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**GLOBALISATION AND ITS IMPLICATIONS
ON
UNIVERSITIES IN DEVELOPING COUNTRIES**

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Situation of HE in Developing Countries

1. Enrolment in HE: Enrolment ratios in developing countries 10-15% (SSA 5%), developed countries 50-70%.

But in numbers, enrolment has doubled or trebled in developing countries. Demand continues to increase and is unmet

2. Funding: Because of poor economies & greater attention to lower levels of education (EFA) in developing countries, public funding of HE not matched enrolment. For social & political reasons tuition fees either not charged or minimal. Result: poor infrastructure, poor quality of T&L.

Global Trends Affecting HE in Developing Countries

1. Global Knowledge Economy: wealth & competitiveness of nations no longer determined by capital & natural resources, but by their ability to access, generate, disseminate knowledge. Unis have a crucial role in such an economy. ICT also plays an important role.
2. Globalization: promoted by WTO & GATS, has facilitated the free and liberalised movement of goods, services and people across national borders. Unfortunately, education, including HE, now regarded as a tradable & commercial commodity under GATS.

Effects of Globalization

1. Cross-Border Higher Education (Education crossing borders, usually from north to south)

- globalization has facilitated the setting up of foreign branch or satellite campuses of existing universities in developed countries (e.g. Nottingham, Warwick?)
- appearance of foreign private institutions (Africa & Latin America)
- Distance education and Virtual universities (delivered from north to south)

CBHE has been beneficial to developing countries by increasing access, promoting lifelong learning, helping to reduce brain drain, reducing foreign currency outflow, etc.

But it also has had negative impacts

Effects of Globalization

Negative impacts of CBHE:

- a) In many cases education delivered is of dubious quality. Mostly commercial & for-profit. Often exploit & mislead students. Some are diploma mills. In DE & VL, inadequate learner support (BBC: Irish International Uni., based in London using Oxford Uni premises, recruiting students from overseas & awarding bogus degrees)
- b) No consideration for local social & cultural factors, (languages, subjects, method of teaching), do not share national values and development priorities
- c) Recruit staff from local unis by providing attractive salaries. Or employ the staff for part-time lecturing. In both cases, weaken the local unis – shortage of staff, little time for R&D

Effects of Globalization

2. Brain Drain

Over past decade 20,000 highly qualified professionals leave Africa each year for developed countries

There are 40,000 Africans with PhD's outside Africa

Both 'push' and 'pull' factors for brain drain

Push factors: poor socio-economic & political conditions, poor salaries & facilities in unis, political persecution, human rights abuses etc.

Brain Drain

Pull Factors

- Developed countries offer academics attractive salaries and research facilities
- Unis in north attract best qualified students from devlpg. count.,- an important source of income thru' fees. Large numbers don't return home – good employment opportunities in developing countries
- Bulk of postgrad research work in northern unis done by students from devlpg countries – often fully funded
- Now (ERA under Bologna) Europe has relaxed rules for foreigners completing PhD's to stay on in Europe. Same for US

Effects of Brain Drain

- The best brains (academics & students) leave developing countries
- Because of lack of staff, university depts close, expansion of universities not possible
- Further deterioration of universities
- R&D output, already poor, seriously affected
- Universities unable to play key role in achieving Millennium Development Goals, esp in Africa. Achieving global SD (a major target for the UN) becomes difficult
- Devlpg countries become increasingly marginalized in global knowledge economy – knowledge divide between rich & poor countries increases

Effects of globalization

3. Global Ranking of Universities

Most rankings (THE or Shanghai Jiao Tong) use mainly the following criteria:

- Cited research output
- No. of internationally renowned academics (inc. Nobel prize winners)
- Ability to attract foreign students
- Faculty/student ratio

Unis in developing countries can never compete on these criteria

3. Negative Impact of Global Rankings of Universities

The race for being among the best global unis increases brain drain from developing countries

In devlpg countries the primary objectives of unis should to assist their community & country in meeting the major development challenges. They have to act locally first before thinking globally

Such criteria never appear in global international rankings

Global competition among unis in developed world leads to isolation of unis in developing countries. Collaboration with unis in developed countries – so important and thriving in 1960s & 1970s – now becomes impossible.

What Should be Done?

1. Devlpg countries should
 - revitalize their unis, which is already being done
 - improve the local social & political conditions
 - recognize that higher education is a public good that needs public support
 - set up regulatory framework for controlling CBHE & private HE providers
2. Universities in the north should
 - formulate rules to encourage foreign students to return home after their studies
 - consider running joint split PhDs
 - support collaboration with unis in the south

What Should be Done?

3. The international community should:

- recognise that treating HE as a tradable commodity regulated by GATS can harm the HE sector in the long run
- devise criteria where the contribution of unis to the economic, social & cultural development nationally and regionally is recognised . A uni does not have to be global to be of quality
- create a global university community where there is much more collaboration than competition in order to achieve long term global sustainable development

This is not Utopia – it is possible if all universities join hands and re-examine their fundamental role in this world. Let me remind you that the new motto of IAU is precisely – “For a Worldwide HE Community” THANK YOU