

HIGHER EDUCATION GLOBAL TRENDS AND EMERGING OPPORTUNITIES

Gurappa. N. Byalal.

Govt. degree college karwar

Education is increasingly seen by governments as a major contributor to national wealth and economic development. In addition, the increasingly competitive external environment has called for continuous improvement of countries' quality assurance standards and international criterion of their education systems. In order to maintain global relevance, internationalisation of both teaching and research have become critical objectives for most tertiary institutions. The shape of things to come details the impact of demographic and economic drivers on the changing higher education landscape in the next decade. It aims to identify the most significant emerging markets for international students and the fastest growing education systems, as well as predicting which countries' systems will be most open for international collaboration in teaching and research. The tertiary education sector has seen a massive expansion over the past decades. It generates significant and multiple direct, indirect and catalytic economic impacts (e.g. human capital, research, innovation and trade promotion) which result in well-established benefits pertaining to both individuals and wider economies.

Higher education in India: The Indian higher education system is facing an unprecedented transformation in the coming decade. This transformation is being driven by economic and demographic change: by 2020, India will be the world's third largest economy, with a correspondingly rapid growth in the size of its middle classes. Currently, over 50% of India's population is under 25 years old; by 2020 India will outpace China as the country with the largest tertiary-age population.

There are three main types of tertiary institution in India: 1) universities and university-level institutions, 2) colleges and 3) diploma-awarding institutions. These are categorised by funding source: central government, state government and private.

Impact of economy on education: Relationships between gross domestic product (GDP) growth and tertiary education enrolments. This relationship is particularly strong for emerging economies with GDP per capita less than US\$10,000 where a small increase in the GDP contributes to a significant rise in the enrolment rate. Particular importance is paid to the role of emerging economies. Parallel to their growing importance to world trade, they are becoming increasingly popular study destinations and have seen significant growth in research production (and increased rate of international collaboration) and internationally filed patents. In order to maintain a high standard of teaching and research, catering for the needs of domestic and international student audiences on the one hand and resolving global research challenges on the other, significant and continuing investment in education is required. In a growing number of countries, uncertainty and austerity are becoming the operating environment for education establishments. The shape of things to come highlights the scope for more effective application of research excellence into commercial activities which are an under used resource for generating inward investment and research income from local and global companies. This study outlines practices of engagement between the higher education system and industry in different countries and draws international comparisons.

Global higher education sector today: Internationalisation of teaching and research are critical objectives for most tertiary institutions for many reasons. These include raising quality standards and global relevance, attracting the best students and staff, generating revenue, pushing the frontiers of knowledge through research and promoting internal diversity. The fast-paced growth in global tertiary enrolments and mobile students has followed closely world trade growth and far outpaced world GDP growth over the past 20 years. Increasingly, this expansion is being seen by governments as means to deliver on national priorities and contribute to economic growth.

Drivers of higher education demand to 2020 A combination of demographic and economic drivers, bilateral trade patterns, and shifts in inbound and outbound student flows linked to growing global competition and rapid expansion of tertiary education capacity, will re-shape the global higher education landscape by 2020. Demographically, just four countries – India, China, US and Indonesia – will account for over half of the world's 18–22 population by 2020. A further quarter will come from Pakistan, Nigeria, Brazil, Bangladesh, Ethiopia, Philippines, Mexico, Egypt and Vietnam.

Changing landscape of global higher education sector to 2020: a changing landscape Total global tertiary enrolments are forecast to grow by 21 million between 2011 and 2020, or 1.4 per cent per year on average. This compares with global tertiary enrolment growth of five per cent per year in the previous two decades (and almost six per cent between 2002 and 2009), which indicates a significant slowing down in growth rates of tertiary enrolments to 2020. This in some ways should be expected with the sector maturing or slowing in some markets, and demographic trends no longer as favourable as a result of declining birth rates over the last 20 to 30 years.

Enrolment demographic statistics: Global tertiary enrolments were approximately 65 million in 1990, so have increased by 160 per cent in 20 years or on average by five per cent per annum. The world's 18–22 age population over the same period grew by one per cent per annum, implying a significant rise in the global gross tertiary enrolment ratio.

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Key areas of emerging opportunities:

- i. Leading countries in internationally filed patent application - Japan, US, South Korea and in volume terms, China and India.
- ii. Large companies - growth in collaboration opportunities with multinationals; large US, European, Chinese, Indian and Latin American companies; niche opportunities in research and technology-intensive countries e.g. Israel, Switzerland, learn from approach in Nordic countries and the Netherlands. Opportunities in countries with high tertiary sector-large firm innovation collaboration rates (e.g. Finland, Sweden) and unexploited opportunities in countries with low tertiary sector-large firm innovation collaboration rates (e.g. Brazil, UK, Spain, Italy).
- iii. Smaller companies - Japan, US, South Korea and in volume terms, China and India.
- iv. Innovation - Ongoing promotion of open innovation models, with fluid collaboration between business and the higher education sector.

key trends in higher education:

- i. international student mobility flows in the next decade and the demographic and economic factors impacting on them;
- ii. the emergence of new models of global higher education partnerships – this includes teaching partnerships and provision of degrees off-shore;
- iii. patterns in research output and its growing internationalisation; and
- iv. commercial research activities that higher education institutions in different countries engage in as a response to decreased investment in higher education across a growing number of countries.

The changing politics of education - The third factor affecting educational change is political. Education in India is highly politicised and complex. Throughout the political system to the highest levels, the education sector is powerfully represented; reforms in education are controlled by political processes and interests at both central and state levels. Many education reforms, plans and ambitions are highly contested. There is a complex interplay beneath the formal structures affecting the distribution of power and resources in education in India; underlying pressures, interests, incentives and institutions can influence or frustrate future educational change. This is particularly complex in the higher education sector

Education intelligence provides reliable and accurate research, forecasting, analysis and data to higher education institutions. Market intelligence is essential in order to locate effective partnerships, create solid collaborations and make strategic decisions regarding marketing and student recruitment. This service supports clients in forming individual international strategies by offering appropriate and timely information on student mobility flows, student decision-making and current national policies regarding higher education. Our extensive network of resources allows us to produce robust and cutting-edge trends analysis that can help shape the global debate in the education sector.

In conclusion, the empirical evidence shows that international student flows over the past decades were mainly to the advanced economies, suggesting that internationalisation of higher education in these recipient countries has been very much driven by student recruitment.

