

**Higher Education Governance in Developing Countries,
Challenges and Recommendations:**

Iran as a case study

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Abstract

This paper discusses the challenges to higher education in Iran and summarizes a range of expert studies, including those of the writer. Common to all the studies is the goal of improving Iran's higher education system by analyzing its internal and external challenges. This review makes several policy recommendations, including a turn from bureaucratic management to transformational leadership, more resources dedicated to workforce development and research, and outreach for help and advice from institutions and experts.

ECONOMIC REFORMS AND FINANCING HIGHER EDUCATION IN INDIA

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Abstract

It is unambiguous that Policy of the Government of India now encourages augmentation of resources for covering a larger portion of cost of higher education. Recent policy changes in India often favour to divert resources from higher to primary level of education and favours for full cost recovery from students even in public higher education institutions. Cost recovery measures comprising of increase in fees, student loans currently operated by commercial banks and privatisation will exacerbate inequality in the society. Indeed, there seems to be a nexus between the present student loan scheme and full cost recovery. Increasing reliance on student fees, student loans and privatisation without considering the low-income groups may produce regressive effects in the society. Under the deep waves of globalisation and competition, important economic rationale for government funding especially for higher education is neglected. Public support for higher education remains essential to ensure a balanced achievement of educational and social missions, apart from surviving in the knowledge-based society. It is essential that funding sources must be diversified but cost-sharing with students has social and political limits, and excessive commercialization of higher education should be forbidden.

Quality assessment and quality assurance in higher education institutions in Germany

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In Germany, there is no single assessment system at national level, due to the fact that operational higher education responsibilities are resting with the individual *Länder*. Therefore, multiple systems of external quality assessment exist, and the situation is characterised by a rich diversity. The subject-matter of this paper will be to give an outline of the different systems and practices of quality assessment and control in German institutions of higher education.¹

1 Introduction: political background regarding the increasing importance of Quality Assessment in the German higher education system

The increasing importance of quality assessment and assurance in institutions of higher education in Germany (and the establishment of quality agencies) has to be seen in the context of basic changes and reforms in the higher education sector over the last thirty years. The following processes are typical for this:

- The *expansion of the higher education sector* and the increase in student numbers have changed the higher education system, which was previously small and exclusive into a system of mass education. This set in motion structural and functional changes in higher education institutions.
- Higher education institutions compete with other social spheres for a *limited amount of public resources*. The public and parliaments demand accountability for the performance and efficiency of the higher education institutions, which are financed by tax money. The introduction of performance based systems of fund allocation in all *Länder* of the Federal Republic of Germany (in the following referred to as *Länder*) is one of the consequences. Increasing competition for third-party funds also exists.

¹ The paper is based on a presentation given at the 24th annual EAIR Forum in Prague, 8–11 September 2002.

A Case of Korean Higher Education Reform : The Brain Korea 21 Project

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The purpose of this paper is to examine current status, issues, and visions of higher education reform in Korea by focusing on 'Brain Korea 21' (BK21). 'Brain Korea 21' (BK21), is a major higher education reform project initiated by the South Korean government to prepare Korean human resources for the 21st century. 'Brain Korea 21' (BK21) aims at fostering world-class graduate schools and high quality scholars by providing funds to higher education institutions. In this paper, societal, economic and educational changes which led to the initiation of BK 21 and its implementation processes are described first. Then, some resistance and controversies against BK 21 are discussed. Major achievements of BK 21 are highlighted and future directions of higher education reform in South Korea are addressed.

Introduction

For the last decade, higher education reform through innovation at the university level has been a major concern of the South Korean government. Yet, it was only fairly recently that the government made visible efforts at higher education reform. The low level of academic competence of Korean universities assessed by international standards drew intense attention from the government. For example, the *Asia Week '99* reported that Seoul National University, the most competitive school in South Korea, ranked third among the quality universities in the Asia region, following Tokyo University and Kyoto University in Japan. The amount of international journal publications by Korean universities registered in the Scientific Citation Index in

1998 were equivalent to only 3.9% of those by American universities. In addition, Korean universities increasingly rely on universities abroad, creating a 7 billion dollar deficit in national revenue and expenditure. For all of these reasons, the South Korean government has come to direct its efforts to university level innovation.

Another primary motivation for university innovation is establishing an underpinning for the 'knowledge economy.' As in every country, universities in South Korea play the key role in creating and maintaining a highly educated population. Because a knowledge based economy produced by high quality human resources is a crucial means of economic growth, South Korea has been trying to transform its universities into 'world-class' ones.

South Korea is not the only country aspiring to build a 'world-class' higher education establishment. Having the same aspiration, other Asian countries such as Singapore, Taiwan, China, and Japan have invested substantially in linking their universities to high-tech industries. In particular, Singapore's ambition to produce a 'Boston of the East', which replicates the distinguished academic and industrial environments and networks of the Boston area, must be acknowledged.

While these Asian countries have geared themselves

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