

importer of international higher education, and thousands of students from Asian countries go to study in North America, Europe, and the Pacific every year.

STRATEGIES

Though there is disparity in higher education among countries of the region, some common initiatives and strategies may be engaged in future development of higher education in most Asian countries. While governments face an ongoing public responsibility to ensure adequate funding of higher education institutions, it is recognized that diversified sources of support and funding may play an important role in the future development of higher education in the region. It may be a critical alternative for institutions of higher education to form alliances with industry in teaching and research. These alliances or industrialization of education may bring great mutual benefits in terms of equipment, professional practitioners, and cutting-edge ideas as well as a cheap source of a trainable workforce.

While the system of higher education is transforming from an elite to a massive one, the rapid expansion usually demands structural changes. In many countries of the region, adjustments need to be made within institutions, especially in access and admissions policies, course delivery, student learning strategies, and curriculum content, while in many cases national policy frameworks and overall planning approaches also need redirection. Quality and expansion has been a dilem-

Massification of higher education has and will continue to create a heavy financial burden on the public budget of most countries in the region.

ma faced by many countries. New quality assurance mechanisms may be initiated to protect healthy and sustainable development of higher education in the developing countries of the region as the systems of higher education keep expanding. Cooperation between institutions may result in innovative joint ventures including twinning programs, consortia, exchange programs, joint ventures, and credit transfer—among institutions of higher education in one country as well as between different countries—offering more opportunities for students to move across national systems.

Many Asian countries have to develop their higher education systems on the basis of their own endeavors, but international assistance can play a very active and influential role. In fact, more international, multinational, and bilateral assistance to the systems of higher education in many countries of the region are required. An important source of funding for particular developing countries are loan funds from international agencies such as the World Bank, the Asian Development Bank, and so on, and aid programs from a variety of donor nations.

CONCLUSION

Rapid expansion of participation has been the major feature of higher education in Asia over the past decades. Adaptation to the massive higher education systems is under way in the region. Resource shortage constitutes the major obstacle faced by developing countries of the region. Innovations should be engaged in Asia to maintain the swift growth of access and acceptable quality of higher education in the future. ■

Demographic Trends and Risks for European Higher Education

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Demography plays a big role—with key policies of education determined by the composition of the population. The pace and dynamics of population growth are crucial to education planning. The size of the school-age population and hence the potential demand for education affect educational decisions. Furthermore, regional birthrates, migratory flows, and geographic distribution of population will directly impact the decisions of education cost, school types, school mapping, and academic staff recruitment. The distribution of the working population in terms of economic sector and levels of qualification determines the labor needs, thus designating the goals of higher education.

Population projections in the original 27 EU countries together with recently admitted member countries reveal the demographic impacts: data on birthrates, migration, and mobility will combine and coincide with a shrinking youth population over the next 50 years. In many countries the size of the elderly population is increasing faster than the birthrates. Populations in the EU-27 countries failed to reproduce themselves over a prolonged period with a lower than 1.5 birthrate. European universities, which traditionally educate students aged 18-to-25 years, will obviously be affected from the reduced numbers of their traditional target group in the long term. It is projected that some higher education systems in Europe are under the high risk of closure or setback while

others are under medium risk due to the population decline.

MIGRATION AS A COUNTERDEVELOPMENT

Only the high immigration rates have thus far maintained the annual population growth in the EU. However, from 2025 on immigration will not be enough to sustain the natural population growth, and a decrease will be observed. In some coun-

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tries projected net migration reinforces population growth and in others, it reverses the trend of population decline (Austria, Croatia, Germany, Greece, Italy, Slovakia, and Slovenia). Countries receiving immigration might thus be able to maintain the higher education population. However, countries that lack natural population growth due to low birthrates and at the same time are major senders of immigrants to other countries face the severe risk of contraction of higher education institutions, stagnation within the education market as well as the labor market, and thus a decline in economic growth. Today it looks unlikely that increased immigration can fully compensate the potential loss of enrollments in higher education. Moreover, other concerns spring to mind. Are schools prepared to enroll mostly foreigners? Are university curricula responsive to immigrants' needs? Are universities ready to open their doors to foreign staff?

A typology of projected higher education in 2050 has been developed by Mızıkacı (*From Here to There: Mileposts in Higher Education*, ed. B. Baumgartl and A. Glass, Vienna: Navreme Publications Series, 2007). According to this classification, by 2050 many countries—except for Denmark, Luxemburg, Sweden, and the United Kingdom—will hardly be enrolling only their domestic population in higher education. Due to labor migration, countries such as Germany, Denmark, Spain, France, the United Kingdom, and Ireland will continue to host second generations of migrants enrolled in tertiary education. Countries whose higher education systems are at risk include the former Eastern bloc countries, due to low birthrates and negative migration rates: Bulgaria, Czech Republic, Estonia, Italy, Latvia, Lithuania, Poland, Romania, Slovenia, Slovakia, and Croatia.

CHALLENGES AND PROSPECTS

For the current and projected cases in eastern European countries it is remarkable that the majority of countries under risk are also “higher education export” countries, sending students and academic staff abroad rather than “importing” foreign students or staff. Moreover, the number of outgoing students is increasing every year while incoming student numbers have

been declining.

In aging European societies, societal and sector needs will create and/or improve the programs and vocational training related to health and elderly issues. The health sector will need more professionals and skilled workers. Programs in fields covering elderly issues, medical care, health vocational training, public services, and lifelong learning will also gain more importance. Finally, students beyond the traditional 18-24-year student age will also be enrolling in higher education institutions.

Demographic changes will seem to have an impact on higher education institutions, which will enroll fewer native and more foreign students and staff in the future. The nonnative population in higher education will come from two sources—migration and mobility programs. This will require changes in the present structures: more flexibility and openness to the world in teaching and learning; broader access for world students and academics; differentiation in quality and excellence; managing communication and diversity; and coordination and organization at the European level. Only the higher education institutions that will provide the successful integration of immigrant and foreign students will be able to cope with the remarkable impacts of demographic changes in Europe. ■

Shifting Demographics in Sub-Saharan Africa

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According to various population assessments and projections, the world population will grow significantly in the next few decades. In sub-Saharan Africa, despite the increase in mortality caused by various diseases—in particular, AIDS, tuberculosis, and malaria—several analyses and projections based on fertility and mortality rates and migration indicate that population growth will continue to increase. Indeed it is projected that Africa's share of the world population, which increased from 8.9 to 12.8 percent during the period from 1950 to 1995, will rise to more than 18 percent by 2050. This population growth will pose a major challenge to higher education institutions in terms of access.

In sub-Saharan Africa, despite the rapid growth in student enrollments in the past two decades, all the indicators used to measure the level of development of a higher education system show that higher education is the least developed in the