

China's Higher Education on a Overpass of 4 Fold Transitions

- starting from the Recent Enrolment Expansion

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2. Deep-seated Conflicts in HE Catalyzed and Sharpened by the Expansion
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4. Renovation of Values and System - The Way out of the Conflicts

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

A Golden Page
or
A Trouble ?

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

The Arguments for Golden Page:

- **The changed nature of HE**
- **Good for Social Equity,**
- **National Competitiveness, and**
- **Achieving Stratigic Goals of
China,etc.,**

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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 ?**

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

Expansion of Enrolment,
A Step

Necessary
or Wrong ?

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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*)

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

Remember the Background

when EED was Made:

ER in HE just above few
in Asia,such as Nepal,
Bhutan,
While DC Entering PHE

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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 (1983)

1900.91 (2006)

at a 10% annual growth rate

1997.85 (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.

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

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

2005 11 80
10

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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.,

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

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.,

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

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

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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?

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

2. Affordability comparison between China and the West:

99%: China – 13,913 – (2005)

14043 1714 -2005

10%: Sweden, Netherlands, Finland

17%: U.S.A, Canada

25%: U.K.

44%: Japan

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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.

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

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

Source: Wagner (1995) p.r21

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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.,

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

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

more institutional autonomy for change, renovation and transformation

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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.

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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.

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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.

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

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.

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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.

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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**

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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.,**

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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

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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.

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

4. *Coorparatization - Making IHL a
real legal and independent entity.*

**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.**

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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;

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

Conclusion 2 for government:

**deepen 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