

RANKING AND FUTURE OF HIGHER EDUCATION IN THE THIRD WORLD

Ecaterina Pătrașcu, Mohammad Allam

Assoc. Prof., PhD, "Mihai Viteazul" National Intelligence Academy, Bucharest, Aligarh
Muslim University, India

Abstract :Ranking of the institutions of higher education has emerged as an important trend in the 20th and 21st centuries. Many ranking agencies like Times Higher Education (THE), Quacquarelli Symonds (QS) etc are granting rankings to the institutions at national and international levels. The trend of ranking has raised the concern for the quality, mass education, aims and objectives of institutions of higher education at national and internal levels.

The Third World generally refers to the developing countries of Asia, Africa and Latin America. Many nations of the Third World are facing the problem of mass illiteracy. The higher education is still in elite stage with lower Gross Enrolment Ratio (GER). The efforts of the World Bank, UNESCO, and national governments have made the GER increase in recent time. Still, the condition of higher education in these parts of the world is not satisfactory enough.

The increasing trend of ranking of institutions of higher education at national and international levels has raised the concern among the educationists, educational planners, and citizens of the Third World. The ranking has led to starting the trend of specialized institutions, shifting of the financial burden from public to the individuals and ignoring the higher education of masses. How has the ranking affected the various trends of higher education in the Third World? What would be its implication for the future development of the Third World? The present paper has tried to find answers to these questions.

This study is important for the international community as the Third World nations are going to play an important role in the economic development of the world. This study would give insight into various trends of higher education in the Third world to the international agencies, policy makers and national governments which would help them to assess the potential of the Third World in the overall development.

Keywords: the "Third World", higher education, ranking, public education, private education

Introduction

"Third world" [1] generally refers to those countries of Asia, Africa and Latin America which were under colonial rule and are less developed economically. Many scholars like Pachter (1975) believe that third world refers to "those nations which are laggard in industrial development, low in per capita income, exporters of only raw materials...and buy more on the world market for their people's needs than they can pay for out of export earnings". [2]

The term 'Third World' is used in the context of the power politics of Cold War era started after World War II. The 'Third World' was the result of the division of the world into three groups (worlds). The First world was led by USA and allies, particularly NATO nations, and Japan while the Second world was led by USSR and allies. The formation of 'Third World' was actually a reaction against power block politics. They followed a neutral policy in international affairs keeping themselves distanced from power blocks. Most of the 'Third World'

countries were also grouped in ‘Non-Alignment Movement’ started by the present leading developing countries.

On the basis of the above discussion, the present paper has used the ‘Third World’ to refer to those countries which got independence from colonial powers and were less developed during the Cold War as compared to ‘First World’ and ‘Second World’. But now, due to their fast economic growth, these countries have attracted the attention of the world community and are referred to as ‘Developing Countries’. Their economic growth is so robust that much estimation by the leading economists and world organizations has predicted that by 2050, many of developing nations would lead the world in economic development. For the present paper the term “Third World” has been used to show their political inclination and also economically since they are developing and are important for the world community taken into consideration their development and large population.

It is not possible to study the effects of ranking on higher education in future for all developing countries. Therefore, the present paper has focused on a few countries, such as India, Brazil, South Africa, China, and Indonesia, countries that are going to dominate the economic development of the world after 2050, while few of them have been grouped as “BRICS”. [3] Ranking has emerged as one of the important criteria to judge the advancement of an educational institution of higher education. It shows the advancement in research, innovation and knowledge creation. Ranking has led the competition among the institutions of higher learning and it is a matter of prestige among nations. Ranking has helped many nations, particularly in the case of the developed countries, to attract a large number of international students by marketing their education. As per the estimate, the major countries from the developed nations which attract the largest number of the students are USA, countries from Western Europe, and APAC. According to an estimate there is \$1.9 trillion worth market of higher education [4]. Ranking, which certifies the quality of education, has led to the migration of a large number of students from the Third World. On the other hand, the race for quality for better ranking has led to the drastic change in governmental policies and to the emergence of private led institutions. As a result, the issue of mass higher education in less cost has suffered.

The present paper has studied the issues related to the ranking of institutions of the Third World countries and its impact on the future of higher education in various areas.

Status of Higher Education in the Third World

There is need to know the status of higher education in the Third World to understand the impact of ranking on future higher education. The available data show the variance in the Gross Enrolment Ratio (GER) of the selected Third World countries in higher education. As per the data from UNESCO Institute for Statistics the GER of the selected countries has been shown in the Table-1.

Table-1 Gross Enrolment Ratio in Tertiary Education % (both sexes)

Third World Countries	Year							
	2000	2002	2004	2006	2008	2010	2012	2014
Brazil	-	20.69	24.49	--	35.56	---	45.23	49.28
China	7.72	12.79	17.91	20.49	20.94	23.94	27.18	39.39
Czech Republic	28.42	34.52	43.82	50.22	58.14	64.01	65.86	66.01
Egypt	29.58(2001)	30.53	28.54	29.42	29.39	30.9	27.61	31.67
India	9.54	10.22	10.98	11.54	15.11	17.91	24.36	25.53

Indonesia	14.88	14.81	16.61	17.31	20.7	24.2	30.65	31.10
South Africa							18.99	19.37

Source: UNESCO Institute for Statistics

Table-1 shows Gross Enrolment Ratio (GER) from the year 2000 to 2014. This is also the period of emergence of rankings around the world. How the ranking has affected the GER is a matter of debate but it can be seen in the rise of GER of higher education both at the world and country levels. The GER in higher education at world level increased from 19.03 in 2000 to 34.45 in 2014. [5]

Table-1 shows that GER of Brazil increased from 20.69 in 2002 to 49.28 in 2014; GER of China increased from 7.72 in 2000 to 39.39 in 2014; GER of Czech Republic increased from 28.42 in 2000 to 66.01 in 2014; GER of Egypt increased from 28.42 in 2000 to 31.67; GER of India increased from 9.54 in 2000 to 25.53 in 2014; GER of Indonesia increased from 14.88 in 2000 to 31.10 in 2014 and GER of South Africa increased from 14.98 in 1994 to 19.37 in 2014. [6] What can be observed from these data is that the GER of each the above mentioned countries is continuously increasing; some are increasing very fast while some are increasing slowly; fast particularly in less populated countries and slowly in heavily populated countries like China, India, Indonesia.

What about the quality of higher education? What about the overall performance of the institutions of higher education? Ranking has emerged as an important parameter to judge the performance of the higher education of a nation as rankings take many aspects of higher education into consideration while assigning ranking to institutions. The parameter or matrices which are used to be taken into consideration are comprehensive in nature.

What is the ranking of the institutions of the higher education of the countries? Table-2 shows the position of 100 ranking of world three famous rankings and the countries which have their number of institutions along with the countries taken into study. This will give a comparative as well as individual performance of the First, Second and Third world countries. The three Rankings e.g. Times Higher Education (THE), QS and US News and World Report Global University rankings 2017 have been taken into consideration.

Table-2 Rankings of Institutions of Higher Education of the Third World

S. No	Name of the Country	Number of Institutions in THE World University Rankings(2017) In 100	Number of Institutions in QS World University Rankings (2016-2017) In 100	Number of Institutions in US News and World Report Global University rankings (2017) In 100
1	USA	41	30	50
2	UK	11	17	09
3	Switzerland	03	05	04
4	Canada	03	04	03
5	Singapore	02	02	02
6	Hong Kong	03	04	--
7	Australia	06	06	07
8	Germany	09	04	04
9	Belgium	01	01	02
10	Japan	02	05	01

11	China	02	04	02
12	Sweden	03	03	02
13	Netherlands	08	02	07
14	France	01	02	03
15	South Korea	02	04	--
16	Finland	01	01	01
17	Denmark	01	01	01
18	Spain	--		01
19	Taiwan	--	01	
20	New Zealand	--	01	
21	Argentina	--	01	
22	Ireland	--	01	
23	India	Not in 200	185(2016-17)	Not in 200
24	Czech Republic	Not in 200	Not in 200 (2016-17)	Not in 200
25	Egypt	Not in 200	Not in 200 (2016-17)	Not in 200
26	Indonesia	Not in 200	Not in 200 (2016-17)	---
27	South Africa	148	191(2016-17)	112
28	Brazil	Not in 200	120(2016-17)	138

Source: THE, QS World Rankings and US News and World Report Global University rankings

Table-2 shows the rankings of the number of institutions of higher education of the countries of the world. The major rankings of the world are dominated by the First World and Second World or developed world. USA dominates the table of the three rankings of the world followed by developed European nations, while countries from the Third World either are not in top rankings of 100 and even 200, except South Africa, or their performance is very low. Yet, their performances in all the studied rankings are improving.

There are many factors which are giving rankings of the developed countries impetus, such as the large financial support, latest educational technologies, government commitment, a vibrant private sector and people's ability to pay for qualitative education. These are lacking in the case of the Third World.

Outbound Mobility of Students

Due to lack of qualitative education and educational institutions as various rankings show, a large number of students from the Third World move towards the developed countries, particularly to USA, Canada, countries from Europe, Australia and few Asian countries, like Singapore, China, Japan etc. Table-3 gives the information regarding outbound movement of the selected countries. The marketization of higher education through ranking may be one of the reasons of migration of the students from the 'Third World'.

Table-3 Outbound Mobility of Students

Name of the country	Number of Students Studying Abroad	Gross Outbound Enrolment Ratio %	Outbound Mobility Ratio
Brazil	39,317	--	0.2
China	790,850	0.8	3.0
Czech Republic	12630	3.0	1.8

Egypt	24,970	0.3	0.9
India	2,33,540	0.2	0.7
Indonesia	37,430	0.2	0.6
South Africa	7,395	0.1	0.7

Source: UNESCO Institute of Statistics

Table -3 gives information regarding outbound mobility of students. Among the countries under study, China topped the list with 790,850 students studying abroad, followed by India, Brazil, Indonesia, Egypt, Czech Republic and South Africa. If there were improvements in rankings with qualitative changes of institutions of higher education in these countries, the number of outbound mobility of students would decrease, while to remain a centre of attraction for the qualitative higher education, the developed nations would increase the facilities provided.

Change in the Policy on Higher Education in the Third World

In recent years, the governments of many Third World countries, particularly the countries under study, have placed special emphasis on the improvement of rankings of institutions of higher education. The government has not only changed the educational policy but also invited the private sector to play an important role in the development of higher education. The policy of shifting the burden of paying the cost of higher education from the government to the people has been seen shifting. The era of mass education with the help of public funding has been changing into mass education with private funding with more burden of the cost shifting towards the people.

In India, the government policy for higher education can be seen from the drafted Educational Policy of 2016 where special emphasis has been put on the improvement of the ranking of institutions of higher education at international level. The themes and questions for Policy Consultation on Higher Education state that “The Indian universities do not find a place in the top 200 positions in the global ranking of universities. Even the top ranking institutions of India appear low in the global rankings...Does it imply that India has only low quality higher institutions? The idea of establishing accreditation agencies in India was to enhance standards and quality of higher education.” [7]

But what is the governmental plan to improve the rankings of Indian institutions of higher education? To improve the rankings of the higher education there is needed an overall change in various areas of higher education with huge investment in higher education as well. But the study of Aggarwal (2006) shows that for higher education India needs a huge amount (Rs.628.8 billion) [8] which is not going to be fulfilled, as the study of Tilak (2004) [9] and Sharma (2008) [10] show that over the years, the expenditure on higher education has gone down. This might be the reason that one finds increase in the investment of the private sector in Indian higher education as Ministry of Human Resource paper states that “The Indian higher education system has expanded and will further expand. This is in response to the increasing social demand for higher education. However, a major share of this expansion has taken place through the private institutions. The quality of facilities and teaching learning process in these institutions is far from satisfactory”. [11]

On the other hand, by acknowledging the importance of rankings, the government of India published its own national ranking under Ministry of Human Resource Development (MHRD) known as National Institutional Ranking Framework (NIRF) in 2016 (<https://www.nirfindia.org/engg>). This ranking has brought a drastic change in the outlook of the higher education. With the NIRF, the government has also started mandatory accreditation of the

institutions of higher education from National Assessment and Accreditation Council (NAAC). [12] The establishment of NAAC is bringing huge changes in the functioning of the institutions of higher education in India.

In the case of China, the government policy too is to be in race with the West on the question of rankings. Education is an important tool for the development of huge human resources. The large number of the population (1.3 billion) needs huge funding to provide higher education to people. With bringing the private sector in education China succeeded to enhance its GER in higher education, which rose from 7.72 in 2000 to 39 percent in 2014. The Chinese government gave much importance to rankings to get prestige and to establish qualitative research institutions of higher education; thus it settled the “Academic Ranking of World Universities” (Shanghai Ranking). [13]

The attitude of the governments of other countries under study towards international rankings of institutions of higher education is somehow the same as of India and China. The study in the case of Brazil by Knobel (2011) shows the policy change in higher education related to rankings. He states that “An analysis of the various rankings indicates a growing presence of countries that have not been part of the traditional block, the result of a deliberate national strategy to become important educational hubs in their area of influence. This is the case in China, Singapore, Malaysia, South Korea and the Gulf countries, all aiming at becoming world class educational and research centers, and challenging primacy of the USA and Europe.” [14]

What has been seen is the change of the policy of governments to shifting the cost of education and establishing more research and qualitative institutions for market needs rather than for mass education of the people. In other words, the cost of qualitative education or rankings has been shifted on the shoulder of the common people. The number of GER in higher education is increasing with the help of private sector and bearing of the cost of the higher education by the people themselves. Table-4 gives the information related to the reducing expenditure of the government on per student in higher education.

Table-4 Government Expenditure per Tertiary Students as % of GDP per Capita (%)

Third World Countries	Year							
	2000	2002	2004	2006	2008	2010	2012	2014
Brazil	55.09	44.71	32.73	29.41(2007)	27.40	28.07	26.53	29.50(2013)
China	--	---			-----			
Czech Republic	28.08	28.54	27.65	34.15	23.53	21.98	23.87	21.72(2013)
Egypt	--	--	--	--	--	--	--	---
India		68.85(2003)	61.65	55.81	----	70.10	54.32	49.15(2013)
Indonesia				23.69(2007)	16.96	21.81	23.28	21.55(2013)
South Africa	--	--	--	--	--	--	38.73(2013)	37.90

Source: UNESCO Institute of Statistics

Table-4 shows the decline in the government expenditure per tertiary students in countries under study. In Brazil the decline is from 55.09 in 2000 to 29.50 in 2013. In the Czech Republic, decline is from 28.08 in 2000 to 21.72; in India there is decline from 68.85 in 2003 to 49.15 in 2013. So the case of decline is in Indonesia and South Africa, too.

The Government expenditure on education in term of percentage of GDP (Table-5) and expenditure on education as % of total government expenditure (%) (Table-6) have increased. This shows that emphasis of the government is on the other levels of education (Primary, Secondary, vocational education). Reports of many national and international organizations show that the governments of the Third World countries have paid special attention to the universalization of primary education. As per Table-7, there is a decline in the government expenditure on tertiary as % of government expenditure on education (%) of some countries while there is steep rise in some other countries like India and the Czech Republic.

Table-5 Government Expenditure on Education, total (% of GDP)

Third World Countries	Year							
	2000	2002	2004	2006	2008	2010	2012	2014
Brazil	3.94	3.75	3.97	4.87	5.26	5.64	5.8	-
China	Over 4% of GDP of the nation (Source: https://www.oecd.org/china/Education-in-China-a-snapshot.pdf)							
Czech Republic	3.66	3.98	4.02	4.22	3.75	4.07	4.27	4.11(2013)
Egypt		4.94(2003)	4.67	4.00	3.76			
India		3.55(2003)	3.29	3.09	3.21(2009)	3.32	3.86	3.84(2013)
Indonesia	2.46(2001)	2.64	2.74	3.04(2007)	2.90	2.81	3.41	3.28
South Africa	5.44	5.06	5.06	5.07	4.86	5.72	6.36	5.99(2013)

Source: UNESCO Institute of Statistics

Table-6 Expenditure on Education as % of total Government Expenditure (%)

Third World Countries	Year							
	2000	2002	2004	2006	2008	2010	2012	2014
Brazil	11.45	9.63	10.39	12.42	14.08	14.56	15.55	15.97
China	19% on average in the last ten years (Source: https://www.oecd.org/china/Education-in-China-a-snapshot.pdf)							
Czech Republic	9.07	8.98	9.54	10.35	9.34	9.48	9.55	9.66(2013)
Egypt			13.79	10.59	10.50			
India			11.55	11.78	10.82(2009)	11.74	14.063	14.09(2013)
Indonesia	11.59(2001)	14.36	14.17	14.94(2007)	13.67	16.65	18.09	17.67
South Africa	20.47(2001)	20.09	9.93	19.68	17.90	18.04	20.62	19.13

Source: UNESCO Institute of Statistics

Table-7 Expenditure on tertiary as % of Government Expenditure on Education (%)

Third World Countries	Year							
	2000	2002	2004	2006	2008	2010	2012	2014
Brazil	22.07	23.59	18.92	16.66	15.91	16.39	16.36	18.16(2013)
China								
Czech	18.97	19.99	21.50	26.69	23.70	22.53	23.42	21.47(2013)

Republic								
Egypt								
India	20.29	20.08(2003)	20.01	20.28	36.45(2009)	36.07	32.16	28.52(2013)
Indonesia				12.75(2007)	10.97	16.05		
South Africa	14.54	14.64	13.32	12.84	13.01	11.87	11.91	12.18

Source: UNESCO Institute of Statistics

Current Education Expenditure, tertiary (% of total expenditure in tertiary public institutions)

How much is the government spending on the public institutions, as in many countries of Third World, the government funds are the main source of providing higher education? Table -8 gives information regarding tertiary education.

Table-8 Current Education Expenditure, tertiary (% of total expenditure in tertiary public institutions)

Third World Countries	Year							
	2000	2002	2004	2006	2008	2010	2012	2014
Brazil	96.9	90.91	96.69	94.07	88.65	86.87	90.58	90.69
China	80.54 Government; 16.54 Institution Income; Other Funds 2.28							
Czech Republic	89.56	88.10	86.66	88.00	87.83	91.18	90.32	91.39(2013)
Egypt								
India	98.82	99.03(2003)	98.29					
Indonesia				88.04(2007)	86.12	78.36(2009)72.88	71.74	81.36
South Africa	-	98.44(2001)	99.95(2003)	95.89	99.94	99.77		100

Source: UNESCO Institute of Statistics

As per the given data in Table-8, all the countries under study are spending more than their 80 percent of public money for education on the public institutions of higher education. The main reason is that education is considered quasi goods with the responsibility of it to be provided by the government. But due to rankings the governments are planning for more and more research and specialized institutions rather than institutions for mass higher education with public funds. As a result the funding, management, administration, curriculum and policy are changing to improve the ranking with more and more qualitative education. And if this trend remains increasing then there would be problems in imparting higher education for non-marketable subjects which led to the scholarship crisis around the world.

Cost and Ranking

Rankings do not come freely. If one sees the cost of higher education in the First World or developed world and in the Third World (developing countries) then he finds that with the cost differentiation there is also found a big gap in the rankings or ranking is the proportion of the cost. Table-9 which is based on study of Ali of Independent (UK-2015) shows the average annual cost of higher education and place in Times Higher Education (THE-2015-16). The higher the annual average cost is, the higher place in the ranking the institution has. For example, the average annual cost of the developed countries (First World) is high. So, the number of institutions of higher education is high in rankings. In the same way the annual average cost of

education of the Third World countries (developing) is less so their number of institutions is less in rankings.

Table-9 In relation to Times Higher Education (THE) World University Rankings 2015/16

Country	Average Annual Cost	Highest place in THE top 200
Australia	£ 27,277	33
Singapore	£ 25,309	26
South Korea	£ 25,566	85
US	£ 23,592	1
UK	£ 21,000	2
Hong Kong	£ 20,721	44
Canada	£ 19,323	19
UAE	£ 18,957	(outside top 200)
Switzerland	£ 15,200	9
Japan	£ 14,897	43
India	£ 3,630	(outside top 200)
Russia	£ 4,450	161
Denmark	£ 5,862	82
Mexico	£ 6,130	(outside top 200)
Spain	£ 6,633	146
Belgium	£ 6,728	35
China	£ 6,954	42
Taiwan	£ 6,975	167
Finland	£ 6,998	76
France	£ 7,129	54
Brazil	\$2,000 to over \$10,000 per year	(outside top 200)
Indonesia	around \$3000 USD and rising to above \$6000 USD.	(outside top 200)
Egypt	4500-7500 EGP (US \$ 1= 6 EGP)	(outside top 200)
South Africa	The fee for a BA degree in 2015 at Stellenbosch University was R32 534.(file:///F:/wp-02-2016.pdf)	120

Source: Independent [15]

Table-9 indicates a critical position of the Third World in relation to international rankings. Can they get higher rank in the world rankings with less cost? Is it a prudent policy on education to pursue intense policy to get higher rankings in tables by spending huge amount and neglect the mass education of their low GER population? Can they enhance the quality of education of their higher education with less cost? Is it good for their education system to be in race for rankings? These are some questions which need answers in the relationship between rankings and the future of higher education in the Third World. The present study, with all its limitations, has found that there are going on huge changes related to rankings in the higher education of the Third World.

Conclusion

Exploring the status of higher education in the Third world is important for the point of view of the world economic development. The present paper has studied the impact of the ranking on higher education of the few countries of the Third World which come in the category of developing countries and found that with the coming of rankings at international level the course of higher education is witnessing changes in the Third World. The governments are changing their programmes and policies; there are more and more qualitative and research institutes of higher education with the help of private sector; the cost of higher education is shifting from the government to the people; there is a decline in serious scholarships as market bound higher education products are produced; assessment and accreditation of the national institutes of higher learning has started; national rankings have sprung up in many countries and over all the higher education this phenomenon is taking a market oriented turn by less emphasis on mass higher education of the people.

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