

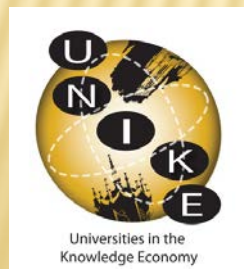
CHALLENGES OF INTERNATIONALISATION OF HIGHER EDUCATION IN SUB-SAHARAN AFRICA

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CHALLENGES OF THE INTERNATIONALISATION OF HIGHER EDUCATION IN SUB-SAHARAN AFRICA

The internationalisation of Higher Education in Sub-Saharan Africa can be discussed from

- ✘ The establishment of HEIs
- ✘ Link formation
- ✘ Research and Publication
- ✘ Academic Mobility of people

ESTABLISHMENT OF HEIs IN SSA

- ✘ Go back to the colonial period
- ✘ Considered as branch campuses of the colonial HEIs
- ✘ Adopted the colonial system, language of instruction, curriculum, structure, management system....
- ✘ Hence, HEIs in Africa are alienated from their society
- ✘ Are uncontextualized to the region's socio-economic situation and do not supporting it
- ✘ Even though Africans had considered the New Universities as “Development universities,” the universities were financially starved as a result of the World Bank's ‘policy advise’
- ✘ For these and other reasons, HEIs in SSA perform poorly compared to the rest of the world

LINK FORMATION

- ✘ After political independence, African HEIs continued relations with ex-colonial and other powers from the West through LINK formation
- ✘ The LINK was to get support for departments, faculty, and research institutes, from more affluent universities in the industrialized world.
- ✘ Hence, it was a donor-recipient relationship and exchange. In spite of suggested reciprocity, the link agreements are unequal.
- ✘ It has eroded academic equality, mutual respect, and disempowered the African research potential.
- ✘ “we lose confidence in our own ability to sustain our education system” (UDASA, 1990, p. 1).

RESEARCH AND PUBLICATION

- ✘ Generally, the state of research in Africa is extremely poor and inadequate (in 1999-2008 SSA had produced the least research out put, 17,100)
- ✘ the production of research publication is also poor in Sub-Saharan Africa (in 2007 Africa had produced the least publication, 3,499 (Damtew and Altbach, 2004)
- ✘ Caused by: Internal factors such as shortage of skilled researchers, Lack of research facilities, Financial austerity, insecurity, and

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disempowering external hegemonic influences in terms of

- × research topic selection,
- × research leadership and management,
- × unequal collaboration,
- × foreign language and research method,
- × brain drain,
- × unsustainable and project-based support,
- × “policy advise,”
- × low considerations for African research outputs and so on

(Meek et al., 2009; Brock-Utne, 2003; Cloete et al., 2011; Damtew and Altbach, 2004)

ACADEMIC MOBILITY OF PEOPLE

- ✘ Global migration for study and work is increasingly becoming the feature of global knowledge economy
- ✘ It is outweighed by the migration from the less-developing countries of the world to the developed corner of the world.
- ✘ Wealthier nations constitutes 16% of the workers of the world and 60% of them are global migrants in 2007 (Spring, 2008).
- ✘ Among these are academics: students, researchers and teachers

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- ✘ Over 20 million Africans with tertiary education and aged 25 or over are living in the OECD countries in 2000 and this number was 12 million in 1990.
- ✘ Africa has lost 27,000 skilled human capital from 1960 to 1975; 40,000 between 1975 and 1984; Since 1990, between 20,000-70,000 qualified Africans leave the continent every year (UNESCO, 2008; World Bank, 2002).
- ✘ More than 40,000 African PhD holders were working abroad in the 2000s (Teklu, 2008).....

CONCLUSION

- ✘ Global internationalization of higher education has been conceived by many as the responsibility of developed countries
- ✘ It is manipulated by developed nations; it benefits them more
- ✘ Global internationalization of higher education is imbalanced and in some ways has negative impacts mainly on developing countries (e.g. brain drain and hegemonic academic culture, ...)

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Probably because of these lopsided benefits and negative impacts that

- ✘ Regionalization and regional form of internationalization is becoming the current trend of internationalization
- ✘ For example, in March 2016 15 African HEIs from eight countries established the African Research Universities Alliance (ARUA) (THE, 2016)
- ✘ Asia is also strengthening the Association for South East Asian Nations (ASEAN) by incorporating other Asia-Pacific countries and focusing on regional HEIs internationalization as well