



POWER EXTERNALITY AND EDUCATIONAL GOVERNANCE

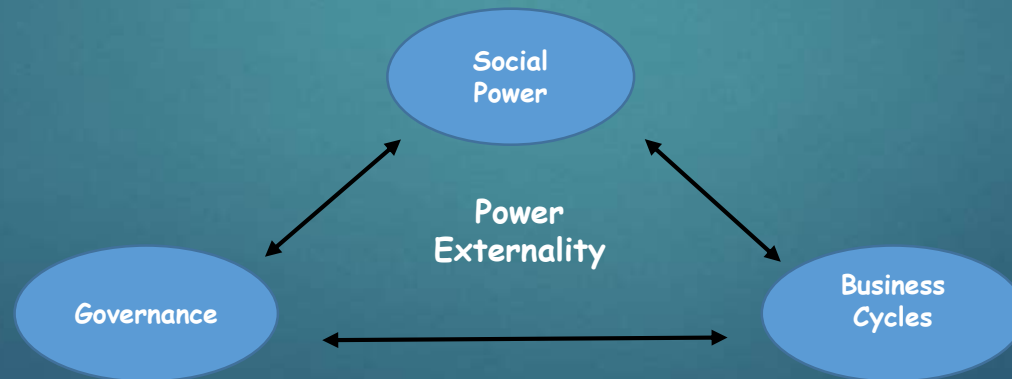
INFLUENCE OF POWER EXTERNALITIES ON ACADEMIC MOBILITY AND RESEARCH

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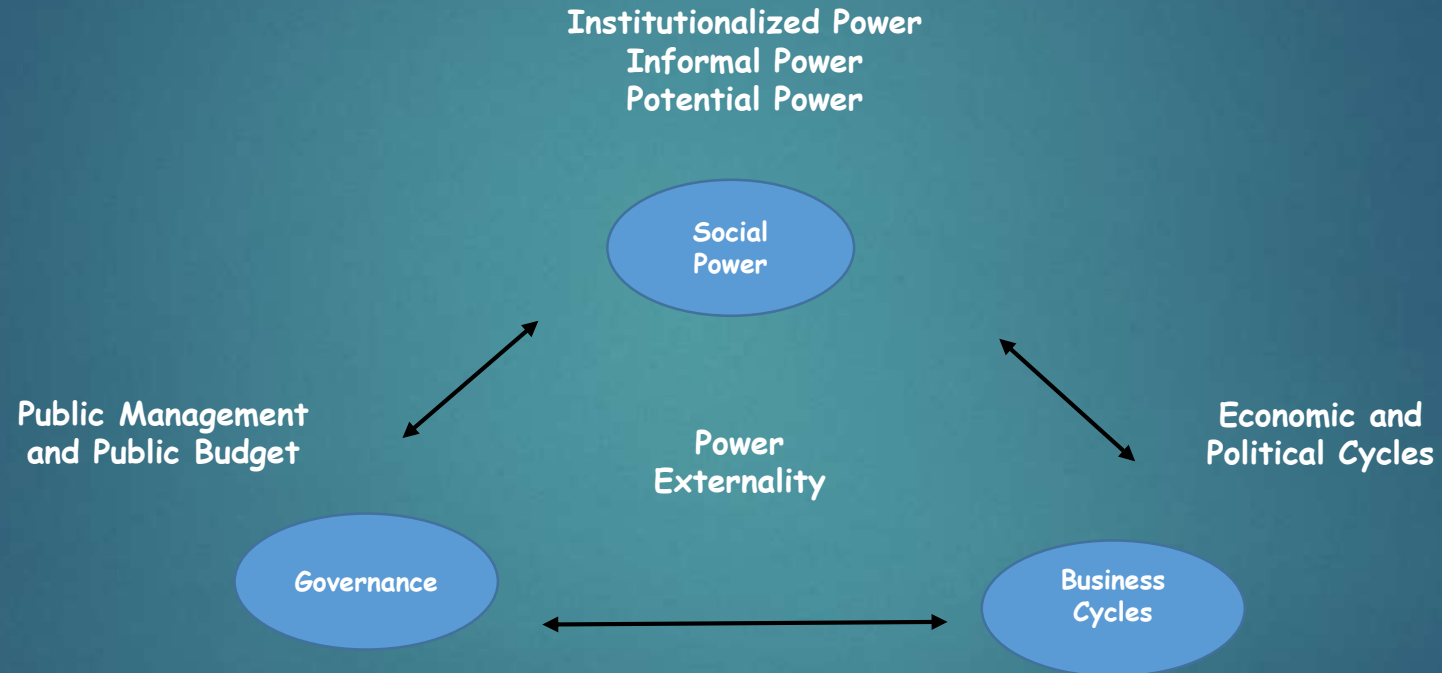
Power Externality

Power externality as a situation where the interconnected social power relations jointly with (political-economic) business cycles and governance agenda affect a third part, not directly related. In this case, we may consider the power externalities related to educational policies concerning academic mobility, research and development.

Power Externality Triangle



Power Externality Triangle



Power Externality

- Negative Power Externality in education is a situation where, although the government and the society are conscientious about the dilemmas involving social policies, because the flexibility and interchangeability between power relations, jointly with the political-economic business cycles and governance agenda, the best choices in terms of educational policies in research and development matters are not fulfilled as expected and the society is harmed.
- Our argument is that since governments and civil society need to perform negotiations for educational policies, the governance agenda is interconnected with politics and business cycles and the social power relations are the arena that governs these relations.

Power Externality

- Likewise, Positive Power Externality in education denotes a situation where, although the government and the society are conscientious about the dilemmas involving social policies, because the flexibility and interchangeability between power relations, jointly with the political-economic business cycles and governance agenda, the best choices in terms of educational policies in research and development are more likely to be achieved and the society is benefited.
- Positive power externality is a good outcome for the society as a whole, since it brings social and educational improvements, in general.



Power Externalities

Could Academic Mobility and Research and Development Policies be Aspects of Power Externalities?

Positive or Negative?

In Which Way?



Power Externalities

Could Brain Drain and Brain Gain be Aspects
of Power Externalities?

Positive or Negative?

For Whom?

AŁOWIECKI and GORZELAK (2004)

Brain Drain, Brain Gain, and Mobility: Theories and Prospective Methods

- “In contemporary literature the term, brain drain, denotes the phenomenon whereby a country suffers an outflow of its educated elite, on a scale threatening the needs of national development in the long term.”
- “On the other hand the contrastive term, brain gain, is relatively new; it was coined in the 1990s to describe collectively the attempts, efforts, programmes and projects aimed to draw scientific workers to a given country.”
- “While brain drain basically refers to spontaneous phenomena accompanying scientists’ decisions regarding where to work and live, without any attempts at influence by policy-makers or state administration, brain gain is associated with the deliberate efforts of various institutions to influence scientists’ decisions; the latter denotes planned efforts aimed to attract science professionals to a given country or organization, be it academic, research or industrial.”
- “Even though the term, brain drain, is used quite frequently, studies on the migration of science professionals involve a high degree of terminological ambiguity. In English, the term appeared in the first studies and publications on the outflow of scientists and the higher educated in general from so-called Third World countries, with *fuite de cerveau* (literally, brain escape) as its French equivalent. We are prone to think of a country being drained, purposefully or not, of the well-educated part of its population.”

AŁOWIECKI and GORZELAK (2004)

Brain Drain, Brain Gain, and Mobility: Theories and Prospective Methods

- “On the other hand, the word, escape, carries a slightly different meaning; derogatory as it is, it refers more precisely to migrant individuals who leave their country due to difficult living conditions or unsatisfactory professional prospects (frequently quoted by scientists as the crucial motivating factor).
- “The term, migration, is also used; it is more descriptive, and therefore not entirely adequate to characterize the specific outflow of personnel from scientific, research, and tertiary education institutions.”
- “In the research on this phenomenon, the notion of mobility is the most universal and objective; it encompasses both migration abroad and transfers between jobs – or from the science sector to a non-scientific one. For this reason, this neutral term is perhaps best suited to describe the outflow of staff from science and tertiary education.”
- “The migration of intellectuals can take either of two forms: direct migration, or settling down after completion of one’s studies in a given country. The motives are obvious, and lie in the disparities between so-called developed and developing countries.”

AŁOWIECKI and GORZELAK (2004)

Brain Drain, Brain Gain, and Mobility: Theories and Prospective Methods

- “Today emigrants are attracted to Western countries by higher salaries, better working conditions, stability and political freedom, and improved educational prospects for their children.”
- “To these old motives new ones have recently been added, such as ethnic wars at home, political instability, and the rise of religious fundamentalism.”
- “Systemic issues, such as deficient educational systems and inadequate labour force management, are also major factors in the migration decisions of specialists and researchers.”
- “In many so-called developing countries, a system of ‘education for its own sake’ was developed in isolation from national development goals.”
- “Research and development (R&D) expenditures in such countries were low, and insufficient for the generation of new jobs.”

WENDE (2015)

International Academic Mobility: Towards a Concentration of the Minds in Europe

- “International mobility of academics has risen over the last few decades, especially among PhD students and post-docs. This may be the result of deliberate policies to stimulate such mobility on the one hand and of growing imbalances in academic career opportunities on the other.”
- “The general belief that attracting international talents helps to ensure that a country plays a leading role in research and innovation, stimulates countries to develop initiatives to attract international students to doctoral programmes or to attract researchers who emigrated back to the country of origin.”
- “More traditional intercontinental mobility patterns from the south to the north and the east to the west, are now paralleled within Europe, where the disparities between countries in terms of R&D investment and skills shortages increase, related to the economic crisis.”
- “Consequently, brain circulation may easily turn into brain drain, and cultural diversity may decline. Related policy questions are whether this will unavoidably result in a (further) concentration of the minds in a limited number of regions or hubs and how this should be considered from the point of view of quality, competitiveness, diversity, and the future of the comprehensive research university in Europe.”

SIEKIERSKI, LIMA and BORINI (2018)

International Mobility of Academics: Brain Drain and Brain Gain

- “Although migratory flows of human resources in science and technology are related also to traditional economic, political and social factors, there are indications that academics mobility is also the consequence of specific drivers.”
- “In addition to economic incentives, such as opportunities for better compensation, career progression and access to better research financing, mobile talent seeks a better-quality research infrastructure, the opportunity to work with scientists who are highly renowned in their areas of investigation and freedom to debate.”
- “The host country needs to offer these academics an adequate quality of life and access to aspects that are essential for social and economic wellbeing.”

SIEKIERSKI, LIMA and BORINI (2018)

International Mobility of Academics: Brain Drain and Brain Gain

- “The problem that characterizes this research is to investigate which of the following **factors has the greatest influence on the mobility decisions of academics**: the impact of the science, technology and innovation (ST&I) infrastructure, or the quality of life in the host country.”
- The results of **a multiple linear regression** show that, although **the ST&I infrastructure takes precedence over quality of life, both are influential factors in academics’ mobility decisions.**
- The results offer guidance for academics in their decisions regarding mobility, as well as offering **guidance for government policy-makers** with regard to **national investments to address brain drain and brain gain.**

Power Externalities

Could Academic Mobility and Research and Development Policies be Aspects of Power Externalities?

Positive or Negative?

In Which Way?

- The emphasis on education generates positive power externalities. Institutions and Society in general can improve their best knowledge.
- Public and private investment in education leads to a smarter and more intelligent workforce.
- Society benefits from hiring academic mobility. This benefit comes from improvements in academic research and educational views in interchangeable ideas.

Power Externalities

Could Brain Drain and Brain Gain be Power Externalities?

Positive or Negative?

For Whom?

- A better-educated society requires less development costs.
- But, what if power externalities in education were not just a result of a society choices, but stimulated in order to overcome power relations in education?



Thank You!!