

## Global Initiatives for Higher Education Development

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### ABSTRACT

*Higher Education and globalization are connected and inseparable in many ways. Higher Education is a key factor in a nation's effort to develop a highly skilled workforce for competing in the global economy. Globalization is an integration of economies, societies, knowledge and cultures into a borderless worldwide communications systems and supply network. Globalization in relation to higher education has broken barriers and is connecting Institutions across the world. The global has made universities visible, facilitating knowledge flows, values on global learning, and creating new opportunities for advanced learning. Higher education has a critical responsibility for training a country's professional personnel. This research explored how Higher Education improves economies and how globalization has impacted on Higher Education. The study dealt with student and teacher mobility; Curriculum reform and reviews; the opportunities which come with globalization; the challenges of higher education and globalization; Quality in Higher Education; Network of teaching and learning in globalization; and Universities in globalized world. The study concluded that globalization has come to stay and it has both positive and negative effects. The study recommends that High Education should not be influenced in the quality of its programmes by globalization; Higher Education should go curriculum reforms and innovations to meet the changing needs; High Education should exploit the staff and student mobility; and Higher Education should harmonize systems in Education across-boarders to exploit more opportunities.*

**Key Words:** Globalizations, Higher Education, Development

### INTRODUCTION

Education is the fundamental driver of the knowledge economy (KE), thus development. Higher Education and globalization are connected in many ways, because globalization has influenced the educational philosophy and classroom practices worldwide (Deane Neubauer undated). In other words, the processes of globalization are having intense effects on Higher Education across the world (Vulliamy, 2010). According to Bhagwati (2004), Higher Education is a key factor in a nation's effort to develop a highly skilled workforce for competing in the global economy, therefore there is no way how higher education will shy away its responsibility of interconnectedness with globalization. As Sklair (2002), puts it, all social life facets are affected by the globalization process through culture, politics, education, economy and social relations are all deemed to be transformed by this process. It is a common claim that the contemporary world has entered a globalized age.

In this generation, investing in higher education institutions is the key contributor to a country's economic growth. Therefore, Higher education has the main responsibility for training a country's professional personnel, including the managers, scientists, engineers, and technicians who participate in the development, adaptation and diffusion of innovations in the economy. Higher education does not just build people; it also builds economies and provides templates, paradigms and strategies for human development (Teferra, 2009). Such institutions should create new knowledge through research and advanced training and serve as a conduit for its transfer, adaptation and dissemination (World Bank 1994). As it is being observed by many scholars, that many Higher Education Institutions (HEIs) have dismantled their previous national curriculum and moved to school-based curricula, arguing that this is more appropriate for the kind of flexibility and lifelong learning approach required in a globalised era.

Many Higher Education Institutions (HEIs) have changed their pedagogy from inspection to policy self-evaluation. According to researches being carried out, it is also a fact that Higher Education Institutions (HEIs) are experiencing the global pressure. This paper will try to explain how globalization is affecting Higher Education, and how globalization has given higher education a new face. This study has tried to explore how Higher Education has improved the economies and how globalization has impacted on Higher Education. The study dealt with student and teacher mobility; Curriculum reform and reviews; the opportunities which come with globalization; the challenges

of higher education and globalization; Quality in Higher Education; Network of teaching and learning in globalization; and Universities in globalized world.

The study concluded that globalization has come to stay and it has both positive and negative effects. The study recommends that High Education should not be influenced in the quality of its programmes by globalization; Higher Education should go curriculum reforms and innovations to meet the changing needs; High Education should exploit the staff and student mobility; and Higher Education should harmonize systems in Education across-boarders to exploit more opportunities. The fact to remember in this paper is that knowledge economies is challenging to many nations and countries especially the developing countries.

### **Concept of Globalization**

In this paragraph, the author has tried to define the term “globalization” though it is the most nebulous and misunderstood” concept (Beck, 2001, p. 19), much as there is some common ground to be found among all these confusions about this concept. Globalization has been an old phenomenon that has been in existence since 16<sup>th</sup> century, but what is new now is the contemporary structures and features as well as the resultant impacts on people and nations worldwide (Onduara, 2003). Globalization has been defined as “the broad economic, technological, and scientific trends that directly affect higher education and ‘are largely inevitable’”. 2 Globalization affects the educational needs of today’s postsecondary graduate by altering the knowledge, skills, and abilities graduates need to be effective in their chosen profession and to benefit society as a whole (Altbach, 2006). According to Gibson-Graham, quoted in Tatto, (2006) globalization is ‘a set of processes by which the world is rapidly being integrated into one economic space through increased international trade, the internationalization of production and financial markets, the internationalization of a commodity culture promoted by an increasingly networked global telecommunications system’ (p. 232). According to Kaahwa (2014), globalization is the process of sharing experiences, ideas, and technologies globally in HEIs through the use of technological appliances, exposures, and expertise. This paper will also highlight the growth of reactionary forces that undermine globalization as well. And another reflection to keep in mind about African higher education is that African higher education systems are perhaps the most marginalized in the world, and yet the most internationalized in their form, dimensions and scope (Teferra, 2009). Conclusively, globalization is the processes of interaction, and integration among people, institutions, and governments of different nations, which is driven by international trade and investment, on culture, on political systems, on education systems, on economic developments, and prosperity and on human physical well-being in societies around the world (Marginson, 2006).

### **Higher Education**

Many scholars have defined Higher Education differently according to the context. Almost all definitions agree that higher education refers to post-secondary education (or study beyond the level of post secondary education), where a degree, diploma, or certificate is awarded at the end of study. Higher education builds on the level of competence, knowledge, and skills normally acquired in secondary education. The exact definition of this level, and consequently of higher education and of a higher education institution or programme, varies from country to country. Consequently, the concept of ‘higher education institution’ may also vary. In Uganda, higher education refers to education after the secondary school at Advanced level. The term tertiary and higher education are used interchangeably to mean the same thing (Kasozi, 2009). In Uganda, the terms “higher education” and “tertiary” are used interchangeably to refer to all forms of training beyond a full course of secondary (advanced) level schooling. The higher education sub-sector includes universities and “other tertiary institutions’ that is non-university post secondary institutions of higher learning. The functions of higher education, world wide include: Supplying the market with the skilled labour force it needs to function; Contributing to poverty alleviation by increasing the stock of knowledge to trainees, empowering societies with skills to produce goods and services and to make better social and political decisions; Contributing to better governance; Fostering civil and polished society; Contributing to the growth of knowledge through training, providing researchers with facilities for the creation, storage and dissemination of knowledge; Enhancing individual upward social mobility; and Improving the quality of the social and economic well being of the whole nation (UNESCO, 1998).

This paper also includes Tertiary Education Institutions other than universities among the Higher Education as the Association of African University’s (AAU) Working Group on Higher Education recommends (AAU, 2007). In addition, at the second African Union Meetings of Experts, higher education was described as including all post secondary education, including universities, polytechnics and technical colleges, teacher training institutions, institutes for medical training and agriculture (and other fields), distance education centres, and research centres and

institutes, with the possibility of expanding to include other forms of post-secondary education (AAU, 2006). In this document, the explanation of the AAU and Uganda's definition, it will be adopted and higher education will mean all post-secondary education, with Tertiary inclusive.

### **The Relationship between Globalization and Higher Education:**

Globalization has influenced the educational philosophy and classroom practices all over the world. It has become a commonplace that much of what higher education is, and is becoming, is directly affected by what contemporary globalization is and **is becoming** (Steger 2009). Higher Education and globalization are intimate and inseparable (OECD, 2009). Higher education trains the skilled workers and contributes to the research base and capacity for innovation that determine competitiveness in the knowledge based global economy, which facilitates international collaboration and cross-cultural exchange. Cross-border flows of ideas, students, staff, financing, and increased development in information and communication technology are changing the environment where higher education institutions are functioning. Cooperation and competition are intensifying under the growing influence of market forces (OECD, 2009). Globalization has also broken down national barriers and connects universities to one another across the world, facilities, knowledge flows, values and culture. Universities have become major agents of globalization. It is the higher education which is training mobile labour forces in business, professionals and science. The policy information is no longer being driven by internal pressures only, but it is Universities plus government/states plus global. Universities should not be victims of globalization but are agents. Because they are linked to various knowledge and production centres of the world. Globalization in Universities does not manifest or effect institutions in a uniform, but each small or big from powerful nations can exert curricula and knowledge supply influence, therefore small and weak ones cannot escape consuming global ware from institutional giants.

### **The Explosion in Higher Education:**

The evolution of higher education by 1999 there was 93.1million students, by 2006, there were 114.1 million students (Guni, 2009). By 1980 there were 32,000 degree-awarding institutions in USA, but in 2004 there was 42,000 with an enrollment of 16 million (Manicas, 2005.) In India by 1950, there was 370 Colleges and 27 universities, by 2002, there were 8,737 Colleges and 272 universities (www.ugc.ac.in). Asia has realized the greatest enrolment. In China the 1949, there were 205 higher learning institutions of which 123 were universities (Wang Yibing, 2009). China is now the largest higher education centre in the world. The massive demand of higher education has also affected Africa. For example, in 1960, there were only 20 universities, 1996 there were 60 institutions. More than 100 hundred private universities are operating in Africa. By 2008, the total number of students in Africa had reached four million (Harvard Africa, Higher Student Project: www.harvard.edu). Enrollment rates in higher education in sub-Saharan Africa are by far the lowest in world, standing at 5% compared to the world average rate of 17%, and varying from country to country with some standing at as low as 1%. The enrollment growth rate has been slow and the absolute gap by which it lags behind in other regions has been increasing rapidly. Moreover, gender disparities have traditionally been wide and remain so (Bloom, 2006). In Uganda the growth of HE has increased by 15%, unfortunately, Uganda has not increased the money to match the growing numbers. Many universities also have not been working in basic research which rendered the universities operate like higher schools teaching institutions (Kajubi, 1992: Mayanja, 1999). Globally, the percentage of the age cohort enrolled in tertiary education has grown from 19% in 2000 to 26% in 2007, with the most dramatic gains in upper middle and upper income countries. There are some 150.6 million tertiary students globally, roughly a 53% increase over 2000. In low-income countries tertiary-level participation has improved only marginally, from 5% in 2000 to 7% in 2007. Sub-Saharan Africa has the lowest participation rate in the world (5%). In Latin America, enrolment is still less than half that of high-income countries. Attendance entails significant private costs that average 60% of GDP per capita (UNESCO, 2009). By 2020, four countries – China, India, US and Brazil (replacing Russia) – are forecast to account for more than half of the world's tertiary enrolments. In addition, Indonesia, Turkey and Nigeria will become increasingly important players in the global tertiary education sector.

### **Knowledge Explosion**

The process of globalization has and is changing the ways in which knowledge is produced, applied, disseminated and stored. Knowledge and innovation have played a crucial role in development from the beginnings of human history (IBRD, 2007). A new term about knowledge has been coined as Knowledge economies (KEs), which is the creation, dissemination, and use of knowledge. According the World Bank, (2007) KEs is one in which knowledge assets are deliberately accorded more importance than capital and labor assets, and where the quantity and sophistication of the knowledge pervading economic and societal activities reaches very high levels. Therefore, capacity to use knowledge effectively has allowed individuals, enterprises, and communities to utilize resources and

improve their well-being, thereby contributing to development. Knowledge has become the chief currency of the modern age. The ability to generate and exploit knowledge is essential in the creation of wealth (Oyewole, 2010). Therefore, the world citizen must be able to select the right form of knowledge, master its application, adapt it to specific circumstances, to keep up with changes, and make improvements. Globalizations are linking the universities to international supply of knowledge, labour and the way of conducting business. In order for the universities to share on the global benefit they have to compete so as to share and meet the global forces.

Many big nations are funding researches for knowledge production. Power is the determinant of levels of global influence on higher education system. For example: America is the dominance of global higher education. These universities are free from external powers, they are also brain gainers from all over the globe, for example in one university 41% doctoral students were foreigners, cited that 70% students who study in America do not go back home but stay in America to work, China, and India are bringing some changes in HE. Market for international students is one of the dynamic of all world markets (Kishun, 2004). According to Salmi, (2003), the accumulation and application of knowledge have become major factors in economic development and are increasingly at the core of a country's competitive advantage in the global economy. Many scholars are in agreement that knowledge can contribute to social and economic development in numerous ways: driving competitiveness and productivity; facilitating improvements in welfare and environmental stewardship; improving nutrition, combating epidemics and protecting against natural disasters; encouraging better institutions and governance – it is also researched that there is a clear correlation between low educational levels and the occurrence of civil strife or ethnic conflict; providing crucial inputs for policy-making processes; and reshaping economies. Today's knowledge economy requires highly skilled personnel at all levels to deal with rapid industrialization in rapidly changing environments. To meet current societal needs, higher education institutions must redefine and reinvent college curriculum, pedagogy, and assessment policies to ensure that all students have the desired attributes and competencies to contribute to the global economy and engage effectively in democracy (Fein, 2014; Kirst & Stevens, 2015). Conclusively, a well-educated and skilled labour force is essential for creating, sharing, disseminating and using knowledge effectively and the process their development is taking place.

**Students Mobility:** One of the most visible aspects of globalization is student mobility. Paredes (1993) referred to student mobility as “the rate at which students move from one school community to another” (p. 1). Titus (2007) stated that “with about one fifth of the population moving annually, (the United States) has one of the highest national mobility rates in the world” (p. 2). More than 2.5 million students are studying outside their home countries. Estimates predict the rise to 7 million international students by 2020 (UNESCO, 2009). Students are now moving in search of new knowledge regionally and across the globe, looking for quality education. Unfortunately, it is sad to see that many African universities are trapped into the vortex of ethnicity and ethno-nationalism. In some universities instead of fostering the progress of mankind through research and teaching they allow themselves to be cramped by ethnic warlords and into producing graduates who possess knowledge without character, commerce without morality, politics without principles (Mahatma Gandh: Akubue&Enyi, 2001: Eteng, 2004). According to Opera, 2013, some universities have become promoters of boundary segregations even though knowledge should not be confined to territorial, regional, or tribal boundaries. African universities should not fail to facilitate new, healthy, dynamic, and global cultural values creating intellectual, physical, political, and physical space that gives true freedom to all citizens and to students and staff. As is known, globalizations transcend ethnicity, tribalism, social classes, and encourages national, regional, and international integration or linkages in terms of international network of social academic and economic systems (Gates & Appiah, 2010). Even though Africa is not preferred destination for students in search for quality, but in East African region, statistics show that Uganda has attracted one of the highest numbers of foreign students in the last decade (NCHE, 2013). The advantages of this, is that, the host country benefits due to the student contribution in terms of fees and payment towards their living costs.

**Explosion of Higher Education:** Lecturers or teaching staff have also been involved in the game where they have moved globally in search of better teaching facilities and rewards. According to Woldetensae, (2007) massive brain drain has posed serious challenges to African higher education and socio-economical development. But according to Meyer (2003) brain drain and brain circulation pose major consequences for public policy, mobility of highly skilled man power and how to manage well. Globally, the percentage of the age cohort enrolled in tertiary education has grown from 19% in 2000 to 26% in 2007, with the most dramatic gains in upper middle and upper income countries. There are some 150.6 million tertiary students globally, roughly a 53% increase over 2000. In low-income countries tertiary-level participation has improved only marginally, from 5% in 2000 to 7% in 2007. Sub-Saharan Africa has the lowest participation rate in the world (5%). In Latin America, enrolment is still less than half that of high-income countries. Attendance entails significant private costs that average 60% of GDP per capita.

**Curriculum designing:** Can curriculum be globalized? The challenge of curriculum designing is tailoring the programmes to suit the forces of demand and supply according to the nations. In such case the determination of quality in the provision of higher education becomes a challenge. The university forgets its main key services of producing knowledge other than being trade driven. Globalization has broken down barriers and connects institutions across the world making universities in every country visible to each other, facilitating knowledge flows, values on global learning, and creation of new opportunities for advanced graduates (Spring, 2009). Fareed Zakaria (2009) argues that High Education is America's best industry. Eight of the top ten universities in the world are in the United States. By 2010, foreign students getting education were more than 50 percent of all Ph.D.'s awarded in every subject, and in the sciences, that figure will be closer to 75 percent. He further argues that the United States invests 2.6 percent of its GDP in higher education, compared with 1.2 percent in Europe and 1.1 percent in Japan.

European universities are regrouping to capture a better place in the global market. Higher Education is no longer a luxury: it is essential to national social and economic, political development (Task Force report of the World, 2000). The changing trends of higher education are visible as many countries have set ambitious targets, for example, China had a goal of expanding vocational education so that at least 50 percent of the enrolments in secondary education would be in vocational education in the near future; India has a similar target of reaching 25 percent; and Bangladesh 20 percent (Tilak 2002). The impact of globalization is also evident in China's current push in higher education.

India is one of the largest higher education system in the world facing the crisis of, university of the poor, with continued expansion, deteriorating standards, limited resources, and political involvement (Swar & Panday, 2008). Recently, the Indian government has approved the Foreign Education Providers (Regulatory) Bill (2010) that will allow foreign universities to open branches in India. Some of politicians argue that Indian Universities are already at loss as more than 50,000 students of our country are studying abroad in U.S., Australia and U.K. Globalization has come with it more better-qualified teachers for the education system, more avenues for research in the education system, more international in outlook, and more hunger for ability to survive the challenges of globalization. As Kaahwa, (2014) puts it globalizations of teacher educations is new concepts which brings with it opportunities and challenges, and it depends on how the curriculum should be designed and implemented by the teachers. Therefore, the teachers have to understand the students they have in the classrooms, and create collaborative classes where learners can think critically and through what knowledge they produce.

### **Research**

“Knowledge is like light. Weightless and intangible, it can easily travel the world, enlightening the lives of people everywhere. Yet billions of people still live in the darkness of poverty – unnecessarily (The World Bank, 1999:1). Yet, most Scholars agree that there are huge gaps, imbalances and barriers to the actual production and dissemination of knowledge around the world. According to Steger, (2009) modern researchers around the world are busy researching about globalization. The fact remains that the project of global knowledge according to the World Bank (2009) is far from a human achievement. Many are busy searching for the answers of the following questions: How does globalization occur? What is driving globalization? Is it one cause or a combination of factors? Is globalization a uniform or an uneven process? Is globalization a continuation of modernity or is it a radical break? How does globalization differ from previous social developments? Why is globalization affecting education system? Why is globalization bridging the gap in the world? Scholars believe that through research relevant knowledge will be found, which will cure, nurture, and protect, and rejuvenate the mind and health of humans. As Teferra (2007), puts it that lack of education, especially appropriate education, partly accounts for the conflicts, distrust and confusion in many parts of the world.

### **Globalization Presents Opportunities**

The nations strategize and diversify on its developmental opportunities. Trades and companies or organizations are able to compete internationally without any restrictions. It also brings reorganization of production of internal trade and the integration of financial markets which brings business competitiveness at global level (Pologeorgis, 2010). Globalization has fostered and transformed the world into a global village, because of interconnectedness and interdependent, due to technology transformation of people 's abilities to communicate in ways that would have been unimaginable several years ago. Globalization increases the economic prosperity and opportunity in the developing world, there is more efficient use of resources (Burande, 2011). This has resulted into more employment and better standards of life in the developing nations.

**Quality Assurance:** As HEI are expanding in the whole world, quality assurance is becoming the only measure worldwide. Quality assurance is the policies, systems, strategies and resources used by the institution to satisfy itself that its quality requirements and standards are being met (Okebukola, 2008). This brings a lot of confusion in Physical capacity (where are we going to put the bodies?). Financial capacity (who pays for what, and how much is there?). Human capital capacity (who prepares the new staff required for this expanded capacity? To what standards?) and Managerial capacity (preparing managers for expanded and refined managements tasks, including innovation and adaptation, and development of HE systems) (Hawkins & Neubauer, 2009). As globalization intensifies, quality and accountability becomes key elements in the efforts of many countries to become and remain internationally competitive in a world where interdependence in trade is rapidly growing. Apart from this, there is more emphasis on quality associated with increased mobility of professional and skilled labour and the greater needs for recognition of qualifications obtained by workers. Globalization has imposed challenges to HELs, which have led to reforms in higher education systems and pushed higher education institutions to increase their effectiveness, competitiveness, quality of graduates, and produce new knowledge.

### **The Growth in the Importance of the English Language**

Globalization has brought a need of the common language which is English. English is spreading as medium of instruction in non speaking nations such as Arab, china and Europe and at super powers of America, British, Canadian, Indian, and Australia. The epic center of the world's languages is English. English is the one language that "connects the super and central languages with one another and that therefore constitutes the pivot of the world language system" (de Swaan, 2001, p. 6). English obtained this position at the core of the global language system due to a variety of historical reasons, namely "large scale migration and settlement of native language speakers, military imposition (colonialism), commercial or political power and prestige derived from scientific, cultural or other achievements" (Leitner, 1992, p. 186).

## **RECOMMENDATIONS**

Although there is a lot of interdependence among the nations of the world, globalization represents the ideological practice of global economic, education, social, and cultural dominance of the world by developed countries accelerated by the increasing use of new information communication technologies. Generating awareness by educating all actors in globalization, especially about the nature, objectives structures and process of globalization. This can be done by incorporating elements of globalization and how it affects people in curricular of educational programmes (Oduaran, 2000).

Collaboration among African scholars to develop relevant research and knowledge bases to enhance Africa's competitiveness in the area of globalization. Therefore, Africa should package and sell its positive values and practices of kindness, support, resilience and persistence in the face of extreme adversities. The scholars should hold debates and dialogues worldwide to help to facilitate understanding of the globalization and how best a balance can be struck in the interest of all (Onduaran, 2000). Enhancing links and intensifying workplace education between scholars through higher education linkages and networking of staff and students to understand the meaning, implications and impact of globalization on their lives as producers of wealth.

Carefully structured programs on a global scale based on human survival about growth of creativity, compassionate, global consciousness and spiritual dimension should be designed, developed and implemented. The programmes of this kind, will eliminate the sinister forces of fundamentalism, fanaticism, greed, jealousy and exploitation and intimidation to global citizens.

Both developed and under-developing countries should therefore think, with some urgency, about their future. Many if not most of the countries that have made rapid progress have staged nationwide KE-inspired programs of change. Such programs have been pragmatic and country-specific, yet some common points emerge: there is need to promote and trust societal cohesion around the KE program.

Quality assurance should be the driving force of High Education in the global village. Disadvantages of trade: Increase in gap between the rich and the poor; Dominance of global trade by the rich, northern hemisphere countries; Lack of opportunities for the poor to be able to have access to markets; Exploitation of workers and growers.

## CONCLUSION

Globalization affects all people's lives. All scholars should know that globalization has both advantages and serious disadvantages on human development especially in education arena. The challenges of all scholars should be to reduce the impact of negative sides of globalization. As globalization is busy unifying the world into one entity making a common village for all, higher education should also be busy equipping her humans with professionalisms of skills and capacities to face this challenge with ease. The multiple changes brought by globalization should be faced with new knowledge of higher education. As global citizens are committed to human survival and welfare Academic, globalization should be welcomed, not feared. Higher Education is therefore very important to national development, not forgetting our university both as a significant industry in its own right and as a source of training and educating personnel for the rest of the economy.

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