China’s Higher Education on a Overpass of 4 Fold Transitions
- starting from the Recent Enrolment Expansion

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1. The Nation-wide Debate on the Consequence of the Recent Enrolment Expansion

**A Golden Page**
or
**A Trouble ?**

The Arguments for Golden Page:

- The changed nature of HE
- Good for Social Equity,
- National Competitiveness, and
- Achieving Strategic Goals of China, etc.,
1. The Nation-wide Debate on the Consequence of the Recent Enrolment Expansion

A Trouble:
- Graduate unemployment Unacceptable
- 35% of Graduate Regret for HE
- The Government concerns about Social Stability
- And The Media Asks: Whether Expansion Caused a Trouble?

Expansion of Enrolment, A Step Necessary or Wrong?
1. The Nation-wide Debate on the Consequence of the Recent Enrolment Expansion

The View from WCHE, 1998:
HE should be accessible to all on the basis of merits and no discrimination can be accepted, it also calls for giving learners an optimal range of choice and a flexibility of entry and exit points within the system (the declaration).

2. Remember the Background when EED was Made:
ER in HE just above few in Asia, such as Nepal, Bhutan, While DC Entering PHE
1. The Nation-wide Debate on the Consequence of the Recent Enrolment Expansion

Seen even from the Traditional Point of View of HEE:

- $233.52 \text{ (1983)}$
- $1900.91 \text{ (2006)}$
- at a 10% annual growth rate
- $1997.85 \text{ (2006)}$

2. Deep-seated Conflicts in HE Catalyzed and Sharpened by the Expansion

Anything Neglected in HEEE Decision Making?
2. Deep-seated Conflicts in HE Catalyzed and Sharpened by the Expansion

Yes. Focusing on QE, without paying enough Attention to and preparing solutions for deep-seated conflicts, which might emerge following the change of the nature of HE.

See the deep-seated conflicts
by Analyzing the 3 hot issues
raised from HEEE:
Graduate Unemployment
Quality of HE and Social Equity
2. Deep-seated Conflicts in HE Catalyzed and Sharpened by the Expansion

The GER and the Comments from employers:

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2. Deep-seated Conflicts in HE Catalyzed and Sharpened by the Expansion

Deep-seated conflict:
Whether IHLs done or have the autonomy to do enough to prepare students to face the dramatically changed and changing environment by changing and renovating accordingly disciplines, curriculum, management, teachers recruitment and training, etc.,

Quality declined due to constrained conditions as no. classrooms, labs, libraries and teachers, etc.,? A Q check in place by MOE every 5 rs, but,
2. Deep-seated Conflicts in HE Catalyzed and Sharpened by the Expansion

**Deep-seated conflict**

*Fundamental questions to be reflected and answered:*

What is quality today?
Q assessed by standard of the past or the present and future?
Where do you intend to guide IHLs to go via the QA Baton?
Who’s responsibility? Government’s alone?
What is a proper mechanism? Etc.,

New equity issue from EE:

7,000 Yuan, annual and minimum cost to a student = income of 35 years of a peasant from a poor region

- Report from the poverty alleviation foundation
2. Deep-seated Conflicts in HE Catalyzed and Sharpened by the Expansion

Lessons from the cost-sharing strategy World-wide:

1. Does it mean government could withdraw or it’s pay could be reduced?

2. Affordability comparison between China and the West:

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10%: Sweden, Netherlands, Finland
17%: U.S.A, Canada
25%: U.K.
44%: Japan
2. Deep-seated Conflicts in HE Catalyzed and Sharpened by the Expansion

Deep-seated conflict:
- What is HE and its role in achieving national strategic goals?
- What is the obligation of the state?
- Should Allocation of the national budget for HE be and must be controlled by law?
- What is proper share for students and their families? who decides, etc.,

3. The Four-Fold Transition – Source of the Deep-seated Conflicts

It is not the EE, but The Four-Fold Transition
1. Nature – from Elite to Mass HE
2. Client – A Economy to a Market, Open and Export-oriented one
3. Status – Social Margin to Social Center
4. System – Planned control to ?
3. The Four-Fold Transition – Source of the Deep-seated Conflicts

Call from MassHE for changes in:
Almost all areas as Values, Functions, Curriculum, decision making mechanism, Quality Concept, dual mode, access,equity and financial support, relations with government,etc., in HE.

The problems faced by mass higher education today come from a system, which has become mass in its size but remains elite in its values. The recent external changes for numbers, structures, finance and governance have not been matched by appropriate internal changes of values, purpose and activities
3. The Four-Fold Transition – Source of the Deep-seated Conflicts

Pressure from the Export-oriented (70% of GDP) market economy for change in quality of students:

Adequate knowledge about foreign culture, society, people, religion, tradition and

Capability and skills for languages and communication, etc.,

Transition of IHL’s to the center of society requires:

more institutional autonomy for change, renovation and transformation
3. The Four-Fold Transition – Source of the Deep-seated Conflicts

The transition of the planned control system and mechanism at a slow pace and with no fundamental changes as of today limited and still limits the autonomy of and placed IHL’s in an embarrassing position lacking of motivation, dynamics, capacity and potential in facing challenges from the dramatically changed environment.

3. The Four-Fold Transition – Source of the Deep-seated Conflicts

The signal and request common from all transitions:

IHLs must be dynamic to take initiative for change, renovation and reform, while the control system and mechanism be reformed ahead to allow and encourage IHLs to do so, key to all transitions.
4. Renovation of Values and System - The Way out of the Conflicts

The multiple conflicts facing IHL’s of China today tell us the fact that IHLs of China have embarked on the road and the overpass of 4 fold transition but in an embarrassing situation that president of IHLs is in the driver’s seat, could start the engine and making the vehicle moving but have no control of the wheel, which is held by someone, who is not here.

The core of the renovation and reform of the system formulated under planned economy is:

To Learn how to readjust, control and guide the direction, size, pace and quality of HE by using mainly funding, legislation, monitoring and provision of information and supervision, while returning both of the autonomy and accountability to IHLs.
4. Renovation of Values and System - The Way out of the Conflicts

Or back to the metaphor, 

**Return the control of the wheel to the president, who just sits in the driver’s position.**

But wait a minute.

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4. Renovation of Values and System - The Way out of the Conflicts

Many presidents have got used to a mentality that it’s non of my business concerning future direction and any fundamental changes of the institution but the business of leaders of government. Here, the most important thing presidents may need to learn before taking over the wheel is how to identify traffic signs, know the way ahead and make your own GPS roadmap.
4. Renovation of Values and System - The Way out of the Conflicts

4 values and concepts in HE
may be relevant and useful
for identification of future direction
of an IHL in the 4 fold transitions

4. Renovation of Values and System - The Way out of the Conflicts

1). Should massification of HE continue, when it faces great pressure to slow down or stop?

Definitely Yes, unless China gives up it’s goal to be a well off society, harmonious nation and a country of innovation, etc.,
4. Renovation of Values and System - The Way out of the Conflicts

2. Internationalization of HE.

It is a reality and realistic challenge facing China in particular with its determination to be part of the global economy and its highest dependence rate on foreign trade. Recognition of it makes a big difference in your initiative and action for renovation of structure, content of curriculum, teaching, organization and management, cross-boarder cooperation and quality assurance and competitiveness of your students.

4. Renovation of Values and System - The Way out of the Conflicts

3. To be dual mode, networked and life-long, required by the transition into info-knowledge society, the goal of learning and innovative society set by the government; a reality in almost 100% of IHLs in U.S. and Canada, more than 50% in the rest of Western World, and the reason why proportion of graduates from IHLs in their populations is 6-11 times higher than that of China.
4. Renovation of Values and System - The Way out of the Conflicts


No objection theoretically and legally here but in reality restricted and inhibited by the slow pace of the transition and renovation of the planned control system. Here, a reference of the recent call from the international university community for returning the autonomy to universities may be relevant.

4. Renovation of Values and System - The Way out of the Conflicts

Conclusion 1

For IHLs:

Renovating your values and concepts of HE, in order to identify your future direction in the 4 fold transition;
4. Renovation of Values and System - The Way out of the Conflicts

**Conclusion 2 for government:**
depen the control system and mechanism reform in order to:
- nurture the motivation, dynamics, capability and potential of IHLs;
- achieving a leap in HE not just quantitatively but in quality as well and
- bring a hope to be a nation with a HE of not just big size but in strength and potential.

Thank you for your attention