

fore to be an option only for a very small group of privileged students. Nevertheless, statistics also reveal that public HEIs have been successful, to a certain degree, in compensating a lack of financial capital with well-resourced internationalization offices that make study abroad possible for their less affluent student body.

Finally, the study discussed here confirms research on credit mobility in other parts of the world, in particular in developing and emerging countries that do not have supportive programs like ERASMUS+ in Europe: credit mobility is still a luxury that only a small elite of students can afford. ■

The Challenges of Attracting and Retaining International Faculty

WONDWOSEN TAMRAT

Wondwosen Tamrat is associate professor, founder-president of St. Mary's University, Ethiopia, and PROPHE affiliate. E-mail: wondwosentamrat@gmail.com or preswond@smuc.edu.et.

The value of international faculty in terms of infusing talent and diversity and improving the status of any given higher education system, is widely acknowledged. Despite the similarity of interest in attracting such faculty, the purposes for which international faculty are hired differ from one context to the other. Inevitably, this difference of purpose is reflected in the operational tasks of attracting, recruiting, hiring, and retaining international faculty.

Ethiopia is a country that has never been colonized, but the history of its modern education reflects a heavy and systemic dependence on foreign personnel. The indelible marks of foreign expatriates are noticeable in areas such as the establishment of schools, the design of policies and curricula, and their employment as advisers, officials, principals, and teachers in the various levels of the education system.

When Ethiopia's first Western modern institution, Menelik II School, was opened in 1908, it had to rely on Egyptian Copts. Both the principal and the teachers involved in the Teferi Mekonen School, which was set up later, in 1925, were similarly international faculty who

came mainly from French Lebanon, while the position of administrator was left to Hakim Workneh Eshete, a foreign educated Ethiopian. Ethiopia's modest attempt to kickstart its modern education system before the beginning of the Italo-Ethiopian war in 1935 was staffed by a few hundred teachers, including foreign faculty. Before the war, French was the dominant foreign language used in schools.

After the Italian occupation (1935–1941), which was responsible for annihilating or forcing into migration a large number of local intelligentsia, Ethiopia had again to rely on foreign professionals to rebuild its modern education system from scratch. As a result of the Allied Forces' assistance in liberating Ethiopia in 1941, the period from 1942 until 1952 was dominated by the significant presence and influence of the British in the education sector and other government ministries. British experts and teachers were replaced by Americans in the second half of the 1950s, due to Ethiopia's strengthened links with the United States through what was then called Point Four Program of Technical Assistance (later renamed as Agency for International Development–AID). In the next two decades, the United States had a huge influence in many sectors, including education, where it was involved in reorganizing the ministry of education, supplying needed manpower, materials, and textbooks, and setting up the first higher education institutions (HEIs) in the country.

When the University College of Addis Ababa (UCAA, the first institution of higher learning in the country) was established in 1950, the teachers and its president were Jesuit Canadians. As a matter of fact, UCAA had no Ethiopian faculty during the first four years of its existence. The same was true about a handful of colleges that were founded from 1950 to 1960. The number and nationalities of international faculty recruited in these HEIs were influenced by how they were established, the nationalities of their leaders, and the employment policies of each particular institution. Although there was some change toward the end of the Imperial government, as a result of the deliberate “Ethiopianization” policy it pursued, the Haile Selassie I University (HSIU, now Addis Ababa University) remained dominated by international faculty. In 1973, 54 percent of the HSIU staff were foreigners.

The balance between international and local staff in Ethiopian HEIs changed significantly after the 1974 revolution, which drove many foreign staff out of the country owing to the country's adoption of a socialist policy and its subsequent relation with countries of the Eastern bloc. The huge gap created by the departure of Western expats was filled by staff recruited from socialist countries, but the dependence on foreign faculty continued for as long as a decade after the socialist government assumed power. Out

of the total number of university staff, 934 in 1982–1983, 335 (36 percent) were foreigners. The dominance of international faculty in senior academic positions was much more pronounced.

CONTINUED NEED FOR EXPATS

The need for, and influence of, international faculty at the lower levels of education in Ethiopia is currently over, but their importance for capacity building in teaching/learning and research in the higher education sector continues to be acknowledged, particularly given the dramatic expansion of the sector over the last two decades.

British experts and teachers were replaced by Americans in the second half of the 1950s, due to Ethiopia's strengthened links with the United States.

Currently, around 8 percent of the 30,000 workforce in Ethiopian HEIs are international staff. Most of them work in fields of study where local staff is scarce. A significant number of international faculty are currently recruited from India, Nigeria, and the Philippines, in particular, from Europe, and from other countries. The recruitment of foreign faculty follows a variety of patterns, including the direct involvement of universities in recruitment and/or the intermediation of recruiting agencies, which have recently been sprouting to capitalize on this new business area. In its fifth Education Sector Development Plan (2015–2016 to 2019–2020), the government intends to further increase the proportion of foreign faculty to 10 percent. However, this plan can be challenged by new developments within the sector.

IMPENDING CHALLENGES

Issues of salary, taxes, and staff quality (among many others) appear to be factors that affect the process of attracting, recruiting, and retaining international faculty in Ethiopian HEIs. Although there might be differences based on nationality, the average expatriate serving in a public institution earns on average US\$2,500–3,000 per month. This is a huge sum compared to the meager salary and benefits of local faculty. Yet, foreign faculty contend that this salary is much lower than what they would receive in other countries with a similar economy. Aside from the possible rivalry generated by the salary rate between local and international staff, pay scale continues to affect the capacity of

institutions to attract and recruit the best talents. The issue of taxes has lately become another source of discontent among foreign faculty, influencing their motivation to remain in their positions. The introduction of a new tax on their base salary is forcing a significant number of international faculty (especially Indians, who are the majority) to leave their positions and return to their home countries. International faculty also face a heavy challenge in terms of being accepted by students and the local academic community, particularly when their performance fails to meet expectations.

Until Ethiopia's efforts to expand its postgraduate programs, especially at the PhD level, combined with the return of the numerous candidates currently abroad for training, can successfully meet the demand of the sector, the need for expat faculty will arguably remain unabated. In the face of the serious challenges mentioned above, this circumstance will require a steadfast national policy and sound management at the level of the institutions. ■

Five Little-Known Facts about International Student Mobility to the United Kingdom

JANET ILIEVA

Janet Ilieva is director and founder, Education Insight, UK. E-mail: janet.ilieva@educationinsight.uk.

This article was produced for Universities UK International <https://www.universitiesuk.ac.uk/International/Pages/five-little-known-facts-about-international-student-mobility-to-the-UK.aspx>

The past decade posed a series of challenges to student mobility to the United Kingdom. First, the global financial crisis of 2007–2008 affected countries' spending on education. Globally mobile students were just as affected. Much stricter visa and poststudy rules were introduced in 2013. Finally, the Brexit vote of 2016 mainly affected applications from European Union (EU) students.

Declines in overall international student numbers (EU and non-EU) were first reported in 2012–2013, which was the first reduction in almost three decades. This was mainly attributed to the fall in numbers of undergraduate EU entrants, whose tuition fees trebled in 2012–2013. The second low point in the annual growth of numbers of overall