



Meeting the Explosion of Higher Education in the Transforming Countries: Impact & Opportunities

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Increasing Demand for Higher Education

❑ **Universities**

- Key institutions in processes of social change and development
- Production of highly skilled labor and research output to meet perceived economic needs
- Tertiary graduation rates: Country's capacity to equip future workers with advanced and specialized knowledge and skills

❑ **Quality higher education and training:**

In OECD countries individuals have strong incentives to obtain a tertiary qualification:

- higher salaries
- better employment prospects
- Crucial for economies that want to move up the value chain beyond simple production processes and products

❑ **In developing countries, higher education is recognized as a key force for modernization and development**

- an increase in the demand for its access³

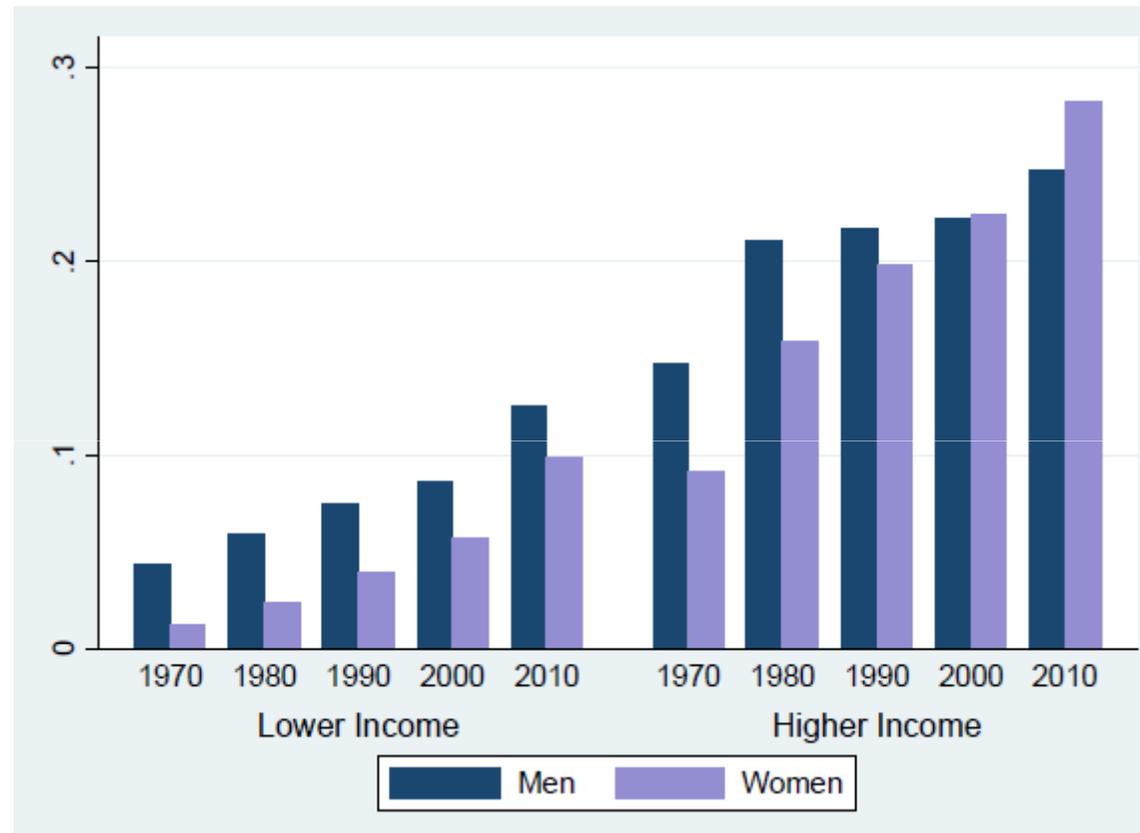
Current Stand in Higher Education Boom

- ❑ The number of people entering higher education has soared.
 - Percentage of adults worldwide with tertiary education
 - From 19 % in 2000 to 29 % in 2010
 - Number of students around the globe in higher education
 - From 178 million in 2010 to 262 million by 2025*²
- ❑ The source of that growth will change the dynamics of global higher education
- ❑ Two countries will be responsible for much of the increase in numbers*³
 - China → an enrollment rate: 26 %
 - India → an enrollment rate: 18 %

In both countries, the population exceeds 1 billion

- ❑ Having already withstood the global economic crisis demand for university education is likely to hold strong*⁴

Current Stand in Higher Education Boom



FRACTION OF 30- TO 34-YEAR-OLDS WITH COLLEGE EDUCATION, COUNTRIES ABOVE MEDIAN PER CAPITA GDP AND BELOW PER CAPITA GDP, BY SEX

Challenges that come along...

- ❑ Students arriving at the admissions office are also changing
 - More diverse: Age, race, ethnicity, socioeconomic status, understanding of technology, and nationality
- ❑ A different variety of demands: Racial sensitivity, night classes, child care
- ❑ Cultural differences
- ❑ Overwhelming numbers beyond the intake capacity
 - Limited resources of library, furniture, computer laboratory, lecture rooms
 - affects quality delivery
- ❑ Higher education is becoming increasingly competitive in terms of students, staff and resources
- ❑ Increasing demand for access to higher education by the masses
 - From being the service of elite to a service open to the masses

How to respond the demand

- ❑ Meeting the growing appetite for higher education:
 - ❑ **Private provision** is expanding
 - ❑ In past 20 years, provision across most of Latin America has flipped from being predominantly public to mostly private, which is now repeated in Asia
- ❑ Countries with ambitious enrolment targets:
 - ❑ Private education will inevitably make up much of the provision
 - Speed of growth needed
- ❑ Concerns about the quality of private education
 - ❑ Examples of excellent non-profit institutions: India and South Korea
 - ❑ Growth in private provision
 - An increase in the number of for-profit, “**demand-absorbing**” institutions

Are there institutions enough to respond it?

What is the remedy?

Distance education: One way to meet the escalating demand for higher education

- ❑ **Hybrid models:** 308,000-student University of Phoenix's online campus
 - Degree programs through both online platforms and traditional campuses
- ❑ Harvard University and the MIT are introducing massive open online courses
 - an effort to provide free, quality education to the masses
- ❑ The nationally funded - and failed - UK eUniversity in 2000
 - ❑ The Open University found, that you have to have some face-to-face contact
 - ❑ The hybrid model
 - ❑ more potential
 - ❑ more expensive and difficult to implement

What is the remedy?

Transnational higher education:

- ❑ Education delivered by foreign countries or their agencies
 - ❑ Online programs, franchises, courses given at University centers, correspondence courses
 - ❑ often of dubious quality
- ❑ Poor and developing countries are the major consumers of transnational higher education

Transnational Education

- ❑ Education experts have pointed out that unregulated transnational education is in most cases
 - ❑ Low quality
 - ❑ Insensitive to recipients' national development priorities and social needs
 - ❑ Adverse impact on national regulatory authorities
 - ❑ subjects domestic higher education institutions to unfair competition
- ❑ Transnational higher education providers
 - ❑ Usually reduce the minimum entry requirements to attract consumers
 - ❑ Do not invest adequately in receiving countries
 - ❑ High tuition

Universities in Developing Countries

- ❑ Higher Education:
 - ❑ At the individual level → Means of getting knowledge, skills and qualifications to get jobs
- ❑ Students' choice of program is influenced by
 - ❑ fees structure –what parents can afford
 - ❑ based on their performance in relation to Universities' cut–off points
 - ❑ peer influence and parent's choice
 - ❑ prestige and public image of the program
- ❑ Therefore is not guided or influenced by the socio-economic needs of the country
- ❑ For improving the quality of higher education in developing countries:
 - Appropriate policies and home-bred professionals are necessary

Universities in Developing Countries

- ❑ Enormous hikes in spending on research and development and government drives to build world-class research universities in transforming countries
- ❑ The number of scientific papers being produced across the world is rapidly increasing, particularly in developing countries.
- ❑ China aims to increase spending from 1.8 per cent of gross domestic (\$179 billion) product to 2.5 per cent by 2020, → would put China on a par with the US.
- ❑ South Korea aimed to raise its figure to 5 per cent by the end of 2012

- ❑ As universities in developing countries improve and institutions get better at retaining their skilled academics,
- ❑ it may be the turn of Western institutions to confront the challenge drying-up stream of academic and student, talent
 - Fewer Brazilian postgrads heading for the US and more staying in Latin America
- ❑ Worldwide, the number of researchers within the population is increasing
 - ❑ put research investment high on the agenda

Universities in Developing Countries

- ❑ Although developing countries are yet to match the established scientific nations in terms of quality
 - ❑ but at least as measured through the number of citations by other researchers - this is likely to change
- ❑ The number of internationally co-authored papers - which on the measure of citation data are, on average, better quality - has more than doubled since 1990
- ❑ More than a third of all research papers are the direct result of international collaboration.
- ❑ Collaborating with institutions in countries with young populations and booming research and development budgets may be one way for Western universities to maintain their top positions.

- ❑ Qatar, Singapore, the United Arab Emirates and China have all promoted internationalisation in national policy,
 - including inviting prestigious foreign universities to establish local campuses.
 - ❑ For students in the host country, this form of education is likely to be more accessible and cheaper than travelling to the UK or the US, while allowing them to benefit from an institution's high “brand value”
- ❑ To date, foreign campuses have been the preserve of mainly US, European and Australian universities but it's only a matter of time!

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Thank you