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The Brain Drain-Gain, Quality of Higher Education and Development in Malawi

Introduction

Malawi is located in Southern Africa and bordered by Zambia to the Northwest, Tanzania to the Northeast and Mozambique to the Southeast and Southwest. In 1998 Malawi had a population of 9,933,868 people of which 4,867,563 (49%) were males and 5,066,305 (51%) were females². The population aged 5 and more years was 8,273,478 of which only 4,765,020 (57.6%) were literate, representing a between gender literacy of 2,608,285 (54.7%) males and 2,156,735 (45.3%) females. Using a population growth rate of 3.31%, the projected population for 2007 is 13,187,632 of which 6,490,146 (49.21%) is male and 6,697,486 (50.79%) is female³. The 2005 projected national literacy rate for 2007 is 63.9%⁴. The secondary school to university education transition rate is 0.3% of the eligible candidates⁵.

Malawi's economy remains agro-based with the agriculture sector accounting for over 38.6% of the GDP (US\$7.645 billion as at 2005), employing about 84.5% of the labour force, and accounting for 82.5% of foreign exchange earnings. Agriculture is characterised by a dual structure, consisting of commercial estates that grow cash crops and a large smallholder mainly engaged in mixed subsistence farming. Malawi faces the formidable challenge of transforming the economy from predominantly extraction and consuming to processing, manufacturing and exporting, thereby, broadening employment opportunities, hence, leading to poverty alleviation for the masses.

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² National Statistical Office (2000) 1998 Malawi Population and Housing Census: Report of Final Census Results, National Statistical Office, Zomba.

³ National Statistical Office (2003) 1998 Malawi Population and Housing Census: Population Projections Report 1999 – 2023, National Statistical Office, Zomba.

⁴ This figure comes from The Malawi Growth and Development Strategy, January 2005. There is no indication of female and male proportions of this literacy rate.

⁵ Malawi Government (2001) Malawi Education Sector: Policy and Investment Framework (PIF), Ministry of Education Sports and Culture, Lilongwe

Poverty has not changed significantly for the past seven years or so. According to the Integrated Household Survey of 2004/05, the current status of poverty shows that 52.4 percent of the population lives below the poverty line⁶, i.e. about 6.3 million Malawians are poor, with poorest people in rural areas. Female headed households are worse off and income inequality persists in Malawi with the richest 10% of the population having a median per capita income that is eight times higher (MK50,373 per person per annum) than the median per capita income of the poorest 10% (K6,370 per person per annum)⁷. This is the situation that Malawi needs to improve upon if we are to talk of development taking place at all. The demographic data presented suggests that this responsibility rests on the shoulders of very few people, in particular those with a university education. It is necessary that such human resources are always available in adequate numbers to support development activities and efficacy of university education which is insurance in continued engagement with development challenges.

Malawi needs appropriately and adequately educated human resources to engage with and make good of her undesirable and desperate situation⁸. The paradox though is that in a globalised world, people have the freedom to move to any part of the world and use their knowledge and skills there. The corollary paradox is that in a global community emphasis is on the competitiveness of individual countries as insurance for their survival. This competitiveness arises from the creative, innovative and inventiveness of a country's human resources. The question that this paper addresses is "how realistic and beneficial are the academically proclaimed benefits from "brain drain" are to poorly resourced and non-competitive countries?" I do not believe that "brain drain" of critical human

⁶ The data from the IHS2 is not directly comparable to the past poverty levels. A change in survey instruments and methodology, required an effort to compute the poverty rates for the previous IHS using the current methodology. In this exercise, poverty estimates from IHS1 were estimated using regression models to impute expenditure per capita based on comparably measured household characteristics. The IHS1 poverty rates were calculated at 54%

⁷ Malawi Government (2006) *Malawi Growth and Development Strategy*, Ministry of Economic Planning and Development, Lilongwe

⁸ Refer to Msiska, F. G. W. (2006) 'Higher Education and Development in Developing Countries: A Conceptual Guide for Academics and Decision Makers' in M. Fremerey and M. Pletsch-Betancourt (Eds) **Prospects of Change in Higher Education: Towards New Qualities & Relevance**, IKO-Verlag für Interkulturelle Kommunikation, Frankfurt am Main/London, pp 231 – 252 for a detailed discussion of types of labour force and their role in development.

resources required to initiate, sustain and review the course of development can be compensated by academically conceptualised gains from the phenomenon.

The paper re-examines the contentious assertions surrounding the “brain drain-gain” debate vis-à-vis quality of higher education and development in poorly resourced countries like Malawi. The entry point of this contribution is the underlying assumptions of Human Capital theory, in particular those that centre the instrumental role of higher education in socio-economic and political development of a nation (Msiska, 2006). The discussion begins with definition of development, followed by a discussion of the role of higher education in national development, and ends with a critique of the “brain drain-gain” controversy. The central argument is that while “brain drain/circulation” in environments of surplus critical human resources may translate to significant gains for countries “supplying” brains, the phenomenon tends to cripple education systems and stifles development in poorly resourced countries.

Meaning of Development

Indeed, development of a society, like a living organism, entails an integration of matter and concomitant dissipation of motion; during which matter passes from an indefinite, incoherent homogeneity to a definite, coherent heterogeneity; during which the retained motion undergoes a parallel transformation (Spencer: cited in Fagerlind and Saha, 1983: 12). What Spencer is saying is that based on its structure, society like a living organism, develops from a simple primitive stage to a complex, advanced and modern one. The difference between the growth and development of an organism and that of a society is that societal development is dependent on human endeavours and activities while that of an organism is a natural process (programmed), hence, imminent (see Msiska, 1997 and 2006 on a fuller discussion of the concept of development). National development is about progressive transformation of the organisational structure and improved production systems as much as qualitative improvements in people’s lives. It is the quality of labour force, in terms of knowledge, skills, values and attitudes that determines the rate and quality of development. Any process that leads to deprivation of a society of such human resources is a travesty of national development. Of course, implied in any definition of

national development is the “creation” of a form of society in which certain conditions prevail for human beings (see Thompson, 1981, Fagerlind and Saha, 1989, Todaro, 1989, Sen, 1999, Msiska, 2006, etc.). Unless, a society possesses the capabilities and capacities to create such desired conditions, it shall remain a borrower of ideas with resultant development activities which more often than not tend to be least understood and of tangential help to the masses because of the different and unique circumstances obtaining in that society. It is, therefore, important and indeed imperative that the old and young generations of a country are imbued with appropriate and relevant knowledge and equipped with skills, values and attitudes necessary to initiate and sustain development activities in their particular national societies. If such human resources move away from the country, it becomes very difficult to set in motion such a process.

Development of a society is a relative term and phenomenon, very much depending on the goals set. Of course, recent United Nations documents on development emphasise “Human Development”, measured by life expectancy, adult literacy, access to all three levels of education, as well as people’s average income which is a necessary condition of their freedom of choice (Soubbotina with Sheram, 2000: 7). Sen (1999) takes the point further when arguing that development requires *the removal* of all sources of unfreedoms like poverty, tyranny, poor economic opportunities, systematic social deprivation, neglect of public facilities, and intolerance or over-activity of repressive regimes. For Africa, I would like to add to this list the need for peaceful co-existence of ethnic groups. We require human resources that have the knowledge, skills, and appropriate values and attitudes to achieve this.

Development Challenges and Problems of Developing Countries

Developing countries aim at reducing poverty, inequality, and unemployment; providing minimum levels of education, health, housing and food for every citizen; broadening of economic and social opportunities; and building a cohesive nation, among others. This is because developing countries are grappling with problems of widespread and chronic absolute poverty; high and rising levels of unemployment and underemployment; wide

and growing disparities in the distribution of income; low and stagnating levels of agricultural productivity; sizeable and growing imbalances between urban and rural levels of living and economic opportunities; antiquated and inappropriate educational and health systems; severe balance of payments and international debt problems; and substantial and increasing dependence on foreign and often inappropriate technologies, institutions and value systems (adapted from Todaro, 1985 : 22), and the HIV/AIDS pandemic. This is the situation which needs improving for us to talk of being on the road towards meaningful development. At the centre of this endeavour is the exploration of "appropriate" and sustainable ways and means of lifting off from such undesirable state of affairs. Such a task requires human resources of very high calibre (abstract thinking) to explore and find ways of achieving this. Education, in particular university education, is the source of such resources, but it is also self-defeating if university graduates emigrate.

The University and Development of the Nation

The main purposes for establishing universities in developing countries, Africa in particular, was, and still remains, to play a pioneering role in addressing problems of poverty, social disorganisation, low productivity, unemployment, hunger, illiteracy, diseases, etc. In short, problems of underdevelopment, Mosha (1986: 93) contends. Listing the major functions of the university, Cournand (1969: 71) explains that the university is there to serve as:

- (i) a depository of all traditional and acquired knowledge,
- (ii) a centre of acquisition of new knowledge through research,
- (iii) a centre of instruction by tried and experimental methods of pedagogy of humanities and science which are both halves of one whole culture,
- (iv) a centre of development and training for the present day practice of any number of professions or technological vocations,
- (v) and a cultural and civilizing guide for its students and teachers and also for the members of the society at large, with the structural organisation, and environmental influence of which the university interacts.

Nyerere (1964) argued that universities must be concerned with preparing students to understand society, and know the problems of their countries so that they are armed with the right weapons to engage with the three key enemies - poverty, ignorance and disease

(cited in Mosha, 1986: 96). Common to Mosha, Cournand and Nyerere is that universities were established in Africa mainly for the socio-economic and political transformation of the various nation-states. To accomplish this task the university has to promote understanding and problem-solving skills so that the graduates are properly equipped to find lasting solutions to the general problem of underdevelopment in Africa. The 1997 Organisation of African Unity (OAU) summit in Harare (Zimbabwe) reiterated the need for Africa to find solutions to African problems. This is the nexus of the whole question of development in most African countries. Primary and secondary school systems cannot be expected to produce such type of personnel even with the best of intentions. This leaves us with the university as the only hope. Paradoxically, where countries have sacrificed and invested in university education, more often than not graduates of such universities flee their countries with a myriad of justifications. While it is not the intention of this paper to demonise labour emigration, the fact remains that as graduates of university education emigrate, the country is robbed of creators of ideas, inventors of technology, and reviewers of development paths of the country. This is the cost that has to be faced honestly before we count the gains of brain emigration.

Universities are concerned with pursuit of learning, research and consultancy, and preparation for service. The latter is about training for high-level manpower requirements of the nation and training for problem solving. Rarely do we give due consideration to this fact as we preach budget cuts for universities and erroneously glorify “brain drain” in most developing countries. Analogously, the difference between an architect and a bricklayer is that the former conceptualises and designs a building while the latter builds the structure based on the mental image of the architect. We need both of these people to have a completed building structure, but that does not mean that the job of an architect can be taken over by the bricklayer. We need an adequate stock of properly trained architects if the building industry is to survive and thrive. In the same way, we cannot meaningfully talk of developing a nation while we are busy discouraging production of adequate numbers (or glorifying emigration) of university graduates to find solutions to development problems of a particular nation. The quality of the human input and nature of interactions highly affect the quality and quantity of outcomes. We need

manpower that possesses prospective reasoning and problem-solving abilities in order to initiate and sustain development of whatever kind in a country. This cannot happen if labour emigration involves university teaching/research staff. What this means is that universities themselves reduce to mere glorified high schools, unable to produce the kind of graduate required for engendering, monitoring and reviewing development processes in a country (see appendix 1 for the magnitude of brain drain in the University of Malawi), and unable to conduct research to inform attendant challenges. This kind of loss has no off-setting benefit, even in the most sophisticated conceptualisation of the “brain-drain-gain” controversy.

Higher Education and Development in Malawi: The Case

Up until 1997, Malawi had only one university (University of Malawi) established in 1965. In an effort to address the ever increasing demand for tertiary education, the Malawi Government opened a second university (Mzuzu University) in 1998. The mandate of these universities is to train middle and top level professional, technical and administrative human resources to engender, facilitate, and review socio-economic and political development programmes and activities in the country through teaching, research, consultancy and outreach programmes. To accomplish this, universities require adequate numbers of appropriately qualified people, physical infrastructure, material and financial resources (Dzimhiri, 2006). Of late, it has become clear that the two universities are facing a formidable challenge in fulfilling their mandates, mainly because of emigration of highly qualified academic staff⁹, among other factors. Current literature on “brain drain-brain gain” discourse is insinuating that there is more to be gained than lost in the “brain drain” phenomenon, especially so in the global community¹⁰. My position is that brain drain in poorly resourced and non-competitive nations robs such countries of the critical human resources necessary for creating ideas and inventing technologies for facilitating the development process. In most developing countries, Africa in particular, the emigrating brains tend to have tenuous ties with their countries of origin for us to assume their contribution to engaging with development challenges in their countries.

⁹ See appendix 1 for figures on staff emigration from University of Malawi. Also note that Mzuzu University has not yet started suffering staff emigration because it is fairly new and in the process of building its staff complement.

¹⁰ Braddock, V. with Frew, C. and Taylor, P. (2006) Globalization/Internationalization of Higher Education: Brain Drain or Gain? (Paper presented at International Education: A Matter of Heart, February 13 – 16 2006 Kuala Lumpur, Malaysia)

The money that some of them may remit is to individual families and for daily subsistence needs, which in a way is confirmation of the needy, undesirable and desperate situation that needs to be engaged with high quality variable thinking.

“Brain Drain-Gain” Discourse

Dzimhiri (2006) [borrowing from Darko (2002), Abassi and Hollman (2000), Torrington and Hall (1991), Adams (1968) and Todaro (1977)] contends that the concept of ‘brain drain’ is usually equated with labour turn-over which is defined as the rotation of workers and labour markets, between firms, jobs and occupations and between the state of employment and unemployment or the movement of labour out of organisations generally caused by termination, dismissal, retirements, resignations and deaths. As such, labour turn-over relates to the movement of personnel from one organisation to another within the same country which is not the issue of this paper.

Brain drain on the other hand describes departures of employees beyond the borders of their country. It is the form of international migration whereby a significant number of highly educated people move from one country to another having obtained their education from the formal education system of a country of residence prior to their migration (Dzimhiri, 2006). It is this migration of highly educated and skilled professional and technical human resources from one country to another at a time the home country needs their knowledge, skills and expertise that concerns this paper (refer to appendix 1 to appreciate the magnitude of the problem in the University of Malawi). Todaro (1977) concurs that brain drain involves scientists, engineers, academics and doctors who have been trained in home country institutions at considerably high cost depart to benefit and contribute to the further economic development of already affluent nations. It is the loss of skills needed for economic growth and development in any given country; an export of raw brains and buying back finished products masterminded by these brains. Braddock et al (2006) reiterate that brain drain can be defined as the movement of a large number of professionals such as scientists, doctors, engineers and academics away from universities and workplaces in their home country to other countries.

My argument is that the university is the centre for production of knowledge and development of ideas, skills, values and attitudes for engaging development challenges of a country. When brain drain hits the university to the magnitude displayed in appendix 1 of this paper, it is like shredding the last glimmer of hope for such a nation in that teaching gets negatively affected, and research and development are accorded luxurious status if not completely abandoned. In our two universities, research has become either a luxurious option or mere testing of applicability of research findings elsewhere, mainly because of calibre of staff. Consequently, the two universities cannot be expected to play their instrumental role in driving the development process.

On the other hand, Braddock et al (2006) insist that brain gain can be defined as the improved abilities to learn and solve problems quickly and make good decisions as a result of the spread of knowledge. They further contend that there are two ways for sending countries to gain from professional migration. The first is by the return of their nationals after acquiring further skills and experience abroad. The problem with this type of gain is that in most cases the migrated labour returns when it is either too old or marginally productive to be of much use. Again, as long as such labour resources return after damage has already been done, it is mere academic to think of the resultant gain. The second gain is through access to a diaspora of knowledge. In industrialised countries like China and Singapore, the return option is possible because investment in human infrastructure is possible and returning professionals can often be re-employed (Braddock et al, 2006). While this point applies to “industrialised” China and Singapore, what should be borne in mind is that we are talking of the evils of brain migration in the context of countries with shortage of specialist labour resources to engage with development challenges. It is a paradox to assume that if the only experts leave the country, there will still be capacity to carry on with what the departed experts were supposed to do.

Dzimbiri (2006) is spot-on when noting that one obvious impact of the brain drain for the African continent is the loss of the most valuable human capital for the development of

the country. The brain drain erodes skills at a very high rate thus hindering the development of the continent. According to the UN Economic Commission for Africa, 27,000 Africans left the continent during 1960-1975; and these figures rose to 40,000 during 1975-1984 and 60,000 during 1985-1989. Since the 1990s, there are approximately 20,000 people leaving the continent every year¹¹. This represents loss in terms of wastage of resources where university education is subsidised by tax payers' money as the case is in Malawi¹². It also stifles growth and delays development of other sectors of the economy. The deserted country becomes a training ground for other countries and consequently the sectors requiring these scarce skills become starved. The economies are denied the right to be rebuilt by professionals it has trained and developed (Gay, 2000, in Pita, 2005).

According to Todaro (1977), one of the more general impacts of the brain drain is the dampening effect on the structure and growth of developing countries' economies through the reduction of the supply of vital professional and technical personnel. Academics that do not migrate physically do migrate 'intellectually' through the use of materials, approaches and models developed from rich countries. This intellectual migration diverts the attention of local scientists, doctors, engineers and academics away from important domestic problems such as: the development of appropriate technology, the development of low-cost preventive health care, the construction of low cost housing, hospitals, schools and service facilities, constructing of labour intensive roads, bridges and machinery, the development of relevant university teaching materials and the promotions of problem oriented research. All these negatively affect the quality of graduates, meaning that the country spends so much on university education, only to produce a graduate who is barely above high school ability.

Let us turn to university education and its instrumental role in the development process of any country. Dzimbiri (2006) reports that between 1993 and 2004, Chancellor College, a

¹¹ For a full discussion of the situation in Africa, see "**Brain Drain in Africa: Facts and figures**", http://web.ncf.ca/cp129/facts_and_figures.pdf: retrieved 31 July 2007.

¹² The economic unit cost of undergraduate university education in Malawi is about US\$4,000.00. Paradoxically, students contribute only US\$170 per academic year with the rest being borne by Government.

constituent college of the University of Malawi¹³, lost an estimated number of 50 PhD holders in the faculties of Science, Social Science, Education, Humanities and Law. Appendix 1 to this paper gives a year by year breakdown of academic staff that have left the University of Malawi for various reasons between 1994 and 2005. The issue here is that because salaries are non-competitive in the University of Malawi, the departed qualified academics are replaced by first degree holders employed as Staff Associates¹⁴, pending further training under staff development programme. In reality, Staff Associates have been given full teaching loads and have taught from first to fourth years of degree programmes. Worse still, Staff Associates have stayed for a long period of time without going for post-graduate training. At Chancellor College there is a Staff Associate who has not gone for training for the past 14 years, while the majority average 4 years before they go for post-graduate studies. If we consider that Chancellor College had about 42% of its academic staff as Staff Associates in 2006/2007 academic year, it seems correct to assume that quality of instructions, hence, that of graduates suffered severely.

Msiska (2006) has argued that if the university is to assume its rightful role in the development of a country, that is engender and sustain development, the university in Malawi should aim at producing graduates who have a prospective disposition and attitudes. The development of such a disposition and attitudes in students and in their lecturers should help them to:

- i. adapt to the changing circumstances of a mobile world, and to be happy in this mobility,
- ii. invent means of communication and of dialogue which place understanding of others before judging them,
- iii. take advantage of the unpredictable and of the unsuspected,
- iv. learn how to analyse in depth the consequences of accomplished or proposed actions and of suddenly arising new situations,
- v. acquire an open mind, the art of making stimulating comparisons and the skill for transforming chance events into opportunities,

¹³ University of Malawi is comprised of five constituent colleges located in different geographical areas. The colleges are Bunda College in Lilongwe, Chancellor College in Zomba, College of Medicine in Blantyre, and The Polytechnic in Blantyre

¹⁴ A Staff Associate is supposed to understudy a lecturer and teach a maximum of 6 hours a week as part of induction. Contrary to this principle, Staff Associates teach a full load because they are the only available academic staff in that field of specialization.

- vi. stimulate their imagination and inventiveness,
- vii. and be ready to act effectively for what they believe is desirable.

Such disposition leads eventually to the ultimate goal of prospective planning, that is, the elaboration of images of future situations and long-term social objectives. This helps society to monitor and review development objectives and strategies, and keep them in tune with the changing needs and circumstances, hence, sustaining development. For a university to do this it requires high calibre academics. Paradoxically, these are the people who wilfully emigrate because of their marketability. This loss cannot be substituted with remittances migrant academics send back home or knowledge which they bring back home when they are marginally productive and when damage has already been done.

Reiterating the point, Mosha (1986: 96) argues that:

We have no alternative but to apply ourselves scientifically and objectively to the problems of our society. We have to recognise the poverty, the ignorance, the disease, the social attitudes and the potential atmosphere which exists, and in that context think about what we want most to do and how we can move from the existing situation towards one which we like better.

This is only possible with adequate critical, analytical and prospective thinking, which the university must endeavour to inculcate into its students. Unfortunately, the academics who were supposed to help with this task have drained to other countries. The departure of qualified and experienced academics has either killed research in the university or has lead to artificial applied research for purposes of promotion. Good and relevant universities aught to engage in research and development programmes that are aimed at solving problems people face.

Conclusion

I have argued that while it is possible in academic terms to conceive of gains arising from migration of skilled labour force, brain drain kills the potential of universities to

contribute to the development of poorly resourced and developing countries. The issue to consider when discussing “brain drain-gain” in developing countries is that it is always the talented and highly educated that leave their countries for wealthier countries. Departed labour force is never replaced because of weakness, and therefore, non-competitiveness of the economies. Home countries lose qualified workers having wasted money on their education and suffer a permanent drain on their economies and the countries’ stability as a result of the disappearance of the best and brightest. I have also argued that the sophisticated arguments for gains from migration of critical labour force are only conceivable in situations of surplus of migrating labour resources. Malawi has not been able to replace academics that have left the university, hence, continued plummeting of the rigour of university education and research. Occasionally, one or two migrated academics return, but when they are very old and worn out to be of much use to a situation which is very damaged.

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While on sabbatical leave from University of Malawi, Fred assumed the position of Associate Professor of Education and Director of Centre for Open and Distance Learning at Mzuzu University. He continues to supervise post-graduate students in the Faculty of Education, University of Malawi and has just completed an audit study of the SADC Protocol on Education and Training in Malawi.

Appendix 1: A Sample of the Brain Drain in University of Malawi: 1994 - 2005

1994

COLLEGE	NUMBER OF STAFF LOST	QUALIFICATIONS	AREA OF SPECIALISATION/DEPARTMENT
BUNDA	1	PhD	Home Economics
COM	1	PhD	Info not available
CC	1	BSoc Sc Mlw	Geography and Earth Science
	1	Info not available	Not specified
POLY	1	CertEd, AdvDipEd (Lond), MEd Bolton	Technical Education
	1	not available	Surveying
	1	DipEng, Bsc Mlw	Mechanical Engineering
	1	BArch, MArch Toronto	Civil Engineering
	1	BA Fordham, MBA (Man) Miami, MBIM	Management
	1	DipBusST, BComm (Acc)Mlw Msc Intern Marketing (MIM) MInstIM (CIM) Revtlingen, PG Cert Bus Man Saarbrucken	Management
	1	Bsc Mlw,Dip,Msc Land	Business Management
	1	Bsc, Msc Capetown, Msc SUS	Mathematics and Computing

1995

COLLEGE	NUMBER OF STAFF LOST	QUALIFICATIONS	AREA OF SPECIALISATION/DEPT
BUNDA	1	BA (Pub Admin)	Administration
COM	1	BA Minn, Ms Flor State, MA Alberta	Educational Foundations
CC	1	BA MA, PhD Berkeley	Classics
	1	BA, MA, PhD Berkeley	Classics
	1	BA Mlw,Dip ESF, PhD Wales	Curriculum and Teaching Studies
	1	Bsc DipCamm & Youth	Sociology

		stud,PhD	
	1	Bsc Punjab,Msc,PhD Haryana	Biology
	1	Bsc(Hons) Mlw, Msc Camb Biology, PhD Adelaide	Biology
KCN	1	MRN,MRM,MIw,Dip,Adv Nurs Nair, Ms Boston, PhD Penn	Nursing (Basic Stud. Dept)

1996

COLLEGE	NUMBER OF STAFF LOST	QUALIFICATIONS	AREA OF SPECIALISATION/DEPARTMENT
BUNDA			
COM	1	BA, MB Bchir,MA Dcamb, DTM & H L'pool, MRCP,FRCP	Medicine
CC	1	Info not available	Biology
	1	BA,MA Montpellier	History
	1	BA(Hons), PGCE,CTEFLA	Language and Communication
KCN	1	Not available	Psychology
POLY	1	Not available	Engineering
	1	Not available	Not available
	1	DipBusSt, Bcomm Mlw, MBA Sask	Accounting

1997

COLLEGE	NUMBER OF STAFF LOST	QUALIFICATIONS	AREA OF SPECIALISATION/DEPARTMENT
BUNDA	1	DipAgric Mw, BS (HomeEc)Ms Virg Tech, PhD State	Home Economics
COM	1	MBchB, MRCP, MRCPE, MD, DSC, FRCP, FRACP, FACCDCH	Medicine
	1	MBBS, Ms Lond, MRCP, FRCS	Surgery
	1	MD, MRCP, FRCP	Medicine
	1	BMBch, MA,Dphil Oxon	Physiology
	1	MB, Bchir, MD Cantab, MSc Lond, MRCOG, FFON	Community Health
	1	BSc (Hons) Wales	Medicine
	1	Not available	Medicine

CC	1	Bsc (Hons) Mw	Chemistry
	1	BSc (Hons) Mw, MSc Stellen	Chemistry
	1	MA Edin	Psychology
	1	BA Zambia, Med Mw, MA Edin	French
	1	Bsc (Hons), PhD Edin	Industrial Chemistry
	1	BA Kalamazoo, MA, PhD Ind.	French
	1	Bsc (Hons) PhD Nott	Statistics
KCN	1	MRN, MRM M/mw, Dip Adv. Nurs Nairobi, MSN WA	Surgical Nursing
	1	MRN, MRM Mw, BSc (Bcur I et A) Medunsa, MSN Wayne State	Surgical Nursing
	1	MRN, MRM, BSc, (NursEd) Mw	Surgical Nursing
	1	BA, MA Bremen, PhD (Psych) Hannover, Habilitation Klagenfort	Civil Engineering
POLY	1	Dip Eng, BSc Mw, Bradford	Language and Communication
	1	DipEd, Bed Mw, MA (Mass Comm) Concordia	

1998

COLLEGE	NUMBER OF STAFF LOST	QUALIFICATIONS	AREA OF SPECIALISATION/DEPARTMENT
BUNDA	1	Bsc(Agric)Mlw, Dip(SoilSc),Msc Aberd, PhD Linclon	Crop Science
	1	Bsc Delaware Ms Pennstate	Rural Development
	1	Info not available	Rural sociology
	1	Dip. Eng Mlw, Bs (MechEng) N.Dokota,Msc (AgricEng) Cranfield	Agricultural Engineering
COM	1	Bsc,MBch B, MDTubingen, ChM Gottigen, ChM Hannover	Neuro-Surgery
	1	Info not available	Anesthesia
	1	MBBS Sydney, FRACP, DTCH L'pool	Surgery
	1	MBBS, MD Kampor	Radiology

	1	BA Western Aust, MBBS Melb, FRCS, FRCSE, Fracs	Surgery
CC	1	Info not available	Info not available
	1	Bsc, Bsc (Hons) Mlw, Msc Sheff	Statistics
	1	Bsc Mlw, DI,C,Msc,PhD Land	
	1	LLB(Hons) Mlw, LLM, PhD Lond	Law
	1	Info not available	Statistics
	1	PhD Bordeaux	Chemistry
	1	BA Manc, PGCE Bolton Inst	Fine and Performing Arts
	1	BA MA Flarstate,D Phil Oxen	Classics
	1	Ba Bryn Mawr, Ms Northern Mich	Biochemistry and Animal Physiology
	1	BSc (Hons) Queens, PhD ANV	Mathematical Sciences
	1	PhD	Physical Chemistry
	1	Bsoc Sc Mw, MA, PhD, S. Calif	Economics
POLY	1	Dip Arch Tech Fanshawe Coll, BSc, MSc, MSc Flor	Building Construction
	1	LLB (Hons) Mw, PhD Hull	Commercial Law
	1	Bsoc Sc Mw, FCCA slough, PG Dip Strath	Accountancy
	1	Dip Ed. Mw, BS (Ed) Scalif, TESOL, Ms (Ling) Ind, Phd Texas	
	1	Dip Lab Tech Mw, BSc CNAAB, MSc S Calif, GRSC, PhD Leeds	Language and Communication
	1	B.Ed Mw, MSc	Audio Visual Technology
	1	Dip Eng, BSc Mw, MBA	Mechanical Engineering
	1	Dip Eng, BSc Mw	Civil Engineering

1999

COLLEGE	NAME OF STAFF	QUALIFICATIONS	AREA OF SPECIALISATION/DEPARTMENT
BUNDA	1	BSc Mw, PG Dip (Agric Eng), NCAE, MSc (AgricEng) Cranfield, PhD, Leuven	Agricultural Engineering
COM	1	MD Groningen	Medicine

	1	MB Ch B Oxon, MACantab, DTM & H L'pool, MRCP	Medicine
	1	BSc (Hons) Ibadan PhD Glas	Physiology
	1	BSc, Mphil, PhD L'pool	Biochemistry
	1	BA (Hons) Ahmadu Bello, MA, PhD Glas	African History
CC	1	BA Mw	Psychology
	1	BA East. Mich, MA Calif. State	Language & Communication
	1	BSc Manc, MSc St Andrews	Geography and Earth Sc
	1	Info not available	Info not available
	1	DFA Mak, MFA Aillinois	Fine and Performing Arts
	1	BA (PubAdmin) Mw, MPA, PhD Lond	Politics and Administration
	1	Not available	Demography
	1	BA SUNNY, MA Ghana, PhD Wash	Music
	1	BSoc Sc, Mw, PhD Glas	Economics
	1	BA Canterbury, MA, PhD Camb	Ancient History
KCN	1	MRN, MRM Mw,	Mental Health Nursing
	1	MRN, MRM, Dip Nuars, BSc Hons, Appl Bio	Medical/Surgical Nursing
	1	MRN, MRM, DipAd Nurs Nair	Mental Health Nursing
	1	BA, Bed, MA Madras	English
POLY	1	DipBusSt, Bomm Mw, MBS Dub	Accountancy

2000

No record

2001

No record

2002

No record

2003

COLLEGE	NUMBER OF STAFF LOST	QUALIFICATIONS	AREA OF SPECIALISATION/DEPARTMEN
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			T
POLY	1	Info not available	Architecture
	1	Info not available	Architecture
	1	PhD (Eng) (Hons) USA	Electrical Eng
	1	DipEng, Bsc Mw	Civil Engineering

2004

COLLEGE	NUMBER OF STAFF LOST	QUALIFICATIONS	AREA OF SPECIALISATION/DEPARTMEN T
POLY	1	Info not available	Maths and Statistics
	1	Info not available	Maths and Statistics
	1	Info not available	Physics and Biochemical Studies

2005

COLLEGE	NUMBER OF STAFF LOST	QUALIFICATIONS	AREA OF SPECIALISATION/DEPARTMEN T
CC	1	BSc (Hons) Wara, PhD Berkeley	Mathematics
POLY	1	Info not available	Business Administration
	1	Info not available	Electrical Engineering
	1	Info not available	Electrical Engineering
COM	1	MBBS, BSc Lond	Medicine
KCN	1	MRn, Mrm Mw, Dip Adv Mid	Nursing
	1	MRN, MRM, DipNurs, Dip Psych Nurs RSA	Nursing
POLY	1	Dip Bus Stud, BA (Hons) MBA UZ	Bus. Mgt
	1	Dip PubHlth, BSc (Env Hlth) Mw	Environment
	1	Info not available	Architecture and Building Services
	1	Not available	Environmental Health

**NOTE: This information was provided by Assistant Registrar (Information),
University Office, University of Malawi**

BUNDA = Bunda College of Agriculture

CC = Chancellor College

COM = College of Medicine

KCN = Kamuzu College of Nursing

POLY = Polytechnic

