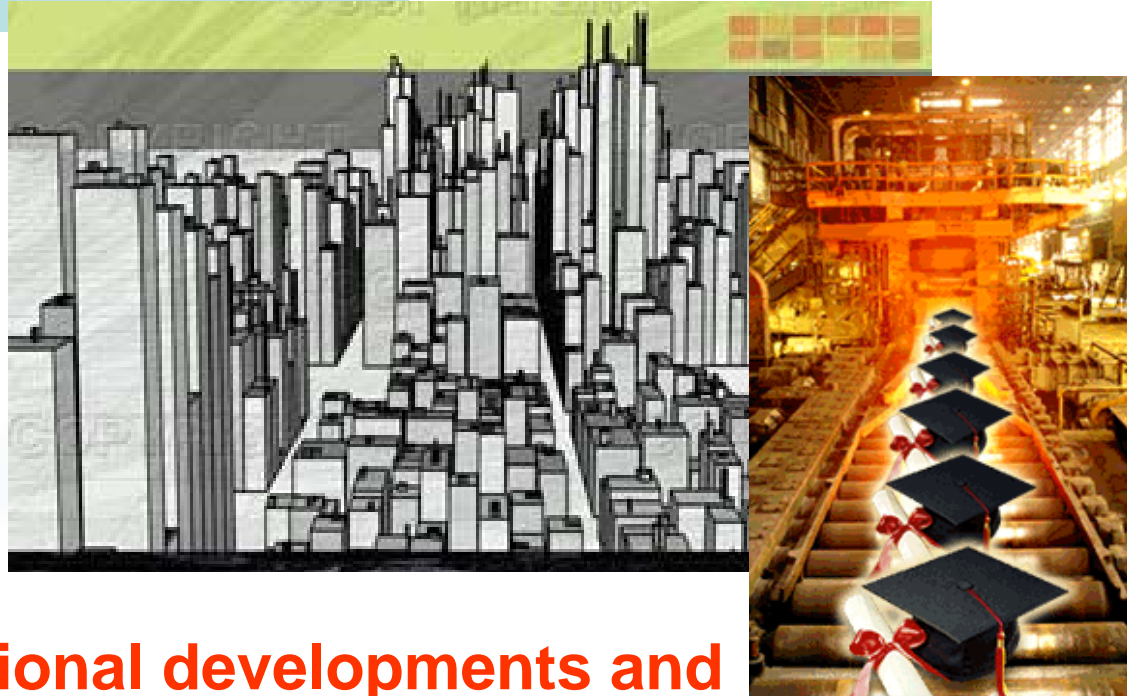


2nd IAU Global Meeting of Associations – IAU/CPU

31 May – 1 June 2007

Paris, France



Regional developments and role of regional university associations

DZULKIFLI Abdul Razak

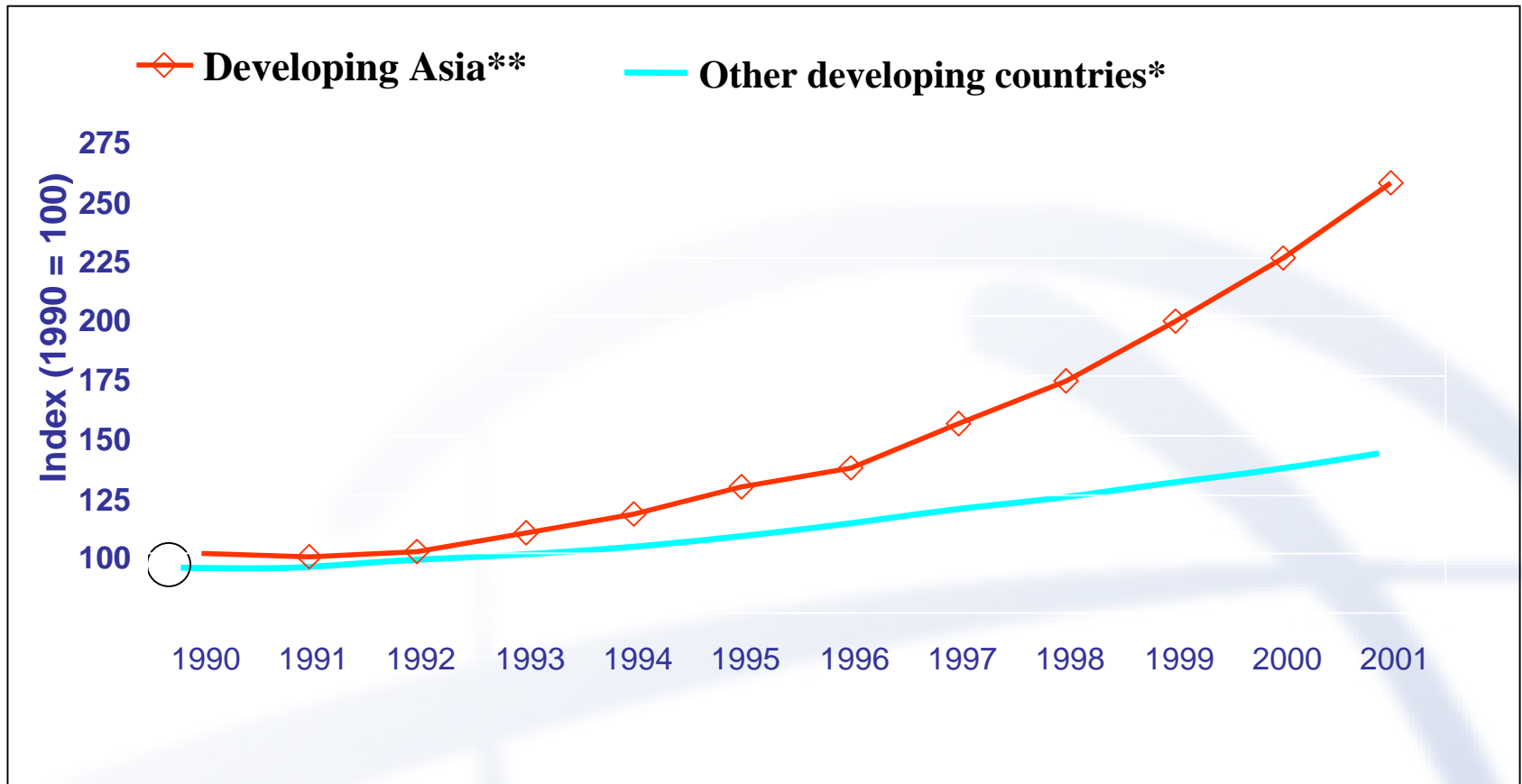
vc@usm.my

ASAIHL/Universiti Sains Malaysia

Penang, Malaysia



Enrollments – Tertiary Sector

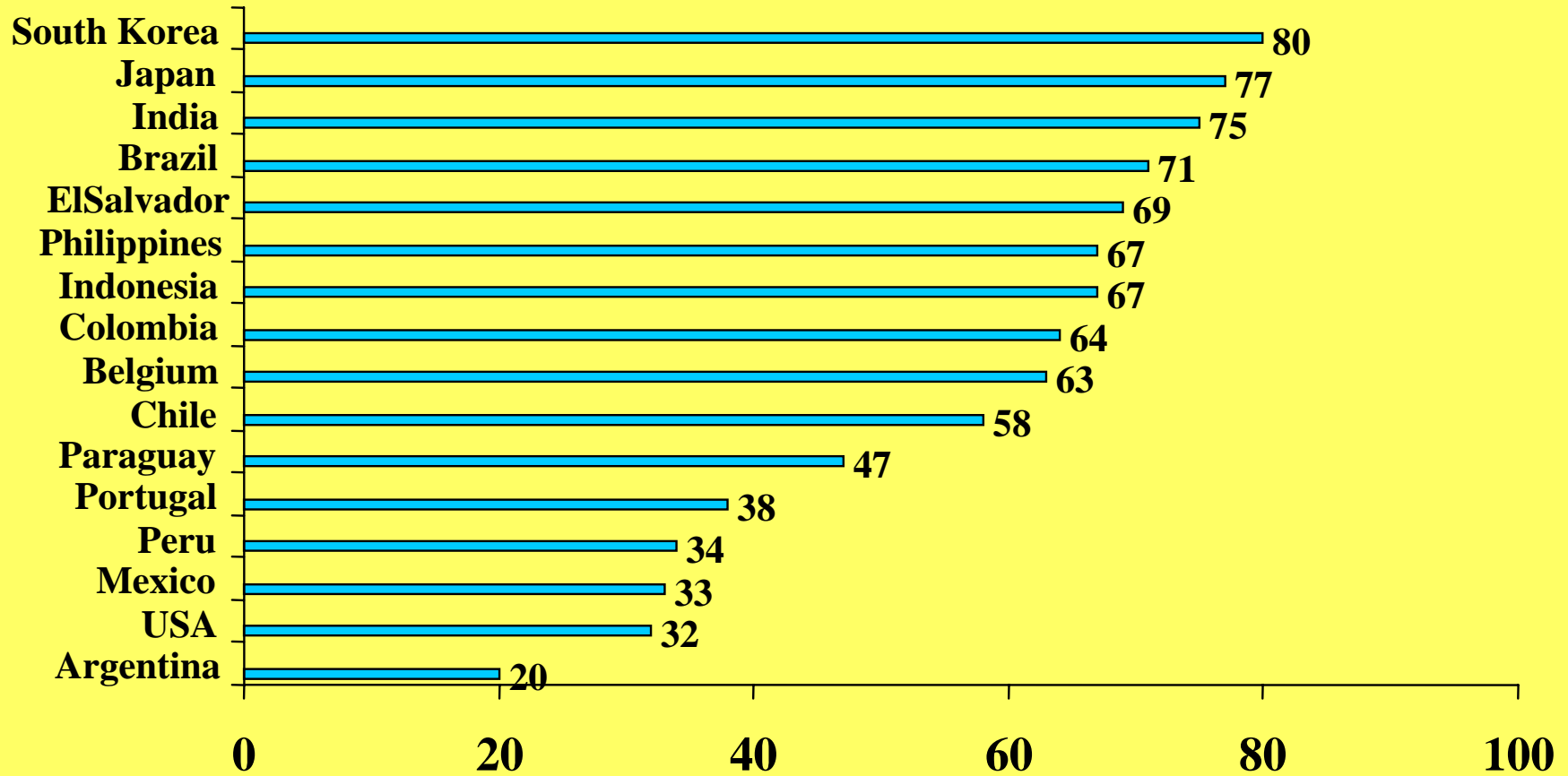


Sources: World Bank Development Indicators; World Bank Edstats; UNESCO Global Education Digest; OECD Education at a Glance; IFC calculations

**Developing Asia includes: Bangladesh, China, India, Indonesia, Malaysia, Philippines, Thailand, and Vietnam

*32 Developing Country Sample includes: Angola, Argentina, Bolivia, Brazil, Bulgaria, Chile, Colombia, Dominican Republic, Ecuador, Egypt, Ghana, Guatemala, Hungary, Jamaica, Jordan, Kenya, Madagascar, Mauritius, Mexico, Mozambique, Pakistan, Peru, Poland, Romania, Russia, Senegal, South Africa, Trinidad & Tobago, Turkey, Uganda, and Uruguay

Enrollment in Private Higher Education (as a % of total)



Sources: EdStats, World Bank; IFC; OECD; Government Statistics; Chile includes 7 publicly funded Private Catholic Universities;

Some Asian Examples

Malaysia

- Five branch campuses of foreign universities
- Over 400 private colleges offer local and foreign qualifications

Hong Kong

- 150 foreign HEI's and 40 foreign professional institutes offered 645 courses in 2001, alone or with 12 local partners
- 50% of qualifications from UK & 30% from Australia

China

- 900% increase in foreign joint programs between 1995 and 2003
- 721 joint programs in 2003
- Main partner countries were the US (154); Australia (146); Canada (74); Japan (58); Singapore (46); UK (40); France (24); Germany (14); South Korea (12)
- UK jumped from 40 (2003) to 160 joint programs in 2005

Sources: Singapore Ministry of Education; Olsen, A. (2002), 'E-learning in Asia: Supply and Demand,' *Observatory on Borderless Higher Education report, No. 6, June.*

Students Studying Abroad

- **Globally:** over 2 million tertiary students across the world
By 2025 – estimated 8 million students
- In **OECD** countries (2000) - >1.6 million tertiary students
 - **USA** (2004) dropped to 576,000 – or about 35% of OECD total
 - **UK** (14%)
 - **Australia** (13%)
 - **Germany** (12%)
 - **France** (8%)
 - **NZ** (5%)– mostly from developing countries
- In **Russia** (2001) – 90,000 students – 40,000 from CIS countries, 2005: around 100,000

*Sources: OECD 2000, 2002; AUSTRADE 2003; NZ Trade 2003; China Education Yearbook, 2002; Education World 2003; Malaysia MoE 2004; Foreign Policy – Sept 04 ; Business Day, Sept. 23, 2004 – Study by the South African Council of Higher Education
Ron Perkinson, APPLE Conference, Singapore, Aug. 4, 2005*

Students Studying Abroad

in developing countries too!

- In **China** (2002) – > 60,000 foreign students:
 - Asia which approx 70%
 - Europe (12%)
 - USA (11%) – & growing
- In ■ **Malaysia** (2003) – 37,000 students; 50,000 by 2010
- In ■ **South Africa** 47,000 students (2003)
 - **Egypt** 27,000 students (2003/04)

*Sources: OECD 2000, 2002; AUSTRADE 2003; NZ Trade 2003; China Education Yearbook, 2002; Education World 2003; Malaysia MoE 2004; Foreign Policy – Sept 04 ; Business Day, Sept. 23, 2004 – Study by the South African Council of Higher Education
Ron Perkinson, APPLE Conference, Singapore, Aug. 4, 2005*

Providers/Investors

HEI Campuses In Foreign Countries (since 2000)

Examples:

- University of Nottingham in **China & Malaysia**
- Napier University of Edinburgh in **China**
- RMIT in **Vietnam**
- Monash in **South Africa & Malaysia**
- Curtin & Swinburne in **Malaysia**
- Manipal in **Nepal & Malaysia**
- Universitas 21 & UNSW in **Singapore**

Source: Ron Perkinson, APPLE Conference, Singapore, Aug. 4, 2005; LVerbik & L Jokivirta OBHE Nov 2005, IAU Primer

Malaysia's Main Legal Framework

- Universities and University Colleges Act 1971 (Amendments 1996)
- Education Act 1996
- National Council on Higher Education Act 1996
- National Accreditation Board Act 1996
- Private Higher Educational Institutions Act 1996
- National Higher Education Fund Act 1997

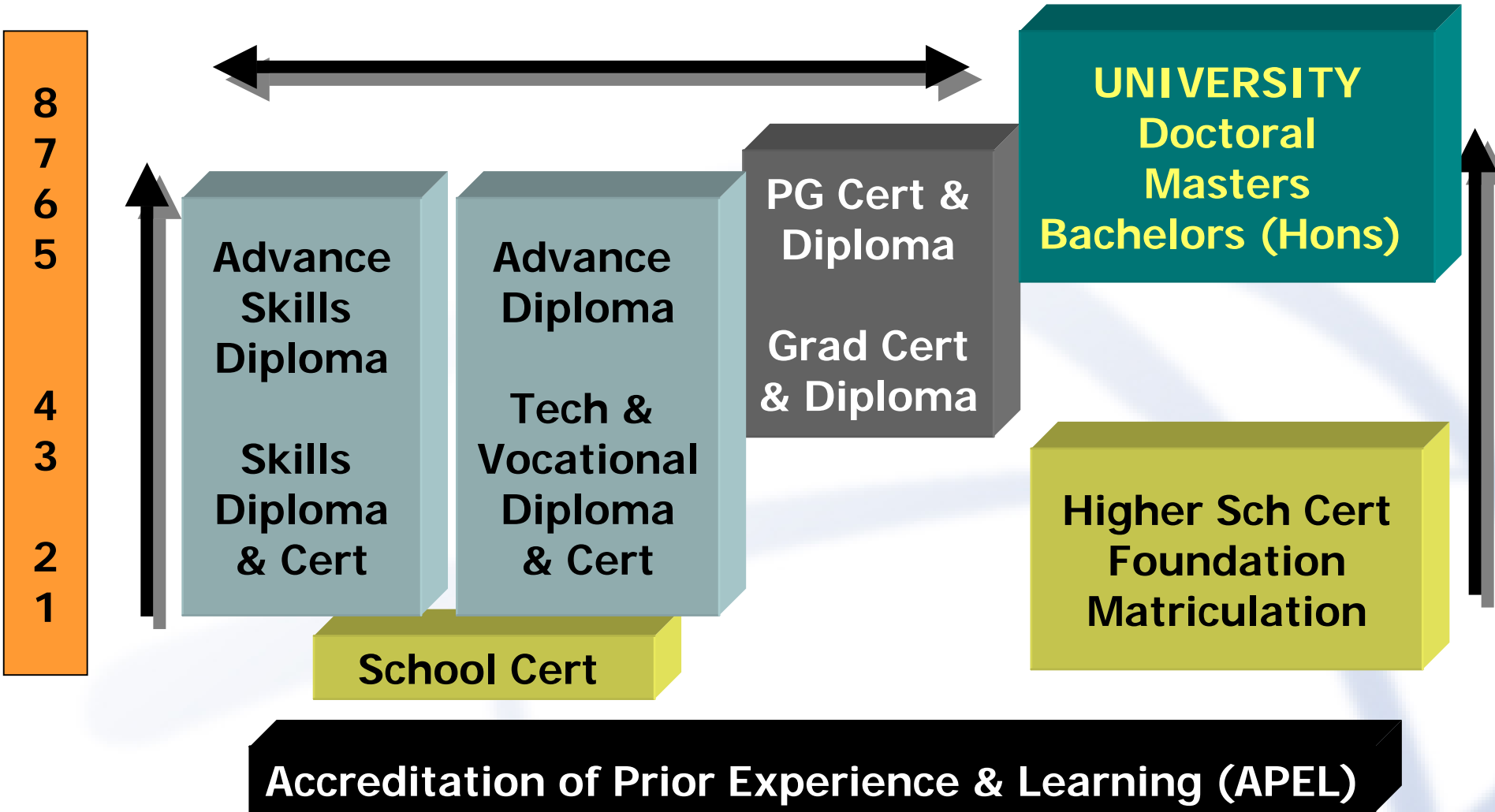
Malaysian Qualifications Agency (MQA)

- approved by the Cabinet on Dec. 21, 2005
- MQA = Quality Assurance Division + National Accreditation Board (LAN)
- has 16 parts including the establishment of Malaysian Quality Framework (MQF)
- registration of qualifications from self-accrediting institutions; of prior learning, experience and credit transfers
- Malaysian Qualifications Register (MQR)

Malaysian Qualifications Framework (MQF)

- a single, coherent award system for recognition of Malaysian qualifications
- articulate links with qualifications from outside Malaysia
- has 8 levels in 4 sectors: (a) skills and training (b) vocational and technical (c) higher education (d) lifelong learning
- qualification criteria include purpose, learning outcomes, credits based on total students learning load
- flexible to new qualifications

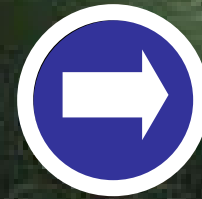
Summary: 8 levels of Malaysian Qualifications Framework (MQF)



Life Long Learning



Brain Drain



Brain Gain





Top 10 countries (2000)		Top 10 countries (2001)		
1. Bangladesh	9,175	1. Nigeria	6,017	(3)
2. Ghana	8,662	2. Ghana	6,000	(2)
3. Nigeria	8,550	3. Ukraine	5,029	(4)
4. Ukraine	8,035	4. Ethiopia	5,007	(-)
5. Russia	6,481	5. Bangladesh	5,003	(1)
6. Albania	6,401	6. Pakistan	4,721	(-)
7. Bulgaria	4,381	7. Albania	4,255	(6)
8. Romania	3,494	8. Russia	3,579	(5)
9. Germany	3,417	9. Bulgaria	2,893	(7)
10. Egypt	3,301	10. Egypt	3,301	(10)

26,387 of 55,496 (47.5%)

21,741 of 45,805 (47.5%)



Top 10 countries (2002)			Top 10 countries (2003)		
	(01,00)			(02,01,00)	
1. Ghana	6,531	(2,2)	1. Ghana	6,333	(1,2,2)
2. Nigeria	6,049	(1,3)	2. Nigeria	5,989	(2,1,3)
3. Sierra Leone	5,767	(-, -)	3. Ethiopia	5,562	(6,4,-)
4. Ukraine	5,029	(3,4)	4. Bangladesh	4,935	(5,5,1)
5. Bangladesh	5,497	(5,1)	5. Ukraine	4,035	(4,3,4)
6. Ethiopia	4,997	(4, -)	6. Poland	3,855	(7,-,-)
7. Poland	4,707	(-, -)	7. Kenya	3,194	(10,-,-)
8. Russia	2,754	(8,5)	8. Sierra Leone	5,767	(3,-,-)
9. Bulgaria	2,489	(9,7)	9. Morocco	3,083	(-,-,-)
10. Kenya	2,408	(-, -)	10. Bulgaria	2,843	(9,9,7)

20,485 of 46,228 (44.3%)

20,451 of 45,596 (44.8%)



Top 10 countries (2004) (03,02,01,00)			Top 10 countries (2005) (04,03,02,01,00)		
1. Nigeria	7,145	(2,2,1,3)	1. Bangladesh	7,404	(6,4,5,5,1)
2. Ghana	7,040	(1,1,2,2)	2. Nigeria	6,725	(1,2,2,1,3)
3. Ethiopia	6,353	(3,6,4, -)	3. Poland	6,211	(5,6,7,-,-)
4. Kenya	5,721	(7,5,5,1)	4. Egypt	6,070	(10,-,-,10,10)
5. Poland	5,467	(6,7,-,-)	5. Ethiopia	6,060	(3,3,6,4,-)
6. Bangladesh	5,146	(4,5,5,1).	6. Ukraine	5,361	(8,5,4,3,4)
7. Morocco	5,069	(9,-,-,-)	7. Morocco	5,298	(7,9,-,-,-)
8. Ukraine	4,494	(5,4,3,4)	8. Bulgaria	4,068	(-, 10,9,9,7)
9. Nepal	4,259	(-,-,-,-)	9. Ghana	3,974	(2,1,1,2,2)
10. Egypt	3,301	(-,-,10,10)	10. Kenya	3,618	(4,7,5,5,1)

25,052 of 53,995 (46.4%)

17,747 of 48,729 (36.4%)

Conclusions

- National intellectual and academic talents are **not be optimally mobilised** by governments in the attempt to solve the multifarious problems...
- ...rather than attempting new solutions based on indigenous intellectual resources, the tendency is to merely extrapolate past trends or emulate foreign models of socio-economic development.

Conclusions

- It is evident that “**brain drain**” is one of the **greatest hindrance** to any national and regional the socio-economic development
- millions of experienced, highly skilled professionals in various field are **lured to seek employment elsewhere** especially **under a planned strategy of another country**
- it **threatens to hamper whatever little advances that have been made** - including **potential spin-offs** that could have been generated should in the absence of such mass migration

Conclusions



It makes it even **more difficult for universities in developing countries to contribute to their socio-economic development**, or even cultural and politically, when the hemorrhagic brain drain **could not be managed, if not completely stopped**

- "EU countries assist in developing higher education in the South and then wish to take the cream of the PhD students by seducing them with the offer of citizenship. This is not a brain drain but a destruction of the intellectual capital of the South."
 - Kader Asmal - South African parliamentarian and former education minister (Financial Times, Nov 16, 2005)

