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IESALC

International Institute of UNESCO
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Latin America and the Caribbean

UNESCO Kingston
Cluster Office for the Caribbean



Internationalization of Higher Education in the Caribbean

Caribbean Conference on Higher Education

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Internationalization of Higher Education in a Caribbean Context

Internationalization of Higher Education is the Process of Integrating International/Intercultural Dimensions in the Teaching, Research and Service Functions of the Institution (Knight 1994).

Internationalization of Higher Education in the Caribbean Refers to the Extent to Which the Caribbean Provides for its Residents and Institutions Access to Higher Education at International Standards of Quality, Scope, Cost and Relevance.

The Caribbean and the Scope of Higher Education

Country/Region	Tertiary Enrolment Ratio (2005) _{HDR}
Barbados	38
Belize	2.5
Cuba	61
Dominican Republic	33
Guyana	9
Jamaica	18
Saint Lucia	13
Suriname	12
Trinidad & Tobago	12.5
High Income Average	66
Medium Income Average/ (LAC)	27 /(31)
Low Income Country Average	7
World Average	24

The Caribbean Higher Education Scope Challenge

First Higher Education Institution in Caribbean was Codrington College established in Barbados in 1743 to Train Priests.

Subsequently: 1882 (Geneeskundige); 1903 (UPR); 1921 (ICTA); 1936 (WITC); 1948 (UCWI).

Low TERs in Caribbean Linked to History. Relatively Small Number of University Graduates Among Caribbean Settlers. Strong Preference for Extra-Regional Tertiary Education. Concerns about Educating Ex-Slaves. Caribbean as Colonies of Exploitation rather than Settlement. (Cobley, 2000)



Response to the Challenge of The Scope of Caribbean Higher Education

Dramatic Expansion in Number of Domestic Institutions and Enrolment within Existing Institutions.

Transition from Poly-technics/Colleges to Universities, along lines of UK 1992 Model.

More than Doubling of Enrolment in Anglophone Caribbean's Largest Institution, UWI, from 20,000 in 2000 to 44,000 in 2010.

Liberalisation of Sector with Increased Foreign Linkages.


Liberalisation of Sector to include the welcoming of off-shore institutions, some of which, eg. SGU, have moved to "on-shoring."

Expanding Scope Via Development of Regional Networks - ACTI

Country	Distribution of 57 Full Members (2007-2008)
Jamaica	19
OECS	9
Trinidad	7
Barbados	6
Guyana	3
Bahamas	2
Cayman Islands	2
Suriname	2
Other	6

Expanding Scope Via Development of Regional Networks - UNICA

Territory	No. of Full Members of UNICA
Dominican Republic	7
Puerto Rico	7
Haiti	5
Aruba	2
Venezuela	2
Jamaica	1
West Indies	1
Other	8
Total	33



Higher Education as a National Priority: Conclusions from the WCHE - 2009

UNESCO never fails to give pointers on the route to sanity, helped no doubt by the real-life experiences of many member states which belong to the two-third's world. (Nettleford, 2007).

At no time in history has it been more important to invest in higher education as a major force in building an inclusive and diverse knowledge society and to advance research, innovation and creativity." Final Communique.

“Even the poorest nations require research capacity, or access to research findings, to progress; so support for the principle of a research university in these contexts is more urgent than ever before..” (Meek et al, 2009).

Higher Education as a National Priority: Conclusions from the WCHE - 2009

When countries lose their base for academic excellence through outdated policies, neglected institutions, the exodus of their best graduates or woefully inadequate investment in research, their competitiveness in the global knowledge society will dwindle and eventually disappear.” (Meek et al, 2009.)

Progressive nations achieve and sustain their levels of development through the benefits that accrue from their investment in knowledge. Is this sort of investment justified in middle and low income countries given the overwhelming extent of their development problems? The answer is yes.” (Meek et al, 2009).

Higher Education as a National Priority: Statements from the Ministerial Session of WCHE - 2009

Minister of Education of France	France is making higher education a national priority and intends to increase the higher education budget by 50% over the next five years.
Minister of Education of Costa Rica	“Higher education should be viewed as a public good and basic human right which should not be left to the vagaries of market forces; it is critical for building fairer, more equitable societies; public funding is critically important.
Minister of Education of Malawi	UNESCO should exert pressure on the IFIs to respect national funding priorities in education.”
Minister of Education of Pakistan	Countries should target a minimum of 1% of GDP for Public Support of higher education.

Higher Education as a National Priority: Statements from the Ministerial Session of WCHE - 2009

Kenyan Minister of Education

“If the African development problem is one of poor national governance, then universities in Africa must consider how they can assist in the process of improving national governance. African universities must lead in understanding what Africa has not done well relative to Asian and Latin American countries which were at similar levels of development several decades ago.”

Indian Minister of Education

Higher education is not a luxury, as the Bretton Woods Institutions would have us believe.”



The Internationalization of Higher Education in the Caribbean: National Priorities

Relatively High Public Expenditure on Higher Education in Several Caribbean Countries.

Many Caribbean states provide full-state funding for Tertiary Students.

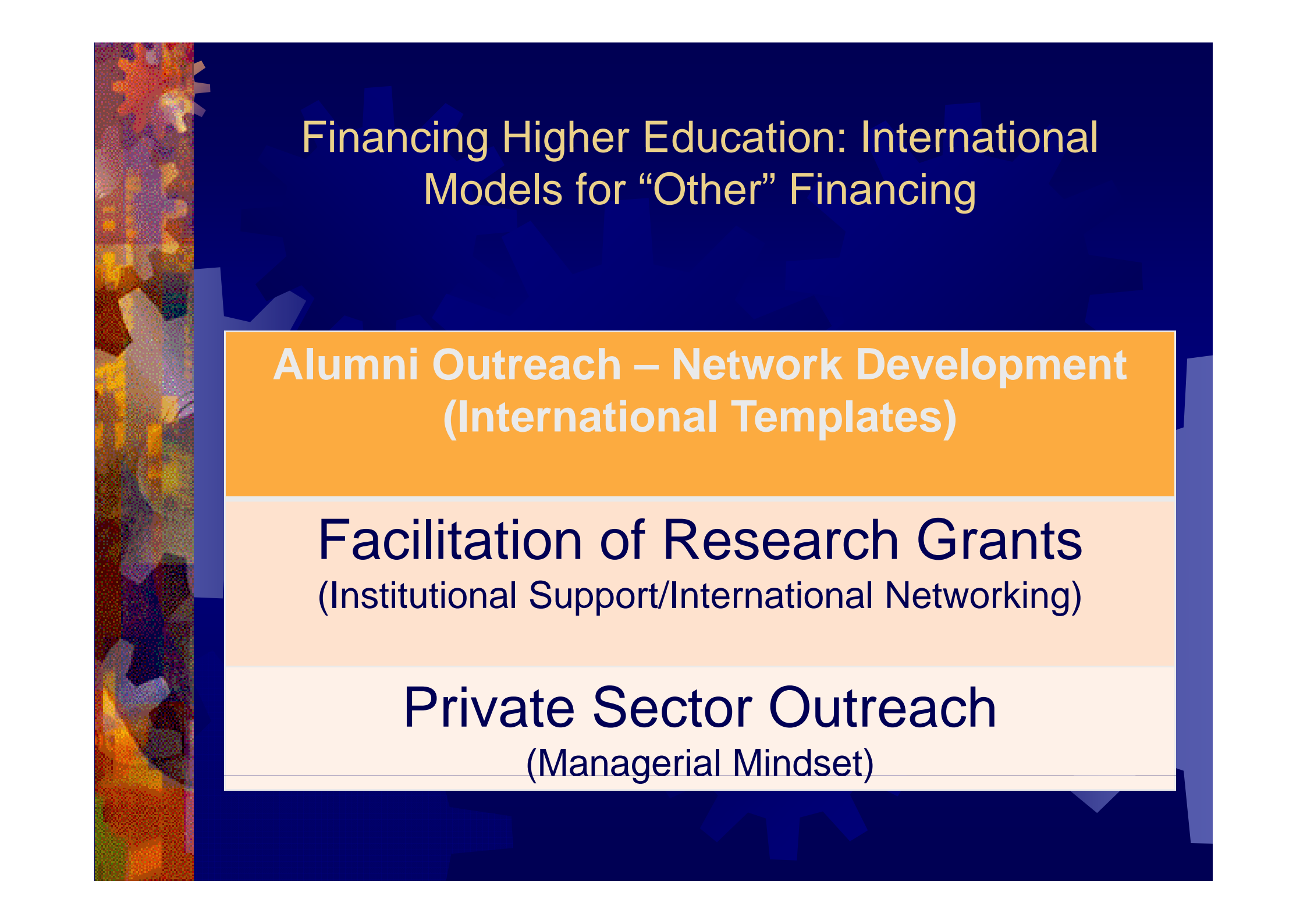
Fiscall Challenges Confronting National Governments within the Region, plus prodding of IFIs has the potential of recalibrating national priorities.

Public Expenditure on Higher Education in the Caribbean and Beyond

Country/Region	Public Exp. On Tertiary Education (as % of GDP)(2002-5) HDR
Antigua & Barbuda	0.27
Barbados	2.28
Belize	0.05
Cuba	2.16
Grenada	0.57
Guyana	0.34
Jamaica	1.06
St. Vincent & The Grenadines	0.41
Trinidad & Tobago	0.46
High Human Development Average	1.19
Med. Human Development Average	0.83
Low Human Development Average	0.94
World Average	1.0

Financing Tertiary Education: International Models for Facilitating Student Funding

Systems	Accompanying Institutions/Legislation
<p>International experience suggests that the most effective and equitable student loan systems are those in which repayment of student loans is linked to student post-graduation income, mitigating issues of students' risk aversion to borrowing and social class-related collateralisation challenges.</p>	<ul style="list-style-type: none">• Effective Credit Bureaus.• Appropriate Funding• Legislation required that incorporates salary deduction capacity; debtor employment/address information; secrecy provision re information; employer record inspection, non-discrimination provisions, and so forth.
<p>Focus on Targeting of International Fee-Paying Students</p>	<p>Appropriately Staffed International Student Offices</p>



Financing Higher Education: International Models for “Other” Financing

**Alumni Outreach – Network Development
(International Templates)**

**Facilitation of Research Grants
(Institutional Support/International Networking)**

**Private Sector Outreach
(Managerial Mindset)**

Caribbean Higher Education and International Standards

Caribbean is a “Born Global” Region with respect to Higher Education and International Standards.

Quality Assurance is well-integrated into regional system and relies heavily on International and Regional Peer Review.

Caribbean has Rapidly Developing Accreditation Infrastructure (eg. UCJ from 1987; ACTT; BAC; US; UK Institutional/Programme Accrediters); Links with France/Netherlands/Spain.

Caribbean Institutions Partner Extensively with Universities in Other Countries (UK, USA, Canada, France, Netherlands, Spain, in particular).



Caribbean Higher Education and National/Regional Relevance

International Higher Education Has Placed an Emphasis on Relevance.

Caribbean Higher Education in its “Born Global” Character Has the Challenge of avoiding a situation in which it replicates the Higher Education Systems of Other Countries.

One of the Challenges to the Relevance of Higher Education in the Caribbean is the Lack of a Sufficiently Variegated System.

The Continuing Challenge of Caribbean Higher Education in 21st Century

- The Continuing Challenge of Caribbean Higher Education in the 21st Century will be to:

Enhance the Opportunities for Tertiary Education.

Maintain International Standards of Quality in Programmes.

Provide Students With Relevant Skills.

Generate the Research and Advisory Services Relevant to National and Regional Needs.

Operate at a Level of Cost/Efficiency that will Allow for Viability with Reasonable State Subventions and Appropriate Systems for Facilitating Student Financial Contributions.

Improve, at the System Level, both the Degree of Articulation and Variegation, while Balancing the Salutary Effects of Inter-Institutional Competition.