

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

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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.

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 (1). 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.

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.

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

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

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