

Higher education growth strategy:  
Lessons from international experience

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## Summary

- **The role of government** during 'private-sector-led massification' is critical in
  - Ensuring **quality**
  - Ensuring **differentiation - diversity** in the education offered
- What does that mean? More specifically?
  - **Building organizational capacity** in HEIs
    -





## Organizational capacity as essential

- HEIs need to be strategically managed
  - To set its own mission
  - To 'manage' coverage
  - To ensure quality
  - To be cost effective
  - To be responsive to societal need
    - to work with employers/industry
- Key role of properly configured governance structure
  - Governing boards
- But also critical role of organizational culture

## Private sector-led growth

- Usually good enough for **quantity**
  - So long as the public remains confident about education quality
- But unlikely to be good enough for:
  - **Quality**
    - Fees are usually not enough quality enhancing inputs
    - e.g. research, staff training, curriculum development, laboratories and libraries
  - **Diversity**
    - Public institutions cannot change and private institutions tend to 'replicate' models of success
  - **Equity**
    - Fee-based expansion is difficult for students from poorer families

## What should government do?

- Enabling 'quality leading innovating institutions' to emerge in each of diverse spheres
  - By allowing greater autonomy while demanding accountability through proper governance structure
  - By investing in key areas
- Examples: Private-public partnerships in
  - A small group of relevant and multidisciplinary research universities
  - High quality teaching institution of significant scale
    - With liberal arts structure
    - With innovative use of wide geographical coverage usually not possible for private institutions alone
    - Systematic and large scale teacher training
  - A group of community college systems
- Accreditation/public information
  - to support student choice
  - to provide better incentives for institutions to improve
- Funding key areas where private investments are unlikely to be sufficient
  - Relevant research and research training
  - Access for the poor
    - Vocational education and teacher education – typical place where aspiring students from poorer families go
    - Student finance – scholarships/loans

## Eco-system for 'relevant' research universities

- They do not grow on their own
- Need 'relevance pushing' and diverse funding
  - Government agencies with specific interest
    - Agriculture, energy, urban development..
  - Industry with their agenda
  - Foundation representing public interest

## What should businesses do?

- Create new institutions? Yes, but could and could and should do a lot more than that
- Be a critical stake holder
  - By working closely with HEIs
    - through faculty consultancies, student internships, funding research and sitting on various committees
  - By providing feedback/inputs to HEIs on curricula and skills needs
  - By funding research of importance to society
- To make sure HEIs 'grow together' with industry

## Final words: India has unusual opportunities

- Motivated students
- Diverse and rich stock of human resources - abroad and at home
- High level commitment from business leaders
- Historical track record of creating excellent institutions - IITs, IIMs etc
- Ongoing expansion - opportunities to establish multiple institutions to become a critical mass/catalyst for change
- With appropriate framework put in by the government in the 12<sup>th</sup> plan, India has every reason for success
- **But the window of opportunity is closing rapidly!**

## Quality underpinning require:

- Three distinct policy goals:
  - Enabling innovative institutions to set curricular content/framework
  - Eliminating serious offenders
  - Providing 'incentives' for individual institutions for improvement
- What are needed?
  - Transition from a sector-wide regulatory approach to a new approach that gives institutions full responsibility along with accountability on quality
    - Ultimately quality cannot be readily judged at a distance
    - Institutions must develop their own internal quality assurance mechanisms
  - Building quality leading institutions
    - To develop innovative educational content and pedagogical best practices
    - To nurture communities of judgment, whose peer influence could work across the sector
    - Tight regulations/lack of autonomy not consistent with innovating institutions
  - Accreditation
    - critical in the medium term, but likely to take time before becoming effective
  - Public information about individual institutions to support student choice and incentivize institutions to commit to quality improvement

## Massification a la Singapore

Singapore admission as ratio of age cohort

	1980	1985	1990	1995	2005	2009
univ	4.9	7.9	14.7	18.4	23.7	25.4
polytechni cs	5.4	14	19.6	36.8	39.8	42.9

## Massification: Taiwan

### 3. Industrial Technology Manpower Cultivation

Unit : person

School Year	SENIOR SECONDARY	JUNIOR COLLEGE	BA	MA	PHD
	Graduates	Graduates	Graduates	Graduates	Graduates
76'	39,103	13,643	5,831	307	5
80'	44,845	17,306	7,299	520	8
85'	59,887	23,990	7,609	1,283	57
90'	58,361	34,425	8,474	2,382	196
95'	67,243	48,234	12,517	4,440	435
00'	59,666	47,075	29,430	7,977	590
05'	42,087	14,529	54,330	14,752	1,084
09'	42,805	3,513	52,465	18,671	1,608
10'	...	...	...	...	...

## Massification: Taiwan

### Gross Enrollment Rates

School Year	Upper secondary	Tertiary
	Average	Average
<b>76'</b>	<b>56.54</b>	<b>15.40</b>
80'	64.37	16.18
85'	79.35	20.79
90'	91.08	29.65
95'	91.25	39.44
00'	98.66	56.14
05'	96.01	82.02
10'	98.89	83.77

## Two models of diversification

- European
  - Research universities – as academic track
  - Polytechnics/Universities of Applied Sciences – as vocational track
- American
  - Through institutional differentiation
    - Research U, teaching U, colleges, community colleges
    - All with professional/vocational elements
  - Through individual choice – mediated by broad liberal arts tradition and an elective system

## New approaches to equity are needed

- Because
  - fees pose serious obstacles for the poor
  - increasingly sophisticated employers demand not just degrees but also soft skills and competencies
- New approaches might include:
  - Affordable, good quality publicly-funded education as a credible option for all
    - Particularly in fields popular for the poor e.g. teacher training and vocational education
  - Student finance; scholarships for the poor – loans are much harder
  - But also more diverse and high quality pathways to success
    - Including better remedial opportunities and second chance entry to universities

## Multiple disciplinary 'responsive' research universities

- As critical investment for quality and diversity
  - Essential that a small group of institutions undertake world class research relevant for India
  - Though a vast majority of HEIs will be teaching focused
- To ensure higher education quality as a system
- For critical knowledge creation
  - to guide India's socio-economic development e.g. water, energy, poverty, health
  - To provide educational content
- As a pedagogical tool for pushing 'critical thinking'
- As a mechanism to keep India abreast of international science
- 'Relevant research' requires:
  - Multiple disciplinary contexts critical
  - Organizational responsiveness - a kind of flexibility and capacity to constantly evolve in response to societal needs
  - It is a matter of culture - easier to create institutions like that than to reform existing ones

## Policy environment for growing 'responsive' research universities

- Requires diverse but demand-side funding
  - From government agencies with different interests and capacity
  - From industry
  - From philanthropy demanding university research contribution
- Governance/management structures to allow academic programmatic AND managerial and operational autonomy and accountability
  - NOT total freedom for individual academics to do whatever they like
  - Institutional autonomy to be fully accountable to the public in what it does
  - NOT dictatorial senseless managerialism
  - Institutional structure and processes to create a professional environment where academics can be most productive

## What should governments do?

- To help universities become effective:
  - Demand side 'basic research' funding (different ministries/public agencies working with university)
  - Proposal based funding for
    - Collaborative interdisciplinary research centres
  - Not to expect huge income streams from third stream activities
  - Care with evaluation - no straight jacketing
- To help industry become effective:
  - 'Absorptive capacity' as critical determinant of company ability to relate to science
    - Support production of relevant scientific manpower
  - Help companies learn to work with universities
  - Support key interactions - particularly with small companies
    - SBIR in the US
    - Vouchers in the Netherlands
    - KTP in the UK

## Questions

- The result of recent expansion by public institutions - IITs etc
- Implementation issues! What is the bottleneck?
- Politicians/MHRD/Planning - difference in stance/views?
- State/central government roles?
- Efficiency in public sector - is there room for significant gain?
- Quality in public institutions?
- Implication of private institutions on public institution quality - sapping the energy?
- Private institutions - why so small?
- Private sector regulations
  - What are the real constraints?

## Nurturing innovative institutions

- Research U
  - Government funding land/staff housing
  - Research labs
- Technology-facilitated mass undergraduate education a la Phoenix/Monterray
  - Curricular development funded by the government?
- vocational education colleges
  - Scholarships for poor students?
- Selection based on proposals from institution planners as evaluated by an international panel of experts

## US

- Community colleges a third of enrollments
- Half of entering population
- 95% public
- 60% or so public for 4 year institutions

## Growth opportunities for private players

- ☐ Massification supported by rapid economic growth – helpful for fee-funded expansion
- ☐ Government has to recognize the role of private institutions
- ☐ In that sense, a lot of opportunities
- ☐ But government policy needs for quality standards would mean changing landscape in quality assurance for HE
- ☐ Desire to support innovative conscientious private initiatives while wiping out the worst offenders
- ☐ Desire to create better information to the public to support student choice
- ☐ Private entities – still accountable to the public so long as they claim ‘education’ as product
  - ☐ Education is not readily ‘visible’ or ‘testable’ in terms of quality

## NOTES Odds and ends

- ☐ Community colleges
- ☐ US statistics
- ☐ CONSEQUENCES IF NOT FOLLOWED? examples
  - ☐ Japan
- ☐ Cornell was the first to introduce vocational elements such as agric and engineering – a real departure from liberal education previous to that (Geiger pp 5 to advance knowledge)
- ☐ Debate at the time
  - ☐ Need for vocational teaching – Morrill act etc
  - ☐ Need for elective system – introduced by Eliot in Harvard
  - ☐ Need for Graduate Education and knowledge creation
  - ☐ But incumbents could not innovate
  - ☐ New institutions had to be created
    - ☐ Cornell – to merge vocational subjects as land grant and institutionalized electives (Massive investments combined with business money)
    - ☐ Johns Hopkins – to create true research university in America
- ☐ Competition – the prospect of ‘losing staff’ pushed old institutions to reform
- ☐ Institutions as the critical factor – not sector quality control

## Short-cycle vocational education and remedial education

- Provides breadth/culture as well as vocational skills
- Vocational education usually suffers from stigma – importance of public endorsement/funding
- Remedial education
- Offers transfer possibilities into universities/colleges
  - Takes away much pressure from entrance exams
- Tremendous value in having all HEIs to work with and understand employers and their needs – at all levels
  - Not just designated ‘vocational institutions’

## Window of opportunities closing

Rapid economic growth – not waiting

Human capital – ready to repatriate – but not for ever

Demographic dividend – the system needs to be ready

Institutional development – takes time