

# Brain Drain in Africa: Stakes and Perspectives for Cameroonian Universities

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**Abstract-** This paper studies the impact of the old brain drain phenomenon in Africa and particularly in Cameroonian Universities. Through documentary researches, primary data are collected from the Department of Academic Affairs in all Cameroonian State Universities.

The results obtained show for each University institution the number of deserted lecturers per faculty (and/or training schools) and per grade over the last ten years. Assistant lecturers, who are the most concerned, are followed by Senior lecturers. On the contrary, associate professors and professors are less concerned by brain drain in Cameroonian Universities.

If there is hope that the departure of some University teachers can possibly be beneficial, the phenomenon of brain drain constitutes at the same time a source of anxiety for Cameroonian Universities.

Given that human resources are a precious capital to preserve for all organization, solutions are outlined so as to attempt reducing or simply eradicating this scourge that undermines Higher Education in Cameroon and consequently the development of the old African continent.

**Index Terms-** Desertion of competences, Human resources, Hope, Anxiety, Solutions.

## I. INTRODUCTION

During the colonial period, it was virtually established that local elites' children had to pursue their studies abroad so as to assist or take over from the colonial administrations. Moving abroad for studies has been considered as one of the major points of development voluntarist strategies. This had to permit, at the opportune moment, the country of origin to build up a reserve of human resources sufficiently qualified and important to stimulate the development.

This phenomenon had to stop with independences and institutionalization of colonized economies. In fact, after the independences and particularly in the course of 1970 and 1980, the African educative system in particular underwent a sensitive development. This had to put an end to the departures for training purposes.

Unfortunately, the reality is extremely different. Exoduses multiplied and the concerned sectors diversified themselves. In addition to students, trained professionals in higher colleges in Africa are constantly on the move (GAILLARD et Al., 2003).

In the aide-Mémoire of the "Regional Conference on Brain Drain and Capacity Building in Africa" that took place from 22<sup>nd</sup> to

24<sup>th</sup> February 2000 at Addis Abeba, TAFAH (2004:41) stipulates that "Africa lost 60,000 professionals (Doctors, University lecturers, engineers, etc.) between 1985 and 1990 and has been losing an average of 20,000 annually ever since... There are more than 21,000 Nigerian doctors practicing in the USA alone whilst Nigeria's health system suffers from a cruel lack of medical practitioners; 60 per cent of the doctors and dentist, 20 per cent of university lecturers, 30 per cent of engineers and 45 per cent of engineers and 45 per cent of surveyors in 1978 alone had gone to work abroad" (p.2).

With the phenomenon of brain drain, one ends at a double paradox: on one hand, developing countries with more and more reduced resources train executives that will go and work in developed countries; on the other hand, national diploma holders that stay back home face unemployment while projects financed by development partners recruit expensive foreigners for these projects (UNESCO, 2004).

Cameroonian Universities do not escape this reality and the phenomenon of brain drain is firmly rooted in those Universities. Hope engendered by the departure of some University teachers immediately contrasts with the fears that stems from the said departures.

Nowadays, the departure of Cameroonian University teachers considered as an indisputable reality, urges us to ask the following questions: what is the impact of the brain drain phenomenon in Cameroonian Universities? What are the possible strategies to put in place so as to help the Cameroonian University system to check the brain drain phenomenon?

The main aim of this paper is to provide answers to these questions by essentially focusing our thoughts on higher education in Cameroon. This paper mainly aims at showing the impact of the brain drain phenomenon in Cameroonian Universities in terms of the number of teachers who have abandoned their work. To achieve our goal, we will try to propose solutions that can curb the said phenomenon.

The rest of this paper is outlined as follows: the next section (section3) focuses on the elaboration of the research framework. It is a matter of highlighting the theoretical framework and previous works focusing on the brain drain in general as well as the methodological approach. Section 4 presents and discusses the results. Section 5 concludes this paper by proposing solutions so as to check the university brain drain.

## II. CONCEPTUAL AND METHODOLOGICAL FRAMEWORK

### 3.1- the conceptual framework and previous works

### 3.1.1. The concept of brain drain

According to TAFAH (2004:45), brain drain issues are viewed in the context of human capital losses or gains. This is because human capital had long been recognized to be an important determinant of economic growth. Thus, while human capital gains will enhance economic growth, losses will generate important snags in the growth process of any nation. Despite this recognition, research attention on the international movement of economic resources paid attention to the movement of physical capital while neglecting the international movement of human capital. The international movement or migration of human capital or brain drain, as it is generally called, is perceived as a movement of talented people from one country to another in search of a better life. Generally, the issue of brain drain therefore becomes relevant in the face of the scarcity of skills and talents where migration of such skills and talents constitutes a great loss for the country in which migration takes place. As Ul Haque (2000) puts it, "it is meaningful only that requires considerable investment and therefore not easy to replace". Ul Haque goes on to say that the "term is used to describe the loss of advanced professional and technical skills such as scientists, academics, doctors, engineers and others with university training. In that sense, it really refers to the upper right tail of the skill distribution" (p.4). Also, in TAFAH's works (2004:46), it is clearly shown that another phenomenon that is emerging in less developed countries is what we can term "internal brain drain" or "brain diversion". By internal brain drain or brain diversion, we refer to those intellectuals, professionals and other talented people who have been adequately trained to apply their skills, knowledge, energies and talents in their relevant fields but who, for lack of appropriate incentives and motivation, employ their talents outside their areas of training and professions.

### 3.1.2- Previous works: the motives of brain drain and highlighting a double responsibility

Responsibilities on brain drain phenomenon are shared. While the South shows its repellent practices, the North constantly refines its mechanisms of attraction.

#### Internal dimension: Africa as a repellent continent of competences

Man's needs are diverse and, according to MASLOW (1934) the security need is fundamental. Thus, the African continent nowadays is characterized by the increase in the number of insecurity (political, juridical, economic, sanitary, environmental, etc.)

The political insecurity is the current characteristic of most of the political regimes in Africa. It has been discussed during the recent summit of the French-speaking world that was held in the Democratic Republic of Congo (October 2010).

The social environment in Africa is also a source of brain drain. Africa is a continent where the family in conceived is its extended form and, solidarity demands are enormous. Thus, family reasons are of a paramount importance for the choice: it is the outlook the migrants have on the place where their children will have the best possibilities of life and career that get them to make the choice between the welcoming country and the country of origin (GLAZER and HABERS, 1978).

Finally, it is especially for technical reasons that brain drain is firmly rooted in Africa. Consequently, for many African countries, brain drain gains fertile ground in the general context of the damage of national scientific and technical systems. Following the phase of intense and accentuated development during 1970 and 1980, the situation substantially deteriorated in most of the sub-Saharan countries (GAILLARD et AL., 2005). The state of ambient crisis is reflected by many works on the African research systems (GAILLARD et AL., 2005). Drastic reductions made on public budgets led to the degradation of infrastructures, the poor maintenance and the non renewal of equipments as well as the density and the quality of scientific personnel. Salaries, even when they are paid, do no longer suffice to earn a good living and scientific and technical professions in Africa are transformed.

For illustration, a study carried out by TAFAH (2004) shows in percentages and per grades reductions made on the salaries of Cameroonian university teachers after 1993: Assistant lecturers (35.2%); Senior lecturers (38.7%), Associate professors (42.4%), Professors (42.3%).

The deinstitutionalization and the crisis caused researchers to emphasize on expertise and consultancy. The profession is more and more practiced in the framework of interim. The deterioration of salaries and work conditions equally led to a high emigration rate of scientists and of the whole qualified personnel of the most concerned countries towards other countries or other professions. Simultaneously and due to the lack of funding, no recruitment has been virtually done in any scientific establishment and higher education in many African countries in 1990. This explains why universities and African institutes of research are currently facing a serious deficit of scientific personnel and one can therefore talk of a "lost scientific generation" in Africa (GAILLARD et AL., 2005). For these countries, the fight against brain drain is just an illusion if it does not go alongside with a coordinated action in favor of development and development of national capacities namely in the domain of research, higher education and health.

#### External dimension: attractive mechanisms of western countries

Attractive practices of western countries are so many. The goal is to attract and to keep not only intelligent Africans but also those who are well-to-do.

The globalization of the market work particularly exposes the developing countries. The increase of developed countries demand in highly qualified personnel in some economy sectors has created these last years, a fertile ground for the rise of this market. For instance, the sectors of health who professionals trained in the eastern African countries are directly importable or imported by the western countries. Other sectors of economy such as the information of technology are equally concerned. These welcoming countries indulge therefore in a higher bid of encouraging measures likely to attract "brains" that fit in with their needs: putting in place selective strategies in favor of highly qualified persons (Australia, Canada, South Korea, Japan, New Zealand), determination of quotas, facilities of penetration and stay in the territory for some professional categories, granting of visas on limited periods with the intention of work research (Norway, United Kingdoms); Recruitment programs of some

categories of personnel abroad (German recruitment program of information technicians). Lastly, countries fight for fiscal advantages granted to highly qualified migrants. Some countries even offer to more acceptable professional categories a noteworthy reduction of taxes (see tax exoneration) during less or more long period (Australia, Korea, France, the Netherlands, Sweden). There is therefore a new attitude that justifies the employment of qualified migrants from developing countries and renews more than never the debate on brain drain.

### 3.2- The methodological frame work

According to PERET et Al. (2012), interpretativism tries to understand a reality. Through this study, we endeavour to better understand the brain drain phenomenon in Africa in a general framework by focusing our attention on Cameroonian universities in order to measure its impact. Firstly, we present the sampling method and secondly we dwell on the method of collection and data analysis.

#### 3.2.1. Sampling

The empirical field of our study concerns the 8 state universities in Cameroon. We do not take into account the private institute of higher education and religious universities for, more often than not, it is difficult to harmonize syllabuses and to establish equivalences as far as certificates issued are concerned. Within each university, we define the period of study and this according to the age of the institution. This is why, for recently created universities (less than 10 years of existence), we carry out a study from the year of creation till day.

On the other hand, for universities that were created 10 years ago, we limit our period from 2004 to 2013 that is the last 10 years of the existence of the institution.

At the level of each university, the study is carried out on all the Faculties and/or training schools.

#### 3.2.2. Method of collection and data analysis

In this work, we use secondary data obtained through documentary researches. Consequently, the collection consists in getting in touch with the Department of Academic Affairs and the services of teacher personnel of each State University. At this level, it is a question of taking a census for each Faculty (and possibly training colleges) of the number of deserted lecturers<sup>1</sup>. This period stretches out from 2004 to 2013.

The analysis consists in classifying for each Faculty the number of deserted lecturers according to the different grades (Assistant lecturers, senior lecturers, associate professors, professors). Subsequently, we determine the total number of departures per Faculty as well as the general total of departures for the university in question.

With the aim of clearly defining the impact of this phenomenon, we present the total number of deserted lecturers for each University during the period of the study. For a given University, the faculties which did not record any desertion of lecturer over the said period do not appear in the data.

## III. PRESENTATION AND DISCUSSION OF RESULTS

### 4.1- Presentation of results

The following charts present the number of deserted lecturers for each university over the period of study which goes from 2004 to 2013 (10 years). The Universities are classified in the alphabetical order and the University of Bamenda does not appear on the list for it was created just 3 years ago and has not yet registered the departure of teachers.

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<sup>1</sup> Lecturers absents from their post because transfer, research and other justified causes are not considered as brain drain.

**Chart 1: Desertion of lecturers of the University of Buea**

Faculties or Training Colleges	Numbers of departures per grades				Total of departures
	Assistant lecturer	Senior lecturer	Associate Professor	Professor	
Faculty of art	04	-	-	-	04
Faculty of education	02	-	-	-	02
Faculty of sciences	18	07	-	-	25
Faculty of social and management sciences	07	03	-	-	10
Faculty of health sciences	01	-	-	-	01
general Total	32	10	-	-	42

Source: Department of Academic affairs of the University of Buea

Here, desertion is made up of assistant lecturers and senior lecturers. On the contrary, associate professors and professors have not deserted over the period of study.

**Chart 2: desertion of lecturers of the University of Douala**

Faculties or Training Colleges	Numbers of departures per grades				Total of departures
	Assistant lecturer	Senior lecturer	Associate professor	Professor	
Faculty of letters	09	01	-	-	10
Faculty of law and political science	05	-	-	-	05
Faculty of science	06	02	-	-	08
University Institute of Technology	05	01	-	-	06
Ecole normale supérieure de l'enseignement technique	04	03	-	-	07
Advanced school of economics and commerce	03	01	-	-	04
Faculty of economics and applied management	04	02	-	-	06
General Total	36	10	-	-	46

Source: Department of Academic affairs of the University of Douala

Just as the previous chart, associate professors and professors have not deserted over the period of study.

**Chart 3: desertion of lecturers of the University of Dschang**

Faculties or training colleges	Numbers of departures per grades				Total of departures
	Assistant Lecturer	Senior lecturer	Associate professor	Professor	
Faculty of letters	-	03	-	-	03
Faculty of economics and management	03	-	-	-	03
Faculty of science	05	08	-	-	13
Faculty of Agronomy and agricultural sciences	02	-	-	01	03
FOTSO Victor University Institute of technology	03	-	-	-	03
Faculty of law and political science	03	01	-	-	04
General Total	16	12	-	01	29

Source: Department of Academic affairs of the University of Dschang

Here, desertion is made up of assistant lecturers and senior lecturers. On the contrary, associate professors and professors have not deserted over the period of study.

**Chart 4: desertion of lecturers of the University of Maroua<sup>2</sup>**

Faculties ou Training Colleges	Numbers of departures per grades				Total of departures
	Assistant Lecturer	Senior lecturer	Associate professor	Professor	
Sahel higher institute	01	-	-	-	01
Higher Teachers training College	02	-	-	-	02
General Total	03	-	-	-	03

Source: Department of Academic affairs of the University of Maroua

Here, the desertion only concerns assistant lecturers. Senior lecturers, associate professors and professors have not abandoned their post over the period of study.

**Chart 5: desertion of lecturers of the University of Ngaoundéré**

Faculties or training Colleges	Numbers of departures per grades				Total of departures
	Assistant lecturers	Senior lecturers	Associate professor	Professor	
Faculty of science	03	02	-	-	05
Faculty of law and political science	02	-	-	-	02
National advanced school of agro-industrial sciences	01	-	-	-	01
University Institute of technology	01	-	-	-	01
General Total	07	02	-	-	09

Source: Department of Academic affairs of the University of Maroua

Here, the desertion only concerns assistant lecturers and senior lecturers. Associate professors and professors have not abandoned their post over the period of study.

**Chart 6: desertion of lecturers of the University of Yaoundé II**

Faculties or training colleges	Numbers of departures per grades				Total of departures
	Assistant lecturer	Senior lecturer	Associate professor	Professor	
Faculty of sciences	04	06	-	-	10
Faculty of arts, letters and social sciences	03	04	01	-	08
Higher teachers training college	02	03	01	-	06
Faculty of medicine and biomedical sciences	01	02	-	01	04
Advanced school of polytechnique	02	01	-	-	03
General Total	12	16	02	01	31

Source: Department of Academic affairs of the University of Yaoundé I

All lecturers are involved in the departure process over the period of study.

**Chart 7: desertion of lecturers of the University of Yaoundé II**

Faculties or training colleges	Numbers of departures per grades				Total of departures Senior lecturer
	Assistant lecturer	Senior lecturer	Maître de conférences	Assistant lecturer	
Faculty of law and political science	01	01	-	-	02

<sup>2</sup> The University of Maroua was created in 2008. The study therefore stretches out from 2008 to 2013 that is 6 years.

Faculty of economics and management	03	03	-	-	06
Advanced school of mass communication	-	01	-	-	01
Cameroon institute of international relations	01	-	-	-	01
Institut of demographic training and research	01	-	-	-	01
General Total	06	05	-	-	11

Source: Department of Academic affairs of the University of Yaoundé II

Here, the desertion only concerns assistant lecturers and senior lecturers. Associate professors and professors have not abandoned their post over the period of study.

For all the universities, the total number of departure for the entire academic grade over the period of study is estimated to 171. Clearly speaking, this number can be shared out in the following chart.

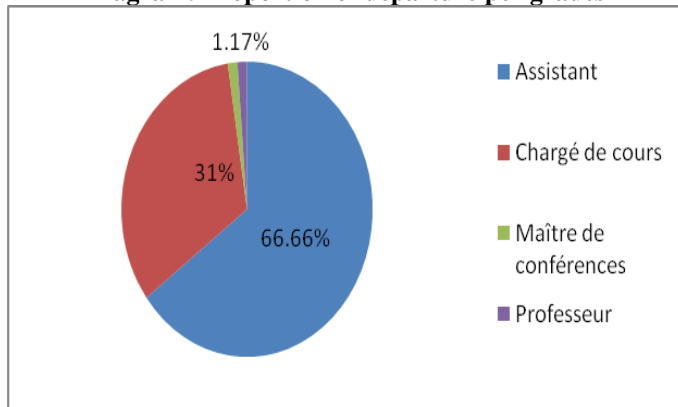
**Chart 8: Chart 8: sharing out of desertions per grade**

Grades	Number de departures	Percentage
Assistant Lecturer	114	66.66%
Senior Lecturer	53	31%
Associate Professor	02	1.17%
Professor	02	1.17%
<b>Total</b>	<b>171</b>	<b>100%</b>

Source: Our data analysis

It emerges from the chart 8 that all the grades do not undergo the phenomenon with the impact. That is why in term of proportion, this situation is better illustrated in the following diagram.

**Diagram: Proportion of departure per grades**



Source: Our data analysis

On the whole, assistant lecturers are more concerned with brain drain. This is so obvious that at the moment of their recruitment, some lecturers often apply in many countries and abandon their previous post as soon as they are recruited abroad. It is in this sense that low salaries constitute the major factor of these abandonments according to TAFAH (2004) who believes that the environment of work at the University meets serious problems. As a result of, we can note that 60% of lecturers do not have personal cars, 80% do not have personal houses where as 70% do not have offices.

Moreover, assistants who are young lecturers do not master the reality of the professional world, often fly high and have the propensity for resignation.

Lecturers who migrate to other jobs or other countries find in such experiences hope where as the phenomenon itself is an important motive of anxiety.

#### 4.2. Discussion of results

##### 4.2.1. Brain drain as source of hope

It constitutes a source of hope insofar as migrants expect multiform gains (technological and scientific, financial and socio-economic).

##### - Technological and scientific gains

A study carried out by UNESCO and AUF in 2004 shows that for trained personnel, the search for better working and opening conditions is one of the major reasons for departure. This situation mostly concerns lecturers who face in their country of origin dilapidated and obsolete equipments of laboratories. The collection of didactic and scientific materials constitutes one of the alternatives to transform brain drain into gain. Therefore, in training schools of developed countries, scientific and didactic material is constantly renewed thanks to the rapid evolution of technology. Consequently, African emigrated executives can salvage a great part of these materials and this act can serve as a great contribution to African educational establishment totally deprived. In this sense, some emigrated lecturers organize with chairpersons of institutions in their countries the collection and sending of materials. This is more and more seen through computer science material which is cruelly lacking in educational and training establishment in Africa. For example, in Ghana, Africast Foundation is in charge of organizing this kind of

collection and many other African countries follow the same line (UNESCO and AUF, 2004).

In the same sense, scientific and technical networks can favour the blossoming of scientific and technical research by encouraging talents or any trained migrant or in training to contribute to the development of his country (IBRAHIMA AMADOU DIA, 2005).

The other aspect of scientific profit of brain drain concerns what can be called centers of excellence. These centers help Africa to have viable training and research schools that correspond to high norms. The centers of excellence aim at concretely showing the necessity of complementarity through a kind repartition of scientific work within Africa and through a constant effort with a view to putting at our disposal specialized institutions or leading-edge equipments. They also aim at increasing in the number of multinational teams of research that work on programs commonly validated between many Universities. It is about regional centers namely centers of excellence that constitute a welcoming privileged framework of African scientists of the diaspora to contribute, in a milieu that offers good working and opening conditions, to the training of highly qualified African executives. Such centers which periodically welcome these scientists, offer the possibility to make them punctually participate alongside their colleagues who stay back home, to the development of human resources the African continent so much need for her development. Moreover, it should be noted that such working environments can also offer an opportunity to the sensitization of definitive return.

#### - **Financial and socio-economic gains**

Brain drain can also be motivated by financial gains expected from the departure. This category of gains essentially concerns financial transfer and the contributions of currencies by the member of the Diaspora. From this point of view, monetary transfers are very important. These money transfers represent the first profit of migration with the total contribution to developing countries of 60 dollars billion per year (GAMMELTOFF, 2002). If one adds informal transfers, the total could be very high. Taking into account the global system of communication, even transfer emanating from banks of developing countries can be part of incomes obtained elsewhere.

The socio-economic gains appear amongst the main advantages that can take Cameroonian lecturers from brain drain phenomenon. These gains are especially perceived in terms of the amelioration of life and working conditions, of the reduction of social tensions and of the attenuation of frustrations.

In the same perspective, IBRAHIMA AMADOU (2005) underlines the internationalist interpretation so as to show that the defenders of this thesis stand against the negative vision of brain drain phenomenon and consider that emigration lead to a virtuous circle. Likewise, migrant are looking for a social and economic optimum because of the increase of their income. Thus, scientific migrations appear as survival strategies, professional insertion and preservation of human security. The internationalist viewpoint also shows that brain drain creates taking over conditions from the local elite through the setting up of poles connected to the migrant's pole of origin. This dynamics could be in a position to promote scientific research, to contribute to the development of human resources and the

economic competitiveness of the migrant's country of origin (CHARUM; GRANES and MEYER, 1994).

#### **4.2.2. Brain drain as source of anxiety**

Seen from this perspective, brain drain is a real source of anxiety for Cameroon. Human resources constitute a specific capital thanks to their limited transferability (GNIGNINDIKOUP, 2009). The loss of intelligent Men raises serious problems for the entire society.

As regards these figures which show the impact of the Cameroonian University brain drain, one immediately realizes that the Cameroonian state bears very high rates linked to the training expenditures of University Human Resources.

Sure enough, the sectors like health and education which really feel the impact of brain drain benefit from substantial subventions of the State. The setting to work of qualified Human Resources such as University teachers should therefore permit a return on investment. Unfortunately, these one are hidden with their exodus.

From all departures, it emerges that assistant lecturers are the most concerned. At this level, one notes over the period of study about 105 assistant lecturers on 162 departures, that is 64.8% of the total number of departures. This can be explained by the fact that assistant are the highest in number. Another explanation may come from the fact that assistants are at the beginning of their professional career and still have great ambitions with the aim of improving their living conditions and assuring a better professional future.

For the University as well as for any other enterprise, competitiveness essentially reposes on the talents of human capital. Thus, it is obvious that brain drain deprived Cameroun of her Human resources. The most immediate collateral damage is the decrease of the quality of the training offered by the University system.

If one considers competences as an economic item of property, the economic principle of scarcity and cost immediately works hard insofar as the Human Resources that migrate become rare and costly.

Moreover, taking into consideration the increasing number of students registered in Cameroonian University, the ratio teachers/students becomes very insignificant. This is indisputable because the numbers of students do not increase proportionally to the number of teachers which is considerably low due to the lack of recruitment and desertions. This situation leads to a professional overloading of teachers and automatically diminishes their output as far as teaching and research are concerned. Therefore, the University system suffers from this.

In general, according to the International Organization for Migrations (IOM, 2002), the number of African scientists currently in Africa is estimated to 20.000 (there will be a need of at least 10000000). This amount only represents 3.6% of the world number. The Economic commission for Africa (ECA) and the IOM estimate to 27000 the number of African executives who left the continent between 1960 and 1975 to go and work in developed countries. From 1975 to 1985, the number increase to 40000. Since 1990, this number is about 20000 per year (UNESCO, 2004).

#### IV. CONCLUSION

In general, the competitiveness of enterprises is subject to the availability of human resources in terms of quality and quantity. In one way or another, a shortcoming can endanger the said competitiveness. From the slave trade, the brain drain undergone by Africa has slowed down the competitiveness of African enterprises.

The impact of brain drain has nowadays reached uncontrolled proportions.

The solution is alarming with regard to the figures published by organisms such as IOM, FMI, ECA and UNESCO. It is no doubt that the eradication of this phenomenon is an illusion. However, one should avoid the pessimistic attitude. It is therefore possible to think about some solutions likely to attenuate this phenomenon. These are political, diplomatic and socio-economic solutions.

##### 5.1. Political solutions

As political solutions, it is advisable that Africans in general improve the governmental practices in the framework of the principle of good governance in some countries. This is reinforced by actions in favour of equity in the share of the national cake and of the good functioning of democracy. This supposes the organization of free and transparent elections. Social peace is equally an important asset.

##### 5.2. Diplomatic solutions

The agreement of a migratory status securing the western countries could permit migrants to easily move about between the welcoming countries and the country of origin. Likewise, the welcoming country and the country of origin should jointly sign a double nationality to migrants. This procedure will help them to freely move about between the countries. This can be completed by the flexibility of conditions for the obtaining of visas and reduction of police and custom hassles at the level of airports.

##### 5.3. socio-economic solutions

Many alternatives can be taken into account in formulating socio-economic solutions to fight against brain drain.

Thus, the countries of origin could develop migrants' strategies of reinsertion. This can be possible through mechanisms that can ease access to bank financing in order to propel investments. Improvement efforts of economic growth could also permit to reduce the gap between rich countries and poor countries while bringing along the building up of infrastructures (research laboratories equipments, libraries, etc.)

The development of the TIC may favour the broadcasting and the sharing of knowledge between members of the Diaspora and those of local communities. This dynamics falls under the framework of virtual mobility.

More so, the government should make efforts to improve the level of life of her population in general (construction of decent accommodations, road infrastructures, etc.). A case peculiar to the University community could concern the substantial improvement of the Special Funds of support for the modernization of the research decided and implemented by the Cameroonian Head of State since 2009. This solution is more efficient because it has permitted to improve in one way or another the living conditions of lecturers even though some augmentations are still awaited. With to regard to the low number of deserted associate professors and professors, this special allowance could explain even partially this situation. This

is obvious because this research allowance passes from the simple for the assistant lecturers to the double for senior lecturers, to the triple and even more for associate professors and professors. This approach could permit to avoid precarious living and working conditions to which Cameroonian lecturers are subject.

The present paper has analyzed the conceptual and methodological framework. Secondly, results have been presented and it emerges that assistant lecturers are more concerned with brain drain followed by senior lecturers. On the other hand, the number of associate professors and professors concerned with this phenomenon is insignificant within Cameroonian Universities. It is important to note that as a phenomenon firmly rooted, it is more than never for Africa in general and Cameroon in particular to try to accentuate the positive aspect of brain drain so as to benefit from it. These gains have been analyzed in the form of multiform gains. It is about financial and socio-economic gains via technological and scientific gains. The fact to accentuate the positive aspect of brain drain immediately contrasts with the growing anxiety facing the increase of competence movements. It has been highlighted the anxieties related to the high cost bore by the Cameroonian state in the training of University Human resources, the decrease of the quality of the training offered and the low ration teachers/students.

With the aims of trying to reduce if there is not any means of stopping the phenomenon of brain drain, political, diplomatic and socio-economic solutions have been outlined.

With regard to the gravity of this phenomenon, it is pretentious to think that brain drain can be totally eradicated in a short term.

While waiting for other solutions that may come from accurate research, it would be important to transform the movement of brain drain into a kind of partnership where both Africa and western countries are beneficiaries. The improvement of the Cameroonian University system also depends on this.

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