data, open doors provide that all Ethiopian students were wishing to go home¹⁵.

As discussed above, Imperial Haile Sellassie succeeded in furthering modern education in the country, opened university in Addis Ababa and encouraged other notables to do the same. The Emperor paid the cost of education in the schools. Besides, he also accelerated the sending of Ethiopians to foreign lands. The United States had become a major place where Ethiopians were sent for higher education. A number of American educated Ethiopians who were working in the various branches of the imperial government also increased, their influence might have increased to affect decisions concerning education and related matters. In this period the American educated

¹¹ IOM, Vol.35No 4(1997),*International Migration Vol.XXX ¾- special issue: “ Migration and Development”*, -David H. Shinn Adjunct Professor (November 23, 2002), *International Organization for Migration and International Migration Quarterly Review*

¹² David H. Shinn Adjunct Professor, Turner and Andrés Solimano, (Nov. 23, 2002,2003 and 2008,ed.), *The International Mobility of Talent: Types, Causes, and Development Impact* (New York: Oxford University Press).

¹³ Dr. Donald P. Chimanikire (Dec.2005) ,Mouton, et al.,(2007) :*Brain drain: causes, and Economic consequences for Africa 27th aapam annual roundtable conference , Zambezi sun hotel, living stone , zambia 5th – 9th.*

¹⁴Pierpaolo, Giannocolo, David H. Shinn Adjunct Professor and Girma (Nov. 23, 2002 and 2007), “*The Brain Drain: A Survey of the Literature*”, *op. cit.*

¹⁵ *International Education, Open Doors American policy (1951/55up to 1975)*

Ethiopians might have exhibited a favorable image of America upon the public and the Ethiopian authorities which in turn might have resulted in sending more Ethiopians to the U.S¹⁶.

Many western educated Ethiopian scholars turned back to their country after completing their study. The Emperor well encouraged intellectuals for further education and those scholars did not need to stay in developed world. During this time scholars were benefited by coming back and took higher position and the government assigned them to leadership positions. The intellectuals had a big dream and prospect. They had high attention given to academic worth and better freedom of educated scholars. The intellectuals were respected and highly observed that the living cost, the salary was enough and the economic situation is not difficult.

In the aftermath of the campaign, a recently formed committee in the army, known as the Derg, began to oppose the government. Eventually this led to a coup d'état, which removed the Emperor and ended the *-ancient regime*". Therefore, the big contradiction with Haile Selassie regime was to consistence condemnation of the monarchy and its corrupt administration. But when the student's ideology effort the regime dismissed and changed the governing system. After the Derg regime took the power that the democracy absolutely meaningless in country. The student's movement itself, despite being said to be so popular in public terms before, but later the movement attacked on dictatorial nature in which undemocratic principles where forced the student community by suffering, academic failures and confrontations¹⁷.

With, the beginning of the 1974 Socialist Revolution the student organization totally disintegrated. Many of its members were divided between supports and opponents of Derg. The end of Haile Sellassie's rule became a turning point in the history of Ethiopia and it's led in –an era of refugees|| among Ethiopians. While, some sided with the various secessionist movements such as ELF, EPLF and TPLF; and others choose to engage in organizations that support refugees and some entirely

¹⁶ *International Education Open Doors (1954/55 -1975), IR&ODD Cambridge: Harvard University Press,(2002): Desmond King, Making Americans Immigration, Race, and the Origins of the Diverse Democracy, 208.*

¹⁷ *Haile-Selassie, Teferra. The Ethiopian Revolution 1974-1991. New York: Kegan Paul International, 1997.*
-Halliday, Fred and Maxine Molyneux. The Ethiopian Revolution. Norfolk: The Thetford Press Ltd., 1981.
-Tiruneh, Andargachew. The Ethiopian Revolution 1974-1987. New York: Cambridge University Press,1993.

left the political realm. From 1970s up to 1990s the major causes for refugee crisis in Ethiopia: the Red Terror politics, War and Famine¹⁸.

The existence of migration of university intellectuals has become a worldwide phenomenon. Many Professionals documented the relation between developing and developed world common problems. The researcher's attention towards migration of the Addis Ababa University intellectuals to the developed world has increased in the university. Migration of the university intellectuals is danger for the country to build human power, innovation, and building of democratic /political system and to form strong and stable state. Intellectual migration has negative lifelong consequences in general development of the country¹⁹.

Therefore, formal research as well as intervention programs to prevent migration of intellectuals has been taking place for decades in some developed countries. The associated problems with migration have been also discussed all over the world. While brain drain in developing countries still unlimited. There was no country wide study that shows the problem of migration of university intellectuals in countries in order to intervene accordingly. Because of the lack of significant study effects of brain drain continued to date. This study is aimed to assess the situation of migration of Addis Ababa university intellectuals to the developed world, factors that help to develop awareness and its consequences on the development of the country.

1.2 Statements of Problem

This research mainly investigates the issues of migration (brain drain) of intellectuals from Addis Ababa University to the developed world from 1974-1993. In this period Ethiopia has lost many qualified intellectuals and the most expensive human power. The migration of academic intellectuals from Addis Ababa University to the developed world is a serious problem affecting development in science and technology and innovations over social and cultural developments.

¹⁸ Haile-Selassie, Teferra. *The Ethiopian Revolution 1974-1991*. New York: Kegan Paul International, 1997.

-Halliday, Fred and Maxine Molyneux. *The Ethiopian Revolution*, Norfolk: The Thetford Press Ltd., 1981.

¹⁹ UNDESA, CRIMD (2006), New York, United Nations Department of Economic and Social Affairs, *Compendium of Recommendations on International Migration and Development: The United Nations Development Agenda and the Global Commission on International Migration Compared*.

-Ong, P., L. Cheng, and L. Evans (1992) "Migration of Highly Educated Asians and Global Dynamics" *Asian and Pacific Migration journal*, Nos. 3-4.

During the Emperor Regime many intellectuals gained scholarship and sponsored by government from 1930s-1973s for study. Those trained in developed world and graduated on western universities, but they assume back-to-Ethiopia; they judge responsibility for home to support. Those scholars after come back straggled to modernize Ethiopia but, unlike the contemporary Ethiopian university intellectuals²⁰.

After 1974 of the revolution the junta executed more than 30,000 people the military government. Therefore, as a consequence of this problem by the early 1980s –roughly 80% of the students, 60 % of the business persons and 20% of the tourists were from Ethiopia who leave to the United States of America. While, the magnitude of the problem seems to have increased since the time of the Derg regime and today it continues to be sufficiently serious as to merit vital attention. For starters, several persons who have looked at the brain drain phenomenon have observed that prior to the 1974 revolution virtually all Ethiopians who attended university in the country remained at the completion of their work and the vast majority of those who studied overseas returned to Ethiopia²¹.

The –Red Terror|| when the Provisional Military Administrative Council (PMAC), otherwise known as the Derg grabbed power in 1974,like many other military regimes in Africa, it promised that it would hand over authority to a civilian government as soon as possible, but as it turned out, the Derg stayed in power for almost two decades. During these years, the military regime had faced staunch opposition from Marxist-Leninist student-based organizations such as the All Ethiopian Socialist Movement (MEISON) and the Ethiopian People’s Revolutionary Party (EPRP)²².

Therefore, in order to this the problem was directly towards the social and political problems facing Ethiopia. The AAU experienced a setback in its development because most of the foreign teachers and most of the qualified Ethiopian academic staff had left the country. One effect of the revolution was a heavy brain drain –a situation that remains constant in this day.

²⁰ Harold G. Marcus, et al., (*East Lansing: Michigan State University Press, 1994*),Haile Sellassie appointed Mekonnen Desta as minister of the Ministry of Education and Fin Arts in the immediate aftermath of the Italo-Ethiopian War, 1941. See Haile Sellassie I King of Kings of Ethiopia, My Life and Ethiopia's Progress, Vol. II, Edited and annotated 167.

²¹Randi Ronning BalsvikAddis Ababa University press (2007)

²² (HUIV/USUAA) 26 September 1974 “ power to the people” struggle (not just “people”)

The curriculum details were mostly left alone, with one important exception- as was the case in all schools and work places in the country, there were compulsory classes for both staff and students in the Marxist –Leninist thinking to which the state had declared its adherence. As declaration of provisional military government of Ethiopia–the philosophy: *Ethiopia Tikdem*, formed the new official guide lines for the university’s teaching, as for all other educational institutions in the country. Heated students opposition to the teaching of history, members of academic staff in the history department was accused of being anti-Marxist, because of not teaching history of the masses as this related to the Ethiopian people.²³

In March 1991 on powerful speeches of Mengistu, his planes and compulsory action the AAU senate voted on whether to send students to military campus for resistance on the part of the students. Large numbers of students Addis Ababa University went to receive military training. During the war when it became increasingly difficult to continue normal activities on academic year 1990/91, due to the war. However, no resistance took place when the opposition forces marched in to Addis Ababa Mengistu fled the country, hundreds of students when fled into exile, mostly to Kenya eg. in 1991 out of the, 1,066,300 Ethiopian refugees in the neighboring countries, 66% had left for Sudan, 33% for Somalia, and the rest went to Kenya, and Djibouti²⁴.

After the ended Mengistu regime the big confrontation between Meles Zenawi government AAU instructors was begun on 4 Jan.1993. On this issue the Ethiopian Human Rights Council’s (EHRCO) more investigated. The EHRCO discussed experience of human rights violations in Ethiopia were based on the most careful investigation. The AAU students were discussing the issues; armed personnel with radio communication surrounded the university. Government extreme angry was particular aroused by students statements to the effort that “*there is no government, we shall not ask for permission to demonstrate, we do not accept the charter*”. The HRCO reports states that, according to the transitional governments own declarations, students had the right to free expression, association and the holding of peaceful demonstrations. The report speaks of –dead and woundedll, but does not give details. Officially one student was killed and 13

²³ Randi Ronning Blasvik (2007): *The Quest for Expression; State and the University in Ethiopia Under three Regimes, 1952-2005.*, Addis Ababa University presses.

²⁴ Joachim Henkel, (September 15-16, 1983, Washington, D.C.), “*The Ethiopian Refugee Situation: An Overview of the Ethiopian Refugee Situation,*” *Ethiopian Refugees in the United States, Proceedings of the Ethiopian Community Development Council 21*, and Randi AAU press (2007)

wounded, but other source says that the number of deaths is unknown and that 85 students were taken to hospital and large number were arrested. According to Randi AAU (2007) on decisions of EFDR council of Minsters policy on constitution of Article 113/1985 E.C and in March 30/7/85E.C shortly after these conflict 42 faculty members received a letter informing them that their contract with the university would not be renewed.²⁵.

The contemporary migration of AAU intellectual's to the developed world is a series problem for the country. The migration of the intellectual's has practically no control over. In fact, Ethiopia's losing of large numbers of professionals each year to North America and Europe.

1.3 Research Gap

As explained above from 1974-1993 the intellectuals of the Addis Ababa University migrated to the developed world. The migration of intellectuals is no important for academic quality and development of country. Since the many studied research was no addressed the problem of intellectuals migration. In order to this cause the migration of intellectuals are impacts on both the socio-economic, science and technology development. Besides, the issue is until occur between AAU and developed countries relationship.

Before this study to control the issues of intellectual's migration policy, rule and regulations has not made so far and there is no international law and order is exactly applied. The researcher he identified the gaps of research and his effort is in order to reduce the migration of AAU intellectuals to the developed world. Therefore, starting from on this issue the researcher employed the existing knowledge gap in the abovementioned area.

1.4 Research Question

The following research questions which have been addressed by researcher include:

1. What are the causes that contributed to the migration of Addis Ababa University intellectuals to the developed world?
2. What are the courses of migration of AAU academic intellectuals?

²⁵ *Ethiopian Herald* 22 January 1993 : Chairman of EHRCO professor Mesfin Wolde Mariam presented the 4th report of the Human Rights Situation in Ethiopia: "there is no government, we shall not ask for permission to demonstrate, we do not accept the charter";

-Compiled Reports of EHRCO (December1991 to Dec.1997) Ethiopian Human Rights council January (2003).

3. What are the consequences of migration of the AAU intellectuals on the role of cultural and socio-economic development, scientific and technological development, innovation (invention), on development of skilled human power their capacity to be well maintained?

1.5 Objectives of the Study

The general objective of this study was to understand the major reasons for the migration of academic intellectuals from Addis Ababa University to the developed world from (1974-1993).

1.5.1 Specific Objectives

More specifically, this study is intended to:

1. identify the major factors of the migration of academic intellectuals from Addis Ababa university to the developed world;
2. asses the AAU academic intellectuals life experience during three government;
3. compare and contrast the brain drain of the academic intellectuals from Addis Ababa university to developed world in the three Ethiopian regimes (Imperial, Military/Derg and FDRE).

1.6 Purpose of the study (Study intent)

As reported in several studies around the world, the migration of doctoral, lectures (teachers), educated man powers from developing world to developed world has become common. The migration of university teachers have existed in different places of African and Ethiopian universities. There are little findings in the area and hence no effort made to combat this phenomenon. Therefore, the present study has attempted to find out the extent that the phenomenon has existed by diagnosing the migration of teachers from AAU to developed world.

Besides, it has had the following purposes:

- ✓ To show the implications of migration of doctoral, lectures (teachers), highly educated man powers from AAU to the developed world.
- ✓ To suggest alternative solutions for this problem and to overcome over all consequences and impacts of the migration of the intellectuals.
- ✓ To create awareness for policy makers in order to develop socio-economic needs for those migrants and to build stable state.

- ✓ Researchers could also take advantage of this study by using it as a reference for further investigation on other contexts of politics.
- ✓ serve as a ground for further research of study.

1.7 Description of the Study Area

Addis Ababa University was founded in 1950 at the request of Haile Selassie by a Canadian Jesuit, Dr Lucien Matte, S.J. as a two-year college, and began operations the next year. Over the following two years an affiliation with the University of London was developed. The writer and theorist Richard Cummings served as a member of the Faculty of Law in the 1960s.

It was originally named "University College of Addis Ababa" at its founding, then renamed after the Ethiopian emperor Haile Selassie I in 1962, before receiving its current name in 1975. As part of their sweeping changes, the Derg ordered AAU temporarily closed March 4, 1975 and dispatched its 50,000 students to the countryside to help build support for the new regime. The university offered its first master's programs in 1979 and its first PhD programs in 1987. Three top university administrators resigned their posts in December 2002 in protest against increasing government interference in internal university matters. Government officials wanted the University to change its system of student evaluations to conform to a "gemgema" (self-criticism) system favored by the ruling party. In 2009/10 there were 20,701 enrolled undergraduate students, 7,127 graduate students, and 14,669 continuing education students, making a total student body of 42,497²⁶.

The Addis Ababa University is the oldest and largest higher education institution in Ethiopia. The University has made a remarkable contribution to the country through provision of trained manpower, research and community services. The service it has rendered in the training of high level skilled manpower and professionals in various key areas of development is unprecedented, and yet shines everyday as it stood the only University for decades.

²⁶ Teshome G. Wagaw. (1990) and www.aau.edu.et: From Addis Ababa University Website

Map of the Study area

Main campus of the Addis Ababa University

(6killo Campus)



Map of Ethiopia



Addis Ababa University is found in

Capital city of Ethiopia (Addis Ababa)

Ethiopia is found in Eastern part (Horn) of Africa

It also maintains branches in many cities throughout Ethiopia, leading to the claim of being "the largest university in Africa."²⁷

It currently runs 65 undergraduate and 220 graduate programs (of which 69 are PhD) in 14 campuses and one in Debre Zeit campus (Bishoftu) about 45 kilometers away. It recently has acquired land and estate to open a new campus in the Oromia Regional State, North Shoa Zone, Fitcha town. According to the current 2005 E.C statistical report of AAU Human Resource Management Director a population of both academic and administrative staff is Male 4687, Female 3894 Total 8581²⁸.

²⁷Teshome G. Wagaw. (1990) and www.aau.edu.et

²⁸ Teshome G. Wagaw. (1990) and www.aau.edu.et

1.8 Delimitation of the study

This study covers from 1974- 1993 the migration of intellectuals from Addis Ababa University to developed world. The study was confined to Addis Ababa University in Addis Ababa city administration. Studying on the other Ethiopian and African universities it needs much money and time. The main reason for the study in this site was the university intellectuals are significantly the key men for innovation, science (technology) and socio-economic development in the country. AAU is the largest and the first of all Ethiopian universities in life-span and it has long experience.

Therefore, this research is more focused on narration and employed on migration of intellectuals in this period. Studying at this university is important than other Ethiopian universities because most professors, doctors and masters are found in this university.

The university has been founded at the center of the capital city of Ethiopia the status of migration is very high than regional universities. The intellectuals are more vulnerable to leave to the developed world either by pull or push factors. For instance using ICT technology, direct personal contact with foreigner and writing scholarship. Therefore, the researcher was attracted to conduct this study and to forward the findings of this study.

1.9 Limitation of the study

As it is already mentioned, the aim of this study was to investigate migration (brain drain) of Addis Ababa University intellectuals to the developed world. In order to arrive at the expected result, there were many challenges faced such as the unwillingness of the respondents to fill the questionnaire and interview, by saying *–we are too busy and have no enough time to respond to your questionnaire and interview. Please go away!*” *–Your aim is for politics*”. The other challenge was inadequacy of well-organized secondary data that can be easily accessed for the purpose.

Moreover, the administration of AAU system by itself is a great problem there by causing difficulty in easily compiling the necessary data. It was planned to collect data covering from 1950-1993, but changes in AAU administrative bodies and lack of well-organized materials in order to explore the developmental events and migration of AAU intellectuals were other

challenges. The researcher used mainly historical documents because no other properly documented sources to show the out flow of AAU intellectuals from 1974- 1993 was found.

As expected the Addis Ababa University Human Resource Management Director Office (HRMDO), academic president and the scholarship office were not well-sourced to investigate brain drain and fully show how many intellectuals left the University within these years. In order to study on the basic problem of this research, the researcher was challenged on the field work and irregularities of appointments. Among them the accuracy of the information when the respondents were asked for reply may affect the quality of the research paper.

In addition to these, absence of related studies and time shortages own impact on the quality of the research work. Therefore, further research is required to verify the implication of current challenges.

1. 10 The Conceptual framework

This part describes the research focus area starting from relevant document investigations and from the main issues of topic. It used to make meaningful successive methodology, presentation and findings of the study to make this research reality.

Therefore, the main focus area of in this research is the migration of intellectuals from Addis Ababa University to the developed world from 1974-93. During this period a number of problems occurred in AAU during three regimes. On several causes voluntarily and involuntarily the intellectuals of the Addis Ababa University fled to western countries. Therefore, the main focused areas are more applied in this paper as methodology, data analysis, summary, conclusion and recommendation.

1.11 Theoretical Framework

There are several theories on internationally and regionally dilemmas promoted by experts in the migration of intellectuals studies. This research attempted to utilize some writers, who suggested several theories in this article:

Theories of International Migration: There is no single, well-developed theory of international migration. Among the various models attempting to explain why international migration begins.

According to World Bank staff explanations the migration of professionals is occur, imbalance of supply and demand, technological and social push factor.

Intellectual Theory: There are three groups of people are incorporated under this theory: an intellectual is a person who uses thought and reason, intelligence and critical or analytical reasoning, in either a professional or a personal capacity. An intellectual is often associated with a particular ideology, e.g., Vaclav Havel said that politics and academics intellectuals can be linked, but that responsibility for their ideas, even when advocated by a politician, remains with the intellectual. He said, "It's best to avoid utopian intellectuals offering 'universal insights' that might, and have, harmed society. Relationship with academia, in some contexts, especially in journalism, 'intellectual' generally denotes academics of the humanities, especially philosophy, who speaks about important social and political matters"²⁹.

Academic Intellectual Theory: Intellectuals apply academic knowledge and abstraction to public problems. Johnson Paul, Perennial and others (1990) Sartre pronounced intellectuals to be the moral conscience of their age, their task being to observe the political and social situation of the moment, and to speak out—freely—in accordance with their consciences³⁰.

Political Intellectual Theory: Whereas intellectuals, particularly in politics, the social sciences, social liberals and democratic socialists ordinarily support and engage in democratic principles such as, freedom, equality, justice, human rights, social welfare, the environment and political and social improvement, both domestically and internationally, most conservatives³¹.

Marxist view on Intellectual Theory: Marxists interest themselves in the status of intellectuals in a number of ways: their class position, the way they form a reservoir of ideas and in the public sphere, their ability to interpret and their potential as leaders. At the same time, intellectuals (from

²⁹McLennan, Gregor Routledge; Taylor and Francis Ltd. (2004) *Travelling With Vehicular Ideas: The Case of the Third Way, Economy and Society*. Vol. 33, No. 4. London and New York.

³⁰Johnson, Paul, Perennial,(1990), *Intellectuals*. ISBN 0-06-091657-5. A highly ideological onslaught discussing Rousseau, Shelley, Marx, Ibsen, Tolstoy, Hemingway, Bertrand Russell, Brecht, Sartre, Edmund Wilson, Victor Gollancz, Lillian Hellman, Cyril Connolly, Norman Mailer, James Baldwin, Kenneth Tynan, Noam Chomsky, and others;

- Basov, Nikita et al. (2010), ed., *The Intellectual: A Phenomenon in Multidimensional Perspectives*, Inter-Disciplinary Press

³¹Jennings, Jeremy and Kemp-Welch, Anthony, eds. (1997), *Intellectuals in Politics: From the Dreyfus Affair to Salman Rushdie*.

Karl Marx onwards) have taken an interest in Marxism from the most varied angles. A widely held view by Marxists is that intellectuals are isolated. Marx seemed to imply in his reference to intellectuals that they are constantly engaged in struggle with established institutions, including the state, 'such a struggle could be carried on within such institutions and in support of established institutions and against change'. Marxists believe intellectuals resemble the proletariat by reason of their social position, making a living by selling their labor and therefore are often exploited by the power of capital³².

On the other hand, intellectuals perform mental work, often managerial work, and due to their higher income, they live in a manner comparable to that of the bourgeois. Therefore, Marxists believe that _all knowledge is existentially based, and that intellectuals who create and preserve knowledge act as spokesmen for different social groups and articulate particular social interests³³.

1.12 Operational definition of terms

Migration: is defined physical movement by humans from one area to another, sometimes over long distances individually or in large groups. It is caused by involuntary (conflict) with the indigenous population or government and voluntary (motivation) displacement³⁴.

Intellectual: is a person who educated men primarily uses intelligence in either a professional or an individual capacity. As a substantive or adjective, it refers to the work product of such persons, to the so-called "life of the mind –generally, or to an aspect of something where learning, erudition, and informed and critical thinking are the focus. The intellectual is a specific variety of the intelligent, which unlike the general property, is strictly associated with reasoning and thinking. The distinctive quality of the intellectual person is that the mental skills he or she demonstrates are not simply intelligent, they focus on thinking about the abstract, philosophical and esoteric aspects of human inquiry and the value of their thinking³⁵.

Brain Drain: is defined by the encyclopedia Britannica as the –departure of educated or professional people from one country, economic sector, or field for another, usually for better pay

³² Johnson, Paul, *Perennial*, (1990, ISBN 0-06-091657-5).

³³ Konrad, George et al. (1979) *The Intellectuals On The Road To Class Power*, Sussex: Harvester Press

³⁴ UNDP, *HDR*, (2009) New York, United Nations Development Programme, *Human Development Report – Overcoming barratries; Human mobility and development*.

³⁵ Collini, Stefan (2006), *Absent Minds: Intellectuals In Britain*, Oxford: Oxford University Press.
-de Huszar, George B., ed., (1960), *The Intellectuals: A Controversial Portrait*.

or living conditions. It was coined by the Royal Society to describe the emigration of "scientists and technologists" to North America from post-war Europe. Not all skilled migrants are in search of educational, economic, or intellectual opportunities. Sometimes they are forced to leave their homes as a result of war, or of political, ethnic, or religious persecution³⁶.

Brain Waste: which describes the waste of skills that occurs when highly skilled workers migrate into forms of employment that do not require the application of the skills and experience employed in the former job and/or obtained via education³⁷.

Brain gain: another source indicates that this term was first used in the United Kingdom to describe the influx of Indian scientist and engineers. The converse phenomenon is "brain gain", which occurs when there is a large-scale *immigration* of technically qualified persons³⁸.

Brain Circulation: Brain circulation refers to lively return migration of the native born. Returnee's re-supplied the highly educated population in the sending country and boosts source country productivity. Recently, there has been a new concept introduced into the debate, namely -brain circulation, which some use to refer to the cycle of moving abroad to study, taking a job abroad, and later returning home to take advantage of a good opportunity³⁹.

Brain Globalization: Some level of skilled mobility is needed to participate in the global economy. Multinational corporations and the forces of globalization necessarily require international mobility⁴⁰.

³⁶ "Brain drain - Definition and More", *Free Merriam-Webster Dictionary*, 2010,

³⁷ Spring, Joel, (2009), *Globalization of Education: An Introduction*. New York: Routledge. p. 177.

³⁸ Joel Spring. *Globalization of Education: an introduction*. First published 2009, by Routledge, 270 Madison Ave, New York, NY 10016, pp185

³⁹ Spring, Joel (2009). *Globalization of Education: An Introduction*. New York: Routledge. p. 177.

⁴⁰ Cheng, L., & Yang, P. Q. "Global interaction, global inequality, and migration of the highly trained to the United States. *International Migration Review*, (1998). 32, 626–94

1.13 Organization of the Study

This study consists of five chapters. The first chapter presents the introductory part of the study. In this chapter, the background of the study; statement of the problem, the research gaps, research question, objectives of the study (both general and specific), purpose of the study (Study intent), delimitation of the study, limitation of the study, conceptual framework, theoretical frameworks, operational definition of terms are highlighted.

The second chapter is on the review of the related literature, in which concepts pertaining to validity and findings of previous scholarly works relevant to the present study are reviewed briefly. Therefore, in this chapter study was presented detailed literature review on the experiences of AAU academic intellectuals with regarded with brain drain and presented under several titles: Migration of educated man power at the international level, factors that migration of intellectuals, African professionals to the developed countries, the case studies on the issue of brain drain like in south Africa, Nigeria, Kenya and Ethiopia, the consequences of skilled men flow, the Positive consequences of professionals migration to developed countries: under this heading the positive consequences are included these are migration it create Knowledge, Skill and Experience, migration it create Transnationalism and Remittance Flows to Developing Countries. Therefor, these topics are included on this chapter.

The third chapter deals with the methodologies, materials and procedures discussed. Under this, research design; mixed method design (Approach), target population, sampling methods /techniques/, selection of research respondents, methods of data gathering and instruments: data collected through interviews and questionnaires to obtain information from the AAU intellectuals and to make these evidence secondary data employed , data gathering procedures, description of the study area and method of data analysis are provided.

The fourth chapter in this chapter the collected data analyzed and interpreted. The respondents' personal data mentioned. Depending on primary data in this section document also analyzed and to show the outflow pattern of the AAU academic staff intellectuals on academic rank from 1973-1975 is analyzed. Therefore, the collected data were broadly analyzed.

The last chapter (five) is mainly composed of such as, findings of the study; the main results obtained from this research are discussed in relation with previous study findings in the area.

Based on the results obtained and presented in the above chapter, the most important that emerged from the responses given by respondents have been discussed in detail in this session. Also in this chapter, conclusions and on recommendations which suggest some possible solutions to the problem. Finally, the study ends with the references, followed by appendices.

Chapter Two

2. Literature Review

Since many scholars have written about the migrations of intellectuals, the critical question to be answered in this topic is what the recent literature says, what do studies show about the experiences of migration to the developed world. The studies conducted on the migration of skilled manpower from developing world to the developed world, the research done on lack of regional and international law, articles, the need and supply is no balanced or facilities for those who migrants. This literature part includes a discussion of the literature pertaining to (be related) to migration of skilled manpower in the different parts of the world. Concepts pertaining to validity and findings of previous scholarly works relevant to the present study are reviewed.

Therefore, in this chapter the study presented detailed literature review on the experiences of AAU academic intellectuals. Since migration is a worldwide problem, the researcher also looks at migration in global, African countries and deeply on country case of Addis Ababa University, Ethiopia context. These are presented under several headings;

Migration of educated man power at the International level

The migration of highly educated university teachers has continued unabated and the problem of brain drain still poses a major problem throughout the world. Over the past few decades, various terms have been used to describe the detrimental impact resulting from the migration of highly skilled workers. First described by the British Royal Society during the 1960s to warn of increasing outflows of human capital from Europe to North America⁴¹, the phenomenon of brain drain has continued to be of great concern to policy makers around the world.

Different approaches to migration have been identified and different assessments have been developed. These approaches are mainly based on the relationship between developing and developed countries with the possibilities of enhancing the likely benefits that can be obtained

⁴¹ Balmer, et al., (2009) Chappell, Laura, and Alex Glennie, (2009) and Research Paper (2009/08) "Maximizing the Development Outcomes of Migration A Policy Perspective" in United Nations Development Programme, Human Development.

from this migration. In relation to that, some authors have considered the brain drain to be negative to developing economies.

International research suggests that migration is common at world level and African universities and occurs beyond Ethiopian universities even at all levels. Internationally migration of educated man power is a growing phenomenon, both in scope and in complexity, affecting almost all countries in the world. Department of Economic and Social Affairs, (DESA) estimates that in 2010 there were some 214 million international migrants worldwide, representing 3% of the total global population⁴². According to the Human Development Report, /HDR/⁴³there is also some 740 million internal migrants. In total, therefore, about 1 billion persons, or one in seven, currently live outside their country or region of origin.

However, if measure from educational investment, report reveals that almost 90,000 professionals and highly skilled migrants who left developing countries for United States in 1990, has been calculated to represent a net loss in tertiary education and indirect societal advancement of nearly \$7,400 each, or \$642 million in total on the country of origin⁴⁴.

The flow of professionals around the world has been intensified by the globalization of higher education. In 1993 an estimated 1.5 million students were studying overseas⁴⁵. The highest numbers are coming from Asia and most of these are heading for the United States. Between the mid-1950s and the mid-1980s, the number of overseas students from south and East Asia increased from 10,000 to over 140,000⁴⁶.

⁴² UNDESA (New York, 2010) *United Nations Department of Economic and Social Affairs, Compendium of Recommendations on International Migration and Development: The United Nations Development Agenda and the Global Commission on International Migration Compared.*

⁴³ Agunias, Dovelyn, (2009), *Human Development Report, /HDR/ (2009) "Guiding the Invisible Hand: Making Migration Intermediaries Work for Development, in United Nations Development Programme, Human Development Research Paper 22.*

⁴⁴ Griffin and McKinley, (1994): Griffin, K., T. Mckinley and UNDP New York (1994) "A New Framework for Development Co-operation" *Human Development Report Office, Occasional Papers, No. 11, 50.*

⁴⁵ Salt and Stein,(1997):p,469, Raghunath A. Mashelkar,(2005,4 March 2005) "Global voices of science: India"s R&D: Reaching for the Top",:Vol. 307. no. 5714, pp. 1415–1417.

⁴⁶ Ong, P., L. Cheng, and L. Evans (1992) "Migration of Highly Educated Asians and Global Dynamics" *Asian*

and
Pacific Migration journal, Nos. 3-4.

While, International migration is generated as land, raw materials and labor in areas of origin are drawn into the world market economy and traditional systems are disrupted.

2.2 Factors that Migration of Intellectuals to the developed world

There are a number of the reasons that leads to migration as calculated that it is complex. For instance underdevelopment is the most factor countries both on economy, technology, innovation and socio-cultural development. Underdevelopment is among the root causes of international migration, specifically including push-factors such as income disparities between countries, socio-economic instability, and population pressures. The large body of reports developed by the International Labor Office/ILO/ has been useful in understanding series of economic, social and policy issues related to human migration in general and to skilled labor in particular. The prospect for skilled labor migration is high as workers are supposed to settle where their productivity and wages are higher⁴⁷. While there are many linkages between people who leave on a temporary or permanent basis and the development of their country of origin, it is extremely difficult to establish a clear-cut cause effect relationship between both phenomena.

The cause of brain drain it could happen due to push or pull factors or mix of both. Hence, more than 30% of the highly educated Africans leave Africa for better opportunity and security. Most the African migrants are the most educated ones in their country of origin and those capable of spending some amount of money for their travel. As there are push factors such as lack of security, war, persecution and poverty and refugees in Africa that facilitate brain drain,

The Refugees Problems it led to brain drain; the 1951 United Nations Convention Relating to the Status of Refugees has adopted the following definition of a refugee. Any person who: owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country"⁴⁸.

The term refugee is often used to include displaced persons who may fall outside the legal definition in the Convention, either because they have left their home countries because of war and

⁴⁷ Lindsay Lowell and Allan Findlay (2002), underline the absence of databases that directly deal with high skilled labor migration.

⁴⁸ Refugee number statistics taken from 'Refugee', Encyclopædia Britannica CD Edition (2004) and Darfur refugee camp in Chad,(2005)

not because of a fear of persecution, or because they have been forced to migrate within their home countries. In 1969 The Convention Governing the Specific Aspects of Refugee Problems in Africa adopted by the Organization of African Unity. Accepted the definition of the 1951 Refugee Convention and expanded it to include people who left their countries of origin not only because of persecution but also due to acts of external aggression, occupation, domination by foreign powers or serious disturbances of public order.

Since the 1950s, many nations in Africa have suffered civil wars and ethnic strife, thus generating a massive number of refugees of many different nationalities and ethnic groups. The number of refugees in Africa increased from 860,000 in 1968 to 6,775,000 by 1992. By the end of 2004, that number had dropped to 2,748,400 refugees, according to the United Nations High Commission for Refugees. (That figure does not include internally displaced persons, who do not cross international borders and so do not fit the official definition of refugee)⁴⁹.

Many refugees in Africa cross into neighboring countries to find haven; often, African countries are simultaneously countries of origin for refugees and countries of asylum for other refugees. The Democratic Republic of Congo, for instance, was the country of origin for 462,203 refugees at the end of 2004, but a country of asylum for 199,323 other refugees.

Countries in Africa from where 5,000 or more refugees originated as of the end of 2004 are listed below. The largest number of refugees was from Sudan has fled either the longstanding and recently concluded Sudanese Civil War or the Darfur conflict and are located mainly in Chad, Uganda, Ethiopia, and Kenya⁵⁰.

The African refugee has resulted from inter-civil warfare, as well as flight from recruitment into the military or guerrilla forces, terrorism and political opposition etc. One of such issues is humanitarian crisis such as natural calamities, human right violations, and socio-economic deprivations. Therefore, as a result of these factors the politically and socially persecuted many African professionals leave the country.

According to International Organization Migration statistics the World Migration Report /IOM/ (2010), the number of international migrants was estimated at 214 million in 2010. If this number

⁴⁹ UNHR (2004) *United Nations High Commission for Refugees report.*

⁵⁰ UNHR (2004) *United Nations High Commission for Refugees report.*

continues to grow at the same pace as during the last 20 years, it could reach 405 million by 2050. Sometimes the modern migration is a byproduct of wars (eg., emigration from Iraq and Bosnia to the US and UK) and political conflicts (eg., some emigration from Zimbabwe to the UK)⁵¹ .

While, in 1983 there were a total of 7,816,200 refugees in the world. Of these were from Africa; 256,400 (3.28%). After almost a decade, in 1991, the refugee crisis in Africa had not changed much. While, the total number of refugees in the world was 16,689,300, Africa's share also grew to 5,444,450 (32.62%). In those two decades, almost one in every three refugees in the world was African. Of the African refugees of the past decades, many have been from Africa south of the Sahara. The majority of these have been from the Horn of Africa (Ethiopia, Eritrea, Somalia, Djibouti and Sudan), an area that has been in —permanent emergencyll for decades.

In summary, socioeconomic conditions have been potent push factors in the growing phenomenon of an African brain drain. Push factors in the growing phenomenon, the political and economic conditions are driving young Nigerians to increasingly desperate measures: severe urban congestion that puts further pressure on a deteriorating, overburdened infrastructure and high unemployment, even among the educated classes. As a result, according to Kamiyama (2005), some have turned to such activities as drug smuggling, human trafficking and internet fraud. "The ongoing economic stagnation is also leading to a breakdown in public safety, with serious crimes such as burglary, rape, fraud, armed robbery and physical assault becoming increasingly commonplace". The Christian-Muslim religious conflicts and traditional tribal rivalries in Nigeria may contribute to the push factor for brain drain.

The other causes for professionals migration is the pull factors such as better opportunities, quality of life and policies that attract highly skilled personnel in critical sectors such as health services describe the favorable conditions in the receiving countries that help Africans decide to move abroad. They include, among others, higher salaries, greater mobility, less bureaucratic control, safety of environment, and a higher standard of living. The pull factors, on the other hand, are the prosperity elements in the rich countries; which is simply nicknamed 'greener pasture' by African professionals who migrate there.

⁵¹ IOM (2010) *International Organization Migration statistics the World Migration Report*

The factors behind this high prospect include income gaps, the social and the network systems and the attractiveness of the educational system in Europe. The existing literature recognizes that the –brain drain‖ is another aspect of international mobility that worries researchers and political leaders, from the North and the South, and emphasizes the idea of cooperation between labor transmitting and labor receiving countries.

Migration of professionals is not only induced by salary disparities but also by the opportunities to develop their careers and keep abreast of their chosen field of knowledge. It may be advantageous for the individuals involved; ‘brain-drain’ experience represents a considerable loss to countries that have invested in workers’ training and skill. Today, it is estimated that there are about one and half million skilled expatriates from developing countries in Western Europe, the United States, Japan, and Australia. The impact of emigration on the economic production of the developing is more disastrous.

Some Africans migrate to former colonial powers because they can easily identify with the language and culture. Thus, immigrants from Angola, Cape Verde, and Guinea- Bissau are found in Portugal. Those from Algeria, Morocco, and Tunisia usually settle in France. Other destinations of emigration are based on the strength of such economies and the employment availability⁵².

Globalization is rapidly transformed traditional spheres of human activity. The work of under developed countries is no longer wanted to work on their activities, and livelihoods are increasingly being diversified through internal and international migration. Globalization on labor was first expressed by international labor organizations; how it (global network) could affect mobility of labor from one country to another without violating their fundamental labor right⁵³.

Giddens defines globalization as ‘the intensification of worldwide social relations which link distant localities in such a way that Local happenings are shaped by events occurring many miles away and vice versa’⁵⁴. In the mid-1990s, the intensification of globalization processes, the

⁵² *Guellec, D., Cervantes, M., (2001, In OECD(2001b), “International Mobility of Highly Skilled Workers: from Statistical Analysis to Policy Formulation”.*

⁵³ *Sengenberger, (2000): XII ,HTAs (2003b). Hometown associations and their present and future partnerships: New development opportunities? Report of Inter-American Dialogue. Washington, D.C.*

⁵⁴ *Giddens (1990): p, 64”The intensification of worldwide social relations which link distant localities in such a way that Local happenings are shaped by events occurring many miles away and vice versa”.*

increased drive towards technological development and services, and the subsequent demand for skilled human resources in the developed world brought the problem of skilled emigration back into the arena of political debate.

Thus, globalization simply reflects a growing interdependency of the world society. The implication of such view of globalization as a process suggests the creation of a world society in which the image of nation-state and national identity may give way to world-wide social interaction. Globalization, as “*The Consequences of Modernity*” then, could refer to a world in which societies, nation-state, economies, politics, and cultures have, to a certain degree, come together to form a global village⁵⁵.

Globalization, added the unit and giving them more opportunities to capitalize on their skills by moving a new employer or, if they are employees of “*Transnational corporation*” (TNC), by transferring between affiliates. Most professionals travel from poor countries to rich, and as with unskilled workers, the main motivation for professional migrants will be to increase their income⁵⁶. Globalization has not only brain drain as side effect; that is migration of intellectuals, professional and skilled labors out of their domain, and implies an irreplaceable loss to the stock of highly skilled populations in the country of origin, the overall impact is hard to estimate. It also employs communization of knowledge as modern instrument of retaining Euro-American knowledge in less developed countries. Uroh⁵⁷ defines communization of knowledge in Africa as –a situation where the intellectual’s works undertaken by African scholars are only processed for export to Europe in an exchange, which only impoverishes the process of knowledge accumulation by Africall.

Information Communication Technology: As opposed to traditional approaches to deal with brain drain, the –Diaspora optionll considers that highly skilled migrants do not need to return home in order to contribute skills and expertise, especially if it can be accomplished via networks enabled by advances in information communication technology. The rapid expansion of ICT has afforded

⁵⁵ Giddens, A. (1990), “*The Consequences of Modernity*”. Cambridge: Policy Press.

⁵⁶ Ong, P., L. Cheng, and L. Evans (1992) “*Migration of Highly Educated Asians and Global Dynamics*” *Asian and Pacific Migration journal*, Nos. 3-4.

⁵⁷ Uroh C.O. (2001) “*Globalization and the Commoditization of knowledge in Africa*”. In Moluka E. and Le Roux E. (eds.) *Africa in the New Millenium*. Protoris: Africa Institute of South Africa, Pp 86-95.

dispersed diasporas populations the capacity to exert far greater influence on their homelands than ever before⁵⁸.

The Internet has reached a much greater saturation level than previous ICTs (e.g. landline telephones, television) and the availability of such tools as email, discussion groups, and social networking platforms has rendered geographic constraints irrelevant. A new generation of –connected migrants⁵⁹ has gained the ability to efficiently research economic and educational opportunities abroad and has enabled the outsourcing of information-based jobs from the developed to the developing world. Gueron and Spevacek examine the use of ICT and other knowledge management techniques as aids in Diasporas communications and highlight how these mechanisms can impact the political, social, cultural and economic foundations of the country of origin⁵⁹.

The outflow of scientists and technologists was focused from Europe (and primarily the UK) to the United States and Canada. For instance reviews of effect of the immigration Act of 1965 on the demographic characteristics of USA. Kannappan stated heavy outflow of skilled labor from poor countries their economic potentials were losing especially when turning to the productivity levels. Grubel and Scott identified that developed and developing country benefit in the field of science and technology. Pierpaolo and Giannocolo found that with heavy outflow of qualified workers the sending country effect socially as well as economically⁶⁰.

According to Portes initially brain drain was considered very harmful for the native countries. They claimed that the situation exists because of the development of North and backwardness of South. Reviews of most of the scholars concluded that the term brain drain is not beneficial for the native country, while host country gain benefits from the inflow of qualified skilled workers.

During 1970s the Brain Drain was termed as North/South, developing developed issue. Literature shows that BD is deteriorating factor to the welfare of the countries. As per circumstances Bhagwati proposed a –Brain Drain Tax⁶⁰. This tax should from one side, reduce the high outflow

⁵⁸ Oduba V (2000), Diminescu, (2008), *Brain Drain- technology ushers in Brain Gain, Science in Africa*.

⁵⁹ Duque, (2008), *A new generation of migrants has gained the ability to efficiently research economic and educational opportunities abroad*.

⁶⁰ Pierpaolo, Giannocolo, Grubel, Kannappan, Portes, Bhagwati and Bhagwati (1950s, 1960s, 1970s, 1990s and 2003) *“The Brain Drain: A Survey of the Literature”*, op.cit.

and from the other perspective developed countries pay to the less developed countries /LDCs/ for draining their scientific and economical elites.

However, in mid 1990s a new trend termed as new economics of brain drain emerged with rapid advancement in globalization and growth in information and communications technologies. It argued that under such circumstances, migration of professionals from developing countries may be blessing and the potential gains could be higher than costs. In short Brain Drain may have both positive and negative effects on the sending countries. The economists who created harmonized databases of skilled migration rates and the positive effects of brain drain were to some extent verified. The massive scale of overall migration flows from the countries of the South towards the North, accompanied by problems arising from an increased number of refugees and asylum seekers, occupied much of the attention of the political and academic worlds at this time, and studies on brain drain reached a peak.

Likewise, reverse brain drain can also occur when scientists or professionals migrate to a more developed country and then actively promote as beneficial the practice of off shoring high-tech service jobs, technology, and knowledge transfers to their home country. When the corporations of developed countries train and outsource engineering, software, and/or product design to lower cost countries such countries as China, India, and Russia - looking to reduce cost or to forestall bankruptcy - reverse brain drain can also result. These companies are, in effect, outsourcing their brains and creativity and gradually, it may erode their capacity to generate new products and services⁶¹.

The problem of a reverse brain drain is exacerbated by the crisis in developed countries whereby there is low interest in engineering and science, or in continuing to advanced degrees among undergraduate students of these disciplines, which leads to the widespread replacement of native-born engineers and scientists with foreign-born ones in the areas of the greatest intellectual and economic interest for developed countries. At the same time, migrants from China and India are increasingly motivated to return to their home countries, it rapid economic growth, improving living standards, and increasing opportunities emerging there.

⁶¹ Chacko, Elizabeth, (Numbers 2-3, February 2007), *From brain drain to brain gain: reverse migration to Bangalore and Hyderabad, India's globalizing high tech cities, GeoJournal, Volume 68, pp. 131-140.*

Apart from South-North brain drain, receiving countries have also noted outflows of skilled personnel. This is why some data and trends connected with the USA, as a main global player in the worldwide battle for talents. The reversed brain drain found there is not great, but has recently been attracting more and more concern. The scholars who present the theory argue that the detrimental impacts of skilled outflow on human capital may counterbalance by positive impacts of migration. Several new phenomena were introduced in this period with a view that migration perspective increases the attractiveness of educational investments in the sending economy, thus contributing to increased accumulation of human capital and faster growth Lucas Effect of induced education by Beine et al. brain effect and Schiff brain gain⁶².

Stark at all, identified that the Diaspora may return to their homelands, bringing social, physical and human capital accumulated abroad, thus contributing to the economic development that is brain migration Ghosh, concluded that the migrants transfer part of their income back. These transfers in some cases e.g. Dominican Republic, Jordan constitute a large part of the national income, if properly utilized may help to boost the economic growth. Kugler and Rapoport acknowledge the Diasporas effects-even staying abroad overseas skilled migrants may contribute in the development and progress of country by offering expertise, skills, advice or simply investing their money. This effect may be observed directly their companies or indirectly when the Diaspora members encourage other entities to do so.

The migration of intellectual manpower from less developed countries to more developed countries is a global phenomenon. The most prominent migration of intellect is from the poor and developing countries to the rich and advanced countries. The recent trend of globalization has been characterized as the flow and exchange of goods, services, capital, and informative services and at high level qualified skilled labor⁶³.

Developed countries specifically Western Europe, USA, and Eastern Asia led by Japan established scientific networks comprising of scientists from developed and developing countries to build scientific capabilities. All these factors lead towards the hiring of foreign faculty members for the

⁶²Özden, Caglar, and Schiff (2006). "International Migration, Remittances and the Brain Drain", *The World Bank and Palgrave Macmillan*. New York, USA.

⁶³ Uroh C.O. (2001) "Globalisation and the Commoditisation of knowledge in Africa". In Moluka E. and Le Roux E. (eds.) *Africa in the New Millenium*. Protoris: Africa Institute of South Africa, Pp 86-95.

attainment of those economic and social loss created by the emigration of highly skilled professional workers.

It is generally argued that this outflow is compensated through remittances and brain circulation. In this regard both skilled and semi-skilled workers are encouraged to seek employment abroad to overcome the unemployment, economical problems etc. A recent study by World Bank identified that shortage of skilled workers in a country is the main cause of our poor industrial growth and development. It is therefore, a matter of great concern to investigate the causes of migration of qualified persons from country.

2.3 The Migration of African professionals to the developed countries

Africa every day loses her best academics, scientists, doctors, nurses, accountants, and other sought-after professionals, through brain drain, into other richer countries. The migration of highly trained professionals out of Africa, often called brain drain or brain loss, leaves many countries in the continent short of the skills needed to meet the challenges of economic development. The problem of the brain drain from poor to rich countries has received a lot of attention in the world's press as well as from academics and researchers.

Brain Drain Simply put, brain drain happens when skilled professionals from a country (mostly poor countries) migrate into other countries (mostly richer countries) to practice their profession and benefit these countries economically. Different factors contribute to brain drain; different strategies have also been experimented to curb this trend. Brain drain is not uniquely an African affair. About 80% of Indian computer programmers migrate to the USA, depriving the Indian economy about US\$ 2 billion a year in innovations⁶⁴. China, Haiti, Portugal, just to mention a few, in the other continents is also crime, armed conflicts, political repression, human rights abuses, devaluation of currency and poor educational systems.

In the African countries like Nigeria, Ethiopia, Egypt, Kenya, and South Africa are affected by brain drain. This phenomenon leaves these countries in a state of acute shortage of skilled professionals despite their investment in human capital. Prospective immigrants flock to companies organizing visas and job searches, whose advertisements are prominent every weekend

⁶⁴*Oduba V (2000). Diminescu, (2008), Brain Drain- technology ushers in Brain Gain, Science in Africa.*

in the business pages of national newspapers. The outflow is accelerated by an acute shortage of professionals in such developed countries as Britain, USA and Ireland, who are only too happy to allow African professionals to fill the vacant posts at salaries undreamed of in many African countries. Africa, on the contrary level is losing people he could make good use of. It has been estimated that between 1960 and 1987 Africa lost 70,000 of its highly skilled (30%) of the stocked, mostly to the European Union in the name of homogeneous global flow of human and technical resources⁶⁵.

In a recent World Bank report on migration and remittances, it was clearly noticed that –One important implication of brain drain frequently mentioned in the case of Africa is that a part of the investment in education in the country of origin is not replaced once migrants leave. Consequently, a shortage of skills becomes evident, leading to the impossibility of ensuring economic growth. However, the aforementioned high level of enrollment in tertiary education and universities in most ECA countries may help offset this situation in the future⁶⁶.

According to a 2000 UNESCO report, there were over 300,000 highly qualified Africans scattered all over the world, 30,000 of whom had PhDs. In 2005, Docquier and Marfourk noted that, although sub-Saharan Africa migrants constituted only 3.7% of Organization for Economic Co-operation and Development (OECD) and the developing world together immigrant stock, they were 4.75% of OECD skilled immigrant stock. It is believed that in Africa only 2.8% of people are skilled. This proportion is low, and the large-scale immigration of skilled capital from Africa effectively makes it even smaller⁶⁷.

As for calculations of lost investment in educating future migrants, these are available only for a few counties, and the methodologies used for these assessments are not harmonized. Regarding replacement costs, it is estimated that Africa pays around USD\$5.6 billion a year on employing

⁶⁵Adepoju, (1995):p,99

⁶⁶ Mansoor, Quillin, (2007): p, 186, World Bank, (2008), “World Development Indicators 2008”, Washington, DC.

⁶⁷ UNESCO, (2000), and (2011, 19, April 2011), United Nations Educational Scientific and Cultural Organization, Data extract.

-The OECD Development Centre is created in October 1963 in response to a request by then U.S. President John F. Kennedy at the Canadian Parliament in Ottawa on 17 May, 1961. It was intended as a place to bring the OECD and the developing world together.

- The objective is to help decision makers find policy solutions to stimulate growth and improve living conditions in developing.

foreign specialists, although some African countries such as Nigeria still have enough skilled labor residents, and do not need to hire expatriates for abandoned job positions. These effects of brain drain in Africa have been discussed in political and scientific circles worldwide, especially in the context of significant losses of medical personnel⁶⁸.

In Africa an especially difficult situation is noted in access to medical services. According to a report by the World Health Organization, more than four million additional health professionals are urgently needed in 57 countries, 36 of which are in sub-Saharan Africa⁶⁹.

By 1990 during the final review of the UN Programme of Action for Africa's Economic Recovery and Development (UNPAAERD), it was estimated that African countries had lost some 200,000 scientists, doctors and similar professionals to the North hemisphere since the 1980s. This is the alarming -brain drain- from Africa due to sharply reduced incomes since the depression from the 1980s, the foreign debt crisis, Structural Adjustment Programs (SAPs), conflicts in the continent and internal repression⁷⁰.

Recently, the African brain drain dispute has gained a new dimension - it is viewed as a factor threatening the achievements of the Millennium Development Goals for Africa. In the contemporary world, the generation of new knowledge and its application changes human living conditions and moves societies towards wealth and democracy, but only if the region/country concerned has a critical mass of human resources. The examination of the literature review indicates that case studies on the issue of brain drain in the following Africa countries:

⁶⁸ Docquier, F., and Marfouk A., (1990–2000 and 2005), "International Migration by Educational Attainment: Release 1.1, March, International Organization for Migration (IOM).

⁶⁹ WHO, (2005), "Health Systems Statistics" (World Health Organization), - IOM, (Sept.1992) in Geneva, *International Migration Vol. XXX 3/4 –1992 special issue: "migration and development," International Organization for Migration.*

⁷⁰ Onimode, (2002): p, 97, UNDP, *HDR (2009), New York, United Nations Development Programme, Human Development Report -Overcoming barriers: Human mobility and development.*

Table 1 The percent African migrants to the USA by country (thousands) from 1981 - 2000.

Country of birth	1981–1990	1991–2000
Nigeria	35.3	67.3
Ethiopia	27.2	49.3
Egypt	31.4	46.7
Kenya	14.9	35.6
South Africa	15.7	22.6

Source: U.S. Census Bureau, statistical abstract of the United States (Washington, DC: US Census Bureau, 2003)⁷¹.

2.3.1 **South Africa:** is also hit hard by the flight of other professionals out of the country, according to *The New Catholic Times* (2002). The only different trend with South Africa, as highlighted by *Arnold* (2011), is that whereas the brain drain from most African countries has been of indigenous medical professionals, the South African exodus has been mostly of non-indigenous medical professionals⁷².

Apart from the rather recent fear of terrorist attacks, the state of democracy and political stability has been another contributing push factors for African professionals going west. Many African countries have been, for years, plagued with coups, dictator military regimes, civil wars, ethnic clashes and political instability caused by the selfish and greedy politicians. An average professional African wants peace of mind, where he can practice knowing fully well that his/her safety, as a citizen is guaranteed. Africa has probably been worst hit. Between 1985 and 1990, it is confirmed that Africa has lost 60,000 professionals and to have been losing 20,000 per year ever since⁷³.

⁷¹U.S. Census Bureau, statistical abstract of the United States, Washington, DC: US Census Bureau,(2003).

⁷² Gwaradzimba E, Shumba A (2010). *The nature, extent and impact of the brain drain in Zimbabwe and South Africa. Acta Acad.*, 42(1):209–241,*The New Catholic Times and Arnold* (2002,2011).

⁷³ACP-EU Courier, (1996): p,59.

2.3.2 **Nigeria:** for instance, has been on professional labor exports since independence. More than 40 % of Nigeria doctors are in Middle East, Europe and America. Migration of African professionals is often driven by considerations of personal or professional advancement, but it is facilitated by the policies of receiving countries-which skew their immigration systems in favor of professional immigrants⁷⁴.

Onimode further commented that serious attacks on academic freedom under authoritarian regimes, have also contributed to this massive brain drain from Africa. In Africa for instance brain drain been real in Nigeria Studies by *Okigbo (1990)*, the *Oladapo (1988)* and the inter-ministerial committee (1974) have quantified the problem⁷⁵.

In 1964/65, 85 Nigerians were trained under a scholarship scheme for university students and despite the fact that they were expected to return home on completion of the program according to the terms of the award, only 18 actually returned Okigbo (1990). Oladapo (1988) in the analysis described as –very liberall an estimate that there were 1,500 Nigerian physicians in Europe alone. They referred to another estimate, which showed that out of the 321 Nigerian physicians trained in most of the British medical schools during the period 1948-66, 249 left the country (presumably for Nigeria) while 72 remained. However, the duration of the stay of those who even actually left that country ranged between zero and 15 years⁷⁶.

According to some United Nations data for 1967, of the 417 Nigerian immigrants admitted to the U.S between July 1963 and June 1967, 255 were with various occupations, 131 were professionals and technicians, 31 were engineers, 9 were physicians; while 34 were professional nurses. The quantity of those involved in brain drain may be low but the problem is relatively serious in terms of their quality. This seems to explain why the Oladapo agreed with the view that brain drain constituted a potentially serious problem for development even though the number of skilled Nigerians who were involved in the process was low at that time⁷⁷.

⁷⁴ Gwandu A. A ,*Kamiyama (March 6th and 7th 1991,2005), "Brain drain" proceedings of 14th Annual Seminar Report of Committee of Vice Chancellors of Nigerian Universities.*

⁷⁵*Okigbo (1990), the Oladapo (1988) and the inter-ministerial committee (1974) have quantified the problem.*

⁷⁶, Nye, Joseph S. Jun., (September-October 1997,) *Oladapo, Okigbo, (1988 and 1990 "Redefining the National Interest", Foreign Affairs, Vol. 76, No. 5, p.26.*

⁷⁷ *Aderinto, UN , Oladapo (1975) the admitted Nigerian professionals according to United Nations data.*

2.3.4 **Ethiopia:** loses a dramatic 75% of its skilled workforce, as happened in the years between 1980 and 1991, and which according to the UNDP is still happening, it obviously harms the ability of the nation to escape from poverty. There are significant differences across the continent. The opposite situation to the Ethiopian one is noted in South Africa - although many professionals, fluent in English, chose to remain in the United States or the United Kingdom after they completed their graduate studies, South Africa has nonetheless made significant strides in luring its professionals back, a feat which is easier for this country, which has emerged as Africa's most dynamic economy⁷⁸.

The Gondar Medical Science College reported that in 2000 that during the previous three years it lost 25 specialists and general practitioners to private clinics and foreign employers. This left the college with 90 instructors down 40% from its requirement. The departure of medical personnel forced the college to close five departments. The dean of the medical school commented that higher pay offered by private clinics, employment opportunities in other African countries and Gondar's isolation from Addis Ababa were the major reasons for the loss. As studied the medical schools in both Gondar and Jimma Universities to the fact that they are suffered enormously as a result of the departure of skilled medical staff.

The Ministry of Health, explained at the 38th Annual Medical Conference earlier this year that Ethiopia trained 2,491 general practitioners between 1988 and 2001. He estimated that one-third have already left the country seeking better employment opportunities in North America, Europe and South Africa. He listed 1,366 physicians working throughout Ethiopia in 2001. This works out to about one physician for 47,000 persons. By comparison, in 1996 there were 1,483 or nearly ten percent more, physicians in the country. Ethiopia can ill afford this continuing loss of trained medical personnel.

Ethiopia is the third highest number worldwide after Ghana and Nigeria to American in migration DV lottery program, American visa programs that target highly skilled individuals. The Immigration and Nationality Act provides an annual minimum of 140,000 employment-based immigrant visas (E category) that are divided into five preference categories⁷⁹.

⁷⁸David H. Shinn Adjunct Professor (Nov. 23, 2002).

⁷⁹.David H. Shinn Adjunct Prof. (Nov. 23, 2002)

The United States offers a variety of visas for temporary workers. The applies to persons in a specialty occupation that requires theoretical and practical application of a body of highly specialized knowledge requiring completion of a specific course of higher education ,several earlier references or sources suggested these special visas contribute in a more important way to the migration of Ethiopians to the U.S. Many earlier teachers, professionals and students remained permanently in the United States even though they had to show that they intended to return to Ethiopia at the conclusion of their education. Those most Ethiopian professionals who now reside permanently in the United States came originally as students or in one of these other temporary categories rather than by means of a DV or special employment visa⁸⁰.

Some developed countries for instance UK and Australia operate points systems that give some lawful immigration visas to some non-citizens who are qualified for such shortage jobs. Non-citizens, therefore, have an economic incentive to obtain the necessary skills and qualifications in their own countries and then apply for, and migrate to take up, these job vacancies. International migration similarly motivated by economic disparities and opportunities occurs within the EU, where legal barriers to migration between member countries have been wholly or partially lifted.

2.3.5 **Kenya:** Docquier and Marfouk (2006) have analyzed the levels of international skilled emigration to OECD countries in 1990 and 2000, and have placed Kenya in the 29th position, with an emigration rate of 38.4%. When the Kenya ranked fourth in brain drain intensity, while among African countries, it occupied third place⁸¹. The number of arrivals of skilled workers from Kenya to the EU-15 was only 38% in 2000, in a sharp contrast to the (82%) that arrived in the USA. In case of emigration to the USA in 1990, (11%) of émigrés from Kenya were educated at tertiary/university level, while only (0.2–0.3%) of those with only secondary education, and (0.1%) of those with only primary educated were admitted.

⁸⁰ D. H. Shinn Adjunct Prof. (Nov. 23, 2002)

⁸¹ Docquier, F. and Marfouk, A. (2006,) “International migration by educational attainment (1990-2000)”, in: Ozden, C. et M. Schi (eds), *International migration, remittances and the brain drain*, Chapter 5, Palgrave-Macmillan.

The literature shows that Kenyans and African immigrants in general, are more likely to be skilled. There is anecdotal evidence that most Kenyan immigrants who arrive in developed countries experience brain waste. For the 1970s Kenyan cohort with a bachelor's degree living in the US, the probability of obtaining a skilled job was (34%). In 1980s it increased to (38%), and in the 1990s to (59%). About (71%) of Kenyan emigrants with a master's degree were getting skilled jobs, and (63%) of those with professional/bachelor degrees, which demonstrates that brain waste is less common among migrants who hold advanced degrees⁸².

The number of Kenyan physicians in 2002 was 4505, which is 1.4 per 10,000 inhabitants; the numbers for nurses were respectively 37,113 and 11.8; for pharmacists, 3,094 and 1.1. These indices need to be at least doubled in order to meet the minimum of the WHO's -Health for All standards. Besides the statistical overall shortages in personnel, Kenya also experiences problems with balanced and sustainable access to health services in rural and remote areas, caused both by natural demographic trends but also by local law, whose efficiency is questionable. Only 8.3% of the population lives in the capital, but that city has 65.8% of the physicians, according to the Kenyan Ministry of Health⁸³.

According to Clemens, -regulations of this kind blocked access to basic health care in the least served areas, as well as increased a pressure for unemployed nurses to emigrate. Unfortunately, there is no strong evidence that Kenyan health professionals working abroad ever return home after having working for a few years, in order to share their augmented medical expertise acquired abroad⁸⁴.

The 2002 election of president Kibaki brought expectations of change in political and social life in Kenya. There was anecdotal evidence corresponding to these hopes, that -a wave of Kenyan professionals abroad are returning home with the hope to rebuild a country that had nearly collapsed under the weight of 24 years of rule by former President Moi⁸⁵.

⁸² Docquier and Marfouk (2006)

⁸³ Kirigia, Joses Muthuri, Gbary, Akpa Raphael, Muthuri, Lenity Kainyu, Nyoni, Jennifer Seddoh Anthony, (2006), "The cost of health professionals' brain drain in Kenya", *BMC Health Services Research*.

⁸⁴ Clemens Michael A.(2009, Research Paper 2009/08),: *Skill Flow: A Fundamental Reconsideration of Skilled-Worker Mobility and Development United Nations Development Programme, Human Development*.

⁸⁵ Oyelere Ruth Uwaifo (2006): *Brain Drain, Waste or Gain? What We Know about the Kenyan Case, Journal of Global Initiatives Forthcoming* http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1116701,

2.4 The consequences of skilled men flow from developing to the developed countries

The mobility of the skilled men can be considered to be a positive phenomenon from the point of view of global innovation, on the contrary on the national level the migration of the skilled, in specific conditions, is an obstacle to local development and may even aggravate underdevelopment, depriving poor countries of their scarce human resources. The characteristic attribute of international migration of workers is its selectiveness. Countries receiving the largest numbers of immigrants have introduced selective policies favoring educated people.

In effect, the world's poorest countries are trapped in unending cycles of deprivation the lack of education, healthcare, and economic opportunity perpetuates these same conditions for future generations. The technological gap between countries at various stages of development continues to grow. Of all the talent lost from developing countries, the loss of medical professionals is perhaps of the greatest concern⁸⁶.

Therefore, many small countries, principally in the Caribbean, Central America, and Africa, suffer from very high skilled migration rates. Countries with greater demographic potential have larger populations of skilled people, so that even with a large share of skilled people in the migrant population, their share in the entire country's skilled population is still small. On average, among countries with more than 30 million people, the brain drain of all tertiary educated people is about 5%. The largest states, such as China, India, Brazil, Indonesia, and Russia have about 3-5% of their graduates living abroad⁸⁷.

By contrast, in sub-Saharan Africa, skilled workers only make up 4% of the total domestic workforce, but these skilled workers comprise more than 40% of people leaving the country. Beine, Docquier, and Rapaport, using recent US data on migration rates by education levels relating 150 countries, found that most countries combining low levels of human capital and low migration rates of skilled workers tend to be positively affected by the brain drain. In contrast, the brain drain has negative growth effects in countries where the migration rate of the highly educated is above 20%, and/or where the proportion of people with higher education is above 5%. An obvious and noted regularity is that countries with higher GDP per capita have lower skilled

⁸⁶ Devesh Kapur, John McHale, (2005 & Washington D.C. 2005), "Give Us Your Best and Brightest: The Global Hunt for Talent and Its Impact on the Developing World", Centre for Global Development ,p.4-5

⁸⁷ U.S. Census Bureau, statistical abstract of the United States; Washington, DC: US Census Bureau, (2003)

migration rates. On consequences of brain drain in Africa, the countries of this continent lose their best human resources and the funds invested in training them, and then additionally have to pay to employ expatriates to fill abandoned positions. This is a well-known effect, yet the overall and up-to-date statistics on these losses and burdens on the continental scale are not available. Nigeria, Kenya, and Ethiopia are believed to be the most affected in absolute numbers by the outflow of skilled workers, higher percentages of educated people leave also Mozambique (30%) and Ghana (26%)⁸⁸.

The Brain drain is a serious problem for policy ensuring and to analyze intended and unintended consequences of policies. As many development economists such as Harvard professor Ricardo Hausmann point out, disparity in the development of countries is mainly attributable to education, science and technology—a factor that determines their product as ‘rich or poor country good’. Human resource development is considered as main reform agenda and capacity building programs of many African countries⁸⁹.

However, facts about brain drain clearly demonstrate that indeed brain drain remains a serious concern for developing countries. Even if the sources of brain drain are still inadequate, however, there are some estimates. The World Bank average estimates 70,000 skilled Africans migrate to EU and USA every year. The main feature of immigration to the USA, Canada and EU could be characterized as overwhelmingly a case of brain drain. Only less than 1% of the total migrants to USA are with school of less than 12th grade. Of the total African migrants to USA, 74% are highly educated professionals⁹⁰.

Indeed this fact makes it abundantly clear that uneducated African migrants to USA are insignificant. Ten years ago there were 1600 medical doctors in Zambia, only 400 are left now. This includes newly trained physicians. On the average 160 physicians leave Zambia per year. In Kenya, 90% of the nurses and doctors migrate to Europe and USA per year. Ethiopia has lost 75% of its skilled professionals within 10 years in 1980-1991. Exodus of medical and health service professionals have increased at an alarming rate, denying African countries to maintain their efforts to meet the MDGs in health programmers. Brain drain is a threat to the quality of medical

⁸⁸U.S. Census Bureau, *statistical abstract of the United States; Washington, DC: US Census Bureau, (2003)*.

⁸⁹*Africa in the New Millennium, Pretoria: Africa Institute of South Africa, (2001), p 86-95.*

⁹⁰U.S. Census Bureau, *statistical abstract of the United States; Washington, DC: US Census Bureau, (2003)*

care and drains the capacity of medical education and institutions of higher learning. The issue of brain drain should be seen against the background that Africa with its 10% of World population is a victim of 25% of the World diseases⁹¹.

In Tanzania, an expatriate consultant would cost between 170000-200000 USD per year as this includes cost of living, hardship allowance, travel, and child and school allowance. The most expensive cost for highly skilled local consultants would be less than half of the cost for an international consultant⁹².

Therefore, it has only 3% of the global health workforce. Brain drain plays a negative role in the efforts toward sustainability and capacity building. What is given by one hand through capacity building programs is taken away by the other hand due to unethical recruitment or recruitment of expatriate consultants. This is indeed an example of lack of policy coherence on the international donor community. If professionals trained through aid and national budget migrate to the donor countries, then in effect African countries and their institutions of higher learning are reduced to training institutions catering the demand of developed countries for highly skilled professionals. One could safely say that de facto the medical universities and health care training institutions of Africa sub-serve the demands of developed countries.

The United States is the main pole of attraction for foreign skilled workers; 40% of its foreign-born adult population has tertiary level education. Since the early 1990s, some 900,000 highly skilled professionals - mainly IT workers - from India, China, Russia, and a few OECD countries (including Canada, the UK, and Germany) have migrated to the United States under the H-1B temporary visa programme. The United States also takes in 32% of all foreign students studying in the OECD countries. Higher education is an important channel for US firms recruiting highly skilled migrants; some 25% of H-1B visa holders in 1999 were previously students enrolled at US universities. Also USA is the largest recipient of new immigrants that are talented and educated. In fact, Africans, having more African scientists and engineers working in the United States than

⁹¹ U.S.C. Bureau, *statistical abstract of the United States; Washington, DC: US Census Bureau, (2003)*

⁹² UNDE& SA, CRIM&D (New York, 2006) *United Nations Department of Economic and Social Affairs, Compendium of Recommendations on International Migration and Development: The United Nations Development Agenda and the Global Commission on International Migration Compared.*

there are in Africa, are said to be the most educated ethnic group in the United States. African immigration to the United States doubled between the decades of the 1980s and 1990s. Nigeria, Ethiopia, Egypt, Ghana, and South Africa dominated immigration flows to the United States during that period migrant⁹³.

The US 1990 Census revealed that there were more than 2.5 million highly educated immigrants from developing countries residing in the United States. Migrants to the United States tend to be better educated than the average person in their home country, and the proportion of very highly educated people who migrate is particularly high. The biggest migratory flows from Africa to the United States are from Egypt, Ghana, and South Africa, with more than 60% of immigrants having a tertiary education from these three countries. The USA has become the target of critics because of its success in attracting health professionals, which public opinion. Health care needs in North America will grow, with predictions of massive shortages of up to 200,000 physicians and 800,000 nurses by 2020, driven by the escalating demands of an aging society, new technologies, management of chronic diseases, changing family structures, and consumer and provider preferences⁹⁴.

These forecasts prompt major American organizations to endorse targeted increases in the size of US medical schools and the number of residency training slots. The USA is experiencing reversed brain drain. The first symptoms emerged in case of Taiwanese graduates, who arrived as students to the USA in the 1960 and 1970s, but who in the 1980s returned to promising Taiwanese economy. Educated in the USA, they subsequently contributed to developing Taiwanese ICT sector⁹⁵.

Nowadays, Indian and Chinese migrants, who constitute large cohorts in absolute numbers, look back with sentiment to their homelands, eager to return as opportunities continue to blossom there. Another striking issue is that there is evidence, derived from certain cases, that a foreign scientist may earn more than a US-born scientist. A relatively small sample of members of the USA

⁹³ Robert E. Baldwin, L. Alan Winters, (2004), *“Challenges to Globalization: Analyzing the Economics”*,

⁹⁴ US 1990 Census

⁹⁵ US 1990 Census

National Academy of Sciences and National Academy of Engineering, / USANAS &NAE/ showed that foreign-born scientists have tended to earn significantly more on average than native ones⁹⁶.

Are they more talented, more hard working, better screened and/or offered better remunerations to keep the brightest, ask the authors of the study. This reversed brain drain is also the reason why the USA still maintains barriers to temporary return. Skilled workers pursuing naturalization in the United States, for example, are required to remain continuously present in the US for years while their case is considered. The Return of Talent Act, introduced in the US Senate in 2007, would have created exceptions to that restriction for skilled workers wishing to assist in reconstruction following conflict or natural disasters in their home countries⁹⁷.

Oduba (2000) pointed out that declines in public sector why aggressive strategies are being developed to foster brain drain and remedy the impending economic deterioration that would rather have struck them. Due to chronic labor shortage that is threatening economic growth in Australia, in 2005, the government increased its skilled migrant intake and is also considering changing the rules for those entering the country as working holidaymakers to allow them to extend their visas or take on apprenticeships in rural areas. This concern was voiced by the Immigration Minister, Amanda Vanstone, after the Prime Minister, John Howard made an avowal that the country is suffering from shortage of skilled labor⁹⁸.

2.5 The Contribution of professionals Migration to developed countries

Recent some study findings have undermined this issues many skilled emigrants serve the countries they come from for long periods before departure, paying back the country's investment in their education. In the large numbers of skilled student-emigrants, their higher education is funded by themselves or by foreign scholarships. After some years, émigrés come back with

⁹⁶ Guellec, and D., Cervantes, M., (2001,In OECD (2001b), "International Mobility of Highly Skilled Workers: from Statistical Analysis to Policy Formulation".

⁹⁷ Clemens Michael A.(2009,Research Paper 2009/08),: *Skill Flow: A Fundamental Reconsideration of Skilled - Worker Mobility and Development United Nations Development Programme, Human Development* .

⁹⁸Oduba and Fin24.co.za (2000,2005), Devesh Kapur, John McHale, (2005 & Washington D.C. 2005), "Give Us Your Best and Brightest: The Global Hunt for Talent and Its Impact on the Developing World", Centre for Global Development ,p.4-5.

augmented skills, social networks, and wealth, and are better equipped to contribute to their home economies than if they had never left.

The migration of a skilled worker may also have some channels of positive feedback, such as the remittances he/she sends home, schooling incentives for his/her relatives, his/her acquaintances who would like to follow his/her professional path abroad. One's return after gaining capital and experience, including experience gained within the diaspora social group itself, may foster domestic development. So according to this new approach, the movement of skilled workers from poor to rich countries may in the long run benefit both. However, the opportunity to migrate motivates individuals to invest in education with a view to emigrating in the future.

2.5.1 Migration It Create Knowledge, Skill and Experience

Reverse brain drain can occur when scientists or engineers migrate to a more developed country to study in its universities, to perform research, and/or to gain working experience in areas where education and/or employment opportunities are limited in their home country, and after several years of experience, they return to their home country to start a related business, teach in a university, or work there for a multi-national company. Having obtained additional skills, the return migration can certainly contribute to the economic development of the source countries.

It has positive externalities when migrants return with experience, deep knowledge of good governance and organization of work, financial resources, links to networks, and skills acquired abroad - and this capital can be productively, effectively, and wisely deployed at home. But not every economy or country government is capable of or has a policy of taking advantage of such a return of the skilled. There is also a difference in seeing possible positives in a wider (global) and narrower (national) perspective. Instead of viewing skill flows in a context narrowed to merely national development, the supporters of the global development dynamic model claim that emigration globally encourages more skill-creation than skill-loss. This happens mainly through creating improved incentives to acquire human capital, which positively influences growth⁹⁹.

There are several trends in the brain drain/gain equilibrium which can be observed in the contemporary globalized world; there is a shift to virtual mobility and brain circulation. Recent

⁹⁹ *Commander Simon, Mari Kangasniemi, L. Alan Winters, (2003.): The Brain Drain: Curse or Boon? in IZA DP No. 809,*

advances in communication technology has limited the extent to which talents are physically lost; the work can be done remotely, and linking via modern communications institutions and individuals in developing and developed countries may occur without inducing spatial migration. New global roles for nongovernmental organizations, as well as the range, scope, and power of multinational corporations, and the ease of travelling, have all mitigated the effects of out-migration among highly skilled professionals and introduced a circulation of brains¹⁰⁰.

The mobility of the skilled can be considered to be a positive phenomenon from the point of view of global innovation. The emerging benefits come only gradually to light - there is a transfer of knowledge, skills, ideas, and capital to poorer countries, as well as a skill flow which generates mutual and global benefits. Mobile talents play a complex role in global development; contribute to shaping a better societal climate and reforms, positively affecting the quality and delivery of public and private services. International mobility of skilled workers can generate global benefits to research, innovation, and entrepreneurship. There are a significant number of foreign-born US Nobel Prize winners or creators of global high tech companies, such as Intel, eBay, and other successful start-ups. Émigrés develop their expertise, accumulate more skills, gain experience of western practices, and increase their network of contacts - all of which can be of great benefit to the future development of their countries. The question is to create proper research conditions for those who have the capacities to push the economy forward, regardless of which country they are located in¹⁰¹.

The most prominent sector in Indian industry - which has been and continues to attract expatriates home - is the IT sector. A similar trend is being witnessed in sectors of business process outsourcing (BPO), and knowledge process outsourcing (KPO). These skilled, trans-nationally active specialists have beneficial impact on various sectors of the economy, on the social structure and infrastructure, and on forging and solidifying cooperation between India and the United States. Indian science and technology potential is growing rapidly. The demand for research scientists has also grown in the last few years, especially in the pharmaceuticals, biotechnology, and engineering sectors. Indians returning home from the Middle East and from countries like Malaysia and

¹⁰⁰ Oduba V (2000). Diminescu, (2008), *Brain Drain- technology ushers in Brain Gain. Science in Africa.*

¹⁰¹ Oduba V (2000). Diminescu, (2008), *Brain Drain- technology ushers in Brain Gain. Science in Africa.*

Singapore boost their careers in research labs and companies of those sectors. The health care system in India was for many years losing its resources. It is estimated that there are at least 60,000 doctors of Indian origin in the UK, which amounts to around 12% of the total stock of doctors in India, and 30% of registered doctors in the UK. Survey evidence suggests that recent rises in return migration by Indian physicians are attributable to the rise of the corporate health care industry in that country, rather than to any particular policy initiative¹⁰².

2.5.2 Migration It Create Transnationalism

Constant and increasing movements of people across the globe are creating new forms of social arrangements, organizations and socially constructed self-identities. “*Transnationalism*” is a concept that is increasingly used to capture the nature of today’s cross-border movements and their outcomes. A growing trend in transnational social movements is the joint efforts of migrants to maintain and foster links with their places of origin through the creation and organization of “*hometown associations*” (*HTAs*). *HTAs* are established not only in response to the social and cultural challenges faced by new immigrants in adjusting to life in a foreign country, but also to fund small-scale development projects in home communities through collective remittances. They are philanthropic units formed by immigrants, who seek to support their places of origin, maintain relationships with local communities and retain a sense of community while they reside in foreign countries¹⁰³.

¹⁰² Chacko, Elizabeth, (2007, Numbers 2-3, February 2007), *From brain drain to brain gain: reverse migration to Bangalore and Hyderabad, India's globalizing high tech cities*, *GeoJournal*, Volume 68, pp. 131–140.

¹⁰³ Orozco, Manuel, and Rebecca Rouse (February,2007). *Migrant hometown associations and opportunities for development: A global perspective*.

HTAs are active throughout major migrant destinations, such as parts of eastern Asia, Europe and the United States. For example, 12 formal Senegalese immigrant associations were identified in France in 1984. Six years later, 195 HTAs from the same country were registered as non-profit organizations, and by the end of the 1990s, it was estimated that there were more than 400 Senegalese HTAs in France. Mexican HTAs number approximately 3,000. Filipino groups may amount to 1,000, and there are about 500 Ghanaian HTAs worldwide¹⁰⁴.

However, it must be kept in mind that HTAs are only one of several options through which Diasporas maintain links with and help their communities of origin. Immigrant entrepreneurs are also ‘social actors’, who participate actively in transnational activities. Several case studies have examined how small and medium entrepreneurs in Africa, Asia and Latin America continuously affiliate with partners or clients in Europe, Saudi Arabia and the United States, creating social networks that benefit migrants, as well as the communities they left behind and the ones they belong to in receiving countries. Resulting transnational communities establish and reinforce multi-sartorial links between countries of origin and destination. Migrants can thus promote foreign investment in their home countries as investors. Networks linking scientific and technical personnel at home with their migrant counter parts abroad lead to transfer of knowledge and of productive and technological know-how. Upon return, migrants establish businesses which generate wealth and create jobs. Economically driven migration thus creates opportunities for development in both countries of origin and destination.¹⁰⁵

In the Dominican Republic, there are hundreds of small- to medium sized transnational enterprises (including small factories, commercial/retail establishments and financial agencies). Such ventures are created and run by former migrants, who have returned to the Dominican Republic after acquiring capital and establishing ties with migrant communities in the United States, thus acquiring clients and investors abroad. Similar scenarios can be found in other parts of the world.

¹⁰⁴ Orozco, Manuel, and Rebecca Rouse (February,2007). *Migrant hometown associations and opportunities for development: A global perspective*.

¹⁰⁵ Daum, USAID, (1995, 2005). *Migrant hometown associations (HTAs) – the human face of globalization in world migration 2005: Costs and benefits of international migration*. Geneva: IOM.

In Viet Nam, for example, 1,274 projects and businesses have been set up by overseas Vietnamese, with a registered capital of US\$710 million¹⁰⁶.

2.5.3 Remittance Flows to Developing Countries

Remittances are the second-largest source of external finance for developing countries, and remain a stable source despite economic crises, wars and natural disasters. The money that migrants send back home does indeed help to alleviate poverty in their former home, to relieve child labor, to increase household expenditure on education and health, and to spur on business activity. According to World Bank estimates, officially recorded remittance flows to developing countries were projected to reach US\$ 372 billion in 2011, up from US\$ 332 billion in 2010.³

However, official remittance statistics tend to underestimate the actual size of remittance flows, which exclude unrecorded flows through official and unofficial channels. Overall, remittance flows have remained steady during the economic and financial crisis in all regions of the world, and are projected to grow by 7-8 % over 2012-2014. Remittances are private funds and should not be considered a substitute for official development assistance. The development potential of remittances could be further enhanced by increasing competition among money-transfer companies and banks, reducing transfer fees, improving access to banking services and expanding financial literacy among migrants. The inflow of remittances can be taken as an indicator of the economic relevance of migration. Remittances have grown at an extraordinary pace over the last decade. According to World Bank data, global remittances have increased from about US\$30 billion annually in the early 1990s to an estimated US\$318 billion in 2007. Some 75 % of this amount is directed towards lower middle income and low-income developing countries. Recorded remittances constitute nearly two thirds of foreign direct investment (FDI) flows and more than double official aid flows to developing countries¹⁰⁷.

From 2002 to 2007, remittances to developing countries increased by 107%. Much of this increase occurred in low- and middle-income countries. In 2005 it was estimated that approximately 500 million people (8% of the world's population) were benefiting from remittances. Latin America

¹⁰⁶ Daum, USAID, (1995, 2005). *Migrant hometown associations (HTAs) – the human face of globalization in world migration 2005: Costs and benefits of international migration*. Geneva: IOM.

¹⁰⁷ Ratha, Dilip, and William Shaw. (2007), *South-South migration and remittances*, World Bank Working Paper No. 102. Washington, D.C.: World Bank.

and the Caribbean, East Asia and the Pacific, and South Asia obtain the largest shares of international remittances. According to 2007 estimates, these regions received, respectively, 25, 24 and 18 % of all official international remittances to developing countries. By contrast, sub-Saharan Africa received less than 5% of all official international remittances¹⁰⁸.

Kenyan émigrés send money home to support a wide range of relatives. In 2005, remittances from Kenyans abroad officially came to about USD\$500 million. At the same time, an estimated USD\$3 billion dollars are lost yearly on Kenya's health professionals abroad, which makes the USD\$500 million of remittances from all Kenyans abroad seem insignificant. Nevertheless, the calculation of loses may be somewhat overestimated (Clemens, 2009) and the real amount of remittances is not known¹⁰⁹.

The strong rise in remittance flows over the past several years is the result of increased migration, but can also be explained by increased competition in the remittances market, lower transfer costs, more remittances diverted into formal channels, and an improvement in the reporting of data in many developing countries. Worldwide, remittances have become the second largest capital inflow to developing countries after FDI and before official development assistance (ODA). In some countries, remittances have even surpassed the levels of FDI and ODA. According to the Multilateral Investment Fund (MIF) of the Inter-American Development Bank (IDB), remittances to Latin America and the Caribbean reached \$66.5 billion in 2007, an increase of 7 % over 2006¹¹⁰.

For many poor countries remittances are the largest source of external financing. The remittance inflow is significant for several countries and critical for some, as it makes up a relevant percentage of GNP and export earnings. According to World Bank data, remittances represent more than 50% of GDP in Haiti and 15-20 % in El Salvador, Honduras and Jamaica. In the Dominican Republic, Guatemala and Nicaragua, remittances make up 10-12 % of GDP. The importance of remittances can also be measured by comparing them with other private capital

¹⁰⁸ Richard H. Jr.(1993), and Adams (2007), p, 3, *Economic and demographic Determinants of international migration in rural Egypt. Journal of Development Studies* 30, no. 1.

¹⁰⁹ Clemens Michael A.(2009,Research Paper 2009/08),: *Skill Flow: A Fundamental Reconsideration of Skilled-Worker Mobility and Development United Nations Development Programme, Human Development*

¹¹⁰ IDB-MIF. (2004a). *sending money home: Remittances to Latin America from the US.*

flows. Even in Colombia and Ecuador, where remittances are lower in relative terms, they represent, respectively, 197 and 112 % of FDI¹¹¹.

The World Bank report finds that in Latin America and Caribbean nations, remittance levels are correlated with higher savings rates, better access to health and education, increased macroeconomic stability, entrepreneurship, and reductions in poverty and social inequality. For example, the Guatemala revealed that remittances reduced the level and severity of poverty, and added to the income of the poorest 10% of families¹¹².

Although, three decades ago, President Ferdinand Marcos encouraged Filipinos to find jobs in other countries; his idea was to pull foreign currency to the country and to reduce the problems of a fast-growing population. During the mid-1980s this concept met a strong demand for semiskilled and skilled Filipino workers in the Middle East, Asia, and Western Europe, caused by major changes in the global economy. Gradually, the overseas Filipino workers have become a pillar of the country's economy. The World Health Report 2006 states that the government of the Philippines has taken measures to turn remittances into an effective tool for national development by encouraging migrants to send remittances via official channels¹¹³.

The Indian government has contributed to the emergence of these links through legislative and tax rules that encourage remittances and investment from Indians residing abroad. The brain-drain trend seems to have undergone a significant reverse. The number of multinational companies coming to India is also increasing in the cities of Bangalore and Hyderabad, which have emerged as India's leading -tech cities|. The economic boom in India has encouraged the growth of domestic industries and foreign investments. Good salaries and compensation packages are playing a major role in bringing the professionals back to India.

Moreover, Companies offer the returnees very good remuneration for their foreign experience of working internationally. Indian companies are willing today to pay global salaries to talented

¹¹¹ Özden, Caglar, and Schiff, (2006) p.64.. "International Migration, Remittances and the Brain Drain", *The World Bank and Palgrave Macmillan*. New York, USA.

¹¹² Fajnzylber Pablo, Lopez J. Humberto, 2006, "Close to Home: The Development Impact of Remittances in Latin America".

¹¹³ *International Remittances Washington D.C. (2007), World Bank and the household: analysis and review of global evidence, World Bank Policy Research Working Paper No. 4116.*

young graduates, seeing in this a way to compete effectively in the world market and –keep the brains in the country or bring the expatriates back. Reverse brain drain is visible not only in Indians returning to their home country; many foreigners are settling down there, looking for greater professional challenges and wealth¹¹⁴.

¹¹⁴ Chacko, Elizabeth, (2007, Numbers 2-3, February 2007), *From brain drain to brain gain: reverse migration to Bangalore and Hyderabad, India's globalizing high tech cities*, *Geo Journal*, Volume 68, pp. 131–140.

Chapter Three

3. Research methods, materials and procedures

3.1 Research design

The objectives of this study is achieved and addressed through mixed design. The researcher selected mixed design from different alternative designs. This method was selected to identify issues on migration of AAU intellectuals from (1974-1993). Therefore, the researcher investigated the issue of brain drain through mixed design.

3.2 Mixed Method Design (Approach)

In order to understand the research problem better, mixed approach was employed combining both qualitative and quantitative data. The study supplemented by extensive document analysis. This design aided to provide a complete picture of research problem and build new area of study to other researchers. Therefore, the researcher used qualitative method more to understand problem in-depth to explore on word the central phenomenon. Besides, quantitative method employed to explain in number (percent).

Therefore, the researcher used both narrative and survey research designs. From these design more emphasis was given to narrative research design, because the researcher wants to describe the AAU academic intellectual's history for qualitative analysis from 1974-1993. The use of narrative research design is to describe stories about people, social experience, to understand sociocultural, economical and historical events in their lives as narratives¹¹⁵. Therefore, the researcher used the narrative design for analyze the data through word expression.

To support the narrative design, Survey was employed which is suitable to describe the attitude, opinions and characteristics of AAU academic intellectuals under this study. The use of survey research designs is to describe the attitude, opinions, behavior of population and data collected by

¹¹⁵ Blumin, Stuart M. (1989). *The emergence of the middle class: social experience in the American city, 1760-1900. Interdisciplinary perspectives on modern history.* Cambridge University Press

using questionnaires and to analyze the data through percent and number¹¹⁶. Researcher focused critically on the migration of AAU instructors. Accordingly information is gathered through primary (individual's) experiences or responses and secondary data historical documents.

3.3 Target Population

The study is based on the total number of 2680 academic staff in AAU excluding 120 and 47 non-Ethiopians and contract employees respectively. The case of non-Ethiopians was not take into consideration due to the fact that their departure has no significant impact since there is expanding market opportunity for alternative source of human resource. Contract employees were not included because their presence in the university is guaranteed by the contractual agreement itself which is time bounded.

Therefore, the target population for this study is the academic staff of AAU which includes instructors, heads of the different academic unities (such as departments, college and graduate programs) and research institutes. But those non-academic staffs (such as the university the Human Resource Management office, security staff, librarians and student cafe employees are administrative staff) were not included in this study because they have no direct influence on the issue.

From the total target population 150 respondents were selected. Respondents were selected on stratified randomly identified from each campus. This was in light of the fact that those individuals significantly represent the views of their own respective institutions concerning the issue under study. The sample size is shown in the table below:

Table 2. Table of target population:

N_o	Total Population	N_o of Population	N_o of sample	Percentage of samples
1	Male	2047	98	65%
2	Female	646	52	35%
3	Total	2680	150	100%

Source: Addis Ababa university Human resource management director office.2005 E.C

¹¹⁶ Shaughnessy, J., Zechmeister, E., & Jeanne, Z. (2011). *Research methods in psychology. (9 ed., pp. 161-175). New York, NY: McGraw Hill.*

3.4 Sampling Technique

Before getting in touch with the main informants, some theoretical references (research guides) were referred regarding techniques to identify the appropriate respondent for the study. Accordingly a stratified random sampling technique (the population divided by the each stratum) was employed. The researcher divided the sampling frame into commonly selected strata (groups), and then he divided groups of five Colleges and two Institutes.

The selection procedure was based on stratified random sampling techniques. The purpose of this sampling technique is to maintain the proportional representation of each unit of the target population. After this arrangement instruments for the data were distributed and the collection process was accomplished. Therefore, the researcher divided the sampling frame to the selected strata /groups of /colleges and institutes as follows:

Table 3. Summary of respondent's the frequency on colleges and institutes.

N_o	Colleges and Institutes (Research and Teaching)	N_o of Sample	Percentage of Samples
1	College of social science	25	16.7%
2	College of Education and Behavioral studies	20	13.3%
3	College of Business and Economics	20	13.3%
4	College of Health science (black lion campus)	30	20%
5	College of Natural science & Computational science (Arat kilo campus)	30	20%
6	Research institutes; Institute of Geophysics, Space science & Astronomy	5	3.3%
7	Teaching Institutes; Addis Ababa Institute of Technology (Amist kilo)	20	13.3%
	Total	150	100%

Table 3 shows the distribution of samples commensurate with the respective size of each unit of the target population.

The colleges and institutes seen above in the table have been selected randomly. Moreover, according to the data the researcher was given from the Human Resource Management Director of AAU, these colleges, and institutes are highly known on brain drain and selected based on academic staff out flow pattern. Therefore, the table above shows how the researcher screened out the respondents from different colleges and institutes in the university.

3.5 Profile of the Research Respondents

Three groups of intellectuals are involved in the study. The first groups are intellectuals currently employed in AAU who had no educational experience abroad. They are instrumental in giving information pertinent to addressing the issues related with motivation for education abroad. Therefore, the study intended to know whether they are interested to leave or not. There by the study further attempt to know if there are any pull and push factors behind migration of the scholars.

The second groups are intellectuals that perused their education abroad and returned back. They are currently employed in AAU. Since they had a better opportunity to witness experiences in home and abroad their account is of paramount importance for the study.

The third group represents intellectuals from abroad that didn't returned back home. The researcher used techniques of electronic communication (E mail and Facebook) to reach these individuals. Accordingly, one medical doctor and a university professor from USA and one medical doctor from Finland were contacted. It is owing to the indispensability of their experience concerning the issue under study that these personalities were participated despite they are out of the target population. They were unable to be included in the target population because the proposal was designed in advance (October 2012).

3.6 Data Gathering and Instruments

Both qualitative and quantitative methods of data collection are used. Employing multiple methods of data collection helped the researcher to combine the strength and amend some of the inadequacies of source of data to minimize the risk of erroneous conclusion. Researches indicate that finding among different data collection methods increase the credibility of the research findings. Accordingly, informant interview, questionnaire and analysis of teacher records are used to collect relevant information. On top of that, available related literature was reviewed to find experiences of AAU intellectual. Therefore, in this study both the primary and secondary sources of data were utilized.

3.6.1 Primary Data: The primary data were gathered personally by researcher through the selected informants. The respondents were interviewed by using structured interview and semi-structured interviews.

Besides, questionnaires conducted carefully to supplement the information and examined migration of the AAU Intellectuals from 1974-1993.

3.6.2 **Secondary Data:** Data were collected from different written historical documents. Recorded documents pertinent to the issue under study in AAU covering the period from 1974-1993 were used.

3.7 Data Gathering Procedures

Questionnaire and interview were prepared as part of data gathering instruments. English was used as medium of communication for both instruments since all of the respondents had no difficulty to speak the language. The 17 close-ended items that address different issues, and 5 open-ended questions presented qualitatively. Generally, 150 copies of questionnaires were equally distributed for all respondents. 1(0.6%), 1(0.6%), 1(0.6%), 1(0.6%), 5(3.3%), were given for the president, Vic-president, Graduate program research institute office head, AAU scholarship office head and college office heads and academic intellectuals respectively. The total number of questionnaires meant for the aforementioned unites of target population is 9(6%). The remaining 136 (90.7%) are meant for instructors at AAU.

Therefore, these are the key informants for the study. However, from 150 copies of questionnaires 145 were returned. Finally in such a way data are gathered and analyzed.

3.9. Method of Data Analysis

The collected data systematically organized and interpreted. The data analyzed through quantitative (numbers) data. Like data gathered by questionnaire were analyzed by using statistical methods and percentage has been used to analyze the issues of AAU academic staff. Average /mean used to analyze respondents response.

While, the data analyzed through qualitative (words) employed. The data collected through interview and analyzed by using descriptive words and they were provided on sufficient explanations to taken action. Lastly data from document analysis are incorporated to substitute the qualitative information.

Chapter Four

4. Data presentation and Interpretation

In chapter 3, Research Methodologies were discussed in details. The discussions included research design, sample and sampling procedures, population, data collection instruments and method of data analysis. In this chapter, data analysis and interpretation are presented.

Therefore, this chapter deals with the data analysis and interpretation of the study. Data have been collected from the Addis Ababa university academic staff intellectuals through questionnaires and interviews. The data have been tabulated, organized, analyzed and interpreted. As reported in many different documents, the migration of medical doctors, academic intellectuals and educated man power from developing world to developed world has become common in Addis Ababa University. Therefore, in this part of the study, data were analyzed and the details are presented as follows.

4.1 Characteristics of Respondents

As main source of information, the respondents of this study were AAU academic stuffs. These academic staff has direct relationship with the issue under study and provided their insight, shared their experiences and relevant information. As mentioned on the background of the study and statements of the problem part, more migration occurred in AAU academic staff from 1974-1993. Therefore, in this period they have a big challenge in Addis Ababa University. The selected respondents were based on the stratified random sampling technique from each college and institutes on educational rank and experience to make this research. Therefore, the respondent's age, sex, marital status, number of children (dependents), academic and professional rank in the university was described under the characteristics of the respondent's personal data.

Table 4. Respondants' personal data

No	General Characteristics of Participants					
1	Sex	Male	Female	Total	Average	
2	Age	20-30	6(4%)	3(2%)	9	9(6%)
		31-40	29(19.3%)	1(0.7%)	30	30(20%)
		41-50	31(20.7%)	-	31	31(21%)
		51-60	35(23.3%)	-	35	35(23.3%)
		61-70	37(25%)	-	37	37(25%)
		71 and above	8(5.3%)	-	8	8(5.3%)
		Total	146(93.3)	4(2.7)	150	150(100%)
3	Marital status	Single	15(10%)	2(1.3%)	17	17(11.3%)
		Married	132(88%)	1(0.7%)	133	133(87%)
		Widowed	-	-	-	-
		Divorced	-	-	-	-
		Total	147(98%)	3(2%)	150	150(100%)
4	Number of children /dependents/	One	27(18%)	1(0.7%)	4	4(3%)
		Two	57(38%)	2(1.3%)	36	36(24%)
		Three	40(26.7%)	1(0.7%)	34	34(23%)
		Four	22(14.7%)	-	57	57(38%)
		Five &above	-	-	-	-
		None	-	-	17	17(11.3%)
		Total	146(93.3)	4(2.7)	150	150(100%)
5	Academic Rank	BA/BSc	9(6%)	-	9	9(6%)
		MA/MS	59(39.3%)	2(1.3%)	61	61(4%)
		Ph.D/MD,M.D+	79(52.7%)	1(0.7%)	80	80(53.3%)
		Other	-	-	-	-
		Total	147(98%)	3(2%)	150	150(100%)
6	Professional Rank on the university	Professors	19(13%)	-	19	19(13%)
		Associate prof.	26(17.3%)	-	26	26(17.3%)
		Assistant Prof.	39(26%)	-	39	39(26%)
		Lecturer	56(37.3%)	2(1.3%)	57	57(38%)
		Assistance Lect.	8(5.3%)	1(0.7%)	9	9(6%)
		Graduate Assis.&others	-	-	-	-
		Total	147(98%)	3(2%)	150	150(100%)
7	Other participants from developed world on email & Facebook interview	Professor	1	-	1=USA	They don't accounted because those are taken on availability to made this study part
		Medical doctor	2	-	2=USA &Finland	

As presented in Table 4, among the total respondents who were supposed to be key personnel in their position and responsibility in AAU academic staff to respond the issue, 146(93.3%), 4(2.7%) respondents were men and female AAU academic staff instructors respectively. On marital status, 15(10%), 2(1.3%) respondent were single (unmarried) men and females AAU academic staff intellectuals. While 132(88%), 1(0.7%) respondents were men and females married AAU academic staff instructors respectively.

According to house hold, 27(18%), 1(0.7%) of men and female respondents have one child. For 57(38%), 2(1.3%) of men and female AAU instructors they have two children. 40(26.7%), 1(0.7%) of men and female instructors have three children and finally for 22(14.7%), 17(11.3%) of men and female intellectuals have no children (dependents).

With regard to academic ranks, 59(39.3%), 9(6%), were BA/BSc and MA/MS men instructors and 2(1.3%) were MA/MS female AAU academic intellectuals. Finally, 79(52.7%), 1(0.7%) were Ph.D. (MD, M.D+) men and Ph.D. (MD, M.D+) holder female AAU academic instructors.

With regard to professional rank in the university, 19(13%), 26(17.3%) and 39(26%) were Professors, Associate and Assistant Professors respectively. While, on sex, 56(37.3%), 2(1.3%) were men and female Lecturers, 8(5.3%) and 1(0.7%) were men and female Assistant Lecturers in AAU academic staff respectively.

Finally, on availability of this study three Ethiopian professionals from developed countries were added like one university Professor from USA and two Medical doctors from Finland and USA. Therefore, these intellectuals with issues of brain drain were interviewed by using email and Face book, but they didn't account on target population because the proposal was already planned since October 2012.

4.2. Data Analysis Depending on Primary and Secondary Data from 1974-1993

In this section, the data collected through close ended questionnaire and interview from Addis Ababa university academic staff intellectuals and document reviews were added. The collected data with analysis and interpretation is presented below in detail.

The document review shows that the brain drain in Ethiopia started during the Derg regime. Many Ethiopian intellectuals had to flee the country to save their lives. For instance, the document reviews shows that the list of AAU academic staff members in the 1973-1975. Issues of AAU were able to identify that there were 135 Ethiopians who fled to the developed world out of the total of 520 academic staff members at the time. Careful study of the list further revealed that above the total of 520 academic staff, half of the Ethiopians had gone abroad between the mid-seventies and eighties. It needs to be noted here that the writer had tried to verify this figure with some senior staff of the university who happened to know who went abroad, and who did not come back that the following table shows in terms of academic rank or specialization.

Table 5. The turnover of AAU academic intellectuals in terms of academic rank or specialization

Academic Rank	Associate Professor	Assistant Professor	Lecturer	Graduate Lecturer	Total
No	10	21	25	9	65

Source: from case studies on brain drain in Africa (1992).

The above data shows intellectuals who left aside their academic disciplines. This may well indicate that they might have shared the same reason for leaving the country. Moreover, among those who left there were academically highly qualified as well as experienced intellectuals. At the same time, there were lecturers and graduate assistants who may have been sent for further studies, but did not want to return.

Furthermore, another clear indication of brain drain at AAU is found in the 1983-1985 academic year report of the academic vice president. The report discusses that more than 301 academic staff members had been sponsored for study at oversea. According to the source, 61% of the academic staff was juniors. This was because of the substantial number of senior Ethiopians fled the country¹¹⁷.

¹¹⁷ *The Ethiopian journal of education vol.xlll No. 2.1992,Case studies on Brain Drain in Africa .*

Table 6 The occurrence of brain drain in AAU academic staff

Response	No. of respondents	Percentage of respondents
Yes	150	100%
No	-	-
Don't Know	-	-
Total	150	100%

Source: Researcher's fieldwork result, 2013

All respondents responded the occurrences of brain drain at AAU academic staff. Table 6 shows the majority of 150(100%) the AAU intellectuals responded yes and not any one responded No and I don't know. Therefore, the respondent's response describes that they have found brain drain in AAU academic staff. Therefore, both voluntary and involuntary factors were forced the Addis Ababa University intellectuals from 1974-1993.

The migration of intellectuals from AAU to the western countries it impact innovation, science and technological, governing politics and social-economic development. Consequently it plays negative role in the efforts toward sustainability, human capacity building and using natural resources. Brain drain is in actual lack of brains and lots of things. It has a detrimental effect on well-being and growth of the nation. A country couldn't develop without its educated manpower participated on its country issues. Currently many intellectuals are in foreign universities and Ethiopia lost best professionals, experts, researchers and innovative brains on previous regime and current government.

During military government, AAU academic intellectuals fell on direct social and political problems facing Ethiopia. The university experienced a setback in its development because most of the foreign teachers and most of the qualified Ethiopian academic staff had left the country. Many new teachers were recruited from Eastern Europe and the university had to rely more than previously on the young promising Ethiopians with only a bachelor degree, who were recruited as part of the staff development program. But later the AAU started its graduate school around 1980 and continued to send graduates to the universities abroad to pursue their education with in disciplines that had not opened up for Master's program and Doctoral qualifications. Therefore, the migration of skilled professionals aggravates underdevelopment, depriving the country of

human resources, forms technological gap between various stages, and it lost of all the talented intellectuals from the country¹¹⁸.

Different reports of the AAU, has investigated that migration of intellectuals to the western countries and as its impact of higher education in Ethiopia. But it is consequently danger for development of country. For instance the data shows that out of 135 Ethiopian academic staff who were teaching at AAU in the early 1970s, almost half of them had left Ethiopia by the mid-1980s. The Academic Vice President's annual report for the 1983/1984 academic year noted that more than 300 academic staff had been sponsored for study. But only 22 of them or seven percent returned to the university. Another report done in 2000 stated that of the 600 AAU academic staff who were sent abroad during the last 20 years for further studies, only 200 had returned .

Also the 38th Annual Medical Conference of the Ethiopian Medical Association report was more shows that, 50% of all Ethiopians who went abroad and completed their studies have not returned home in the past 10-15 years. During that part of the Derg era from 1980 to 1991, 22,700 Ethiopian students went abroad and only 5,777 or about 25% returned to Ethiopia. Twenty staff from the faculty of physics went abroad for study in the 1970s and 1980s. All 20 remained outside the country. Between 1980 and 2001, nine physiologists from the faculty of medicine went overseas for additional training; only three returned¹¹⁹.

Therefore, brain drain affects the social nature of the people and its infrastructures. It led the country to be dominated by other developed countries of which the most common examples of the contemporary world are the foreign contractors of China and Indian professionals. Therefore, competent professionals are available for the country development on science and technology. If the country loses the best professionals, it will depend on developed world's aid and policy. Therefore, most of respondents responded that migration of intellectuals impacts economic growth, the country resources and leads to the down fall of the country.

¹¹⁸ Randi Ronning Blasvik (2007): *The Quest for Expression; State and the University in Ethiopia Under three Regimes, 1952-2005.*, Addis Ababa University presses.

¹¹⁹ D. H. Shinn Adjunct Pro. (November, 23, 2002).

Table 7. Brain drain is basic problem in Addis Ababa University

Responses	No. of respondents	Percentage of respondents
To a great extent	90	60%
To some extent	60	40%
To a little extent	-	-
Total	150	100%

Source: Researcher's fieldwork result, 2013

The information obtained from the table 7 shows that in this study to extents that feel the brain drain is the basic problem in Addis Ababa University. The data expresses that a great extent have a higher proportion among the kinds of response 90(60%), and some extent response is 60(40%) respectively.

Brain drain is a basic problem in our country since several factors forced AAU intellectuals to leave the country up to the present day Ethiopia. Many reasons elaborated by most of informants that lack of academic and political freedom beginning from overthrow of Emperor Haile Sellase to 1974. Before the downfall of the Emperor, the confrontation of intellectuals was on quality of education and the issue of land distribution. The student's effort was to dismiss the hierarchical line and change the ruling system like the monarchical and its corrupt administration. In the period between 1969 and 1974, the government started taking measure on the student movement, violently dispersing organized demonstrations. In spite of the strength and support of the movement, there were some organizational issues.

In 1969 the campaign had begun to spread to other colleges, universities, and even high schools. The USUAA drew up a systematic list of ten demands on the government and distributed them widely in pamphlets and by word of mouth. After 1971, ESUNA was divided on ideologies which it pursued to overthrow the monarchical rule and on issues related to the country many ethnic groups and nationalities. With the onset of the 1974 Socialist Revolution, the student union totally disintegrated in new world and other developed countries. Many of its members were divided between supports and opponents of the Derg while some sided with the various secessionist

movements such as ELF, EPLF and TPLF; and others choose to engage in organizations that support refugees and some entirely left the political dominion¹²⁰.

Therefore, in the period between the downfall of the Emperor and the coming of Dergue to power many of the Addis Ababa University intellectuals and students left the country. The events were difficult and forced them into exile at the end of Haile Sellassie's rule, became a turning point in the history of Ethiopia. The refugees started during this era among Ethiopians. According to Peter Koehn –most Ethiopians were unfamiliar (that was then) with the very concept of a ‘refugee’ and repelled by the idea of moving abroad permanently¹²¹.

Therefore, after military government took the power the democracy was absolutely meaningless in country. The political persecution were held by military government. While Ethiopian intellectuals were worried, imprisoned, and even killed by various yet opposing rebellion movements within a country. The struggle of AAU intellectuals was –power to the people and to establish democratic government but the power was not given to the people this raised a big confrontation between military government and Addis Ababa University intellectuals. The students struggle paid off and a change of government took place that democracy was –absolutely meaningless in society. The student movement itself, despite being said to be so popular in public terms, was attacked for the –dictatorial nature in which undemocratic principles were forced on the student association¹²².

Within same day, the Military government conducted the first mass killings, the extrajudicial execution of 60 officials of the former regime—shocking the world: the Secretary General of the United Nations openly sent a letter of protest to the Derg. During the first four years of the revolution, the military government executed more than 30,000 people. As a consequences this

¹²⁰ Darch, Colin. (13 Nov. 2011). "The Ethiopian Student Movement", *KREG Research and Education. Annual Social Science Conference of the East African Universities*,

-Carpenter, Lindsay. "Confederation of Ethiopian Labour Union (CELU) General Strike, March 1974." *Global Non-violent Action Database. Creative Commons Attribution-Non Commercial-No Derivs 3.0 Un ported License*, 8 Mar. 2011. Web. 13 Nov. 2011.

- Zegeye, Abebe, and Siegfried Pausewang. "Important Root of the Ethiopian Revolution: The Student Movement." *Ethiopia in Change: Peasantry, Nationalism, and Democracy*. London: British Academic, 1994. 77-94. Print.

¹²¹ Getachew Metaferia and Maigenet Shifferaw, *Lewiston: The Edwin Mellen Press, (1991) The Ethiopian Revolution of 1974 and the Exodus of Ethiopia's Trained Human Resources*, 63.

¹²² Randi Ronning Blasvik (2007): *The Quest for Expression; State and the University in Ethiopia Under three Regimes, 1952-2005.*, Addis Ababa University presses.

causes by the early 1980s, –approximately 80% of the students, 60% of the business persons, and 20% of the tourists from Ethiopia who entered the United States¹²³. Therefore, in military government many Ethiopian intellectuals can seek refugees. On fear of political persecution many intellectuals leave to Sudan and Kenya because there are a number of reasons why Ethiopians preferred Sudan as a point of initial refuge than other neighboring countries: The Ethio- Somali border was not safe for people to flee the country because of the border tension between the two countries. On politics of fear and kill many intellectuals were fled to border of Sudan and Kenya the place is too important to lave USA. Believed that the educate means certainly needs protection and the period justified that a refugees crises in Ethiopia.

Table 8. For how long do AAU intellectuals continue doing their academic job in their profession.

Responses	Ng. of respondents	Percentage of respondents
I don't know	129	86%
Certain number of years	-	-
Until retirement	-	-
As long as I want	21	14%
Total	150	100%

Source: Researcher's fieldwork result, 2013

In Table 8 the researcher investigated that the 129(86%) respondents have no clear understanding as to how long they stay in their work in the university. The other 21(14%) of respondents showed that they stay as long as they want.

The respondents answer shows that AAU academic intellectuals did not enjoy on autonomy of the University and academic freedom. In addition, to this lack of self-motivation, poor academic governance, low growth of education, on quality of the university working condition, poor remuneration, absence of house and the university controlling system were the major problem. Moreover, the respondents responded that the working conditions of the university community which show disposition.

Therefore, all these issues show that the Addis Ababa University instructors are in the state of dilemma either to work in their country or to leave.

¹²³ Joachim Henkel, (September 15-16, 1983, Washington, D.C.), "The Ethiopian Refugee Situation: An Overview of the Ethiopian Refugee Situation," *Ethiopian Refugees in the United States, Proceedings of the Ethiopian Community Development Council 21, and Randi AAU press (2007)*

Table 9.The adequate payment compared with developed world.

Responses	No. of respondents	Percentage of respondents
Yes	-	-
No	150	100%
Total	150	100%

Source: Researcher's fieldwork result, 2013

The information obtained from the table 9 shows that all most all 150(100%) of respondents were responded that the payment is inadequate to support family and compered with developed countries. The AAU academic intellectuals are motivated on higher salaries, business opportunities, professional development, technology and better living standards of developed countries. Therefore, all of the AAU intellectuals are too motivated on better payments of developed world salary, remittance flow, to help relatives, purchasing house and automobile.

Table 10. The turned back and turn over professors supported their country

Response	No. of respondents	Percentage of respondents
Yes	35	23.3%
No	115	126.7%
Total	150	100%

Source: Researcher's fieldwork result, 2013

The above Table 10 shows that the majority 115(126.7%) of respondents were responded that Scholarly educated professors did not completely supported their country but sometimes. Whereas 35(23.3%) of the respondents were responded that Scholarly educated professors rarely come back to support their university. The turned back intellectuals are in case of family, personal reason and after retirement. Therefore, the above information investigated that most of scholarly educated professors do not want to turn back to support country.

Those turnovers they were supported their families on remitted money. The turned back intellectuals compared with those cannot get a chance of brain drain of AAU instructors economically successful abroad for instance those on going and coming to AAU on their own cars, and they live on their own house etc. But those are coming and going their foot and they live on renting house. Particularly those turned back professionals from developed countries are highly benefited and turnovers were lost their mind because do not used appropriately their skill and

knowledge still now working on developed world. While, not only these forget their indigenous culture, they live inferior than white men. Others were no remitted money their family, relatives, invested on country and the accumulated wealth were invisible these is said to be –brain wastell.

The document analysis shows that during imperial regime the International Education Open Doors data clearly investigated that by 1973, there were about 10,000 students in the various colleges. Yet, even though the establishment of higher education institutes in the country and the increasing number of students attending these institutions, Haile Sellassie kept on sending many students to foreign countries. They were sent to different countries; by 1960s the many students sent to the U.S. began to surpass those sent to other countries. For instance, in 1948 there were a total of 158 Ethiopian students abroad. By 1968-1969 America accommodated 523 students while France took U.S.S.R., United Kingdom, Germany, Italy, and the United Arab Republic. In My 1973, on the eve of the fateful revolution, America accommodated more than 1,000 Ethiopian students.

While, for those scholars the Ethiopian government provided financial support to some students and the American agencies such as Point Four, the African-American Institute (AAI), the African Graduate Fellowship Program, Fulbright and USAID were major sources of scholarships. The American International Education Open Door policy shows that emperor Haile Sellassie supported of skilled Ethiopian professionals in modernizing country. For instance among the Ethiopian students, two of them, Melaku Bayan and Makonnen Desta, became the first American-educated medical doctors in Ethiopia. Thus, by the beginning of the Italo-Ethiopian War, 1935, six Ethiopian students had studied in America. The IEO policy clearly shows that between 1950 and 1975, around 8,000 Ethiopian scholars had been sent to America. During this period almost all Ethiopian students were wishing to go home and they have no turnover in western countries¹²⁴. Those scholars after turned back country they have a big dream to modernize Ethiopia but, unlike the contemporary Ethiopian university intellectuals¹²⁵.

¹²⁴ *Getachew Metaferia and Maigenet Shifferaw, (Lewiston: The Edwin Mellen Press, (1991) The Ethiopian Revolution of 1974 and the Exodus of Ethiopia's Trained Human Resources, 63.*

¹²⁵ *Harold G. Marcus, et al., (East Lansing: Michigan State University Press, 1994), Haile Sellassie appointed Mekonnen Desta as minister of the Ministry of Education and Fin Arts in the immediate aftermath of the Italo-Ethiopian War, 1941. See Haile Sellassie I King of Kings of Ethiopia, My Life and Ethiopia's Progress, Vol. II, Edited and annotated 167.*

Table 11.The worked AAU intellectuals in the developed countries

Response	N_o. of respondents	Percentage of respondents
Yes	30	20%
No	120	80%
Total	150	100%

Source: Researcher's fieldwork result, 2013

In Table 11 the researcher investigated that the 120(80%) respondents were did not worked in the developed world and the small proportions that the 30(20%) of respondents are worked in the developed world. Those non worked the majority of respondents responded that to work future career on developed countries like in United State of America (USA) and other western countries. Also said that -we would like to share time between Ethiopia and western countries, others were interested to work on private institutions like None Governmental Organization (NGO) and better income institutions.

Table 12. Regarding to housing service for AAU instructors

Response	N_o. of respondents	Percentage of respondents
Yes	40	26.7%
No	110	73.3%
Total	150	100%

Source: Researcher's fieldwork result, 2013

Table 12 shows that for majority of (73.3%) the respondents they have no own house they live in a renting. They have no part- time job and do not supported by extra income for purchase qualified house. While the data shows that for minority of (26.7%) respondents they have own house. Those built through cooperative residential bank loan during the previous government. Some were built through saving money (salary) cooperative husband with wife their own income, saved overseas many, trip, and consultancy work and from family. The others were live in the AAU condominium house in government dorm.

Table 13 During current government, 42 AAU academic intellectuals dismissed from their jobs in 1993.

Response	N_o. of respondents	Percentage of respondents
Yes	150	100%
No	-	-
Total	150	100%

Source: Researcher's fieldwork result, 2013

The above Table 13 shows that the 100(100%) respondents were agree on the 42 AAU academic intellectuals dismissed from their jobs in 1993. During researcher fieldwork some the AAU academic intellectuals responded, that –since we are dismissed from academic staff and receive a letter informing from AAU president Duri Muhamed that their contract with the university would not be renewed. Therefore, the researcher compliantly analyzed on his fieldwork the dismissed intellectual’s letter, some were working on nongovernmental organization/NGO and many were migrated to the western countries.

The document analysis shows that since 1993/1985 E.C the current Ethiopian Federal Democratic Republic Government took the power opposition raised from AAU intellectuals and students. This was known as concerning the Eritrea charter. The demonstration they tried to stage is drawn from the reported by Ethiopian Human Rights Council’s (EHRCO). Both the university students and teachers were discussed the issues and started opposition on new government. Mostly AAU was apparent by the government as an Amhara powerfully occupied. They had most likely been brought to the ears of government officials by some of their Tigrean colleagues, who were loyally to the TPLF and EPRF.

They concerned reaction of the whole university community to the violent repression of the students demonstration, may have been regarded as a particular threat to the government. The government too angry particular aroused by student’s statements to the effort that –there is no government, we shall not ask for permission to demonstrate and we do not accept the charter!., The government also openly criticized rebellion . The leader of the largest opposition party in country, known as the All Amhara People’s Organization (AAPO) and many the university professors involved in this uprising including Dr.Asrat Woldeyes. He was among those dismissed and imprisoned for any years.

The AAU perceived by the government as an Amhara strong hold. They concerned reaction of the whole university community to the violent repression of the students demonstration, may have been regarded as a particular threat to the government. In AAU circles it was thought that the opinions brought to the ears of government officials by some of their Tigrean colleagues, who were loyally to the TPLF and EPRF. The leader of the largest opposition party in country, the All Amhara People's Organization (AAPO) was a university professor¹²⁶.

The involved in All Amhara People's Organization (AAPO) politics 42 AAU instructors dismissed from their jobs and arrested the university president, vice-president. The Addis Ababa university closed the. It was re-opened in April 1993 with a new president the experienced Duri Muhamed, who had served in the same position during the time of Mengistu and after the re-opening the AAU this, 42 faculty intellectuals received a letter informing them that their contract with the university would not be renewed. The 42 academic staff AAU intellectuals dismissed unknown and happened before two regimes /Haile Selassie and Mengistu. The dismissals represented a server undermining of higher education and humiliating treatment of a group who might have expected to be fired had not only been trained using the meager resources of Ethiopia, but also thought the assistance of many foreign countries. The auctions of the government could be viewed as –contrary to the Ethiopian people's right to development

During the data collection the researcher investigated the 42 AAU instructors received a letter informing them that their contract with the university would not be renewed. Both secondary document findings (those received letter) and primary data discussion shows that unknown like this had ever happened under the regimes of Haile Selassie or Mengistu. The dismissals represented a server undermining of higher education and humiliating treatment of a group who might have expected to be fired had not only been trained using the meager resources of Ethiopia, but also thought the assistance of many foreign countries. The auctions of the government could be viewed as –contrary to the Ethiopian people's right to development¹²⁷.

¹²⁶ Randi Ronning Blasvik (2007): *The Quest for Expression; State and the University in Ethiopia Under three Regimes, 1952-2005.*, Addis Ababa University presses.

¹²⁷ Randi AAU press (2007)

Table 14. Brain Drain is important for country development

Response	No. of respondents	Percentage of respondents
Yes	130	86.7%
No	20	13.3%
Total	150	100%

Source: Researcher's fieldwork result, 2013

The above Table 14 shows that majority 130(86.7%) of respondents were responded that Brain Drain did not help for country development because of it lost skilled man power, a best innovative minds, greatly impact on national research and it deprives country. It is danger for the development of the country and it is bright that a country's development is strongly dependent on the future existence of a country in terms of economy.

The educated man powers contribute a lot for the development of the country and Brain Drain it takes away qualified academic staff, robs off competent and highly educated skilled man power. It los development agenda and it led the country underdevelopment up to depend on developed world policy. When able-minded scholars leave their country it is the less able-minded one take the opportunity of leading the country. Therefore, research and development efforts of the country can easily retarded which it will lead directly negative effect on over all development and a country cannot develop without educated men participate in all issues.

The researcher analyzed that 20(13.3%) of respondents were responded that Brain Drain it help country development. On suggesting when intellectuals leave the country acquire the best education and new experience abroad. Also supported for brain gaining, technology sharing, on benefits of finance, investment and democratization process. Again they suggested that the people of outside are if they are handled properly they cane came and teach on country they contribute for technology development and those until live for source of remittance to send family, investment, saving institution and social capitals. Some were responded that in the future may be turned back to serve plus they can transfer their skill, knowledge and positive attitude.

Also those enjoyed on their work environment, freedom, better payment, they hold new knowledge and experience, idea, high qualification being in apposition to make meaningful contributions and benefited in graduated program. They were live on a better place to teach and research with well-equipped laboratory to fulfill their basic needs and to help their families remitting money on bank,

economically there are successful abroad particularly professionals of the developed world . Therefore, those turn overs were highly benefited on brain drain moreover medical doctors and supported migration of intellectuals mainly for economic reason underdevelopment of country. Like for investments, remitted money to country through formal or informal way to transfer family money from legal private and National Bank.

Table 15. Those comeback Intellectuals of the AAU were benefited on brain drain

Response	No. of respondents	Percentage of respondents
Yes	65	43.3%
No	85	56.7%
Total	150	100%

Source: Researcher's fieldwork result, 2013

The above Table 15 displayed that, 65(43.3%) of respondents were responded on this issue. They stated that the turned back and turned over AAU intellectuals more benefited. Those are financially developed and they are well established. However, the majorities 85(56.7%) of respondents responded that the AAU instructors did not benefited on migrations to the developed world. Therefore, the table shows that no much gap between them because there is nearer on average.

During on military regime with lack of academic staff freedom and violation of human right many university intellectuals left the country. Many western educated Ethiopian scholars did not want return to the country. In this government Ethiopia got into high political crisis that led the both country and intellectuals on political reaction. Compulsory work was common; for instance the government introduced a policy called *“the progress through co-operation, literacy education and hard work campaign”*¹²⁸.

The document analysis shows that during this period the aim of intellectuals was *“power to the people”* and to establish democratic government but the power was not given to the people. In this causes a big confrontation was began between military government and AAU intellectuals. Many conflicts in university teachers and students broken out, the country was unrest civil war between the opposing the government takes a measure on Red Terrorists, White Terrorists, EPRP, MEISON, ELF, OLF and even for instance in Feb.1977 Mengistu Haile Mariam had mascaraed

¹²⁸ *Randi Ronning Blasvik (2007): The Quest for Expression; State and the University in Ethiopia Under three*

seven of the Derg members who had expressed opposition to him, while EPRP and MESON people were regularly gunning down each other's leaders in the streets of Addis Ababa¹²⁹.

The Amnesty International's reports vividly described that how persecution and punishment were directed against young educated people who were suspected of supporting the resistance and the Oromo, Tigray and Eritrean Liberation Movements. As it was believed that the Oromo Liberation Front was supported by protestant churches such as Mulu Wongeale and in particular Mekana Yesus the active students in protestant movements also had every reason to fear sudden and brutal arrest¹³⁰.

Therefore, during on the Derg regime large number of intellectuals were displaced, killed, evacuated, and migrated to neighboring and other western countries. The civil war was developed between different politically active educated intellectuals and demonstrating that they had the capacity to kill one another over political disagreements.

The researcher analyzed that from respondents answer lack of academic freedom and violation of human right was common both in AAU and many educated intellectuals leave the country more to USA because USA encouraged the Derg opponents and received many refuges and some intellectuals fled to other western countries. Similarly during Military Regime murdered a lot of university intellectuals, students and high school children in the process of wiping out civilian opposition. Many were imprisoned, tortured (fled) the country. The Red Terror has become the thought for this killing and there was no academic freedom. There was no peace on country, civil war, violation of human and democratic right. Therefore, on these factors many academic intellectuals migrated to the developed countries in seeking secure life, better wanting and living conditions¹³¹.

The situation in the country was extremely bad; many educated people leave on north-west Ethiopia border of Sudan illegally refuged form government kills. The illegal migrants and refuged intellectuals number was higher than legal scholar's to the developed world. The legal number refers that the sent scholars to socialist countries. Some informants responded that from college of

¹²⁹ *Randi Ronning Blasvik (2007): Addis Ababa University presses.*

¹³⁰ *Randi Ronning Blasvik (2007): Addis Ababa University presses.*

¹³¹ *Randi Ronning Blasvik (2007): The Quest for Expression; State and the University in Ethiopia Under three*

Business economic and Health science many students got a chance for studies and never want to returned back fear of politics, persecution and instability (security) for life and thinking the red terror. During this period the USA government was supported many refuged intellectuals on receiving.

The respondents were responded that from college of social science, the regime was no possible for research conducting. On a chance many intellectuals were got scholarship for Masters and Doctoral study. Those are studied on Socialist countries but many students were never wanted to turn back on fear of the country instability and the red terror. However, to some extent a few scholars came back after completing their study because they have no any chance for turn over because on government warring action and already those are on socialist countries.

An article by Professor Kinfu Abraham published in 2005, which uses the term –genocidell, says that *“the Red Terror claimed the lives of a hundred thousand educated Ethiopians and six thousand young educated intellectuals were killed in Addis Ababa University and around city in 1977”*¹³².

From college of social science one instructor turned back after long stay from developed countries, responded that, *“I am the main witness on passing the events and on regime refuged from government killing and persecution not only me most of AAU teachers had seen students disappear, killed or driven into exile, had seen classmates beings arrested and leaving the country”*. The Red Terror movement turned so violent against educated young people for their resistance to military rule that considerable number of those who survived either went into exile, hid in the country side and some joined revolutionary movements and the academic staff communities were obligated to be sent to build house in Gambela, Gojjam, Metekel and Gublak, border with Sudan.

Similarly one informant professor from college of Natural and Computational science responded that the issues of all Ethiopian scholars who had left for better life abroad for political reasons, the brain drain being dominant. Their efforts to serve their country are not valued by the authorities and the regime was intolerant, no political freedom and freedom of expression. Hence, it was too dangerous there was no academic freedom in AAU working environment the red terror and white

¹³² Randi Ronning Blasvik (2007): Addis Ababa University presses.

terror can arm conflicts and the liberation movement on country and economic situations were bad to stay in the country.

Generally, this analysis parts shows that during Derg regime many intellectuals were leave the country on political persecution and killing. Although, those after passed the events some the AAU Instructors were benefited from brain drain for instance gained much money, financially developed, enjoyed work on long stay on developed world, they hold a new knowledge, experience, idea, high qualification being in apposition to make meaningful contributions and benefited in graduated program.

Chapter Five

5. Summary, Conclusion and Recommendations

This chapter is mainly composed summary of the findings, in which the main themes that emerged from the responses given by the respondents have been summarized; conclusion, in that the central ideas of the chapter have been put in a nut shell; and recommendations, which suggest some possible solutions to the problem. This part mainly focused on Summary, conclusion and recommendations of migration of intellectuals from 1974-1993 Addis Ababa University to the developed world. In this case, its perceived factors that contributes to leave the university intellectuals on three regimes. The discussions of this research are begun from downfall of Emperor Regime up to the current government (EFDR).

The purpose of this study to assess the migration of Addis Ababa university intellectuals to the western world, to suggest alternative solution for this issue and to control such consequences and impacts of the migration of the skilled man power. As described above data analysis the migration of academic intellectuals from AAU to the western world has become common. Therefore, this study used to find out the problems by investigating the migration of intellectuals from AAU to the developed world. The finding events from 1974-1993 may offer valuable information to Ethiopian government and policy makers for considerate that make intellectual migration. It may help them to gain further understanding into planning facilitative strategies for dealing with brain drain.

5.1 Summary of the Finding

In this part of the study, the main results obtained from this research are discussed in relation with previous study findings in the area. Based on the results obtained and presented in the previous chapter, the most important themes that emerged from the responses given by the informants and respondents have been discussed in detail in this session. Having done these, thus, the themes discussed have been incorporated in the headings presented here under.

5.1.2 Factors that migration of the AAU Intellectuals to the developed world from 1974-1993

Findings of this study show that many factors forced the AAU intellectuals from 1974-1993. The lack of academic and political freedom began from 1974 overthrow of Emperor Haile Sellase. In this period of conflict and the military government coming to power many the AAU intellectuals and students leave country. The situation was difficult and many intellectuals exile at the end of Haile Sellassie's rule became a turning point in the history of Ethiopia. The refugees started in this period among Ethiopians, most of Ethiopians were unfamiliar with the very concept of a -refugee and moving abroad permanently.

The findings this study shows that the concept of brain drain was started in Ethiopia during the Derg regime. Many Ethiopian intellectuals leave the country to save their lives. For example, the author find out that the listed of AAU academic staff members in the 1973-1975 leave were 135 Ethiopians out of the total of 520 academic staff members. Many were sent to study but on difficulty of Derg governing do not turned back. That above half of the Ethiopians had gone abroad between the mid-1970s and 1980s. It finds out that many ranked academic staff of the university who completed study their study do not turned back. Moreover, among those left were academically highly qualified and well experienced intellectuals. While, other clear finding shows that brain drain at AAU was found from 1983-1985 academic year report of the academic vice president. In this period 61% of academic staff was juniors because a number of senior Ethiopian as expatriate staff members had left the country. The report goes on to state that more than 301 academic staff member had leave.

After military government took the power politically persecution and the intellectual's refugees were started. While Ethiopian intellectuals were worried, imprisoned, and many killed by various yet opposing rebellion movements within a country. Derg they do not give power to the people (established democracy) this raised a big conflict between military government and AAU intellectuals. The Derg began the dictatorial nature in which undemocratic principles. Within a few days conducted the mass killings, the extrajudicial execution officials of the former regime. In military government many intellectuals can seek refugees. Believed that the educate men's certainly needs protection and the period justified that a refugees crises in Ethiopia.

The finding of this study shows that since 1993 during the current EFDR government opposition was raised from AAU intellectuals and students concerning the referendum in Eritrea. The government too angry was particular aroused by student's and university instructors statements to the effort that –there is no government, we do not accept the charterl. The government also openly criticized those the leader of the largest opposition party in country, The All Amhara People's Organization (AAPO) was a university professor. Then after those were dismissed and arrested the university president, vice-president and close the university. The university was re-opened in April 1993 with a new president the experienced Duri Muhamed then 42 AAU intellectuals were received a letter informing them that their contract with the university would not be renewed. As result of this act those 42 academic dismissals were migrated from AAU to the western countries.

5.1.3 The factors that attracted AAU academic intellectuals to the western countries

The summary of findings shows that the AAU academic staff they were no satisfied to stay on current position for work mainly attracted on western countries better job opportunity, higher salary, socio- economic, personal benefits and living conditions between the home and developed countries all these factors were forced the AAU intellectuals particularly on current government. Therefore, the AAU instructors are too attracted on better payments of developed countries, remittance flow (to send money) for relatives, family, buying house and automobile etc.

5.1.4 The Implication of the Brain Drain (Migration) on country development

The finding of this study shows that brain drain affect the country development such as it affect the country on social, culture, politics, economic growth, science and technological development. Therefore, the finding of this study shows the verbally brain drain is actual lack drains lots of things. It has a detrimental effect on well-being, development, growth is on name it, it impact negatively very highly skilled labor but highly educated man power available for economic growth and a country cannot develop without its educated manpower and participating in any country issues, it could enhance foreign direct investment and international trade affects the country's progress negatively.

The country loses innovative brain but competent professionals are available for country development. Similarly the case was common on military government rule the problem was directed towards the social and political problems facing Ethiopia. The AAU experienced a

setback in its development because most of the foreign teachers and many of the qualified Ethiopian academic staff had left the country. Many new teachers were recruited from Eastern Europe universities had only a bachelor degree, who were recruited as part of the staff development program. But later years the AAU started its graduate school around 1980 and continue to send graduates to the universities abroad to pursue their education with in disciplines that had not opened up for Master's program and Doctoral qualifications. But the problem was only about half of returned¹³³

5.1.5 **The Benefits of Brain Drain (Migration) of intellectuals**

The findings of this research show that Brain Drain (Migration) of intellectuals does not help for country development it lost skilled man power, a best intellectuals and it deprive the country development. In fact the educated man powers are a base for contributions for development of the country. It takes away a qualified academic staff, robs off competent and highly educated skilled man power and the best innovative brain with great impact national research. Further it leads the country to underdevelopment and dependency on developed world.

The finding shows that some the AAU Instructors who benefited from brain drain for instance they were gained much money, financially developed, enjoyed work on long stay on developed world, they hold a new knowledge, experience, idea, high qualification being in apposition to make meaningful contributions and benefited in graduated program. However, the summary of finding describes that a country cannot develop without its educated men power work on their country and participating in all political, social, cultural and economic issues.

¹³³ *Randi AAU press (2007)*

5.2 Conclusions

Migration of African university intellectuals to the developed world has a major problem over past and contemporary period. It is a danger for developing countries particularly for Ethiopia. Mainly this problem was occurred on two regimes both on pull and push factors. The findings of this study are more shows that from 1974-1993 on issues of migration of AAU intellectuals to the developed world. In this study both historical and primary evidences are raised from Imperial up to current regime as follows:

During emperor Haile selase period particularly from 1930s-1973s many Ethiopian students sent to developed world for further education but they did not turn over. After those who have come back, emperors highly encourage scholars on giving higher position. On regime they have no any economic problem and political persecution but they have corruptive administration because all land was under Land Lords and mostly the upper class students were more benefited on higher education but no the lower classes (tenants and slave) those were too victim on access of education and land .

During the Derg regime, the political persecution, refuges and killing intellectuals was too high and the issues of brain drain started during this government. On military regime mainly from the overthrow of Emperor 1974-1991 up to current government many AAU university intellectuals left the country by political conflicts, persecution, war and human right violation. The lack of academic freedom contributes to leave the university intellectuals. Therefore, this regime have more political problem in country on these factor many intellectuals leave to the developed countries particularly to USA, but, on regime they have no much economic problem.

Mainly during the current government many conditions forced the AAU academic intellectuals to the economically developed countries on searching sufficient income (for survival). The economic situation is too difficult. Intellectuals on current regime more attracted to invest, improve living standard, maximize their capital, for purchase automobile, and quality house for live luxuries of life. Therefore, they have more economic problem with compered previous two regimes.

But since the government took power dismissed 42 AAU academic intellectuals in 1993 it was the major problem. The findings of this study more show that the political situation is not much difficult and no political persecution and refuges.

Brain drain and brain circulation is high on cases of country economic, social and technology dissatisfaction, low salary and living condition. Many western educated Ethiopian scholars do not want to come back after completing their education, those turnovers were many, a few turned back and many were brain circulars (coming and going). Scholars are more attracted for better academic knowledge, experience and ICT (Information Communication Technology).

5.3 Recommendation

On the basis of this finding, an attempt has been made to forward some policy implications that are supposed to be relevant for policy design and the issues. The overall findings of the study indicate that, the educated man power is characterized by migration (brain drain) and brain wastes but increasing trend are on availability of resources in foreign countries to conduct research and well-equipped research opportunities in the developed world (facilities). Similarly a good professional working situation and well-governed environments for Human Right Management more over attracted both the AAU intellectuals those Diasporas.

Therefore, several factors were discussed on findings of on this study and those Diasporas were interviewed on using email and face book but the findings shows that, opinions of foreign settlers and AAU instructors were the correlated. Brain drain is the most conman since and current in Ethiopia it affected the country on social, culture, economic, science and innovation and technology developments.

While, on the above discussion part the implications of academic intellectual's migration was discussed on the finding of this study. The implications were forwarded by clarifying limitations of specific polices and strategies. Therefore, for the identified problems regarding AAU academic intellectual's brain drain, the main challenges for the above-mentioned bodies, at country and university level how to address the problems and manage issues, recommendations forwarded based on the findings:

- i. Government should create awareness for University intellectuals, before taking dismissal action (the government should not repeat academic dismisses; like in the year 1993).
- ii. The government should provide incentives to university intellectuals because they are more valuable for the country development.
- iii. Both the government and intellectuals should understand university is not a political and it is an academic area; by avoiding conflict, take the responsibility on political, social, and in democratic principles for the realization of better development.
- iv. Government should settle a maintenance and mechanism for instructors because it is too difficult to replace those persons easily within a short period.
- v. Government should improve quality of education, basic university intellectuals needs like; housing, transport, and provide them with a better living condition.

- vi. Government should create continuous professional development train program.
- vii. Settle conducive policy for the maintenance, ensuring democracy, better working condition; establish academic freedom, building good governance and a sense of nationalism and promoting human right, etc.
- viii. Politicians should engage in democratic principles such as, freedom, equality, justice, human rights, social welfare, the environment, and political and social improvement, both domestic and international policy
- ix. Policy makers should encourage the University intellectuals to control the occurrence of brain drain by adjusting salary and encourage research development.
- x. The AAU intellectuals should more engage and encourage on academic knowledge's; like innovation of science and technological development, take the responsibility on politics, social, culture situation.
- xi. Academic intellectuals should go on in their areas of expertise, academic knowledge and thought to public problems, observe the political and social situation of the moment, and speak out freely from politics.
- xii. To control migrations of intellectuals in the country the government should create a forum; make a discussion on the issues of brain drain and other critical problems.
- xiii. Intellectuals should engage more on democratic principles, belief on common good; and advocate and work peacefully to develop democracy or equal opportunity, consciousness of better development.
- xiv. Government should attract professional Diasporas to return back to serve their country and create an enabling environment to investment on country, remittance, and to create jobs.
- xv. The intellectuals should produce competent professionals and government should give available resource for intellectuals to engage in innovation.

5.3.1 Recommendations for Further Studies

The purpose of this study was to find out the experiences of the migration of AAU academic intellectuals to the developed world, to suggest alternative solution for this problem and to control such consequences. The migration of academic intellectuals and educated man power from developing world to developed world has become common in AAU.

This study was analyzed and discussed the problems migration (brain drain). Through this study, the researcher realized that there is no anti-migration (brain drain) policy in most of the broadly in University. Therefore, the researcher recommends that further studies should be conducted on this topic; emphasis should be given for the experiences of university intellectuals with regard to brain drain. The researcher further recommends that the following topic should be considered for further studies:

The development and implementation of an anti-intellectuals migration policy in order to reduce brain drain in all university.

Second, in the current study, since the sample size of target population to study of brain drain was small, predictors of involvement in more migrant groups were not investigated. Therefore, further studies are needed to investigate the factors that predict intellectual's participation in different discussion issues.

Third, predictors in this study were related to Addis Ababa University, government and personality factors. Since the attracted factors in university were few, future studies that investigate other factors related to those brain drain and studies on other Ethiopian university are also needed.

In addition, these findings support the association between government and intellectuals also there is no previous research that indicated the association between them. Therefore, further research is required to verify the current findings.

Finally, the concept of brain drain is commonly seen as a controversial and moral issue. Therefore, through using different assessment techniques, the perceptions of university intellectuals about brain drain should be investigated to determine the prevalence of intellectual's migration involvement in brain drain.

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Appendix A

አዲስ አበባ ዩኒቨርሲቲ
የአፍሪካ ጥናትና ምርምር ማዕከል
STUDIES



ADDIS ABABA UNIVERSITY
CENTER FOR AFRICAN

Dear respondents! I am a postgraduate student at the *Center of African Studies in the stream of African Intellectual history and Cultural Studies* in Addis Ababa University, Ethiopia. I am conducting a research entitled “**The migration of professors from African universities to western world: the case of Addis Ababa University, Ethiopia**” for the thesis Master of Art degree. Therefore, the objective of this questionnaire’s is to explore the Migration of Intellectuals from Addis Ababa University to Developed World. Moreover, it will be possible to give recommendations and opinions. Thus, it raises awareness to government and different officials to give due attention to the problem.

The purpose of this research questionnaire has to assess the migration of Addis Ababa university professors to the developed world, to suggest alternative solution for this problem and to overcome such consequences and impacts of the migration of the skilled manpower. As reported in many different studies around the world, the migration of medical doctors, academic intellectuals and educated manpower from developing world to developed world has become common in Addis Ababa University. Therefore, this study will be used to find out the problems by analyzing the migration of intellectuals from Addis Ababa University to the developed world.

However, explaining their impact will be easy to address different issues that involve your faculty, school, college and department. Moreover, all the information that you will provide in this questionnaire will never be used for any political and other purposes at will be kept confidential, except for the researcher and his advisor who is responsible to supervise the progress of the research.

Thank you in advance for the cooperation!!

13.2 If you say No where do you think to work as your future career?

14. Do you have your own house here in Ethiopia? Yes No

14.1 If you say Yes or No how you did afford it?

15. Is Brain Drain/Migration/ helpful for our country development? Yes No

16.1 If yes or no why? _____

16. Would you mention the Addis Ababa University Instructors who benefited from brain drain? Yes No

17.1 If you say yes, how? _____

6. On current government, 42 AAU academic intellectuals dismissed from their jobs in 1993. According to Randi Ronning Balsvik (2007) Addis Ababa University press, after conflict the staff members received a letter informing them that their contract with the university would not renewed. Do you agree? Yes No

6.1. If you say Yes, Why?

7. Would you explain the implication of the brain drain /migration/ of the academic intellectuals both on personal and country wise as follows?

7.1. On social and infrastructural building _____

7.2. On Economic growth and in use of natural resources _____

7.3. On innovation, science and technological development _____

7.4. On governing politics and culture _____

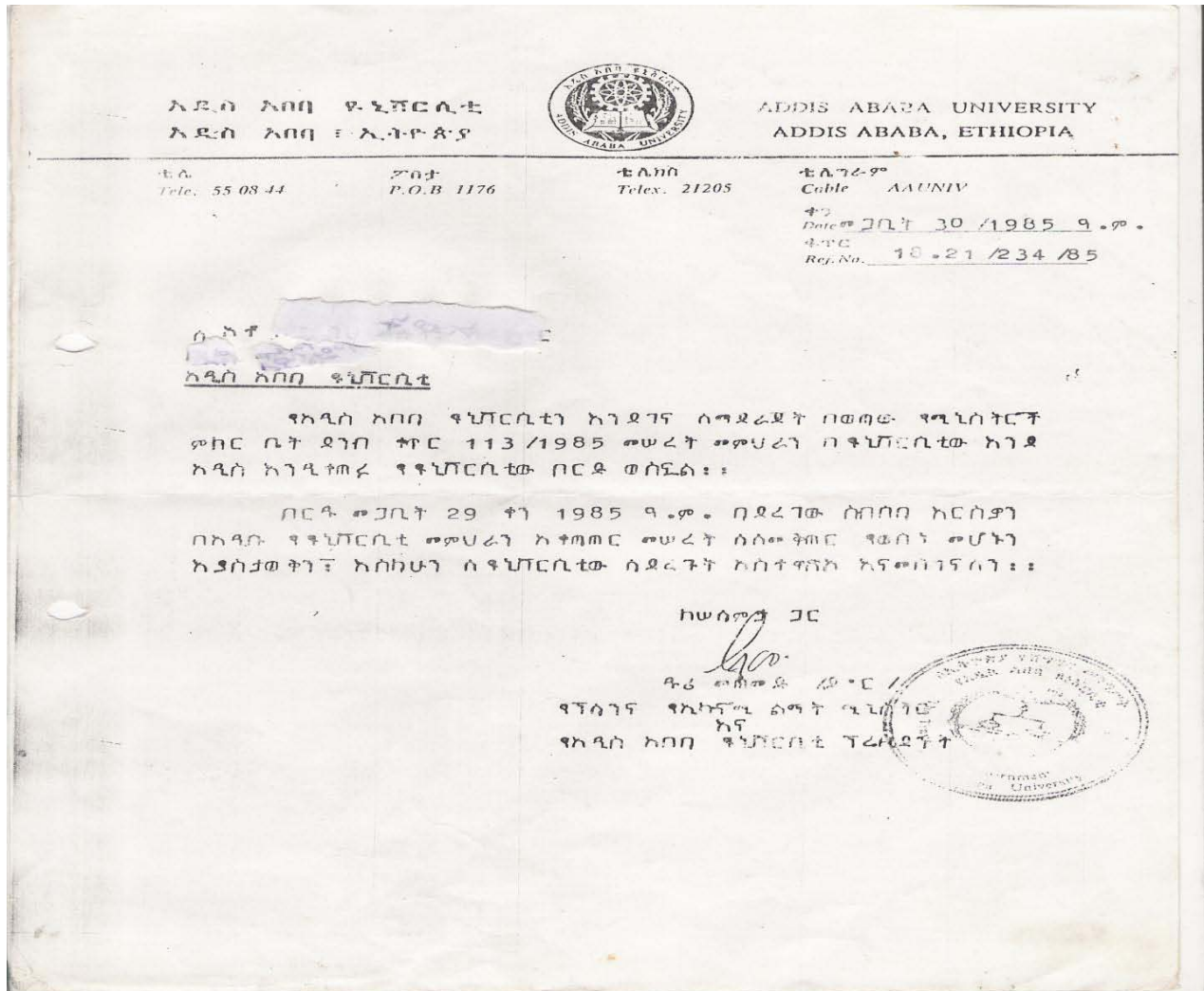
7.5. On human capacity building in University and country level _____

8. How do you explain or give your opinion, reflection and recommendation about the role of Ethiopian government on migration of university intellectuals to control/ reduce /the gap of this problem? _____

9. What should be expecting of the Addis Ababa university intellectuals and Ethiopian government to minimize this problem and develop in science, technology, innovation, and to form politically and economically stable state? _____

Appendix B

During the data collection the researcher investigated the following letter from one of the key informants of Addis Ababa University that shows 42 AAU instructors received a letter informing them that their contract with the university would not be renewed.



Declaration

I, the undersigned, declare that this thesis is my original work, submitted by me for the degree of Master Art in Center for African studies at the University of the Addis Ababa and has not been presented for a degree in any university and that all sources of materials used for this thesis have been duly acknowledged.

Name _____

Signature _____

Date of Submission _____

**This Thesis has been submitted for Examination with my approval as a University
Advisor**

Name _____

Signature _____

Date of Approval _____