AFRICAN ACADEMIC DIASPORA TOOLKIT

Preparation for university diaspora academics and hosts

This academic diaspora toolkit is dedicated to the late Prof. Pius Adesanmi, Professor of English and African Literature and Director of the Institute of African Studies at Carleton University.

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Pius was a wayfarer, lived on many global highways, in many literary worlds, initiating meaningful connections, forging links and fora, curating spaces and places where young Africans could be planted, supported and left to bloom. He sought to harness all the budding starlight on the continent into a huge enlightening bonfire to power the Africa of our dream. With Pius national boundaries were artificial and as such bestrode them like a colossus and invited others to do the same.

Fr. Michael Umameh,
Link: https://carleton.ca/africanstudies/piusadesanmi-tributes/.

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ACRONYMS AND ABBREVATIONS

AAU	Association of African Universities
ATM	Automated Teller Machine
AU	African Union
CADFP	Carnegie African Diaspora Fellowship Program
CCNY	Carnegie Corporation of New York
CODESRIA	Council for the Development of Social Science Research in Africa
COVID	Corona Virus Disease
EDMA	Ethiopian Doctoral and Master's Academy
EUDIF	EU Global Diaspora Facility
GKEN	Global Knowledge Exchange Network
IAU	Institute of African Studies, Carleton University
ICMPD	International Centre for Migration Policy Development
ICT	Information and Communications Technology
IIE	Institute of International Education
IMI	International Migration Institute
IOM	International Organization for Migration
MOU	Memorandum of Understanding
TOA	Terms of Agreement
UKRI	United Kingdom Research and Innovation
UN	United Nations

ACKNOWLEDGEMENTS

INTRODUCTION

> *I am not African because I was born in Africa but because Africa was born in me. Kwame Nkrumah.*

Since the 1980s, the exodus of experienced faculty contributed to huge capacity gaps in teaching, research, and supervision of future generations of academics in Africa. In response to this challenge, donor organizations and some national governments have initiated various programs to engage and draw on the academic diaspora's intellectual resources and networks to contribute to strengthening capacity in research, teaching and mentoring, and co-developing curriculum in universities in Africa. The majority of African diaspora academics were educated through African government investments yet are contributing to the human capital of other countries at the loss of Africa's higher education systems. Innovative models worldwide are tapping into diaspora intellectual resources while academics live and work outside of their countries of origin. Programs and partnerships between diaspora academics and African universities are not without challenges and require cultural adjustments from all actors involved in the academic exchange.

A Continental Forum on the Role of the Diaspora in Higher Education, Research, and Innovation, jointly organized by the Institute of African Studies [IAU], Carleton University, Canada and the Citizens and Diaspora Directorate of the African Union [AUCIDO], with the support of Carnegie Corporation of New York [CCNY] took place in Addis Ababa, Ethiopia, November 13-14, 2019. The Forum was focused on academic diaspora linkages and their contribution to African higher education, including a workshop on intercultural challenges of diaspora partnerships. As an output of that Forum workshop, this toolkit aims to provide guidelines for improving intercultural challenges of diaspora engagement with universities in Africa, including principles and practical procedures.

A Definitional Note

> *A review of some country level diaspora policies reveals a redefinition of country level engagements of the diaspora to mean 'citizens' of a particular country, whereas the AU Commission sees the African diaspora as one community of 'all people of African origin' living outside the continent irrespective of citizenship, nationality and historical constitution. The country level focus is likely to limit circulation of the totality of the African academic diaspora, including the historical diaspora, in engaging (Oanda and Obonyo, 2021).*

The definitional parameters of diaspora have long been a source of conceptual consideration that occupies academics, policymakers, and practitioners alike. So much so that in their scoping work for the establishment of the European Union Global Diaspora Facility [EUDIF], the International Centre for Migration Policy Development [ICMPD] noted that the World Bank has recorded over 270 definitions for diaspora (EUDIF, 2019). At an institutional and country level,

this variety of definition that lays the basis for much diaspora engagement is a story marked by demarcation and difference. Within this toolkit, the definitional parameters of most pertinence are those related to defining the diaspora[1] as well as defining the meaning of home university and host university as they are the three core operational constituencies of the exchange process from an individual to an institutional level. As home and host university respectively refer to the home academic institution of the diaspora academic and to the hosting academic institution for the academic diaspora exchange, the only other definitional clarity needed is on the specific definition of diaspora best suited to this toolkit.
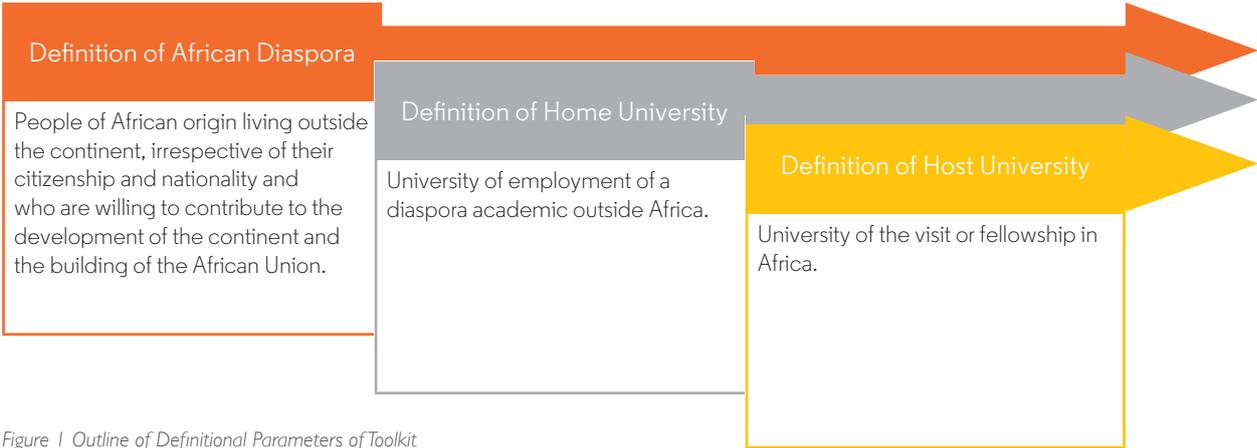
Definition of African Diaspora

People of African origin living outside the continent, irrespective of their citizenship and nationality and who are willing to contribute to the development of the continent and the building of the African Union.

Definition of Home University

University of employment of a diaspora academic outside Africa.

Definition of Host University

University of the visit or fellowship in Africa.

Figure 1 Outline of Definitional Parameters of Toolkit

As noted earlier by Oanda and Obonyo (2021), the truest diasporic potential for African academic diaspora exchange must come from a definition that does not "limit circulation of the totality of the African academic diaspora, including the historical diaspora, in engaging". Capitalizing on the smart power[2] and diaspora capital built across African academic diaspora exchange will come from a definition based on inclusivity and participation that reflects the continued maturation of the African diaspora. This inclusive approach is signaled by the adoption of the African Union [AU] based definition of the African diaspora in this toolkit as it displays an astute appreciation of the added value that a broad, inclusive definition can bring for unlocking African academic diaspora exchange. This inclusivity is further strengthened by the stated aim of the AU to centralize diaspora engagement as a key aggregator of affluence and influence for the development of the continent. This is signposted by their designation of the diaspora as the sixth region of the continent. In its Constitutive Act, the AU declared that it shall "invite and encourage the full participation of the African Diaspora as an important part of our continent, in the building of the African Union."[3]

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[1] The references of this toolkit provide a resource list of key articles that explore the definition of diaspora. For a sample of definitions at an institutional level, the International Organization for Migration [IOM] defines diaspora as members of ethnic and national communities who have left their homelands, but maintain links with the homeland, the ICMDP defines diaspora as emigrants and descendants of emigrants who actively maintain links with their country of origin/heritage and are willing to contribute to its development, and the Migration Policy Institute defines diaspora as Emigrants and their descendants, who live outside the country of their birth or ancestry, either on a temporary or permanent basis, yet still maintain affective and material ties to their countries of origin.
[2] For a description on smart power, please see Nye Jr., J.S. (2007). Smart Power. *The Huffington Post*, November 29.
[3] AUCIDO Diaspora Division Webpage (https://au.int/en/diaspora-division).

1. AFRICAN ACADEMIC DIASPORA EXCHANGE: A COLLABORATIVE FORCE FOR GOOD

The purpose of this toolkit is not to embrace the complex frameworks that inform much of the contemporary debate around the analysis and application of academic diaspora exchanges. Such complexity based on issues such as the globalization of knowledge networks, critiques on the hierarchical structures of knowledge creation and other incisive lines of analysis on the global exchange of knowledge are outside the remit of this toolkit. This is apart from the purpose of serving notice of an ever-increasing fascination with the potential of diaspora exchange in the development of Africa, with higher education an oft-cited core constituent in this narrative. These debates have been signposted by the ever increasing "transition from the deficit laden and emotive ridden discourse in the form of 'brain drain' that dominated the dialogue on human mobility for a long time, to a trendy, rewarding and pragmatic form in 'brain circulation.' This growing trend is robustly manifesting itself at the centre of the interchange between the intellectual diaspora and higher education in developing and emerging countries" (Teferra, 2021). [4]

The purpose of this toolkit is to reflect through an acknowledgement of these debates that the design and delivery of an impact driven African academic diaspora exchange experience for the core actors involved in the journey needs some operational guidance to truly unleash the diasporic impact to be generated from this form of exchange for the development of Africa and bring mutual benefit for all involved. Underpinning this is a growing appreciation of the power of diaspora exchange as an integral aggregator of networks of affluence and influence for the continent, especially in a post-COVID-19 world. It is through this framework and spirit that the toolkit is delivered – to help design an operational guide to enhance the collaborative force of good that African academic diaspora exchanges can generate.

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[4] The Reference and Reading Materials Section of the Toolkit provides more examples of the debate around brain drain, brain gain, brain circulation and other associated arguments.

1.1 Rationale of Academic Diaspora Exchange and Toolkit

In his keynote address at the African Diaspora Leadership Forum in 2006, H.E. Joseph Legwaila, Under-Secretary-General and Special Adviser on Africa to the United Nations [UN], outlined the rationale for structural engagement of African academic diaspora when he noted that diaspora groups have the unique advantage of being familiar with the needs and cultural settings of their countries of origin, and have at their disposal "a multitude of intellectual, economic and political resources," to "make a significant contribution to development and poverty reduction efforts in Africa" (Legwaila, 2006). Research has confirmed that experienced African academics in the diaspora, particularly those from developed countries, are often passionate to contribute resources to their homeland universities including knowledge and expertise, current and relevant literature, state-of-the-art equipment, grant funding and research networks which they have access to in their countries of residence.[5]

Experiences from other regions of the world such as China, India and Europe, whose diasporas have contributed significantly to the revitalization of their higher education sectors, provide models for developing effective diaspora partnerships for the African continent (Gueye, 2019: Teferra 2021; Woldegiyorgis, 2021).[6] Key lessons from these comparative models for African academic diaspora exchange include the role of state/local universities leading the design of diaspora engagement frameworks, which is particularly visible in China. Other key insights include the importance of centralizing diaspora engagement to strategic plans of universities and facilitating the scale up of international offices to position diaspora exchanges as an enabler of the developmental aims of African universities.[7]

It is also important to push this comparative learning beyond the university level interventions to explore diaspora-led interventions. For example, the Council for the Development of Social Science Research in Africa [CODESRIA] has supported the Global Knowledge Exchange Network [GKEN] which brought together a number of academics from Ethiopia to constitute the Ethiopian Doctoral and Masters Academy [EDMA]. The Academy assisted 150 postgraduate students in Ethiopia, and it is a signpost of the catalytic involvement that diaspora-led interventions can help shape when governments are slow to create enabling conditions.[8]

This comparative basis is one of the unique advantages of diaspora engagement as approaches and models from other countries can provide valuable learnings. Diaspora engagement is non-competitive in the sense that an individual or organization that wants to help Cameroon does not want to help China. Therefore, it is one of the few sectors that can benefit from the spirit of sharing modular design of engagement activities that can be adapted to local contexts.[9] Such sharing can be nurtured to help benefit the impact to be constructed from African academic diaspora exchanges and also to elevate the visibility of African governments and academia's role in global policy dialogues on diaspora engagement.

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[5] Contextual Reading Material provided at the end of the Toolkit that explores these dynamics.
[6] A Forum commissioned paper entitled, From Brain Drain to Brain Gain: Countries Engaging Their Diasporas, by Abdoulaye Gueye provides findings on academic diaspora programs in China, India and Germany.
[7] Feedback provided during the drafting consultations for the toolkit.
[8] Ibid.
[9] Aikins, K., & Russell, M. (2019). Diaspora Engagement Training Program, The Networking Institute, Dublin.

CASE STUDY – Thousand Talents Plan
Starting in 2008, the Chinese Communist Party developed and implemented the Thousand Talents Plan to lure top scientific talent with the goal of making China the world's leader in science and technology by 2050. The program has recruited thousands of researchers and it is estimated that the program is just one of approximately 200 Chinese Communist Party talent recruitment programs.

Note on Case Studies: Supporting material provided in reading material section of toolkit.

1.2 Scope of Toolkit

Questions arise as to how to manage the expectations of people moving between different academic cultures. There was a general consensus that there is a need for a set of documents (toolkit) that people can read to orient them on the local context…Workshop participants agreed that a toolkit would be helpful but should not be a list of dos and don'ts. Instead, it should contain information that can help visitors understand the new environment and live peacefully in the new environment. Forum Proceedings Report, Continental Forum on the Role of the Diaspora in Higher Education, Research, and Innovation in Africa, 2019.

The scope of the toolkit was derived from the consultative sessions held at the Continental Forum on the Role of the Diaspora in Higher Education, Research, and Innovation in Africa in Addis Ababa, 2019. The key contextual influence on the scope from these consultations and subsequent convenings of key stakeholders is the need to design an "operational toolkit for academic partnerships between diaspora higher educators and host institutions on the continent". Its purpose is to provide a practical framework to address and "overcome some of the attitudes, myths, power dynamics, and challenges of diaspora partnerships" (Forum Proceedings Report, 2019). In a timely observation, considering the evolving impact of the global COVID-19 pandemic which was unforeseen at the initiation of the toolkit, the forum proceedings report noted that, "Dr. Yabebal Fantaye advised that in developing the toolkit, we must keep in mind that environments change and are dynamic" (Forum Proceedings Report, 2019).

2. ACADEMIC DIASPORA EXCHANGE: DESIGNING A PRINCIPLES AND VALUES LED ENGAGEMENT

This section focuses on the foundational features of what should drive the essence of effective academic diaspora exchange – principles and values. Whilst there are rich and nuanced considerations of the motivational dimensions at an institutional and individual level in exploring what drives involvement in academic diaspora exchanges, this section relays the essence of the partnership driven model that has shaped the collaborative efforts of the institutions aligned through this toolkit and Carnegie Corporation's Higher Education and Research in Africa's Diaspora Linkages Initiative which includes the Carnegie African Diaspora Fellowship Program [CADFP], University of Ghana Diaspora Linkage Programme, University of the Witwatersrand Carnegie-WITS Alumni Diaspora Programme, and CODESRIA's African Diaspora Support to African Universities. The basis of principles and values should always remain as the irremovable beliefs for the exploration of academic diaspora exchange. As part of an organizational and individual belief system, they form the initial solution to many of the operational challenges and opportunities to follow in the toolkit.

2.1 Partnership Values and Principles for Academic Diaspora Engagement

A fundamental core of good partnerships is the ability to bring together diverse resources in ways that can together achieve more impact, greater sustainability, and increased value to all. In 2018, the Rethinking Research Collaborative designed and implemented a United Kingdom Research and Innovation [UKRI] funded project that aimed to improve policy and practice related to research collaboration by generating new data, learning exchanges and practical tools informed by the perspective of academics and practitioners based in the Global South and UK-based international brokers. The initiative consolidated existing resources on research partnerships. The report identifies eight principles to apply to partnerships.

1. *Put poverty first.* Constantly question how research is addressing the end goal of reducing poverty through better design/evaluation of responsive pathways to development impact.
2. *Critically engage with context(s).* Consider the global representativeness of partnerships and governance systems and commit to strengthening research ecosystems in the global South.
3. *Redress evidence hierarchies.* Incentivize intellectual leadership by Southern-based academics and civil society practitioners and engage communities throughout.
4. *Adapt and respond.* Take an adaptive approach that is responsive to context.
5. *Respect diversity of knowledge and skills.* Take time to explore the knowledge, skills and experience that each partner brings and consider different ways of representing research.
6. *Commit to transparency.* Put in place a code of conduct or memorandum of understanding that commits to transparency in all aspects of the project administration and budgeting.
7. *Invest in relationships.* Create spaces and commit funded time to establish, nurture and sustain relationships at the individual and institutional level.
8. *Keep learning.* Reflect critically within and beyond the partnership.[10]

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[10] Fransman, J., Hall, B., Hayman, R., Narayanan, P., Newman, K., & Tandon, R. (2018). *Promoting fair and equitable research partnerships to respond to global challenges.* UKRI.

2.2 Characteristics of Effective Collaboration

Working through these baseline principles at a design level, an introductory consideration must be made on the characteristics, or framework, of effective collaboration for academic diaspora exchange. These characteristics help to pinpoint invaluable dynamics of a sustainable set of organizational and operational behaviors or cultures to mitigate the risk of intercultural or institutional clashes. Based on this, it empowers the organizational and operational planning for academic diaspora exchanges to look internally and externally to scope the inputs and outputs that will shape effective collaboration.

The UKRI report identifies hypothesized relationships/values/issues that may occur in ordinary day-to-day interactions across partnerships. Furthermore, the "model of UKRI, gives more stewardship and patronage of partnerships to UK entities which may lead to African academics and institutions being subsumed."[11] With these caveats noted, the utilization of the UKRI report in this section of the toolkit is for the purposes of projecting some of the main components of effective partnership as well as the potential discord that may hinder effective collaboration.

The wider hierarchical agency or operational implications of the UKRI model is not within the scope of this toolkit. Later sections will speak directly to the models and processes built for African academic diaspora exchange cycles which have already begun to close some of these potential challenges as well as providing important lessons for the wider field of academic diaspora partnerships. Further enhancement of such models and processes through this toolkit will further strengthen the position of African academic diaspora exchanges as sector leading.

In this light, for UKRI supported researchers, good practices for fair and equitable partnerships included the following 3 dynamics:

Figure 2 Core Characteristics of Effective Collaboration

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[11]   Feedback provided during the drafting consultations for the toolkit.

Academic Diaspora Exchange: Designing a Principles and Values Led Engagement

Systems & Structures

The internal considerations on the design of operational systems and structures act as a lens through which to narrow the likelihood of potential risks to the exchange cycle. A strong entry point to the importance of this component is the increasing focus on the "intercultural competencies in diaspora engagement," and the need for "different mechanisms to address the working relationship between academic diaspora and host institutions in politically and culturally sensitive environments" (Teferra, 2021).

These mechanisms will demand different things of various actors across the exchange cycle, and it is integral to adopt a holistic appreciation of the exchange lifecycle to scope out the institutional, informational, and implementation roadmap to achieve an impactful exchange. As the visual below displays, the systems and structures should aim to "think long." This process of thinking long is adapted from much critical thinking in the field of philanthropy around issues of discovery and experimentalist mindsets (Reich, 2018).[12]

In doing so, the process towards partnership design is one based on a discovery mindset that allows for systematic scoping and planning to help streamline a concise framework for delivery of the academic exchange. Later sections also provide direct guidance on what this looks like from an operational perspective.
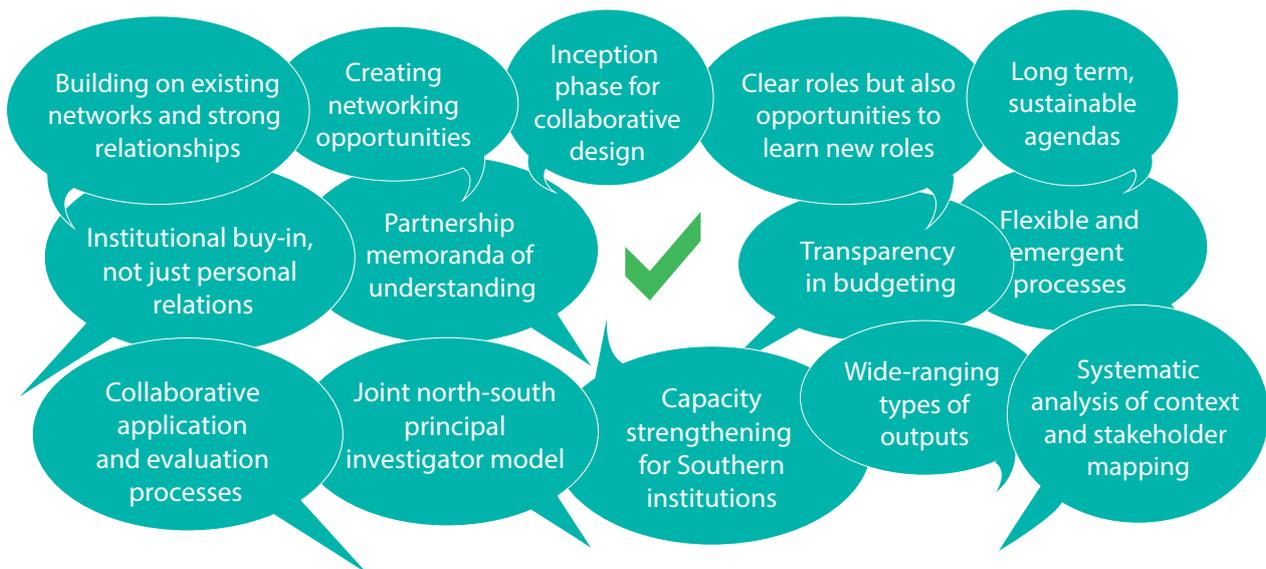

Figure 3 Systems and Structures of Effective Partnerships[13]

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12 Reich, R. (2018). *Just Giving: Why Philanthropy Is Failing Democracy and How It Can Do Better*. Princeton University Press.
13 Fransman, J., Hall, B., Hayman, R., Narayanan, P., Newman, K., & Tandon, R. (2018). *Promoting fair and equitable research partnerships to respond to global challenges*. UKRI.

Values and Ways of Working

The analysis has already pinpointed the pre-requisite for a values-led basis for the design and delivery of effective partnerships. The fascinating dynamic and challenge at work within the extension towards this way of working is that it opens up the operational focus to more individual based attitudinal, behavioral, and motivational components.

Gueye's assertion that "as a system, knowledge production is also undeniably and fundamentally social," is important in this context (Gueye, 2021). Teferra echoes this in his appraisal of Woldegiyorgis' article on the diaspora engagement of Ethiopian-born academics in the United States, when he notes how it advocates for a "holistic approach to studying diaspora engagement in higher education that pays as much attention to the personal and microenvironmental as it does to the institutional, legal and political" (Teferra, 2021). It is through this lens that such a holistic approach is covered by the toolkit.

As visualized below, it is the softer dynamics of collaboration and partnership that unlock effective academic diaspora exchange. It leans much more towards personal responsibility and action which will be a core feature in later sections of the toolkit.

Figure 3 Systems and Structures of Effective Partnerships[14]

Systemic Barriers

The data from the UKRI report also revealed systems and structures that undermine fair and equitable partnership.[15] These provide an important snapshot of some of the core cross-cutting barriers from an individual and institutional level that inform later actionable insights from the ongoing experiences of African academic diaspora exchange.

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[14] Fransman, J., Hall, B., Hayman, R., Narayanan, P., Newman, K., & Tandon, R. (2018). *Promoting fair and equitable research partnerships to respond to global challenges*. UKRI.
[15] Ibid.
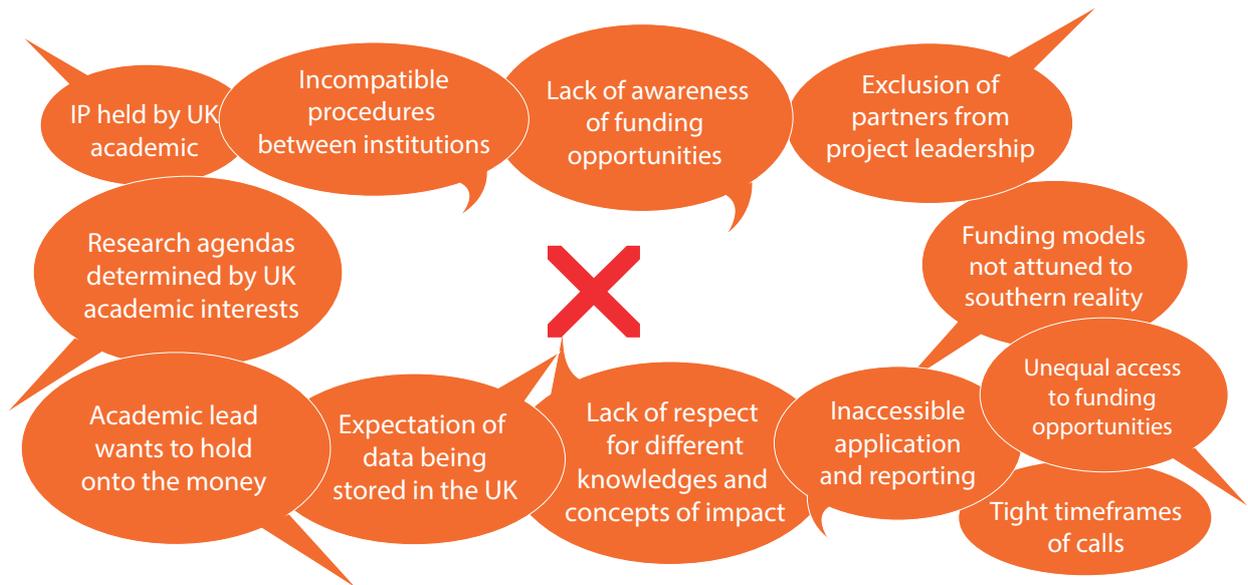
Figure 5 Systemic Barriers to Effective Partnerships[16]

These characteristics of effective partnerships and systemic barriers are offered in the toolkit for the purpose of reflection from actors and participants driving academic diaspora exchange in and through the African diaspora. Throughout the toolkit, there will be various forms of tools and testimony to help enhance this reflective process.

Academic Diaspora Partnership Design – Action Sheet	
Q1. Based on Figure 3, can you identify additional system and structural components from your experience in African academic diaspora exchange programs?	
Q2. Based on Figure 4, can you identify additional intercultural challenges you have experienced in African academic diaspora exchange programs?	
Q3. Based on Figure 5, can you identify what you feel are the 3 main system barriers to effective partnerships for African academic diaspora exchange programs?	

16 Fransman, J., Hall, B., Hayman, R., Narayanan, P., Newman, K., & Tandon, R. (2018). *Promoting fair and equitable research partnerships to respond to global challenges*. UKRI.

2.3 Setting the Framework for Effective Collaboration

Given that the toolkit has now set the baseline characteristics, principles, and values of effective collaboration, it now focuses on the key early phase agenda-setting tool to operationalize these elements – a Memorandum of Understanding [MOU]. This serves as a bridge to the more detailed overview of the key individual and institutional operational mapping to follow.

A Guide to establishing Memoranda of Understanding
To manage expectations, it is advisable that an MOU be established between hosts and visiting diaspora academics before departure. The MOU will include the following:

- Project description
- Objectives and expected outcomes
- Scope of work to be performed by visiting diaspora academic
- Other activities viewed to be potentially beneficial
- Roles and responsibilities of the host and the diaspora academic
- A timeline and duration of visit that is compatible for the host and diaspora academic, maximizes the time in-country, and does not interfere with the university's leave time or closure
- Incentives to be provided in terms of insurance, daily stipends, travel and accommodation
- Criteria and benchmarks for measuring performance
- Ownership of intellectual property and copy rights on research outputs
- Procedures for airing grievances and resolving conflicts
- Long-term sustainable agenda

Metrics and Evaluation Processes
Measuring the effectiveness of diaspora exchanges is of critical importance. The host and visiting diaspora academic should agree on milestones and metrics of performance prior to the fellowship. Examples include numbers of graduate students supervised to completion; number of research grants written, submitted, or awarded; number of seminars, workshops, and departmental or public lectures held; number of publications; number of courses and curriculum developed, approved and implemented by the university; and an overall assessment or final report of the diaspora exchange to be written and approved by the host and visiting diaspora academic.

3. ACADEMIC DIASPORA EXCHANGE IN ACTION

This section explores a clearer articulation of the actionable outputs of effective academic diaspora exchange at the level of the visiting diaspora academic as well as their home and host universities. It identifies some of the key outcomes once such exchanges are operational with a focus on identifying benefits and challenges for visiting diaspora academics and the respective host and home universities. These benefits and challenges then provide a logical landscape upon which to explore the interconnected attitudinal and behavioral deterrents between visiting diaspora academics and hosts that can emanate from a weak appreciation of the benefits vis-a-vis the challenges. This allows the toolkit in the next section to adopt the holistic framework noted earlier to provide guidance and tools to help shape tools to inform a 3-P framework to guide academic diaspora exchange. These are designed to enhance operational excellence in the design and delivery of a long-lasting and impactful academic diaspora exchange experience for individuals and institutions alike.
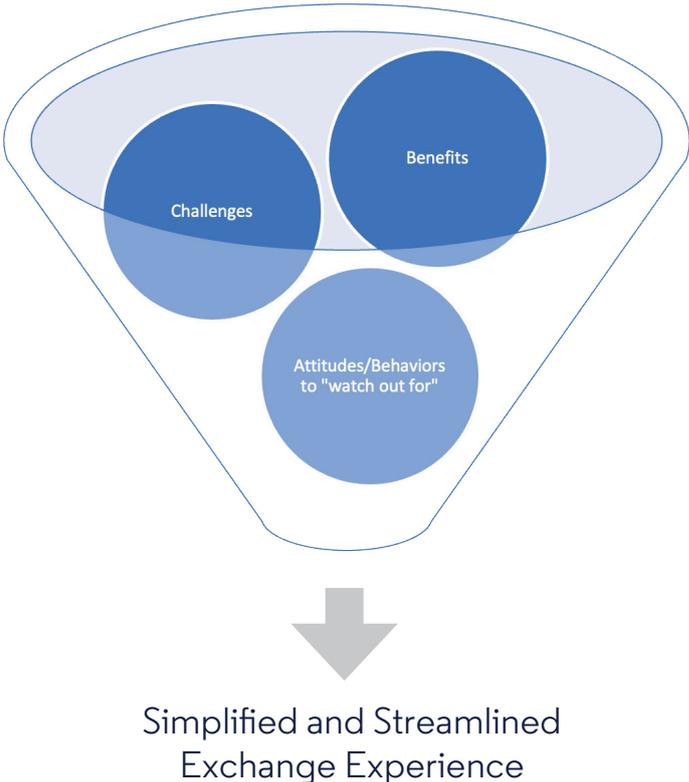

Challenges

Benefits

Attitudes/Behaviors to "watch out for"

Simplified and Streamlined Exchange Experience

Figure 6 Factors for a Streamlined Exchange Experience

3.1 Benefits

Participation in diaspora exchanges adds value to careers of faculty members and to home institutions. These include:

- Access to and collection of primary sources of data through fieldwork and national databases.
- International exposures and community engagement could enhance the chances of faculty members in securing tenure.
- Joint-publication opportunities with faculty in host universities.
- Providing opportunities for academic exchange.
- Joint applications for grants.
- Mentoring and supervision of doctoral students and staff beyond the fellowship duration.
- Recruitment of students or early career scholars to graduate schools in home universities. To avoid weakening research capacity of sending universities, set arrangements in place for scholars to return after completing their studies or other exchange activities.
- Exposure to other epistemologies (or other teaching and learning pedagogies) through engagement with scholars and literature in host institutions can help visiting diaspora academics contribute to decolonization agendas in their home universities.
- Contribution to the internationalization of home universities' agenda. Internationalization includes recruitment of international students, faculty and research collaboration. Thus, it is imperative that the home universities not only support such visits but ensure that the activities of diaspora academics are communicated through university websites and social media.

Through my dean, I was able to obtain a year-long visiting professorship for my host university counterpart in Ghana at my home university in Ottawa. We will continue our research project and co-write an article, while he is entrusted with teaching two social science undergraduate and one postgraduate course(s) in my department before returning to Ghana.
CADFP Fellow testimonial, August 2021.

3.2 Challenges

While Diaspora scholars are urged to contribute in Africa, they also have to contend with the challenges and expectations in their home institutions and the global academic discourse in general.
Gueye 2021; Teferra 2021.

Despite the benefits that accrue to visiting diaspora academics and their institutions, they face several challenges which could impinge on their efforts to contribute. Quite often, they are rooted in the contentious debates on the potential hierarchical composition of globalized knowledge creation and more individual based concerns around career progress often perpetuated within the market expectations of academia in the Global North.

Some of these include:

- Untenured faculty members may find it difficult to secure leave for short or long-term academic exchanges.
- Time away may affect the ability of the faculty members to meet the publication component of the requirements for securing tenure.
- Cost of academic exchanges may require mobilization of resources.
- Home university leave time may be unproductive if African universities are also on leave.
- Policies and perceptions of home universities toward sabbatical leave may depend on the disposition of department chairs or deans of faculty.
- Responsibilities at home universities could affect optimum performances of visiting diaspora academics.

Solutions to these challenges could include providing visiting fellows stipends commensurate with their salaries at home institutions; accepting applications only from those who are on sabbatical or those who can negotiate a leave with their home institutions; and ensuring that visiting diaspora academics have access to resources in their home libraries or arrange their access to resources in equivalent libraries. Managing the politics and perception of leave requires involving colleagues and executive management of home and host universities, as well as communicating expected benefits to home and host universities.

3.3 Attitudinal & Behavioral Deterrents: "What to watch out for."

If the benefits and challenges relate to diaspora faculty and home institutions, then it is of instrumental value to also explore the scope of host faculty and universities to identify where potential attitudinal and behavioral deterrents for the successful design and delivery of partnerships may emerge. Several intercultural and attitudinal tensions and challenges threaten to hamper the maximization of the benefits that both the host and home universities can derive through diaspora exchanges including the following:

Attitudes by host faculty that may hinder partnerships.

- Faculty members at host universities may feel resentful about the achievements of visiting diaspora fellows who may have been their peers at one time – host faculty may see staying home as a sacrifice. Joint submission of applications will help to alleviate this tension. Furthermore, if chairs or heads of departments are leading the application and approval process for host universities, it avoids top-down imposition from the administration.
- The pervasive poverty in most countries in Africa breeds a sense of comparison. Coincidentally, a resentful attitude may not be extended towards visiting faculty members of other races.
- Faculty members may feel undervalued when visiting diaspora academics receive remuneration or stipends, which they do not receive themselves, especially if the payment is in currencies with more value than the host countries. Maintaining a system where visiting diaspora academics are paid through an independent broker, such as an entity appointed by a donor organization, helps to prevent this comparison.

Attitudes by diaspora academics that hinder collaboration.

- Superiority complex: Diaspora academics sometimes display intellectual and cultural arrogance; given the more resourced environments in which they work, they may assume they are more qualified than host faculty members.
- Sense of entitlement: Coming from advanced societies, some visiting diaspora academics bring their sense of entitlement to Africa – they get frustrated and impatient with the working conditions and lack of services they take for granted in their home institutions. These feelings can unconsciously translate to condescension towards colleagues in host universities. The counterweight to this issue is that the higher education system in Africa has supported the academic journey of many African academic diaspora. This should allow for a baseline understanding of the respective context and facilities that can be further developed with sufficient preparatory information and networking with peers.
- There is a causal link between duration of visit of diaspora academics and reception by academics in host universities. If they stay for a short time, reception may be cordial with minimal resentment. If diaspora academics stay for longer periods, host academics may feel pressured or undermined, particularly if visiting diaspora academics are paid better than their counterparts at host universities. The problem is compounded when diaspora academics are vying for administrative positions in host institutions such as deans of faculty, provosts, or vice chancellors, although such appointments are few and far between. Addressing the longevity of stay opens important considerations for the future of African academic diaspora exchange programs. Applicants in early-stage career development may have limited time. Opening consideration to academic diaspora in later stages of career and longer-term exchanges may deliver more impact. For example, if senior diaspora academics can take up fellowships in more senior settings it will help develop academic programs in Africa as well as spur important dialogue on future internationalization of senior university positions across African higher education.
- Ensuring relevant commitment: Senior diaspora academics may have greater commitments at their home universities and may already have many global collaborations which would not allow them to start new ones.

4. DELIVERING IMPACT: AFRICAN ACADEMIC DIASPORA EXCHANGE IN THE NETWORKED AGE

Based on the insights generated from previous analysis, this section shifts towards the concluding endeavor to shape a series of tools to help prepare and deliver further impact from African academic diaspora exchanges. These tools work through the holistic framework required for such partnerships with a view to help guide visiting diaspora academics, hosts, and their respective universities with the key capacity across all phases of the exchange cycle to generate impact.
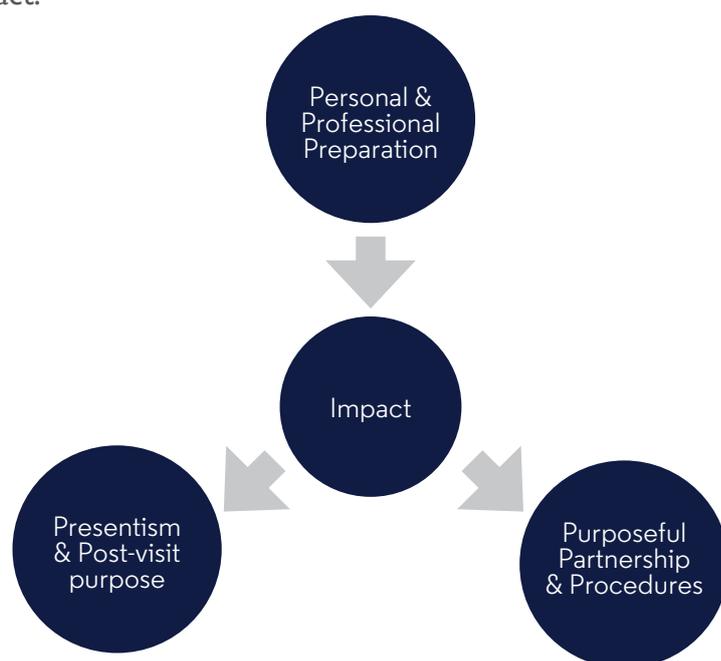

Figure 7 Three P Approach for Impact through Academic Diaspora Exchange

The toolkit proposes a 3-P cycle of insight to contribute to mainstreaming key steps for success in African academic diaspora exchange. These are:

- **Personal & Professional Preparation:** Understanding how visiting diaspora academics, hosts, home and host institutions can more effectively support each other through the early planning phases of the exchange cycle.
- **Purposeful Partnership & Procedures:** Understanding how visiting diaspora academics, hosts, home and host institutions can more effectively embed a spirit of collaboration as well as procedures to reduce risk of intercultural or systemic barriers.
- **Presentism and Post-Visit Purpose:** Understanding how visiting diaspora academics, hosts, home and host institutions can more effectively avoid the danger of presentism and design post-visit impact legacies. This is particularly pertinent given the evolving exchange framework driven by the shift to digital exchange because of the COVID-19 pandemic.

In offering the 3-P approach to help deliver impact for academic diaspora exchanges, it helps to bridge the personal to professional capacities to achieve this through the institutional, informational, and implementation phases of the exchange process. Overcoming some of the challenges and converting future opportunities identified by stakeholders will also be

contingent on softer skills of human exchange and interaction. Therefore, before extending into the detailed toolset of the 3-P framework, the toolkit focuses on the importance and power of networking to enhance the exchange experience for individuals and institutions alike. This helps set an early tool to guide on some of the attitudinal and behavioral best practice to underscore the 3-P process.

Networking helps to look at the softer skills of diaspora partnerships such as a more intrinsic assessment of the characteristics of great collaborators. It also can help provide some skills to improve personal relationships as well as identify some critical questions to ask to better build and leverage networks for more effective African academic diaspora exchanges.

Characteristics of Great Diaspora Networkers	Skills to Improve Diaspora Networking	The Golden Questions of Networking
• Humble • Plant seeds • Nurturers • Curious • Ask for referrals • Build weak and strong connections • High-tech and High touch • Visible and Personal brand • Understand formal and Informal information • Authentic	• Audit your network • Segment and Categorize your network • Power of Attention • Funnels of Serendipity	• What can I do for you? • If you were me, what would you do? • Who do you know who?

Figure 8 Networking Skills - Overview

Exemplary networkers, including those working in and across diaspora networking, have certain characteristics. They work hard at it and are humble. They are confident it works and think like a farmer who plants a seed in the spring and knows there will be a harvest in the autumn. They are naturally curious, ask great questions and listen intently. As noted in the next sections on the 3-P process, listening and learning remain some of the key skills in effective diaspora engagement.

They also believe in the power of asking to solicit collaborative action and the power of referrals. They see asking as their most powerful marketing tool and understand that the way to people they do not know is through people they do know.

> *If I was to go to collaborate with African institutions by myself, I probably wouldn't see the Vice Chancellor, but being able to go through Carnegie, I was able to meet these people and get a broader perspective.*
> *Fellow Testimonial, CADFP.*

They understand that they must build a wide array of weak connections that will allow them to connect with diverse individuals and groups. Technology has also rewired the tools of diaspora networking and exemplary diaspora networkers are now high-tech and high touch. They completely understand the potential of technology but are also aware of the power of empathy and emotional intelligence. They know that they need to have a visibility strategy and they need to become known. They know that future leadership of organisations will not be by unknown people.

Their academic profile is important to them, and they take responsibility to invest in themselves. They know that there are two types of information in the world - formal information through reports and 'googling.' Formal information is available to everybody, and you cannot compete on what everybody knows, and informal information which is made up of ideas, suggestions, advice and tips, even gossip, that only comes to them from their network.

Finally, they network with honesty, decency, integrity, and are fun to be around. These skills and values set will help to determine an invaluable code of conduct for academic diaspora exchanges and provide a baseline for inclusion in MOUs to help minimize risk of intercultural or institutional clashes as they allocate networking as the spirit of giving, not getting. They are equally as true for individuals as they are for institutions. This spirit of giving is fundamental for partnerships and should be institutionalized as early as possible in the official apparatus of the exchange paradigm. Furthermore, the uniqueness of diasporic commitment to home and dedication to give back home is a key enabler of this spirit of giving. Achieving this will depend on the first of the 3-P process, personal and professional preparation.

4.1 Personal and Professional Preparation

This subsection provides a guidance tool on two key questions: How can we better prepare diaspora academics, hosts, and host institutions for the exchange? The guidelines below are indicative and additional interactive exercises follow for the reader's reflection.

Considerations for preparation of fellow for diaspora visit
The diaspora academic will be a key contributor to the success of the exchange cycle. The key considerations for the preparation of the exchange include:

- Inform or update oneself on host university city, culture, holidays, health and safety, language, and customs through internet searches and personal contacts.
- Obtain all medical vaccines and medications required or recommended by host countries.
- Arrange meetings with departmental and university leaders on or before arrival.
- Request copies of university, departmental, and human resource policies at host universities before departure.
- Request course outline and objectives for activities to be undertaken as part of visit or project (for example, if the project/visit includes teaching, request course expectations and scheduling including number of students to help plan what teaching materials to carry along).
- Inquire about the history of the curriculum and research in the visiting academics discipline in the country and the host university. For example, is the discipline emerging within the host country or well established?
- Learn the history of the country.
- Meet Diaspora individuals and organizations locally before departure.
- Meet people who had previously been visiting academics and returned.

- Develop spouse and children 'onboarding' programs if appropriate/applicable.
- Engage university communications and consider university and local press regarding the project or visit.
- Arrange a briefing on physical and cyber security issues from campus security and the host contact before or on arrival.

Considerations for preparation of host universities for Diaspora engagement

The overall success of diaspora exchanges depends on the preparation of hosts and host universities for arrival of the visiting academic. The following are guidelines for preparation of hosts and host universities:

- Appoint a focal person in the office of internationalization who has access to management to assist with technical and logistical aspects of visits.
- Appoint a liaison at the departmental level to help the diaspora fellow to negotiate departmental arrangements. The application process should identify key focal points for the visiting academic including the head of the department, dean of school, and the faculty counterpart or coordinator of the agreed project.
- Assist diaspora academic with employment permits and other requisite paperwork required before or upon arrival.
- Arrange for host and/or departmental colleagues to communicate with the visiting academic virtually before arrival.
- If the project includes field work for research, identify members of the department or university that will support these activities as well as resources available for such activities.
- Provide access to relevant materials (i.e., university mission and strategy, course scheduling and timetables, course outline(s) and objectives, scheduling of non-teaching activity like examination period and departmental meetings, budgets if they are public, departmental strategic plans, operational plans, policies), libraries and computer centers.
- Communicate with the visiting diaspora academic in advance of any other administrative duties you may wish to request him/her to undertake including initiating partnerships after the visit.
- Assist with identifying relevant professional conferences or other events that would support the exchange.
- Provide a workspace and a temporary university e-mail account, if necessary.
- Assist in locating appropriate housing for the visiting academic and provide guidance on where to find furnished, short-term housing.
- Collect the visiting academic at the airport or arrange to meet upon arrival.
- Create adequate awareness of the weather, culture, security, political climate, working conditions, legal and other institutional systems such as police services in the city and country where they are located.
- Connect the fellow with university communications for any local press during the visit.
- Provide means of local transportation, or factor in the cost of local transportation to the fellow's stipend or living expense.
- Inform visiting academics of the location of Automated Teller Machines [ATM] machines and other services on campus, as well as contact information for local companies providing water, electricity, internet, and cell phone access.
- Inform visiting academics of additional places of interest (such as tourist sites) to enhance cultural value of visits.

Preparation of Academic Diaspora Visit: Worksheet		
A) From your experience, can you identify 5 other key criteria to be added to the list above concerning the preparation of diaspora academic for an exchange?	Additional Criteria	Who is responsible for achieving these criteria? [i.e., diaspora academic, host, home or host university]
	1.	
	2.	
	3.	
	4.	
	5.	
B) From your experience, can you identify 3 additional preparatory criteria to help prepare host universities for a diaspora visit?	Additional Criteria	Recommended approach/tool to Achieve these criteria?
	1.	
	2.	
	3.	

4.2 Purposeful Partnership & Procedures

This subsection provides some tools on minimizing the potential risks identified earlier with specific reference to intercultural tensions through a series of recommendations to develop a code of conduct to mitigate such risks at personal, institutional, and governmental levels. The following are a summary of recommendations:

1. Attitudinal and behavioral changes. Whilst not prevalent, attitudinal challenges and processes to change negative attitudes must be planned for. Host universities need to sensitize attitudes of faculty and staff to diaspora academics as part of the orientation of new faculty and in staff meetings. Diaspora academics must also be sensitized to ensure familiarity with the key information and relationship expectations of the exchange.
2. Mutual Benefit. That the academy is a competitive environment must be instilled in the minds of faculty members in all stakeholders. Academics across the exchange cycle must compete fiercely for research grants from their own institutions and national funding agencies so it is imperative to ensure a spirit of mutual benefit.
3. Benefits. Articulate the accrued benefits for all actors across the engagement cycle. For example, by creating international offices, African universities are fully attuned to the increasing globality of knowledge creation and networks of dissemination. This is putting increased visibility on building the most effective distribution systems to position their staff and students into this eco-system. Diaspora engagement is a portal through which to strengthen this cycle.
4. Giving Back. Faculty members at host institutions should be alerted to the fact that, for the most part, the diaspora academic is not coming in for the sake of financial profit, but to give back. This philanthropic purpose results in important benefits for young African academic talent such as achieving doctoral degrees, publications, and other academic milestones. It should also be noted that the diaspora fellow takes considerable risk (including health and personal security risks) in flying between Africa and the West on such assignments; the unfortunate demise of our own colleague,

Prof. Pius Adesanmi, is a painful reminder of such risk. This risk is often outweighed by the diasporic and philanthropic purpose to initiate a new generation of African academic excellence that will be felt far beyond the lifecycle of the fellowship.

Recommendations in Action – 5 Key Questions to Consider
   a.   Have you established a clear, concise memorandum of understanding?
   b.   Have you established and upheld a spirit of mutual collaboration?
   c.   Have you established a clear communication strategy to relay the expectations of behavior and outcomes for all active actors in the academic diaspora exchange?
   d.   Have you established clear protocols for addressing any intercultural or institutional clashes that can ensure the confidentiality and confidence of all actors?
   e.   Have you established a mechanism to share the above criteria with all relevant actors?

4.3 Presentism and Thinking Long: Post-Visit Purpose

This subsection explores the important steps to take to adopt a long-term view to understand the potential of African academic diaspora exchange to ensure that the actual diaspora visit is only part of the added value created by the exchange. It is important to think beyond presentism to the long-term to extract the full value of the exchange journey for diaspora academics, hosts, home and host universities. The following analysis provides a guide on some of the emerging potentials afforded by thinking beyond presentism for a longer-term engagement post-visit.

Other countries and regions such as China and Europe that are deriving maximum benefits from their diaspora academics create special funding windows to attract their citizens who are outstanding researchers in other countries. The contributions of such researchers to research productivity, invention, and innovation in these countries are the main consideration. Formulating national policies around academic diaspora engagements and mainstreaming them into the long-term strategic vision of host universities could help to mitigate the feelings of resentment that visiting academic diasporas experience from faculty members in host universities. Additionally, sourcing external support for resources, including from government, for host universities in terms of competitive salaries, funding for research, and state-of-the-art infrastructures are critical to ensuring that both host and academic diasporas receive support from host universities when they visit.

Academic Diaspora Legacy – Ashesi Foundation

Ashesi is a private, non-profit liberal arts university located in Ghana, West Africa. Their mission is to educate a new generation of ethical and entrepreneurial leaders in Africa and to cultivate within their students the critical thinking skills, the concern for others and the courage it will take to transform their continent. Their vision is an African renaissance driven by a new generation of ethical, entrepreneurial leaders.

Founded in 2002 by Ghanaian Patrick Awauh, Ashesi offers a four-year bachelors program grounded in a liberal arts core curriculum, featuring majors in Computer Science, Business Administration, Management Information Systems, and Mechanical, Computer and Electronic & Electrical Engineering. With an academic program designed in collaboration with some of the world's best universities, and in partnership with local and multinational employers across Ghana, Ashesi has pioneered an educational experience like no other in Africa that drew on Awauh's lifelong diaspora experience and networks.

Before founding Ashesi University, Patrick Awauh worked as a Program Manager for Microsoft in the United States where, among other things, he spearheaded the development of dial-up internet working technologies and gained a reputation for bringing difficult projects to completion.

Additional suggestions are to:

- Invite alumni fellows who are already familiar with host departments and faculty.
- Design an effective internal communications strategy which includes the benefits of academic diaspora engagement both to home and host universities.
- Create a mechanism for generating feedback from diaspora academics as well as the leadership of both home and host universities. The feedback will help in addressing areas of concern and reshaping the strategy for more effectiveness.
- Create informal spaces where diaspora academics and host faculty members meet and socialize, such as staff clubs. Social gatherings can help to minimize biased stereotypes.
- Identify ways that visiting diaspora academics can benefit from host universities beyond host departments, such as open public lectures or debates.

Post-visit challenges and continuity

Challenges that may dissuade diaspora academics from returning include lack of strategic vision or clarity on host university expectations; prolonged strikes by academic and non-academic staff; hosts reneging on payment of subsistence; ethnicity, xenophobia, or any form of discrimination – for example, local ethnic clashes can make it hard for one to return for reasons of personal safety and security. Ensuring long-term benefits of academic diaspora visits requires that arrangements are put in place for post-visit interactions and exchanges of information. Diaspora fellows have shared how fellowships contributed to their research and enhanced their ability to contribute to building research capacity and mentoring. Expectations for long-term relationships should be clarified with hosts and host universities in advance given that likely workloads on return to home universities may prevent them from completing unfinished business.

Fellow Testimony on Legacy Engagement

I am supervising the doctoral thesis of four students in Kisii. I took two of them to an international conference in South Africa. We co-authored an article. I provide continuous feedback to their submissions. I also provide information on conferences and grant opportunities.
[Testimonial from CADFP Fellow, Kenya]

I am still reading proposals and providing feedback. With the phone app 'Whatsapp,' I communicate frequently with the students offering general guidance on research methodology and other materials. I also send journal articles to them.
[Testimonial from CADFP Fellow, Ghana]

Meeting with other Fellows was exhilarating; we shared experiences and ideas that turned out to be mutually beneficial. We shared best practices and agreed on collaborative projects in the near future.
[Testimonial from CADFRP Fellow, Nigeria]

Research Output Exemplar from Legacy Engagement:

Joint Article Published

Momoh, O.D., Ajewole, T.O., & Sadiku, M.N.O. [2020]. Investigating the effects of faulty induction machine in distribution systems. Scientific African (9). 1 – 9.

Bi-directional knowledge and benefits post-visit

A main objective of academic diaspora exchanges is the promotion and dissemination of knowledge. Apart from ensuring sustainability, bi-directional flow of knowledge can enrich the quality of research and teaching in both home and host universities through the following ways:

1. Establishment of joint graduate degree programs. The home and host universities can establish joint degree at Master and PhD levels. This will involve joint development of curricula, criteria for admission, required number of credits, and modalities for joint supervision.

2. Establishment of visiting scholar and student programs. A program in place for scholars and students from host universities to spend short periods of time in the home universities of diaspora academics will create opportunity for further collaboration on research, mentoring and career development, and create exposure for students and faculty of home universities.

3. Establishment of joint journals. In most parts of Africa, access to quality journals is a challenge. Establishment of relevant disciplinary or interdisciplinary journals by both home and host universities can enhance bi-directional flow of knowledge and create publishing opportunities for faculty members and graduate students.

> *The senior administrators had already been thinking about creating a journal, but nobody had done anything. The idea was there and I realized that if we managed to establish with UTAMU's help and support, the journal would encourage the students to not only learn about the process, but also encourage them to submit paper.*
> *CADFP Fellow Testimony.*

4. Organizing joint and virtual seminars or conferences provides opportunities to exchange ideas and knowledge and build academic communities.

5. New course modalities. With many academic programs going on-line, team-teaching courses abroad with colleagues in Africa, involving students from home and Africa simultaneously, allows exchange of ideas between students from different countries and cultures which enhances the internationalization of learning.

6. Submit joint proposals for funding. Diaspora scholars and their collaborators could collaborate on and submit joint proposals to funding bodies.

In line with the focus of this toolkit, achieving this post-visit purpose will depend on some basic but important roles and responsibilities of the diaspora academic as well as the host and host institutions. Furthermore, the concluding section of the toolkit explores the emerging prominence of the role of technology spurred by the global COVID-19 pandemic in ensuring post-visit purpose. These emerging trends are, however, underpinned by the roles and responsibilities of the diaspora academic as well as home and host institutions as follows:

Post-Visit Roles/ Responsibilities of Host Institutions	Post-Visit Roles/ Responsibilities of Home Institutions	Post-Visit Roles/ Responsibilities of Diaspora Fellow
Undertake meaningful evaluation; transparent sharing of evaluation with all actors; creating channels of continued communication; designing a strategy for future collaboration.	Create mechanisms to further formalize institutional collaboration with host institution; design a strategy for such formalization; create enabling working environment for fellow to continue collaboration with host institution.	Submission of an exit report; respond to evaluation process; respond to evaluation report; develop a post-fellowship strategy for consideration by host institution.

Figure 9 Baseline Expectations of Key Actors for Post-Visit Impact

5. VIRTUAL ACADEMIC DIASPORA FELLOWSHIPS: A HIGH-TECH AND HIGH-TOUCH FUTURE

> *Everyone is everywhere online and there are massive flows.*
> *Boateng & Tutu, 2018.*

It would be remiss to conclude without a fuller commentary on the contextual influence of the global COVID-19 pandemic on African academic diaspora exchange. The pandemic has spurred innovative multi-sector approaches to knowledge transfer across the continent of Africa as the African diaspora has further mobilized during the pandemic. The difficulty in accessing physical connection with home meant that diasporas globally turned to technology to help homelands and maintain diasporic connection. This emphasis on a high-tech approach is now a necessity for the future of sustainable diaspora engagement.

Whilst the tragic consequences of the pandemic are not to be underestimated, this technology-based engagement model can re-energize existing African academic diaspora modalities through new tools and opened opportunities worthy of further exploration. Building on the last section's analysis on post-visit impact, technology can be leveraged to create meaningful communities of African academic diaspora alumni networks. It can ensure a resilience to the programmatic planning of academic diaspora exchanges by empowering existing activities or sparking new ones.

5.1 Digital African Academic Diaspora Exchanges: A Snapshot

The College of Mentors program from CODESRIA, composed of "senior academics from the diaspora and within Africa in higher education, the humanities and social sciences"[17], has proven agile in its approach through the challenges posed by the physical disconnection of the pandemic. The purpose of the College of Mentors which is currently composed of 30 mentors and 42 mentees is:

- To link "selected PhD candidates and their supervisors to mentors for purposes of benefiting the candidate in his/her PhD progress."[18]
- For mentors "to offer advice regarding relevant literature, read and comment on draft chapters of theses in preparation, liaise with the official advisors of the doctoral candidates based at African universities and share their views about the work of the students."
- To explore, where possible, invitation and hosting of the student and the official advisor as visiting scholars.

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[17] CODESRIA. (n.d.). College of Mentors: Call for Nomination of PhD Candidates in the Humanities, Social Sciences and Higher Education Studies for Mentorship. Available at https://codesria.org/spip.php?article2647&lang=en.
[18] Ibid.

The diaspora mentorship model has witnessed a significant increase of interest due to the digital resilience that can be built into the modalities of this type of engagement. The College of Mentors is a prime example of how the digital capacities of 21st century networking can sustain diaspora exchange and that successful mentorship can be actualized, even throughout contexts as disruptive as the global coronavirus pandemic. Through its College of Mentors, CODESRIA has tracked 15 students' doctoral graduation during the pandemic (beyond June 2020): 1 from Cameroon, 1 from Ghana, 2 from Uganda, 2 from Nigeria, 4 from Kenya and 5 from South Africa. Additionally, 9 participants in the program have published 15 peer-reviewed academic articles in this pandemic window.

5.2. Research Partnerships & Networks: Digital Resilience

The potential for digital connectivity to supply new low-cost applications to support research partnerships and networks is worthy of further acknowledgment. Through the evolving landscape of Information and Communications Technology [ICT] applications, the agility and resilience that can be embedded into research partnerships and networks is ever increasing. In the context of African academic diaspora exchange which is shaped around sustaining personal and institutional engagement across geographies, the inclusion of ICT into the planning and delivery of academic diaspora exchange is a logical step to take.

Whilst critical analysis is still required on the efficiency and effectiveness of the plethora of ICT applications available to actors within academic diaspora exchanges, ensuring a proactive engagement of such technology is important as simultaneous efforts to advance the digital connectivity of the African continent emerge. During the COVID-19 pandemic, the traditional barriers of distance and time around the design of academic diaspora exchange cycles shrunk through the agility afforded by ICT. Whilst new technologies will undoubtedly emerge, low-cost project management software as well as communication tools are empowering academic diaspora to be simultaneously "here and there."[19] For example, Boateng and Tutu assessed the role of ICT tools of "word processing; email; social media (WhatsApp); Skype; computer communication network (Google Hangouts); phone calls; and SMS messages" for their research collaboration and network.[20] Their key finding was that "on the whole, it can be said with confidence that ICT led to improvements in the work of this research collaboration and network. It is evident from this experience that new ways for research collaboration and scientific exploration have opened up. Now the possibility of including additional researchers, collaborators and network members has become a reality."[21] Embracing this new digital reality is an important next step for sustainable African academic diaspora exchange.

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[19]   For a more detailed discussion of this, please see Sheffer, G. (2003). Diaspora Politics: At Home Abroad. Cambridge University Press, Cambridge. Additional reading provided in the references and reading material sections of the toolkit.
[20]   Boateng, J.K., & Tutu, R.A. (2018). Navigating the Uncertain Path of Research Partnerships: The Role of ICT. *Journal of Higher Education in Africa, Volume 16*, 1&2, 77-94.
[21]   Boateng, J.K., & Tutu, R.A. (2018). Navigating the Uncertain Path of Research Partnerships: The Role of ICT.
         Journal of Higher Education in Africa, Volume 16, 1&2, 77-94.

Case Study
Bridging the Diaspora Divide Through Technology – InsightsbyExperts.com

In a compelling TedxTalk a few years back, Theresa H. Clarke - founder of Africa.com – spoke of the need to bridge the African diaspora divide. Fast forward a few years and COVID-19 has fundamentally realigned the bridging of the divide with a focus on the power of technology to safeguard the exchange of human capital from the African diaspora to the continent of Africa. Academic diaspora exchanges are now primed to ride this wave of disruption to bring high-tech and high-touch solutions for long-lasting networks.

One such interesting model that is being generated in South Africa is InsightsbyExperts.com that adopts a commercially focused digital solution to provide knowledge transfer in targeted sector interventions by linking expertise in the diaspora with clients and collaborators on the continent looking for such expertise.

Developed by the team behind Homecoming Revolution, a pan-African recruitment firm for global African diaspora professionals, this new digital solution is provided as a case study to explore how technology can empower new models of academic diaspora exchanges to react to the volatile market changes in response to unexpected influences such as COVID-19. It is imperative to remain high-tech and high-touch to unleash the full impact from academic diaspora exchange in the networking 21st century.

Website: https://www.insightsbyexperts.com/

Whilst the shift to digital has been accelerated by COVID-19, it is too early to prescribe definitive reflections on the impact this will have for the composition and characteristics of sustainable academic diaspora exchange cycles. However, some preliminary reflections can be offered as a lens towards the future to close this toolkit as it remains unquestionable that the role of technology will continue to be mainstreamed. These early guidance points are offered to ensure they supplement earlier findings around the operational dynamics of effective diaspora partnerships and exchange cycles.

Role of Technology in African Academic Diaspora Exchanges: 5 Early Signs

a. Technology can support personal networks rather than replace them. It should not be an either/or but an "and" approach to link personal and digital networks across the lifecycle of African academic diaspora exchanges.
b. Technology can integrate resilience into the planning and delivery of the diaspora engagement models informing African academic diaspora exchanges. It can "future-proof" the operational models of diaspora engagement.
c. Technology can empower the creation of new networks of next-generation African diaspora and Africa-based academic knowledge creators who operate more regularly in the digital space.
d. Technology can help create new post-visit alliances, such as alumni networks or access to career development opportunities for academic staff and student, that cut across geographies and disciplines.
e. Technology can help democratize and "diasporize" the distribution of knowledge created through African academic diaspora exchanges by creating new audiences for knowledge consumption.

These early signs are also supported by the evolution of new and innovative technology-based solutions in other areas of diaspora engagement that can hold valuable insights for African academic diaspora exchange. One such innovation is Localized which also illustrates the importance of ensuring that what is being done through potential diaspora exchanges can contribute towards work-force development.

Case Study – Localized: Tech, Diaspora Talent & Universities

Localized connects top university students and alumni with employers and industry experts in emerging markets. It does this in two main ways. It partners with schools, organizations, companies and accelerators to connect young professionals in emerging markets with experts who share roots and employers looking for talent. Through the lens of diaspora, technology, and talent, it leverages diaspora networks to partner with universities to:

• Connect emerging talent with experts with diaspora roots to build a sustainable community.
• Build connective collaboration through this online community.

It is emerging as an exemplar of how to leverage diaspora capital through academic institutions to provide an ongoing culture of human and social capital exchange. Their model has proven perfectly adaptable to the changing contexts of COVID-19. To date, Localized key markets has been the Middle East and North Africa region, but it has plans for growth into new market soon.

It is offered as a case study to showcase the potential of diaspora, technology, and human capital transfer.

Website: https://www.localized.world/.

CONCLUSION

This toolkit has been designed as an operational guide to help academic diaspora, hosts, home and host universities explore the challenges and opportunities ahead through African academic diaspora exchange. Building on the groundbreaking work of the institutional collaborators who have supported this toolkit, its main purpose is to provide hands-on tips and tools to help generate further impact from ongoing and future African academic diaspora exchange.

Whilst it predominantly focuses on the role of diaspora academics, hosts, home and host institutions, it is important to further acknowledge the role of government and policymakers in helping to spur further innovative growth in African academic diaspora exchange. Policymakers can address major obstacles that indirectly hinder diasporas' engagement in development (lower transfer costs, alleviate the bureaucratic burden, simplify procedures, allow dual citizenship, identify investment projects, offer security for business transactions and ensure the portability of rights). This also implies improving knowledge on these obstacles and on diasporas, and clearly defining development strategies in which to involve diasporas. [24]

By aligning these policy and operational approaches then Africa and the African diaspora can be equipped to enter a new dawn of African academic diaspora exchange that can further unlock the intellectual capital of the diaspora and those on the continent to be co-creators of a brighter future. In doing so, African academic diaspora exchange can then be empowered through an ecosystem that realizes the value and spirit of partnership for the betterment of Africa and her diaspora through the betterment of diaspora fellows, home and host universities. This toolkit is a small but important addition in helping to shape that ecosystem.

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[24] In the References and Reading Material section of the toolkit, there are several background readings around diaspora policy and strategies to help inform the important linkages between policymaking and the operational focus of this toolkit.

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