Investment to Joint Academia Programs in Developing Countries – One of Effective Social Investment to Prevent Social Pathology Related to Illegal Migration (Letter)

E. Kalavsky (Erich Kalavsky), V. Krcmery (Vladimir Krcmery), M. Mrazova (Mariana Mrazova), P. Vansac (Peter Vansac), M. Palun (Miroslav Palun), M. Olah (Michal Olah), A. Beresova (Anna Beresova), A. Doktorov (Anton Doktorov), S. Subramanian (Selvaraj Subramanian), P. Marks (Peter Marks)

1 North London Postgrad Med School, London, United Kingdom
2 School of Medicine, Comenius University, Dept. Of Microbiology, St. Elisabeth University, Slovak Tropical Institute, Bratislava, Slovakia
3 Dept. Of Public Health, St. Elisabeth University, Bratislava, Slovakia
4 SEU/ KOM, Kuala Lumpur, Malaysia
5 MSc/Nutrition Program Kuala Lumpur, Malaysia

E-mail address:
tropicteam@gmail.com

Reprint address:
Peter Marks
UNHCR camp Lesbos
SEU Migrant Health Program, Kykinos Foundation
Lesbos
Greece

Source: Clinical Social Work and Health Intervention
Volume: 9
Issue: 4
Pages: 72 – 74
Cited references: 5

Reviewers:
Gabriela Lezcano
University of California, San Francisco, USA
George Benca
House of Family, Phnom Penh, Cambodia

Key words:
Extramural Study Programs. Developing Country (DC).

Publisher:
International Society of Applied Preventive Medicine i-gap
To the Editor

Illegal migration from Sub-Saharan Africa causes major social pathology such as unemployment, homelessness, shortage of food supplies and health care. Therefore, preventive strategies to decrease illegal migration should be supported on both sides of Mediterranean, in the EU and Africa. In addition, the age spectrum of migrants to the EU has a prevalence of young males from 40-60%, who are looking not only for jobs and health care, but also better education. The initiative of Erasmus-Members, an EC Program inviting students from developing countries to study 1-2 year in the EU was partially misused by the recipient students - more than 50% of them completed their study in the EU and never returned to the domicile country. E.g. from 16 Kenyan students of Public Health hosted in 2000-2010 by Trnava University, only 1 returned back. Therefore, opening the branches of foreign universities of SSA and SEA were more effective. Examples of most successful joint programs are in following Table 1.

Table 1: Examples of successful University branches in Sub-Saharan Africa and SE Asia

<table>
<thead>
<tr>
<th>Oxford - Mahidol Trust</th>
<th>Mahidol Univ. Bangkok Thailand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imperial College UK</td>
<td>National University of Singapore</td>
</tr>
<tr>
<td>UCLA Los Angeles</td>
<td>National University of Taiwan</td>
</tr>
<tr>
<td>Harvard University School of PH</td>
<td>Chulalongkorn University of Bangkok</td>
</tr>
<tr>
<td>Kings College London</td>
<td>University of Malaysia Kuala Lumpur</td>
</tr>
<tr>
<td>Kampala Makerere University</td>
<td>Mc Gill University Toronto</td>
</tr>
<tr>
<td>Kakuma UNHCR Refugee Camp Kenya</td>
<td>Emory University School of Public Health, Atlanta</td>
</tr>
</tbody>
</table>

And are run by prestigious universities in USA and UK. However, Central European Universities have also special positions for opening programs in Sub-Saharan Africa and South East Asia. The position originates from history - many students completed Central European Universities during previous “communistic” periods 1950 - 1990 and currently many of them are in influential positions in government or universities leadership in China, Vietnam, Cambodia, Laos, Mongolia, Afghanistan, Ethiopia, Chad and other left-oriented countries in 1950-1990. Finally, language capacity of students in SEA is rapidly improving and the majority of Sub-Saharan African countries offer English or French as a second official language; another protective factor for opening EU university branches in Sub-Saharan Africa such as was successfully done in Thailand, Hong Kong, China, Philippines, Malaysia, Singapore, Taiwan, Korea and other SEA region.

Abstract:

Various study programs have been introduced in US, EU and Japan to attract talented students. However, majority of them does not return back to their domicile country. More effective seems to be to prevent illegal migration of young people to expert university programs to developed countries.
References


