



European Union and International Relations Department
SGA International Development Education
Mini Learning Fund Evaluation

Under the terms of the Mini Learning Fund Project agreement with your union, you agreed to submit an evaluation of your project at the time of submission of the final narrative and financial report – due to be submitted by 31 March.

The Evaluation Form is attached and the format should help you examine and describe the impact of the project.

If you think it would be helpful, I can provide more guidance or arrange to meet you to complete the evaluation form as a joint exercise.

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International Development Education Mini Learning Fund

1. Project title: The impact of 'Brain Drain' on Higher education in developing countries
2. Author of the evaluation report: Paul Bennett / Brian Everett
- 3.3. Aim of project: Through the use of background materials, visiting developing country trade unionists and a one-day conference, the project aims to raise awareness amongst members about the impact of 'brain drain' on higher education in developing countries. More generally, the project seeks to raise the profile of international development and globalisation as core issues for the AUT and NATFHE members.
4. List the objectives in your project proposal and think about to what extent the objectives have been met. You might find it useful to allocate marks out of 5.

Project objectives	To what extent these have been met
raise consciousness primarily among members of NATFHE and AUT of the impact of 'brain drain' on developing countries;	3
encourage members to exert pressure on governments, funding bodies and international associations to find solutions to the problem;	3
encourage the creation of a network to act as a forum to discuss	3

strategies to deal with 'brain drain';	
encourage members to improve their own institutional practices in such matters as recruitment of international postgraduate students and the design of curricula, including elements that would help overseas students play a more useful part when they return to their own countries.	Difficult to monitor, and longer term?

NB: Please note that the answers to all these questions are augmented by the project report attached as Annex A, which should be read in conjunction with this report.

5. How many students participated? How does this compare with the number estimated in your proposal?
 The two unions' annual conferences and NECs, some other meetings, plus the concluding conference – in round terms, the original numerical target of 1000 was met, in addition to exposure on the unions' websites and in their printed media, and in the UK national and international media (see Annex A). The Project generated considerable interest among other unions / NGOs, including the relevant GUF, Education International. (see annex B)

6. List any difficulties you experienced in implementing the project and describe how you attempted to overcome them.
 One difficulty was in finding data on the various impacts of Brain Drain in the literature: this has been overcome in part by networking with African academics in the UK. Another has been

engaging large numbers of members at a time when the unions are heavily committed on mainstream industrial relations issues and also involved in merging to form a single union.

7. Describe briefly any changes made to the project since project proposal was approved. Please describe the process that occurred in making any changes. The Project was more closely focused on Africa than originally envisaged, as the region most severely affected and also in order to limit the scope of the Project for logistical reasons. The issue of academics' right of free movement came up in debate, and the Project workers clarified that the Project was in no way aimed at undermining this right.
8. Describe how the project has been publicised within the union, e.g. in journals, newsletters, at conferences etc.
It has been publicised through the unions' newspapers and journals, through the distribution of two items of dedicated literature, on the websites (including access to the commissioned report), to the two NECs and other relevant bodies, and in the concluding conference.
9. Describe any changes that have occurred within the union as a result of the project. (You might find it useful to think about executive decisions, conference decisions, participation in campaigns, as well as any responses from individual regions or branches.)
It has put the issue on the unions' agendas and provided an example of how two unions in process of merger can work closely and effectively together on a substantive project. It has laid the foundations for policy work in this area within the new merged union UCU, and for work at the global union federation level in Education International.
10. If there were any unexpected outcomes as a result of project, please describe these here.
Features which emerged included the complexity of the issues themselves and the range of potential solutions, often dependent on a range of diffused actions which the academic unions are well placed to promote. Also the interconnectedness with other issues, like globalisation and commodification of higher education, and the parallels with other sectors like Health (with the possibility for some further inter-sectoral work).

11. How do you rate the management and administration of the project within the union?

Given the constraints and competing pressures under which we have worked across the two unions, the management and administration has worked effectively. The mix of full-time official and elected member input on the Steering Group has proved a strength. TUC support and input, with a fairly 'light touch', has been crucial

12. What role has the TUC SGA Project Officer (Gemma Freedman) played in relation to the project?

A crucial role in keeping us on task, providing practical advice, and, in particular, providing a range of useful contacts.

13. Are there any lessons for the future you would like to pass on:

- a) to your union

The new union will need to pick up the policy issues arising from the Project, ensuring that members with an interest and relevant expertise are appropriately involved. There are process issues which could be learnt which include a recognition of some of the political issues in a project like this and being better prepared to deal with them in the structure and objectives of the project. The equality issues could have been more overtly integrated into the project from the outset. On the other hand the Project Steering Group proved fairly robust in dealing with the internal political issues which arose during the course of the Project, particularly bearing in mind that it was taking place at the same time as merger talks between the two sponsoring unions.

- b) to the TUC and DFID

The value of close expert liaison with Projects like this to keep them on track; possibly more input to ensure that they met broader TUC targets?

14. Are there any follow-up activities you would like to organise if resources were available?

Networking to ensure that our successor union UCU, takes up the issues in appropriate ways; also looking at ways of using the

outcomes alongside work going on within Education International, to make sure that the complex issues of Brain Drain are addressed and the future policies of governments, intergovernmental agencies, NGOs and higher education systems towards academic migration are developed along more equitable lines. The possibility of moving beyond the immediate project to work on capacity building with academic unions in Africa, might be the subject of a further bid.

ANNEX A:

AUT / NATFHE BRAIN DRAIN PROJECT: 'BRAIN DRAIN IN A GLOBALISED WORLD' SUPPLEMENTARY REPORT

This report, summarising outcomes of the concluding conference on 23 March 2006, supplements the official evaluation report and should be read alongside it.

A. The following comments about the project and its outcomes were made to the conference, on behalf of the Project Steering Group:

The AUT - NATFHE Brain Drain Project started with an expression of concern and a request for help from African unions at the Education International higher education conference in Dakar in November 2003. Since then, we have sought to work with EI, including at its World Congress in Porto Alegre in 2004 and at the global higher education conference in Melbourne in December last year. This work can only be taken further if it builds links to what academics and teachers' unions in Africa tell us they want, and in any further work we shall take the ideas from the Project to colleagues in Africa, and to EI in order that our work is part of a concerted global approach to tackling Brain Drain.

A number of ways in which to carry forward the work started in the AUT / NATFHE Brain Drain project have been identified. These will form part of our report which will go to our two executives, to the TUC and to Education International as well as being reported to the Department for International Development. The proposals will also be carried forward as advice to the relevant bodies in the University College Union (UCU), which will be formed by the merger of AUT and NATFHE on 1 June 2006.

Proposals which have been put forward during the course of the Project include:

- 1) work within Education International to develop a global teachers' union response to the Brain Drain question, which encompasses the development of the positive aspects and the minimising of the negative impacts, with the aim of an equitable policy for both developing and industrialised countries.
- 2) work with unions in developing countries to identify their concerns and in order to build awareness among our own membership of both the issues associated with Brain Drain and the ways to tackle them.
- 3) promote the development of networks and twinning arrangements between institutions, departments or courses, and individual academics, in developing and industrialised countries, to encourage mutual support and exchange (possibly including collaborative work on projects, journals, conferences / seminars, twinning arrangements and particular emphasis on building IT / internet capacity).
- 4) build links with African trade unions representing higher education workers and identify areas of partnership and support including capacity building, for example to develop national union voices in countries where the unions currently represent staff at individual universities, to strengthen collective bargaining and to enable unions to participate more effectively in institutional governance, as well as developing the scope for union / university collaboration on research of mutual

interest. Also, it is desirable to encourage unions in Africa to take advantage of the DFID guidelines to projects on working with the relevant trade unions.

- 5) build campaigning links with other public sector workers, particularly in the health sector, who are facing the challenges of Brain Drain.
- 6) engage the African diaspora and their particular experience in this work in appropriate ways.
- 7) identify and publicise the links between Brain Drain and the wider globalisation / commodification agenda, and build alternative, more equitable economic models.
- 8) Use the ideas and information which have been generated to inform ongoing debates on specific issues and initiatives, like the recent government proposals to operate a points-based immigration system which will favour applicants the more highly qualified they are - an example of how there is a need for more joined-up thinking on the brain drain issue.
- 9) Use the above ideas to develop policy proposals for adoption within UCU as a basis for carrying forward work on the Brain Drain.

It is hoped that NATFHE and AUT, and the new University and College Union, will consider carrying forward a policy of practical partnership with our sister unions in the non-industrialised world which are affected by Brain Drain. Clearly we would wish to do that in collaboration with Education International as the leading global trade union body for our sector. We hope that there will be further opportunities to work with the TUC and with support from the Department for International Development too, on these important issues.

B) The following points arose from discussion of (A) above:

- 1) It is important to address the issue of the protection and portability of pensions, social security and other rights.
- 2) We need to be pro-active to make 'brain gain' a reality.
- 3) There should be a holistic approach to Brain Drain and the migration of teachers in all sectors (the work that NUT and NASUWT had done in this regard was noted)
- 4) Research on African issues (eg Brain Drain, AIDS) should be done as far as is possible on the African continent and led by African academics.
- 5) The work of the project should be integrated with the EI project work being done in several francophone African countries, and with work also under way in Zimbabwe.

C) Speakers' comments during the conference

1) DfID expressed their interest in working with trade unions and recognised the crucial role that they can now play in development work, and further said there were no easy solutions to the problems created by brain drain, but that these would be found by us working in partnership with African universities and as appropriate, with the African diaspora.

2) Speakers at the conference demonstrated that there is potentially both the financial support available, and an intent to re-build academic capacity in Africa.

3) New areas of research are nonetheless needed to continue to bolster the information background to the work we are doing. In particular we need to look at:

- i The relative scale of migration across the globe
- ii The permanency of residence after migrating
- iii The behaviour of migrants in terms of their movements and remittances etc

4) Furthermore, we need to look more at the push factors, particularly in relation to capacity building, to promote development issues, for example by channelling remittances and recognise the emergence of a global market for academics.

5) Another theme was the similarities and differences between the healthcare and education 'brain drain'. Hence there is a need to maintain a dialogue with UK sister unions in schools and health.□

6) There is a clear need for the brain drain project to be a genuine partnership with African HE unions/academics. It is important to include non-Anglophone Africa and EI will be crucial in facilitating this dialogue.

7) A further point was made that as trade unions we need to shift the debate so that academics and education are seen as a social good rather than an economic commodity.

8) Any policy suggestions must also be sensitive to the UK domestic context (e.g. implications for equality and diversity agendas).

9) The potential key role of the UK-based African academic diaspora in formulating responses to the brain drain was recognised. It was clear that members of AUT/NATFHE present at the conference wish to organise a network for the African members' diaspora within UCU (*see item D*), and if this is set up we should consider assisting it to engage these members with local associations/branches. In this regard there is also a clear issue of the invisibility of many African academics in the UK who have taken the route (in Chris Gwatidzo's words) of "brains to drains". There could also be closer working with existing diaspora organizations (e.g. AFFORD).

10) It is clear that there are a number of useful initiatives out there (ACU/AAU 'Renewing the African University', DfID/ACU HE Links schemes) but we need to make sure that trade unions and ordinary academics are more involved in the process. Both DfID and ACU said they were keen to hear our views on funding and capacity-building and we should follow this up.

11) Continue the union's work - through EI - on the challenging the macro international framework (GATS etc). But also the need for practical ideas and outcomes (scholarship schemes, ICT, more funding for link schemes etc).

12) Solutions: there was a wide range of proposals about how to tackle the impacts of brain drain. Here are some of them from all the contributors:

- * Developing partnership programmes with African institutions/academics.
- * Link programmes between university departments, UK - Africa
- * Sabbatical exchanges of staff and students
- * Scholarship schemes
- * Sharing of IT resources and arranging access to on-line libraries
- * Providing assistance in publishing including joint publications
- * Promoting diaspora and other academic networks
- * Supporting and encouraging trade union organisation in Africa
- * Developing a code of ethical recruitment in the UK
- * Working on return packages with particular respect to pensions and social security.

D. Statement by African union representatives at the conference

A statement was drafted by a group of AUT / NATFHE members from Africa present at the conference and it was agreed that it would be included in the reports both to TUC and DFID and to the AUT and NATFHE and the successor union UCU.

(text to follow)

E. impact of the Project: ongoing work

The Project, and in particular the concluding conference and the media coverage it attracted, has significantly raised the profile and awareness in NATFHE and the AUT of brain drain and the need for action, which in particular proceeds on the basis of partnership with African academics and their unions and with Education International. Seventy-one people attended the conference itself but a number of those present had networked with other members beforehand or would do so afterwards, to carry forward ideas for policy, into NATFHE, the AUT and, after 1 June, the new merged union UCU.

One specific outcome is continued cooperation between the organising unions and colleagues in Zimbabwe, together with academic links between UK and Zimbabwean universities, which are likely to strengthen the voice of academics in southern Africa regarding the effects of brain drain in the region.

The conference generated considerable media interest including features and news items on the BBC World Service with an estimated audience of 100 million worldwide; the national and educational press, and ethnic minority community media and websites.

The conference was given extensive coverage by the BBC World Service:

- Mark Doyle of the World Service described some of the coverage on 27 March: "to my astonishment, the editors at Bush House made your conference one of their headlines overnight and my story has been running very prominently to our 100 million listeners (or thereabouts!) for the past six hours." This bulletin included comments by one of the conference organisers, Paul Bennett.
- Another conference organiser, David Margolis, was interviewed live on the World Service's flagship hourly news programme 'On The Hour' as the conference opened.
- Two World Service journalist also attended the conference and interviewed attendees for the programmes 'Focus on Africa' and 'Analysis'.

The Financial Times has wishes to do a news report of the conference and its proposals and the THES has shown interest. Both are being followed up. It is also hoped that the UK's two main newspapers for the black community, The Voice and New Nation may also follow up initial interest. (The Project had been the subject of a contribution to the Prospect conference on development issues in February).

The conference received advance attention from the online service of The Guardian and from several other online news services including Black Britain, which carried an extensive explanatory piece including case studies.

□

1) Guardian □ <http://education.guardian.co.uk/higher/news/story/0,,1733311,00.html>

2) Black Britain

<http://www.blackbritain.co.uk/news/details.aspx?i=2073&c=Education&h=University> □

- 3) Politics.co website and bulletins [http://www.politics.co.uk/press-releases/natfhe-africa%E2%80%99s-brain-drain-britain%E2%80%99s-gain-but-africa%E2%80%99s-pain--\\$17070910.htm](http://www.politics.co.uk/press-releases/natfhe-africa%E2%80%99s-brain-drain-britain%E2%80%99s-gain-but-africa%E2%80%99s-pain--$17070910.htm)
- 4) EE News <http://www.fenews.co.uk/newsview.asp?n=1278>
- 5) Interpress news agency 23 March 2006:
<http://www.ipsnews.net/news.asp?idnews=32596>

The conference will be reported at meetings of the British and Irish Group of Teachers' Unions, which represents the twelve teachers' unions in England, Wales, Scotland, Northern Ireland and the Republic of Ireland which are affiliated to Education International, and possible cooperation on further work on teacher migration will be explored. This includes possible work in connection with the planned Commonwealth Teachers' Group Forum meeting in Cape Town in December 2006, which will take place in conjunction with the XVI Commonwealth Education Ministers' Conference. The work on Brain Drain will be carried forward to the World Congress of EI in July 2007, which will set out a work programme for the following three years. Initial thoughts for such work focus on both deepening the existing work in collaboration with African unions, and exploring the impact of Brain Drain in other regions including Latin America, parts of Asia, and Central and Eastern Europe.

BD.2

ANNEX B: EXTRACT FROM REPORT OF EDUCATION
INTERNATIONAL HIGHER EDUCATION CONFERENCE,
MELBOURNE, 7-9 DECEMBER 2006

Brain Drain

The conference considered the issue of Brain Drain in the context of the EI policy adopted at the Porto Alegre 5th World Congress and project work particularly in the UK and joint EI/UNESCO studies in African countries. The complexity of the issue (including global and regional trends) requires further analysis, but some clear principles can be identified which urgently require further debate within EI:

- The right of migration must be upheld by EI and its affiliates.
- Reciprocity, mitigation or pay-back by beneficiary countries must be a core principle.
- Protocols may be part of the solution, but unions in the countries who are experiencing the worst effects of brain drain need to be fully integrated in the debate.
- Where appropriate, common policy positions and actions should be developed with other sectors, notably health professionals, without losing the distinct features of the higher education and research sector.
- The global and national level approaches to governments should be strengthened.

The conference urged EI to take up these issues to deliver the terms of the Porto Alegre resolution.