



## Post-Secondary Education and Global Financial Crises and Higher Education

The present issue focuses on Post-Secondary Education and Global Financial Crises and Higher Education. The first set of three articles present briefly global and country specific trends of post secondary education while the final article expounds global financial crises and its implications on higher education in India.

The first article on "Global Trends in the Diversification of Post -Secondary Education" highlights the nature and characteristics of traditional higher education identified with universities which were catering to the skill requirement of the public sector. With the shift of employment opportunities from public sector to private sector, the nature of skills and knowledge required also has undergone a change and also the source may not necessarily be a conventional university. This is more so in case of employment in information based production system. Consequently, there has been

proliferation of institutions outside the conventional universities leading to unprecedented growth of higher education. However, the latest trend has been the establishment of research based world-class universities along with increase in non-university non-degree programmes. The article further discusses the differential post- secondary education programmes, and augments the need for diversification of post secondary education in the context of changing economy. The paper looks at cost of post-secondary education in universities and in non-university institutions and describes different models of post secondary education providers .

The second paper on "Diversification of Post- Secondary Education in Republic of Korea" present several reforms adopted to diversify Post Secondary Education to meet challenges in national development and competitiveness. In Korea, post -secondary education has been universalised and GER has surpassed cent percent. While colleges and universities facilitated in massification of higher education, vocational training and junior colleges helped in training technicians for industrial growth. The paper describes seven categories of colleges and universities. The post secondary education institutions comprise national, public and private institutions which are managed by national , local governments and private foundations respectively. The National Universities are funded by the government and spread across the country and education is provided at cheaper cost, while private universities covers a high majority of students and are comparatively costlier. In recent years Foreign Universities have established branches in the country. The paper describes the structure of post -secondary education provided by different level institutions. Though private sector plays major role in post secondary education, the government extends several financial support programmes to impart and, strengthen post-secondary education. The paper

### *In this issue...*

Post -Secondary Education and Global Financial Crises and Higher Education	1
Diversification of Post-Secondary Education in the Republic of Korea	3
Diversification of Post-Secondary Education in Malaysia	4
Global Trends in the Diversification of Post-Secondary Education	6
Global Financial Crisis and Higher Education in India	8
News from Member Institutions	10

highlights some of the concerns like government's investment capacity doesn't match with increased expansion of post secondary education and financial issues for private institutions due to fall in enrolment etc.

The paper on Malaysia vindicates the importance accorded to post secondary education in the country's Five Year Plan. The Post secondary education in Malaysia includes a wide range of institutions and diverse courses comprising university and non-university level courses. Post secondary education at university level is provided by public and private universities and also by overseas branches of foreign universities. The Malaysian government established community colleges to provide training and skills needed at all levels. The private initiatives at post secondary level provides diverse opportunities with different types of degrees, diploma and certificate courses of national to international standing. The paper presents briefly about funding of post secondary education in Malaysia. Though traditionally funding for post secondary level is provided by government, introduction of performance related funding and privatisation of post secondary education led to different funding mechanisms including study loans for higher education. The paper concludes by highlighting that by Malaysian government excessive attention to university sector particularly research

universities, and too little to non-university post secondary education.

The last article on "Global Financial Crises and Higher Education in India" analyses the impact of global financial crises of 2007-08 on higher education. The high economic growth rate and dynamism in India made to forecast that India would not be affected by the global financial crisis. To some extent it was true as the India's 11th Five year plan has accorded high importance to higher education with increased budget allocation and critical expansion albeit strongly envisaging public private partnership. However, contrary to the belief, the steadily declined economic growth rate had considerable effect on higher education both in demand and supply due to reduced employment opportunities and wages. Further the paper discusses the short and long term effects of the financial crisis on higher education in India. Similarly with plunge in employment and income levels in IT sectors, though there is increased demand for commerce, economics and sciences still it is too early to expect the demand for social sciences will increase significantly. The expected large inflow of foreign direct investment on higher education is still an elusive. But unregulated foreign education institutions are flourishing in different forms. The paper concluded with a note on the need for government to play a more crucial role to reduce the effect of global financial crisis on higher education in India.

*Editor*

For Editorial correspondence please contact:

***Professor K. Sujatha, Editor***

***ANTRIEP Newsletter***

***National University of Educational Planning and Administration (NUEPA)***

***17-B, Sri Aurobindo Marg, New Delhi - 110 016, India***

Tel: (+ 91 11) 26544800, 26565600

Fax: (+ 91 11) 26853041, 26865180

E-mail: ksujatha@nuepa.org

sujakalimili@yahoo.com

## Diversification of Post-Secondary Education in the Republic of Korea\*

### Introduction

Post-secondary education (PSE) plays a major role in delivering the highly skilled human resources needed for national development and competitiveness. The Korean Government has implemented many reforms to diversify the PSE sector.

Thanks to these reforms Republic of Korea has universalized post-secondary education (PSE) and the GER surpasses cent per cent. While colleges and universities were instrumental in the massification of higher education, vocational training and junior colleges for training technicians became important for supporting industrial growth and universalizing PSE.

The PSE in the Republic of Korea covers the following seven categories: colleges and universities; industrial universities; universities of education; junior colleges; broadcasting, correspondence and cyber universities; technical colleges, polytechnic colleges; and miscellaneous schools.

College and University Education is concerned with the teaching and study of fundamental academic theories and their various applications. The Industrial universities, on the other hand, were established to provide higher education to industrial workers. Universities of education provide teacher education. Junior colleges offer education intended to produce mid-level technicians. Broadcasting and correspondence universities have been developed as educational media with the objective of providing educational opportunities for people who have not completed or have discontinued their education. Technical colleges comprise a new type of college system intended to sharpen the competitiveness of industrial workers and increase the likelihood of life-long employment by improving their technical abilities. Polytechnics provide short-term technological training to help students secure a life-long technological job.

### Provision and funding of PSE

PSE institutions are classified as national, public, and private. National universities are widely dispersed throughout each city and province and are financed by

the government, with their students receiving cheaper education as compared to the private university students. Private universities account for over 80 per cent of post-secondary student enrolment. Foreign universities have started to establish branches in the Republic of Korea.

Most junior vocational colleges provide two-year (four-semester) courses, but some offer three-year courses, leading to associate degrees. Universities provide four-year (eight-semester) courses, leading to a Bachelor's degree. Since the purpose of these colleges is to increase the supply of skilled labour for business activities, the curriculum focuses on practical skills.

Given the rapid expansion of education, the financial investment required was enormous and surpassed the investment capacity of the government. Private universities accounted for more than 80 per cent of universities in Korea, and were heavily dependent on student tuition fees. A fall in student enrolment is now affecting the income of many small private institutions.

The government runs several financial support projects for universities for various purposes, such as the promotion of graduate schools, strengthening the educational capacity of colleges and universities, and training human resources in leading metropolitan economies.

### Management of PSE

PSE institutions are classified into national schools, public schools and private schools, established and managed by the central government, the local government authorities, and educational foundations respectively. Provincial colleges are public and run by their local government authority. Private schools, which make up a high proportion of schools in Korea, are operated by the educational foundation concerned, which requires approval from the Minister of Education, Science and Technology when it wants to establish a new school.

The majority of PSE institutions are the responsibility of the Ministry of Education, Science and Technology (MEST). The Ministry is responsible for running institutions such as universities, industrial colleges,

\* Based on the article by the same author in Varghese, N.V. 2013 ed. *Diversification of Post-Secondary Education*, Paris, IIEP.

universities of education, technical colleges, open universities, and correspondence colleges.

The Ministry of Labour (MOL) runs the technical colleges providing education and training courses such as multi-technician courses and vocational training courses. The Ministry of Food, Agriculture, Forestry and Fisheries (MIFAFF) manages the Korean National College of Agriculture and Fisheries (KNCAF). The Korean National Police University is run in accordance with the special Police University Establishment Act. The Ministry of National Defence (MND) runs the Military Academy in accordance with the Military Academy Establishment Act.

### **Conclusion**

The diversification of the content and programmes of higher education should be based on the need for

consumers of higher education. There is scope for extending opportunities to enrol in non-university PSE programmes, for online, cyber, and digital PSE. Enterprises should be encouraged to establish their own educational institutions to train college students as their prospective employees. However, diversification should not lead to a compromise on quality. Therefore, quality control and performance management systems need to be established and strengthened. Quality control, based on the university-approved evaluation system and activating university-owned evaluation, needs to be strictly conformed to.

**Hyunsook Yu**

*Senior Research Fellow*

Korean Educational Development Institute

SEOUL, KOREA

(E-mail: yhs@kedi.re.kr)

## **Diversification of Post-Secondary Education in Malaysia\***

### **Introduction**

Malaysia has addressed the issue of human resource development by devising five-year economic plans centred on education and training policies. Economic development in Malaysia promotes diversification through industrialization and foreign investment. The aim of Post Secondary Education (PSE) in Malaysia is to provide a competent workforce equipped with the skills, knowledge, attitudes, and behaviour to meet the demands of a high technology era. The PSE offers secondary school leavers a variety of options in academic, technical and vocational fields to set them on an appropriate career path.

### **Types of PSE courses and level of certification**

The PSE in Malaysia includes pre-university courses (largely in public institutions), technical/vocational courses leading to certificates and diplomas, and courses at colleges, universities and other institutions of tertiary education, before entering the employment market. Post-secondary studies take the form of non-university courses, leading either to certificates or diplomas.

University PSE covers courses that lead to Bachelor's degrees, post-graduate degrees and post-graduate diplomas. Provision for these courses takes place in public universities, university colleges, private universities and overseas branch campuses, and includes a wide range of subject areas and modes of delivery, such as examinations only, distance education, conventional delivery, and mixed mode delivery.

In 2000, the Malaysian government decided to establish community colleges to provide training and skills needed at all levels. Private providers of PSE comprise a varied group, offering qualifications of local to international standing which covering vocational education. Fields of study offered by Malaysian private colleges range from engineering, information technology and computer science, to business, hospitality and tourism management, and executive secretaryship. These courses usually lead to qualifications at both certificate and diploma levels, but are generally awarded by professional and semi-professional examination bodies.

\* Based on the article by the same author in Varghese, N.V. 2013 ed. *Diversification of Post-Secondary Education*, Paris, IIEP.

### ***Diversification in the university sector***

There are public universities, private universities and branch campuses of foreign universities and six university colleges specialize in courses relating to business, applied science, information technology, engineering, and medical disciplines. In addition, large corporations, closely linked to the government, establish their universities, such as Universiti Teknologi Petronas, Universiti Tenaga Nasional by energy corporation, Malaysia Telecommunication's Multimedia University etc.

Those established by political parties include the Technical and Further Education (TAFE) College of the Malaysian Indian Congress in Seremban, and the Asian Institute of Science and Technology; the Malaysian Chinese Association's Tunku Abdul Rahman College (KTAR) and Universiti Tunku Abdul Rahman; and Universiti Tun Abdul Razak of the United Malay National Organisation.

Local branches of foreign universities (for example, Monash University Sunway Campus, Curtin University of Technology Sarawak, Swinburne University of Sarawak, University of Nottingham Malaysia in Selangor, and FTMS-De Monfort University Campus).

### **Funding of PSE**

The funding of PSE in Malaysia traditionally relied on public sources. The introduction of performance-related funding mechanisms (a quasi-market element), and tuition fees and loans (the privatization of higher education) are two major developments characteristic of the Malaysian PSE sector today. Apart from the MOHE, other ministries and federal agencies are also contributing substantial funding to the non-university education sector. The contribution of Ministry of Youth and Sports skills development is a good example of this.

In 1998, the government established the National Higher Education Loan Fund to provide loans for students attending local institutions of higher learning. Loans were a full or partial contribution to their fees and subsistence expenses during their period of study. PSE students have to register for courses approved by the appropriate departments of the MOHE to become eligible for loans. Loan amount and disbursements vary

depending on the type of institution, level of studies, the courses involved, and the monthly income of students' parents. The period of loan repayment is based on the total loan amount, and ranges from 60 months to 240 months.

### **Management of PSE**

Various ministries and public agencies play clearly defined roles in managing PSE. Publicly and privately provided universities and university colleges are both under the jurisdiction of the MOHE and managed by its higher education department. Technical and vocational education is under the jurisdiction of the MOHE Department of Polytechnic and Community Colleges. Vocational and work training programmes for new graduates and workers are the responsibility of the Ministry of Human Resources, the Department of Entrepreneur Development in the Prime Minister's Department, the Ministry of Youth and Sports, and other public agencies.

The MOHE has jurisdiction over polytechnics and community colleges that provide vocationally-oriented education to senior secondary school graduates and adults. The Ministry of Human Resources provides pre-employment industrial training programmes to new graduates, and advanced skills training programmes to workers. The Ministry implements its policies through three institutions.

The Technical Education Department (TED) is responsible for the implementation of work and vocational training, while the National Vocational Training Council (NVTC) is responsible for the planning and evaluation of work and vocational training programmes. The Ministry runs 14 Industrial Training Institutes (ITIs), four Advanced Technology Centres (ADTECs), the Japan-Malaysia Technical Institute (JMTI), and the Centre for Instructors and Advanced Skills Training (CIAST) to provide work and vocational post-secondary programmes. The Ministry of Youth and Sports provides work and vocational training to young graduates in particular. The Training and Manpower Development Division of the Ministry of Health plans the manpower requirements of the Ministry and initiates the provision of specific categories of health personnel. Courses are for students interested in training as radiographers, physiotherapists, and community nurses.



## Conclusion

It seems that Malaysia is giving excessive attention to the university sector, and especially to research universities, and too little to non-university PSE, the prejudice against which needs to be overcome. There is a general lack of coordination between the various PSE providers. There is a need to set up a coordinating body to streamline the provision of courses concerned with specific skills and other requirements deemed appropriate for industry. The problem of employability

need to be examined in the context of PSE graduates from non-university PSE institutions as these are increasingly employed in the private sector.

*Morshidi Sira,  
Koo Yew Li,  
Norzaini Azman,  
Sarjit Kaur and Clarene Tan  
IPPTN Malaysia  
(E-mail: morshidi@mohe.gov.my)*

## Global Trends in the Diversification of Post-Secondary Education

### Introduction

Higher education has traditionally been identified with the universities. In the post world war period, universities were mostly public-funded institutions catering to the skill requirements of the public sector. A decline in employment prospects in the public sector and the market-friendly reforms made private sector attractive to job seekers. The nature of skills required in the private sector varied from that in the public sector, necessitating alternative modes of skill formation.

The emergence of information-based production has called for skills acquired from post-secondary education, but not necessarily from a university. This led to proliferation of institutions and study programmes offered by institutions outside the universities. The growth and expansion of the non-university sector is a recent trend, contributing to the unprecedented expansion of higher education in the new millennium—an annual increase in enrolment of around 7.7 million.

The new trend is to establish research-based world class universities, on the one hand, and have a proliferation of non-university non-degree programmes, on the other. The post-secondary education (PSE) now includes universities, colleges, technical training institutes, community colleges, nursing schools, etc.. The diversification of post-secondary education involves the diversification of providers, programmes, clientele, and sources of financing.

PSE includes all forms of education and study programmes pursued after the secondary level. PSE has

two distinct components, namely tertiary and non-tertiary education. Tertiary education refers to all programmes offered at ISCED levels 5 and 6. The non-tertiary PSE connotes all programmes offered at ISCED level 4. The non-tertiary PSE is relatively small.

### The demand for skills

Although the demand for skills varies, it can be broadly classified under two categories: one, those emanating from a concern for the production of knowledge; and, two, those emanating from a concern for producing goods and services. The future growth of the knowledge economy depends on its capacity to produce knowledge and to concentrate on its production and on R&D activities. The immediate demand for skills to produce goods is more for the use of knowledge in production than for the production of knowledge.

### Why diversify PSE?

Several factors underlie the diversification of PSE. When higher education systems were small, they primarily served elite. With their 'massification', the enrolment of students from lower socio-economic groups increased. Their reasons for pursuing higher education varied from those who were elites. Most of them considered PSE as a passport to work immediately after their studies. A knowledge economy requires varied levels of skills. The types of skills required are theoretical knowledge for design purposes, technological knowledge to develop production, technical knowledge for production itself, and vocational skills to support it. These skills can be acquired only in PSE offering study

\* Based on the article by the same author in Varghese, N.V. 2013 ed. *Diversification of Post-Secondary Education*, Paris, IIEP.

programmes at varied levels. The ‘pipeline effect’ is another reason for diversification of PSE.

The provision of PSE in the non-university sector is less expensive for the public exchequer. In most countries, the expenditure per student is higher in universities than in non-university PSE institutions. Further, the private sector is active in providing non-university PSE education, and households are willing to invest in the PSE since its courses are aligned with the job market.

### **Towards a Classification of PSE Institutions**

From a review of institutions offering post-secondary education in various countries, the PSE institutions can be classified into four categories of universities, colleges/non-university institutions, tertiary short-cycle institutions, and post-secondary non-tertiary institutions.

#### *Universities*

Universities are at the apex of PSE and they offer degree courses and may be divided into high-status institutions, with a strong emphasis on academic research, and institutions of lower status that conduct less research, besides professionally-oriented universities. In general, top-tier PSEs are mostly research universities and are the most prestigious. Then there are ‘teaching universities’, which focus more on teaching than research, and are often regarded as less prestigious. The Russell Group universities in the United Kingdom, and the Ivy League universities in the United States are good examples of prestigious, research-focused institutions.

In the USA, there are research universities, professionally-oriented universities, and community colleges. France has its *grandes écoles*, universities, and Instituts universitaires de Technologie (IUTs). The Brazilian system differentiates between research-oriented universities and teaching-oriented university centres. Chile has technical training centres, professional institutes, and universities that are more research-oriented. The Republic of Korea has a variety of universities, including several for which the main focus is on research rather than teaching.

In Malaysia, universities are essentially teaching and research institutions, while professional training takes

place in the non-university sector. In China, the research universities are growing in importance. Norway has two parallel sectors – the university sector, concentrating on basic research, and the regional sector, focussing on professional education and applied research relevant and important to the region concerned.

#### *Colleges/non-university institutions*

Non-university colleges and institutions also award degrees or diplomas, mainly at the undergraduate level, and are more closely linked to the job market. Many of them offer more practical and vocationally-oriented courses. Community colleges were first established in Canada and the USA, polytechnics in the UK, and *Fachhochschulen* in Germany. In Azerbaijan, non-university tertiary education has been provided mainly in *technicums* and colleges from where graduates receive junior specialist’ diplomas. Non-university tertiary education in Malaysia includes polytechnic courses, community college programmes, private college education, and government training provided in institutions under various ministries.

The junior colleges in the Republic of Korea train intermediate-level technicians, while technical colleges upgrade the skills of industrial workers, with polytechnics providing short technological education and vocational training courses. In Nigeria, polytechnics award the Ordinary National Diploma (ND) and the Higher National Diploma (HND). The ND is awarded after successful completion of a two-year programme, while the HND is awarded after one year’s work experience and a further two years’ study in the polytechnic.

#### *Tertiary short-cycle institutions*

Tertiary short-cycle non-university institutions are alternatives to universities and provide technical and vocational training for certificates below degree level. As many of their programmes are worth less than 180 credit points, their content is referred to as ‘tertiary short-cycle education’. The non-university sector was initially called short-cycle higher education and, later, became an alternative to universities.

Non university institutions (NUIs) can be short-cycle multi-purpose NUIs, such as community colleges, short-cycle specialized NUIs offering more short vocationally-oriented courses in just a few subject areas, and ‘binary’

NUIs, which are distinct from universities but award degrees similar to those of (the former) British polytechnics. The Industrial Training Institute (ITI) in Malaysia offers both short-term and long-term courses. Those who complete a short-term course receive a technician certificate. The junior colleges in the Republic of Korea also offer short courses, but as part of tertiary education.

#### *Post-secondary non-tertiary institutions*

The post-secondary non-tertiary education institutions operate above the secondary level but below tertiary education, and confer either sub-degree vocational certificates or higher education entrance qualifications. In Malaysia, the sixth-form programme is a pre-university education institution for secondary school leavers to

prepare them for the public, post-secondary examination. The matriculation colleges offer *bumiputera* students one-year pre-university courses (lasting two academic semesters) for admission to degree programmes at local universities in Malaysia. Students enrolled in the programme receive full sponsorship from the Ministry of Education. They are allowed to choose their university programme after they have completed and passed their matriculation examinations.

**N V Varghese**  
*Head, Governance and Management  
of Education  
International Institute for Educational Planning  
Paris, France  
(email- nv.varghese@nuepa.org)*

## **Global Financial Crisis and Higher Education in India**

In as late as 2007-08, when the US and other economies began feeling the global financial crisis, India had exhibited strong dynamism and registered a high rate of growth of nine per cent, and it was also forecasted that India would not be much affected by the global crisis, as (a) India's growth is largely based on domestic consumption and domestic investment, (b) external trade amounts to a small fraction of GDP, and (c) the country's financial sector had no direct significant exposure to the international market. But in no time, the rates of economic growth began dropping steadily; industrial production and trade have slowed down; stock markets registered a sharp fall; and now the long term forecasts of the growth rate are around five per cent only. Cuts in offshore jobs, general lay-offs in the domestic sector and wage cuts have been resorted to by most private sector institutions, particularly in information and technology (IT) related sectors, financial institutions, travel industry, etc., largely in response to fall in demand from international clients. Foreign companies have reduced their outsourcing and even laid off many of their overseas workers, which might mean return flow of migrants back to India. For them and others who were aspiring to go abroad, the financial crisis meant a death of an 'American dream.' Weak regulatory mechanisms also contributed to the collapse of iconic IT institutions like the Satyam. The rise in unemployment and underemployment of graduates mean fall in income

levels. Loss of existing jobs is one aspect and an equally if not more important aspect is, loss in employment growth that would otherwise have occurred. All this indicates that India, which is getting rapidly globalised, during the last few years, could not remain untouched by the global crisis. It is also hypothesized by many that the effects of the crisis might not necessarily be widespread, as only those sectors which are more integrated and connected with global and national markets suffer more, i.e., agricultural sector might not be directly much affected, but manufacturing, construction, and the whole service sector, which registered higher rates of growth in employment and share in GDP in the past, would get more seriously hurt. The silver lining hope was that: the Indian economy would emerge from the crisis, according to some forecasts made earlier, looking very good and it would be on tracks soon. This has not happened: many advanced and developing countries are still affected by continuing global financial crisis; India still hovers at a rate of growth which is much lower than expected; and Indian higher education system is still in the grip of a crisis.

What will be the effects of the continuing crisis on higher education in India? In the eleventh five year plan (2007-12), described as an educational plan, there was a significant escalation in the budgetary allocations to



higher education. The plan also envisaged large scale expansion of higher education – setting up of a large number of world class universities, new central universities, technical and management institutions, science and research institutions, undergraduate colleges, etc. While there was a good increase in the budgetary allocation, the plan also envisaged the realisation of the expansion plans through public-private partnership models. Along with these, there is a long term goal of allocating six per cent of national income to education? What will happen to these goals?

The short and long term effects of the crisis on higher education are yet to get unfolded. However, some likely effects are as follows.

Forced by reduced growth of the economy and the likely fall in tax and non-tax revenues, and the need to contain fiscal deficit, it is feared that government may reduce its plan allocations to higher education. Further, the recent hike in the pay scales of the teachers in higher education, which cannot be reversed, might take away the bulk of the increased allocations to higher education, leaving very little for expansion and improvement in quality. So the plans for expansion might get a serious jolt. It has already been indicated that the expansion will be slow in the twelfth five year plan. Of the 30 proposed new central universities, 17 were set up in the eleventh five year plan; the remaining 13 may not come up in the near future. Further, plans that depend upon public-private partnership models may not take off, as private sector investments in higher education might also get affected, and these models tend to critically depend upon public funding.

Much of the growth in higher education, especially higher professional education, in the recent past has taken place in private sector. Given the stagnant, if not declining growth in public higher education, relatively the private sector will grow at a high rate. Private institutions already account two-thirds to three-fourths of total higher education institutions in the country. There may be some decline in growth in private institutions and enrolments in certain areas of professional education. Already it has been found that supply exceeds demand, as a good number student places remain vacant in private engineering institutions. The efforts of the government to regulate private higher education have been ineffective. Given the strong neo-liberal context, they may continue to be ineffective.

The fall in employment and income levels might mean a fall in demand for higher education in general, and demand for certain areas of study in particular. Available indications show that the fall in the growth of the IT sector results in a drastic fall in demand for engineering education, particularly in IT-related disciplines, which has experienced the fastest growth in the recent years. However, it is too early to expect an equally drastic shift in demand in favour of sciences and social sciences away from engineering disciplines, though we notice some increase in demand for studies in areas like commerce, economics and sciences.

It was being hoped that there will be a large inflow of foreign direct investment in higher education, as the regulations are formulated for the entry of foreign institutions into India and a bill in this regard was lying in the national Parliament for approval. While many doubted these expectations even otherwise, the crisis strengthens these doubts. At the same time, unregulated foreign education institutions continue to do their business offering unaccredited and unrecognized diplomas and degrees. Along with this, one might notice intensified efforts by foreign institutions to attract Indian students, as some of these foreign countries are feared to be more seriously affected by the global economic crisis. In contrast, there are modest efforts to build strong collaborative arrangements for research between universities of high standard in the west and those in India.

Given all this, the role of the government becomes very important in ensuring that higher education does not suffer seriously due to the global crisis, because it is higher education that can be an effective and sustainable solution to the crisis. Ability to deal with economic disequilibria of this kind is obviously enhanced by the educational levels of the population. Hence it would be critically necessary for the government to safeguard and enhance the priority for higher education. The stimulus packages that the government thinks in the present context, should include boosting of investment in human capital, particularly public higher education.

**Jandhyala B G Tilak**

*Head, Department of Educational Finance*

*NUEPA, New Delhi*

*(E-mail: [jtilak@nuepa.org](mailto:jtilak@nuepa.org))*

## News from Member Institutions

### **Shanghai Institute of Human Resource Development**

Shanghai, China

- ◆ Developed Indicator System for Monitoring and Assessment of National Education Modernization
- ◆ Completed Research Study on Strategy Development and System Innovation for Vocational and Technical Education in China
- ◆ Providing consultancy for Monitoring and assessment of Child Friendly School program of UNICEF
- ◆ Conducted a study on Status and Challenges for Enrollment of Upper Secondary Education
- ◆ Complete a research on the Strategy of Optimization of Resource Allocation for Education in the Yangtze River Delta

### **Korean Educational Development Institute (KEDI),**

Seoul, Korea

Conducted a study on "Evaluation Model Development of School Facilities Crime Prevention Design". Crimes that occur in the school vary from the violence among students to the crimes by outside intruders. Although studies and guidelines on crime prevention through environmental design ('CPTED') of school facilities have been presented recently, most of them are reflected to the new buildings, and most of existing schools are with facilities and environment vulnerable to CPTED. Therefore, this study was aimed to develop practical evaluation model that can help existing schools to self-diagnose their facilities and environmental territory that are vulnerable to crime, and prescribe future improvement measures for CTED

to find ways to prevent crimes in terms of school facilities.

8 Delegations from 2013 Fulbright American International Education Administrator (AIEA) visited KEDI to understand the education system in Korea and to share ideas on International education issues.

A delegation from the Office of the Basic Education Commission (OBEC), Ministry of Education in Thailand visited to learn how KEDI prepares children and youth to be good citizens of society in terms of civic education policies.

### **National University of Educational Planning and Administration,**

New Delhi, India

- ◆ NUEPA has conducted a research study on 'innovative Enhancement' in Asia funded by 'Research for Development', USA. The objectives of the study include examining employers' needs, exploring existing curricula system and identifying existing innovative skills delivery mode. The Countries included are India, Pakistan, Bangladesh and Thailand.
- ◆ As a sequel to the research study, 'Innovative Secondary Education for Skills Enhancement', a symposium on Asia Regional Skills was organised during 9-10 January, 2013 in New Delhi. Sixty three participants from different countries have participated in the Symposium.
- ◆ NUEPA has initiated a programme to reach out to field level educational administrators by organising 2 days conferences on educational leadership in different states.
- ◆ National Centre for School Leadership has conducted state level consultancy meetings with stakeholders and developed National Programme Design and Curriculum Framework for school leadership training.

**The Centre for Policy Research in  
Higher Education (CPRHE)**

With a view to support policy changes through research and analysis in higher education, the National University of Educational Planning and Administration (NUEPA) established the Centre for Policy Research in Higher Education (CPRHE). It operates in close collaboration with the Department of Higher Education, HRD; University Grants Commission; and Planning Commission.

The CPRHE is envisaged to act as a think tank in higher education policy and planning in India. It attempts to foster excellence to enable the higher education system in India to achieve international standards and global competitiveness. The Centre will generate relevant and reliable information and research findings on different aspects of higher education that would help formulate sound policy; analyze trends in higher education development; develop a critical mass of well-trained scholars/academics trained to undertake policy analysis and research on higher education; help develop long-term perspective plans at the Centre and state levels ; and encourage policy dialogues involving national and state-level education authorities, universities and other

stakeholders and help develop network of educational researchers and practitioners, state councils of higher education, universities, Association for Indian Universities, and national and international institutions and organizations engaged in policy analysis and research in higher education.

The CPRHE is engaged in higher education policy research focusing on the current national priorities in the following inter-related areas : a) expanding and improving the provision of higher education ensuring equity and inclusion; b) enhancing quality; c) improving relevance of study programmes and employability of higher education graduates; d) improving financial efficiency and flows; e) strengthening teaching learning process and improving learning outcomes; and f) increasing efficiency and effectiveness of governance and management.

Based on the research the CPRHE will be bringing out research papers, research reports, policy briefs and publishing books and articles in academic journals. These documents will form the basis for organizing policy dialogues, consultation meetings and seminars in an effort to make policy making and planning in the country more evidence based. .

**For Further Details on ANTRIEP Activities contact**

International Institute for Educational  
Planning (IIEP),  
7-9, Rue, Eugene - Delacroix  
75116 PARIS, France  
Fax: + (33)40728366  
E-mail: a.de.grauwe@iiep.unesco.org

National University of Educational Planning  
and Administration (NUEPA),  
17-B, Sri Aurobindo Marg  
NEW DELHI-110 016, India  
Fax: + (91 11)26853041,26865180  
E-mail: ksujatha@nuepa.org

## ANTRIEP Member Institutions

1. Academy of Educational Planning and Management (AEPAM), Ministry of Education, Taleemi Chowk, G-8/1, P.O. Box 1566, ISLAMABAD, Pakistan (<http://aepam.edu.pk>)
2. Australian Council for Educational Research (ACER), 19 Prospect Hill Road, Private Bag – 55, Camberwell, Melbourne, VICTORIA-3124, Australia ([www.acer.edu.au](http://www.acer.edu.au))
3. Balitbang Dikbud Centre for Policy Research (Puslit Penelitian), Office for Educational and Culture Research and Development (Balitbang Dikb) Ministry of Education and Culture, Jalan Jenderal Sudirman, Senayan, JAKARTA – 12041, Indonesia.
4. Bangladesh Rural Advancement Committee (BRAC) 75, Mohakhali Commercial Area, DHAKA – 1212, Bangladesh ([www.brac.net](http://www.brac.net))
5. Campaign for Popular Education (CAMPE), 5/14, Humayun Road, Mohammadpur, DHAKA – 1207, Bangladesh ([www.campebd.org](http://www.campebd.org))
6. Centre for Multi-Disciplinary Development Research (CMDR), D.B. Rodda Road, Jubilee Circle, DHARWARD - 380 001, Karnataka (INDIA) ([www.cmdr.co.in](http://www.cmdr.co.in))
7. Centre for Education Leadership Development, (CELD), National Institute of Education (NIE), Meepe Junction, Padukka, Sri Lanka ([www.nie.lk](http://www.nie.lk))
8. Institut Aminuddin Baki (National Institute of Educational Management), Ministry of Education, Sri Layang 69000, Genting Highland, PAHANG, Malaysia
9. International Institute for Educational Planning (IIEP), 7-9 rue Eugene-Delacroix, 75116 PARIS, France ([www.iiep.unesco.org](http://www.iiep.unesco.org))
10. Korean Educational Development Institute (KEDI), 92-6 Umyeon-Dong, Seocho-Gu, SEOUL 137-791 KOREA, ([www.kedi.re.kr](http://www.kedi.re.kr))
11. National Academy for Educational Management (NAEM), Dhanmodi, DHAKA – 1205, Bangladesh ([www.naem.gov.bd](http://www.naem.gov.bd))
12. National Centre for Educational Development (NCED), Sanothimi, BHAKTAPUR 2050, Nepal ([www.nced.gov.np](http://www.nced.gov.np))
13. National Council of Educational Research and Training (NCERT), Sri Aurobindo Marg, New Delhi - 110 016 (INDIA) ([www.ncert.nic.in](http://www.ncert.nic.in))
14. National University of Educational Planning and Administration (NUEPA), 17-B, Sri Aurobindo Marg, New Delhi –110016, India ([www.nuepa.org](http://www.nuepa.org))
15. Research Centre for Educational Innovation and Development, Tribhuvan University, P.O. Box 2161, Balkhu, Kathmandu, Nepal, ([www.cerid.org](http://www.cerid.org))
16. Shanghai Institute of Human Resource Development (SIHRD), 21 North Cha Ling North Road SHANGHAI - 200 032, China
17. South-East Asian Ministers of Education Organisation Regional Centre for Educational Innovation and Technology, SEAMEO INNOTECH P.O. Box 207, Commonwealth Avenue, U.P. Diliman, Quezon City 1101, Philippines ([www.seameo-innotech.org](http://www.seameo-innotech.org))
18. State Institute of Educational Management & Training (SIEMAT), 25 P.C. Banerjee Road, Allenganj ALLAHABAD, Uttar Pradesh, India
19. The Aga Khan Education Service, Pakistan (AKES,P) House No.3 & 4, F-17/B, Block VII KDA Scheme 5, Clifton, Karachi-75600, Pakistan ([www.akdn.org/akes](http://www.akdn.org/akes))
20. The Aga Khan University-Institute for Educational Development, (AKU-IED), 1-5/B-VII, F. B. Area Karimabad, P.O. Box No.13688, Karachi-75950, Pakistan (<http://www.aku.edu>)

Edited by K. Sujatha on behalf of the Focal Point, ANTRIEP and published by the Registrar, National University of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi - 110 016 and processed/printed by the Publication Unit, NUEPA at M/s Anil Offset & Packaging, New Rajinder Nagar, New Delhi-110 060, India