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Student Mobility and Internationalisation

A Perspective from the English-speaking Caribbean

Ancilla Armstrong and J E Greene

The internationalisation of higher education

The issues involved in student mobility are integral to what appears to be a renewed emphasis on the internationalisation of higher education. Institutions of higher learning, universities in particular, have tended to establish and maintain an environment which facilitates discovery and advancement in knowledge. Such an environment develops and thrives best by exchange and collaboration among scholars with experiences and perspectives from around the world. Exchange programmes, whether at the student or faculty level, help to enlarge the scale of research into scientific and social phenomena, increase the basis for cross-cultural comparisons and enhance capabilities for applying scholarly research to the solution of persistent global problems.

This trend can be summed up as follows: the emphasis is now *economic* as well as cultural and social, and the key words are *competition* and *development*. Competition is among countries, among graduates of higher education from different countries, and also among institutions of higher education for international talent and discovery. Development concerns influencing higher education are, on the other hand, within countries. In order to improve their competitiveness, private sector enterprises are looking to higher education as an important source of expertise relevant to the new global marketplace (CERI, 1990).

Internationalisation of higher education may be identified with several policy objectives:

- *External agreement* bringing the expertise of the university into the

world community, through the enrolment of foreign students, provision of technical assistance activities in other countries and the involvement in cross-national research.

- *International education* enriching the educational process through the incorporation of international perspectives into the academic programme, developing foreign language capability, and expanding the institutional arrangements for international exchanges for students and faculty.
- *Cost/benefit* calculating the potential gains through offsetting the costs incurred in pursuing external agreements and international education with the real and potential gains from co-operation.
- *Economic development* promoting greater immediate and long term commercial gains by placing emphasis on the role of co-operative programmes on economic development for the market place.

Among the questions of relevance, especially to higher educational systems like those in the Caribbean, are:

- *What* are the incentives for the institution?
- *Where* are the funds for co-operative arrangements to come from?
- *How* should priority areas be established to ensure maximum benefits to the country/region as a whole?
- *Who* is in the best position to determine priorities in programme areas and overseas links?
- *Why* do policies governing exchange programmes appear to focus on North-South relations almost to the exclusion of South-South relations?
- *What* effects will the increasing cost of education, especially for foreign students from developing countries, have on the attractiveness of exchange programmes?

Higher education in the English-speaking Caribbean

In order to place in context student mobility and the internationalisation of higher education in the Caribbean, it is necessary to describe briefly the role and development of tertiary education in the region. In the Caribbean, *tertiary level education* normally refers to the comprehensive range of institutions beyond high school and includes vocational, technical and university. *Higher education* generally refers to those programmes offered in the region's two universities: the University of Guyana (UG); and the University of the West Indies (UWI),

with campuses in Barbados, Jamaica and Trinidad and Tobago. It also includes undergraduate programmes offered by tertiary level institutions, notably the College of Arts, Science and Technology (CAST) in Jamaica. Before the founding of UWI, in 1948, the main source of higher education was the external degree from London University. UWI continued to grant London University degrees until 1962, when it acquired its independent charter. In the same year, the University of Guyana was established.

Over the past thirty years, the tertiary level institutions have gradually been shifting away from academic courses to those with a technical-vocational and para-professional orientation. This trend has created a demand for more advanced courses in those areas which the UG and UWI have been unable to meet. Partly as a response to this problem, the University of the Virgin Islands, with campuses in the US Virgin Islands of St. Thomas and St. Croix, has established strong links with the OECS, while CAST (Jamaica) has introduced undergraduate programmes in business and technical education. At the same time, colleges in the USA attract a relatively large number of Caribbean students. Interestingly, USAID reports that in 1986, 11,444 Caribbean students were enrolled in overseas universities, most of them in the USA. Total enrolment at the UWI and UG in the same year was 11,606 (USAID, 1986).

Several of the 'pull factors' influencing Caribbean students to study abroad at that time still persist: greater course options; lower entry requirements; greater opportunities for work/study; flexibility in combining programmes and in completing degree requirements; and support from migrant families for part/full time study because of better economic circumstances abroad. Table 5.2 provides the latest available estimate of higher education enrolments by Caribbean students in the Caribbean and the United States. Included in these figures are both students who receive government scholarships for study abroad and privately financed students, a category that is difficult to estimate. More recently, the gap in financing students' education at home and abroad has widened, partly due to the depreciation of some currencies in the Caribbean and partly to the discriminatory tuition fees charged by universities in the USA, UK and other Commonwealth countries to which both government and privately sponsored students go.

The pressure on the two Commonwealth universities in the region remains. They are expected to generate skilled manpower to fill scientific, technical, professional and managerial positions in the public and private sectors of the region. Several manpower studies have high-

lighted the continuing deficiency in the supply of the human resources required for the development of the region. Table 5.1 shows the changes of enrolment in UWI over the past thirty years according to country of origin (see end of chapter). Yet recent manpower reports show that of the population aged 18 and above, under three per cent attend university in the Caribbean compared with 12 per cent for Latin American Countries; one per cent over the age of 21 possess a university degree; only 12 per cent of senior and middle level managers in Jamaica had university degrees; and less than 13 per cent of Caribbean school teachers had university degrees (World Bank, 1990).

The University of the West Indies has been designated by the CARICOM Heads of Government in 1989 as a regional institution in perpetuity. Its responsibility for higher education in the region has been aptly described by the Vice Chancellor, Sir Alister McIntyre (UWI, 1990):

The years (since 1948) have seen many changes in the national life of the people of the Caribbean, most of the senior posts in the civil service and the professions are now filled by graduates of this University. The Cabinets of the West Indian nations contain former students of Mona, Cave Hill and St Augustine and UWI's Alumni are well represented in the areas of business, art culture, community development, education and science and technology. We have seen the withdrawal of most of the former colonial powers, but the other side of the coin is that the resources which they provided in the past cannot now be taken for granted. More and more we have to rely on our own resources.

The scope of student mobility: UWI's experience

Studies on student mobility identify the phenomenon, as we have above, as part of the strategy for internationalising education. The Commonwealth Standing Committee on Student Mobility and Higher Education Co-operation is, for example, concerned with the new protectionism which is likely to have serious implications for education. In so far as a retreat into educational protectionism creates barriers that inhibit student flows among Commonwealth universities, it raises also as many academic problems as political ones. One statement epitomises the philosophy of the Committee (Commonwealth Standing Committee, 1983):

While countries may seek to reduce their dependence and to develop their own institutional capacity, there will still remain educational

needs which are best met beyond national boundaries. This is very true of the small countries which cannot support an adequate range of educational institutions and therefore depend heavily on opportunities overseas. For large and small countries alike the horizon of self-sufficiency is constantly receding.

It has been difficult to document the details from which to analyse the scope and content of student mobility programmes at UWI since 1948. The records are relatively sketchy and incomplete. Until very recently there has been no regulation or centralised policy governing any type of co-operative agreement. From the University records, an attempt has been made to classify co-operative programmes that involve student mobility in the early period between 1948-80. For the period after 1980, a list of these programmes was compiled on the basis of responses from faculties across the three campuses and a classification of current programmes is also provided.

Non-Caribbean nationals studying at UWI: from data available in its Office of Planning and Programming, the University has been admitting students from outside the Caribbean region in its regular degree programmes as well as specially registered non-credit students, but overseas students studying at UWI have formed only a small percentage of total enrolment. They made up less than one per cent in the early period, 1948-62, two point five per cent in 1962-80 and three per cent, 1980-90. Over 60 per cent of these Non-Caribbean students have come from North America, usually on short-term assignments. The rest comprise students from the UK and the rest of Europe and to a lesser extent from Africa. Under the Commonwealth scheme sanctioned by the Nassau Agreement in 1982, the UWI enrolled eight students from Southern Africa to various full-time programmes. More recently, an agreement between the Mexican Government and UWI provides for student groups and faculty from Mexican universities to receive language training in English at the UWI campuses on a reciprocal basis which permits students and faculty from UWI to receive training in Spanish. There has in addition been a development, especially since the mid 1970s, for graduate students to pursue split-site degrees using the UWI facilities for their field study and having joint supervisors at UWI and the home university, mostly in the USA. The number of these candidates remains undocumented and requires more detailed investigation. As far as could be ascertained, no formal attachments are worked out, leaving the arrangement largely up to the goodwill or otherwise of the individual supervisors.

Study tours: another type of overseas student is the one who comes as part of a group on short-term study tours ranging from one to four weeks. The practice has emerged from these groups to arrange through respective faculties for formal lectures/seminars to be provided by local faculty for an agreed stipend; the groups normally require classroom accommodation and access to library facilities; they are housed in halls of residence for which they pay the commercial rates. Since these study tours normally occur during the UWI vacation periods, there is little disruption of its regular programme and in addition they provide income at least for the halls of residence. Between 1988-90, the number of study tours from overseas was 12 at Mona, seven at St Augustine and five at Cave Hill, with party numbers ranging from six to 20. Each tour was co-ordinated with a member of faculty from the home university. Of these 24 study tours, 19 were from the USA, one each from Mexico, the Netherlands and Germany and two from the UK.

UWI has recognised the need to systematise its policy regarding internationalisation and mandated its Office of Academic Affairs, in collaboration with the Office of Institutional Relations, to review and make recommendations on a strategy for student mobility, as part of its overall policy for co-operation and linkages with other institutions. The next section of this paper derives from that review, which is described because of the general issues which it has thrown up and as a possible exemplar for other Commonwealth institutions. Co-operative programmes, however, have tended to include student exchange only as one element in a package – and often a comparatively minor element.

A review of co-operative programmes at UWI

The policy: co-operative relationships have apparently been guided by The University Charter, which states, *inter alia*:

The university shall have the following powers:

- 1 To facilitate other institutions or branches or departments thereof and to recognise selected members of the staffs thereof as teachers of the University, and to admit the members thereof to any of the privileges of the University, and to accept attendance at courses of study in such institutions or branches or departments thereof in place of such part of the attendance at courses of study in the University and upon such terms and conditions and subject to such regulations as may, from time to time, be determined by the University.

- 2 To enter into any agreement for the incorporation in or association with the University of any other institution and for taking over, in whole or part, its rights, property, privileges, liabilities and engagements and for any other purpose not repugnant to this Our Charter.

There is no detailed policy statement regarding the purposes, planning and establishment of these linkages, but it is assumed that such relationships will be guided by the considerations discussed in Section 1 of this chapter.

Development of links with other institutions through:

- 1 Personal contact, where either a member of faculty at UWI was aware of the interests and work of a colleague at an external university or vice versa, and contact was made. In some cases, former members of staff who moved to external universities maintained contact with UWI colleagues and encouraged formal linkages.
- 2 Exploratory visits by either of the two parties sometimes led to heightened interest and the establishment of formal linkages.
- 3 Initial contact with academics serving as external examiners sometimes blossomed into other areas of collaboration – research, exchanges, seminars, etc.
- 4 An expression of interest in collaboration by an external institution led to further discussion and a formalised agreement. Initial contact was often between a senior member of administration, for example, the Vice Chancellor, the Principal, Pro-Vice-Chancellor and someone of similar rank at the external university.
- 5 Agencies or Governments promoted collaboration in several instances, by making funds available for this type of activity, for example, the UK's Committee for International Co-operation in Higher Education (CICHE), the Government of Nigeria, USAID.

In cases where external agencies contributed to the establishment and maintenance of linkages, proposals were more frequently implemented and reports on visits and other aspects of the programme tended to be more detailed.

Characteristics of proposals and Memoranda of Agreement: the majority of links were between a single department on one campus with a corresponding department at the external university. Many of the universities were British and the programmes operated through CICHE. Other links were with North American universities.

Memoranda of Agreement, on the other hand, suggested a wider

thrust: links between faculties or between the external university and a campus, for example, DePaul University (Chicago) and the Cave Hill Campus; Faculty of Law, UWI and the College of Law, Florida State University; St Augustine Campus and La Universidad Simon Bolivar.

Activities associated with links included:

- staff exchange
- research collaboration
- exchange of materials
- provision of specialists
- student exchange
- joint publications
- curriculum development

Staff exchanges and research collaboration appear to have been common to most programmes. Early relationships, particularly in the Faculties of Medicine and Natural Sciences, included provision of specialists in areas where local expertise was limited.

Statements of *objectives* were often confused with strategies or activities, but objectives properly so termed included:

- improvement in the quality of teaching programmes
- stimulation of research activities
- fostering staff development opportunities

Organisation and management of linkages: Co-operative programmes have been managed in an unco-ordinated fashion. There is no central office on any UWI campus which can provide detailed information on all linkages. The key units involved in administering the programmes reviewed were:

- Individual academic departments
- Deans' Offices
- The Registry
- The Bursary
- Appointments Committees

The distribution of responsibilities was as follows:

- 1 *Academic Departments* were responsible for planning and administering the academic matters of their linkage agreements determining priorities, nominating staff for exchange visits, arranging programmes for visitors, selection of exchange students, identifying courses for students and related matters.

- 2 *Deans' Offices:* the Dean of the faculty signs formal agreements along with the Principal, and is responsible for the overall supervision of the programme including approval of requests for funding.
- 3 *The Campus Registry:* under the CICHE Scheme, a co-ordinator within the Registry received and disseminated information between departments and CICHE. Reports were provided, but no assessment of programmes has ever been undertaken by the Registry. Besides this special function, the Registry maintained files on all relationships attempted. Leave arrangements for staff, and travel plans for both staff and students were also handled by the Registry. Arrangements for visitors such as accommodation, travel were similarly arranged.
- 4 *The Bursary:* all financial matters were executed by the Bursary on the vice of the Registry in the case of CICHE and departmental instruction in the case of other programmes.
- 5 *Appointments Committees:* these approve leave for staff to travel to overseas institutions and confer status on visiting staff.

Implementation issues: few problems were reported, but in most programmes there was neither formative nor summative evaluation. Reports and correspondence highlighted the following concerns:

- 1 *Lack of funds* led to the dormancy of a large number of proposals. This situation, to a large extent, ought to have been foreseen. Few proposals addressed budgetary considerations, and while the Memoranda of Agreement included a clause on the need for obtaining finances, files do not reveal any attempts on the part of the UWI to identify sources, let alone pursue these. One may well ask whether it is useful to prepare Memoranda of Agreement based solely on aspirations and expectations of external funding.
- 2 *Turn-over of staff,* both at UWI and the collaborating institute, contributed to the still-birth of some proposals and the demise of programmes initiated. This phenomenon serves to highlight the very personalised nature of many of the linkages.
- 3 *Disagreements with funding sources:* in two instances, the funding agency (CICHE) disagreed with components included in the proposal.
- 4 *Failure to implement a pre-project condition* has led to at least one proposal being held in abeyance. Post-doctoral fellowships were anticipated at Cave Hill and a proposal between the Department

of Microbiology, King's College, London and the Department of Biology, Cave Hill was drawn up based on this assumption. However, since neither the necessary equipment nor the fellowships were put in place, the staff exchanges and other activities have been shelved.

- 5 *The need to ensure equity* between collaborators was mentioned with respect to remuneration, length of attachment and teaching responsibilities. One should note that queries of this nature occur during implementation, where there is an absence of detailed collaborative planning.
- 6 *Allocation of time for collaborative research*: one report suggested that since collaborative research requires 'time to distil and agree on likely projects based on the perceptions of the parties involved', there is a need to extend the duration of such programmes if this objective is to be satisfactorily accomplished. At the end of a three year period, only likely projects might be identified.

Other factors mentioned which underscore inadequacies at the planning stage were:

- *the need for recognition of the programme by the Administration*, particularly to facilitate leave arrangements and other entitlements
- *limited UWI input* into proposals
- *queries on arrangements for credit transfer* for student exchange programmes
- *UWI's inability to reciprocate conditions enjoyed by UWI students abroad* such as subsidised meals, inexpensive accommodation, etc.

Only a few proposals were detailed enough to anticipate problems which could occur and include mechanisms for resolving these, hence minimising 'crisis' situations at the implementation stage.

Outcomes: there is virtual unanimity regarding the benefits which UWI has derived from those co-operative programmes which came to fruition and were sustained over three years or more. In Science and Technology in particular, UWI scholars have profited from the comparative advantage of the collaborating institutions. Staff members have reported glowingly on the 'refreshment from exposure' benefits derived from a 'richer more intellectually varied environment ... the balance given to teaching programmes both in relation to the perspective from the developed and developing world, as well as a mix of a wider pool of specialised expertise'. It was also noted that visits to departments have had a positive effect on morale and there were

several cases where joint publications and new courses were developed. One department observed that in instances where UWI staff were involved in teaching at external universities, the department's prestige as a centre for teaching and research was enhanced.

Collaborating institutions were also seen to have benefited. They gained understanding in the needs and priorities of particular disciplines in developing countries. Staff members and students had the opportunity to explore new areas of research and for comparative study and to learn from UWI scholars, particularly for the development and expansion of their Caribbean Studies programmes.

Types of student mobility programmes

UWI has had limited experience in organised and institutionalised student mobility programmes. Nevertheless, based on the activities undertaken since the inception of the University, some classification is possible as they relate to the programmes in the earlier period (1948–80), the current programmes and new directions that are likely to form the pattern for future programmes.

Between 1948 and 1962, in the formative years of the University of the West Indies, the process of internationalisation was largely one-way. In the period 1949–50, of the 56 members of the faculty and senior administrative staff in the University located at Mona (the only campus) at that time, 84 per cent were expatriate; by 1959–60, the staff, which had spread across two campuses numbered approximately 198, of which 60 per cent were expatriate. By 1969–70, the Caribbean nationals recruited to teaching and administration numbered 62 per cent.

A significant development related to the training of graduate students. Until 1965, the University of the West Indies was largely an undergraduate school and so was the University of Guyana, which was then in its third year. Graduate training was undertaken at universities abroad, mostly in the UK and the USA and to a lesser extent in other Commonwealth countries, and contributed directly and indirectly to staff development. By 1979–80, 45 per cent of the University staff comprised professionals who had received at least a Bachelor's and/or Master's degree from the University and had pursued an advanced degree or diploma elsewhere. In other words, the early experience in student mobility was in essence linked to graduate studies and twinned with staff development.

Between 1965–75, more formal arrangements developed for graduate

training programmes and staff exchanges with the emphasis on development assistance to UWI. Two illustrations of this type of link arrangement are:

- 1 *Manchester University/UWI/University of East Africa*, in government and public administration. This tripartite scheme sponsored 10 candidates with MAs in Government from UWI to read for the Ph.D. degree at Manchester University. Nine successfully completed their degrees, six of whom returned as lecturers at UWI, four subsequently qualified as lawyers and three of those are also active politicians, two of whom have actually held ministerial portfolios. The training programmes were also accompanied by the exchange of staff among the three participating universities resulting in the expansion of offerings in the respective departments of government.
- 2 *The University of Michigan/UWI scheme*, in scientific social science methods. This scheme resulted in five Ph.Ds in Political Science, four of whom returned as members of the teaching staff. It was also responsible for training approximately 28 UWI graduate students and faculty from the social sciences between 1968–84 in the international consortium in survey and quantitative techniques at McGill University, Centre for the Study of Developing Areas and UWI: and sponsored similar training for economists and political scientists in development studies. Eight UWI economists received graduate degrees and there have been staff exchanges that have persisted for over a thirty-year period in Economics as well as in Agriculture.

Memoranda of Agreement for link arrangements currently being implemented are for programmes all making provision for undergraduate and graduate exchanges, in designated subjects, for two to three years.

- *Undergraduate and graduate exchanges* in designated subjects: Jackson State University, School of Science and Technology and UWI Faculty of Natural Sciences, Cave Hill; Florida State University, Faculty of Social Science and the UWI Faculty of Social Sciences; DePaul University, Faculty of Law, and the UWI Faculty of Law, Cave Hill; La Universidad Simon Bolivar and UWI Department of Spanish, St Augustine.
- *Graduate training as part of a link*: The University of Florida (Gainesville) Institute of Food and Agricultural Sciences and

Department of Agricultural Economics and Farm Management, UWI Faculty of Agriculture, St Augustine; University of Guelph and UWI Faculty of Agriculture.

- *Technical assistance:* bringing the experts to the students: Faculty of Languages, Polytechnic of Central London and Language Department, Faculty of Arts UWI, Mona for Postgraduate Diploma in Spanish.
- *General programmes:* with the Mexican government for staff and student exchanges focusing on Language training, Agriculture, Science and Technology; Health Promotion Department, University of Wales and the Department of Social and Preventive Medicine, UWI.

New directions

In the contemporary period, the programmes are increasingly reciprocal compared with the relatively one-way orientation of the earlier period when the emphasis was more on technical assistance to UWI than on co-operation. This is understandable in the circumstances where the University programmes were in the process of being developed. The University is now embarking on new ventures in internationalising student mobility. In its development plan to attract overseas students, an important strategy is the organisation of an *International Summer School in Caribbean Studies*. This will permit the University to offer a range of credit and non-credit courses in a cross-section of programme areas. At the same time income will be generated and plant more fully used during the Summer session. Another possible instrument for attracting foreign students is the *Consortium Graduate School in the Social Sciences*, a joint UWI/UG programme in development studies which admits 15–20 students per year on a full-time basis in a highly competitive process. The programme, inaugurated in 1985, has so far not admitted any non-Caribbean candidates, but is already an example of intra-regional co-operation, a model that may have to be followed in the organisation of other regional training and research programmes.

As a regional institution with three campus sites, UWI needs to broaden the concept of student mobility to include student flows among campuses. There are models for this type of regional mobilisation of resources, such as ERASMUS in Europe. There are several complementary facilities that must be developed and implemented in order that UWI and the region as a whole can participate meaningfully in student mobility programmes.

Support facilities required

In order to accommodate and adequately host overseas students on its campuses, UWI will need to improve its facilities in several areas, while any parallel programme to encourage travel abroad by Caribbean students requires new financial programmes.

Incoming students: to sponsor student exchange activity on its campuses, the University needs to develop and upgrade its physical facilities to accommodate overseas students, perhaps using the opportunity provided to double on-campus student accommodation by the Lomé III and IV programmes. Better library, laboratory and computer facilities would enhance UWI's capacity to provide quality programmes and minimise extra demands on faculty to supervise overseas students. Especially in the case of foreign language students, adequate language laboratories would be an asset. Improved student support services and recreational amenities are needed and it must be stressed that properly organised students' international centres require dedicated staff at various levels to improve the well-being of overseas students by ensuring that there are on-going extra curricular activities geared to their needs. It is in many ways comparable to the norms of hospitality to guests.

In addition, there is need for greater emphasis on public relations to establish contact with prospective students and client groups that might be interested in participating in student mobility and other exchange programmes sponsored by UWI.

A facility which, if enhanced, could serve both Caribbean and external students is the UWI Distance Education Experiment (UWIDITE). It has been in operation for 10 years and is used for conferencing and the transmission of courses across the English-speaking Caribbean by means of satellite communication. The system is currently being upgraded so that it can more effectively respond to the growing demands, especially for the delivery of credit and non-credit courses on an open-university type model. Such an improved facility should be able to respond to the needs of student mobility programmes. This would permit cross-campus participation in specific activities and greater rationalisation of resources.

Outgoing students: to enable Caribbean students to move abroad finance is critical. Some new thinking is developing about financial arrangements. One is the build-up of a special fund from which awards can be made to facilitate both intra-regional student mobility and study and travel outside the region. Within the UWI, the fund should be

dedicated and organised in the form of an endowment.

In addition to the traditional methods of financing student mobility and other co-operative schemes, a new strategy is being proposed, that is *debt conversion*, whereby an agency, including a higher educational institution in a developed country, may purchase a portion of the region's outstanding debt for purposes of the development of higher education, including support of overseas study by students from the country or region concerned.

Conclusion: Lessons from the UWI experience

Student mobility is seen as part of an overall strategy of the University of the West Indies to enhance its role in the internationalisation of higher education. This strategy embraces a variety of links and co-operative arrangements with other institutions in other parts of the world. The Office of Academic Affairs review, which has been described, shows that the University does have some capacity to develop and implement co-operative programmes. It has contributed ideas, provided vital resources in the form of personnel and facilities, and an environment conducive to the pursuit of proposal objectives. Nonetheless, several questions remain:

- 1 Is that capacity being most effectively utilised?
- 2 What is the limit to the capacity?
- 3 What roles must the various units play in the establishment, implementation and evaluation of co-operative programmes?

These questions would need to be asked by any Commonwealth higher education agency which wishes to nurture better student exchange.

We believe that other institutions share the UWI experience, that several offices and units have an interest in and a responsibility for fostering linkages. Faculties and departments are the chief beneficiaries. Therefore it is not surprising that individual staff members, heads and deans seek to initiate and effect linkages to meet individual interests, or departmental and faculty needs. The interests of the institution as a whole may not be best served by this type of arrangement.

How should departmental and faculty initiatives be co-ordinated? What mechanisms must UWI or any similar institution have in place for efficient management and accountability for both single campus and multi-campus programmes? Who should assist with the development of collaborative or link proposals? Who evaluates and rationalises

proposals developed? For example, can a department with an academic staff of eight to ten effectively manage a linkage programme with three or more external institutions simultaneously? Who reviews these programmes?

These issues are not yet being addressed in a systematic manner. Unless they are, UWI or any other university, faced with intensified efforts to increase the number of collaborative programmes, risks the potential embarrassment of making various commitments, without having established the necessary mechanisms for management and accountability. Moreover, the development of programmes ought to be closely related to the available resources and ongoing programmes to avoid over-extending capacity.

Furthermore, UWI appears in the past to have sought linkages largely to fulfil its need for increasing staff development opportunities, gaining access to specialised equipment, etc, without full recognition of the tremendous expertise it commands itself and which could be of great benefit to others. Future proposals might emphasise these resources, in, for instance, tropical agriculture, Caribbean Studies, tropical marine biology, etc, since external institutions will be seeking some measure of reciprocity and a basis for fund raising.

Co-operative programmes have proven to be useful strategy for institutional development and, as efforts are made, by UWI and sister Commonwealth institutions, to pursue their further development, these types of collaborative arrangements will continue to be of importance. If such programmes are to be effectively implemented and optimum use be made of scarce resources, greater attention must be given to the formulation of clear policy guidelines, the establishment of appropriate administrative mechanisms, and adequate marketing of the University's resources.

TABLE 5.1 University enrolment growth: University of West Indies, 1960-61/1988-89

Country	Enrolments				
	1960-61	1968-69	1978-79	1988-89	1988-89 1960-61
Barbados	82	412	1,015	1,699	20.7
Jamaica	442	1,833	4,148	5,209	11.8
Trinidad	126	1,258	2,648	4,206	33.3
Non-Campus Countries	131	439	494	603	4.6

Source: UWI (1990)

TABLE 5.2 Higher education enrolments of English-speaking Caribbean students: Caribbean and United States

Origin	(1) Caribbean	(2) USA	Ratio (2)/(1)
Jamaica	4,800	2,300	0.5
Barbados	1,200	300	0.3
Trinidad	3,300	1,800	0.6
Guyana*	1,800	1,000	0.6
Bahamas	100	1,500	15.0
Other Non-Campus*	400	3,900	9.8

Source: UWI and UG Statistics (1983)

* Note Guyana and other non-campus figures are estimates