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RESPONDING TO THE GLOBAL CHANGES: A GLANCE AT EDUCATIONAL DEVELOPMENT IN ASIA

Abstract:

Asian continent has witnessed the evolution of both man and education. The translational phases based on technological and socio-economic development resulted into education systems that exist today. The rapid development and transformation in education resulted into gaps in education including gender gap. This study had been designed to explore the past and present landscape of education in the Asian continent. The objectives of the study were to explore the historical development of education in the Asia, to analysis the factors affecting the development and to compare the development of formal education system in different parts the region. This study found that the landscape of education is not uniform. Education, globally, has been expanding and transforming very rapidly at levels but in the low income countries it is not so. There is a wide gap between demand and supply. As higher education has very high impact on the economic development of any nation so less developed countries are less developed because their higher education is less developed.

Keywords: Education, historical development, global change

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Introduction

Historical evidences support the theory that man started educating his children informally to teach them survival and social skills. Education in the pre-literate society was based on imitation and observation. At that time education was imparted, in an informal way, to the new generation at home or through an apprenticeship or both (Hailman, 1874). In this way new skills would have been learnt by a learner from an expert person while both present on the workplace in a real situation. This apprenticeship or on the job training was related to the professions existed and practiced at that time, it included; fishing, boat building, land cultivation, husbandry, food preparation and processing, metal work, construction, military or fighting skills etc. Later on informal education system evolved into a formal education system with much broader scope.

Similar to the rest of the world, education in Asia also passed through transitional phases that resulted in the existing education system. This study has been designed to explore the past and present of education in the Asian continent. There exist many research studies that have focused on the various aspects of education in this region but we found little work on the historical development of education in this area. The objectives of the study are to explore the historical development of education in the Asia, to analysis the factors affecting the development and to compare the development of formal education system in different parts the region. These objectives guided the study to explore the landscape of education in the Asia. This research has been delimited to the higher education level only.

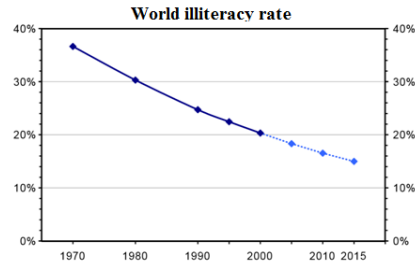
Though the history of writing is thousands of years old but verbal teaching and oral expression remained predominant mode of pedagogy for centuries and even for millennia in all parts of the world (Ong, 1982). One main reason behind the verbal education was “affordability of books” as before 15th century books were written by hand and the paper was also very costly, as a result

books were very expensive. Due to the high cost of books and difficulty in access to institutions of learning, very small percentage of people, mostly wealthy class, was literate. Until recent past a majority of the world population was not literate including Europeans.

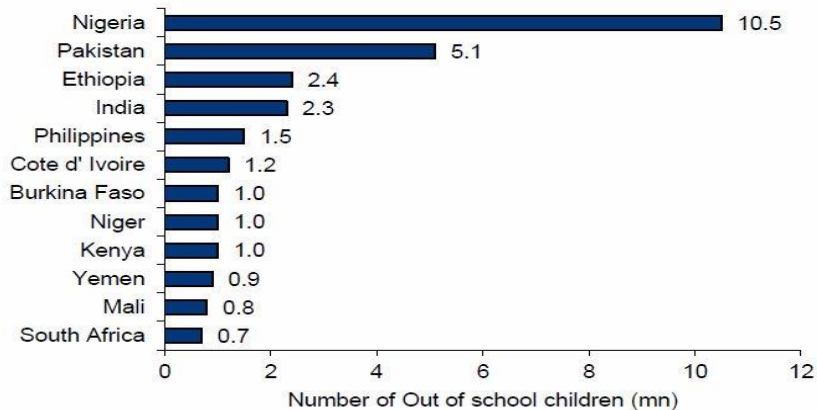
In early nineteenth century, where the invention of steam powered efficient printing press made production of education material at large scale possible there the industrial revolution, in mid 19th century, made paper available at low cost. This combination of "possibility and affordability" helped in the production of low cost books at large scale, which ultimately enabled man to go for the realization of his dream of "universal literacy". This new shift in learning herald an era of knowledge prosperity. Subsequently literacy rate started increasing very rapidly in the industrialized countries. Consequently by the end of nineteenth century, most of the industrialized countries had instituted and implemented free, compulsory education for all school going age children; in 1900, in France, United Kingdom, Germany, Australia and Scandinavian countries the literacy rate was more than 90%; in Japan, Canada and USA more than 70%; in Belgium, Italy and Eastern Europe more than 50%; in Argentina, USSR, Spain, South Africa and Thailand literacy rate was 30% to 49% while in the rest of the world including China it was less than 29% (White, 1997).

During 19th century, except those of industrialized countries, many nations in the world, mostly colonized, were practicing and relying upon old system of private tutors and private academies for the rich while to educate the poor, religious schools were playing active but limited role; in Thailand, in India and in the Muslim world a large networks of religious schools had been providing literacy but mostly to males, consequently in some societies females had been overlooked partially and in others completely.

In 1948 the UN General Assembly adopted the Universal Declaration of Human Rights that gives “everyone right to education”. In 1990, after 42 years of the adoption, 106 million children, 960 million adults were without basic literacy. In that year UNESCO, World Bank, UNICEF and UNDP jointly organized the World Conference on Education for All (EFA) in Jomtien Thailand. In this congregation the representatives of the states ensured their commitment, cooperation, and result oriented action to achieve “education for all”. Since then member states and IGOs were playing their active role hence a significant progress was seen and by 2008, out of school children had fallen to 67 million and adult illiterate was 770 (Richmond, Robinson, & Sachs-Israel, 2008). According to UNESCO EFA report some 43% of out-of-school children live in sub-Saharan Africa and another 27% in South and West Asia. Half of the world’s out-of-school children live in just fifteen countries and six of them are Asian countries where more than 17 million children are out of school. More than 21% of these out of school children live in South Asia only.



UNESCO data show that from 1999 to 2016, an additional 82 million children enrolled in primary school. The number of children out of school was halved in South and West Asia (UNESCO, 2016). According to the EFA Global Monitoring Report 2015, approximately 17% of the world adult population-796 million- is still illiterate and 75% of them are women. The vast majority of this illiterate population lives in South and West Asia, the Arab States and sub-Saharan Africa (UNESCO, 2016).

Almost half the world's out of school children live in just 12 countries

Source: OECD , Number of children of primary school age who were out of school in 2010 or nearest

Figure 1 Out of school children in different countries

According to UN 2016 analysis 85% percent of the world's illiterate population dwells in 35 countries. In these countries literacy rate is less than 50% and among these illiterate 66% are females. In 2016 more than four billion people were literate and 796 million people were illiterate worldwide. In the other words every fifth person in the world still lacks literacy skills. Likewise 75 million children were out of school.

The ascendancy and importance of knowledge have always been accepted by all societies in all ages. Being an important factor of production its significance has further augmented in this era. Scientific studies have proved that education has a good potential to achieve economic and social expectations of society and individuals (Varghese N. , 2004). The importance of education gave it a status of human right.

The average value for Asia is eighty nine persons per sq.km. Whereas in Europe seventy, in Africa thirty two, North America twenty three, in South America twenty one and in Australia less than three persons live per square kilometer. The

age structure the population in Asia shows that 26.2% of the total population is less than fourteen year of age and 26% is between 16 and 29 years of age. Asia has a large cohort of very young population, certainly in the coming years this will lead to further expansion and growth of higher education. Though Africa and Latin America also have a big very share of young population, Asia due to its population size has largest concentration of school age population. See the figure 5.

The Age structure in Asia shows that in economically active population from 19 year to 59 years is in equilibrium where as in Europe and North America dependent population is increasing continuously due to low birth rate and higher life expectancy. The other implication of this data can be that the size of higher education age population in Europe and North America is shrinking or stagnant. This will lead to the dependency on other regions for human resources to fill the vacuum.

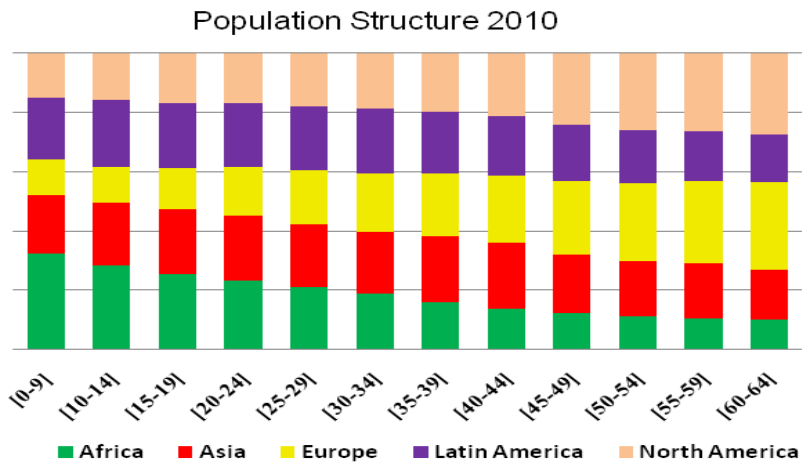


Figure 2 Population structure of continents

The age structure graph shows that due to the high birth rate for the last many years there is a huge pool of school age population and in the time to come educational institutions will

receive a big flux of students. To meet these challenges majority of the Asian countries need to plane and mobilize resources to make primary, secondary and higher education available for the upcoming generation. In those Asian countries where population growth rate had been controlled many years back today in such countries, to some extent, the pressure on education system and resources is not so high as compared to those countries where it was unchecked.

For the last three decades, educational systems in the Asia Pacific have been struggling continuously to respond to the ever changing economic, social and political scenario, at regional and international levels, within which education takes place (Rizvi, Engel, Nandyala, Rutkowski, & Sparks, 2005). During this period, on the whole, significant changes took place that touched all aspects of the higher education: systems, governance, means and allocation of financial resources, quality assurance mechanism and the size of higher education.

The process of this change was so rapid that perhaps no country in this region was well prepared to face this new development even at present many countries are still struggling hard to face the diverse and complex challenges. Higher education sector, akin to other sectors, is facing a strong competition at all levels and in all sub-sectors, this competition is acting as a catalyst in defining the characteristics of programs and in shaping the structure of the policies related to higher education (Arain, 2011).

Higher education in Asia

Gross enrolment ratio. ISCED 5 and 6

Republic of Korea	98.1
China, Macao	62.9
Israel	59.7
Japan	58.1
China, Hong Kong	56.6
Uzbekistan	9.8
Cambodia	7.1
Bangladesh	6.9
Bhutan	6.6

Pakistan

6.4

 Table is based on UNESCO Data.

Table 1: Gross enrolment ratio at tertiary level in Asia

Asian higher education like other regions is also faced with new challenges: scarcity resources, massification, corporatization and privatization, globalization, ICTs, knowledge-driven economy and knowledge-based society (Suwanwela, 2005). To meet the new challenges, Asian higher education has been continuously passing through the process of transformation, reorientation that is evident from the state policies and reforms in education sector. One the conceptual side, higher education in this region is shifting towards new dynamics that include, academic freedom, decentralization, democratization, privatization, innovation and reorientation.

In Asia for the last two decades education has expended so rapidly that in many countries it has become one of the largest sectors in terms of financial and human resource investment. It is very challenging to estimate, assess and weigh exactly what is being invested on education due to its size, extensiveness, multiple types of resources and several type of education; non-formal, informal and formal. Similarly, it is literally impossible to judge fully the societal role in education as the level and nature of efforts made by the society vary from nation to nation and even community to community and it is out of the scope of economic of education to apprise fully what society is doing for education.

Even though we can have some idea of states' and societal efforts for the betterment of education sector by studying different indicator and pointers, which are more or less universal in nature and are followed by societies, for the development and promotion of education. These pointers include; enacting necessary legislation, erecting education policies, founding educational institutions, financing and funding education sector, providing tangible and intangible resources, devoting human resources,

intelligence and energies, investing knowledge to produce new knowledge, preserving knowledge for tomorrow, encouraging and motivating members of the society to acquire knowledge, rewarding those who have acquired competencies and knowledge, collaborating with others for the development and democratization of education, and many more other endeavors.

A glance at education in Asia

In Asian continent, South Asia is the least developed sub-region in terms literacy rate, Gross enrolment ratio (GER) at secondary and tertiary levels, transition rate, school life expectancy and per capita economy. It is followed by south-East Asia, which is second least developed region of Asia. On the other side a majority of the countries in East, Central and West Asia has higher values for these indicators but comparatively lower than high and middle income countries. (See table 1)

Changes in the indicators for education								
Country Groups/ Regions	2000	2010	2000	2010	1999	2008	2000	2008
	Adult (15+) literacy rate (%).	Adult (15+) literacy rate (%).	Youth (15-24) literacy rate (%).	Youth (15-24) literacy rate (%).	Tertiary (ISCED 5 and 6).	Tertiary (ISCED 5 and 6).	SLE (years). ISCED 1 to 6.	SLE (years). ISCED 1 to 6.
High income	98.2	98.4	99.4	99.5	55.4	67.2	15.2	15.8
Upper middle income	90.2	92.2	96.3	97.7	24.6	42.2	12.5	13.5
Middle income	80.5	83.0	88.4	91.0	13.9	24.2	9.7	11.0
Lower middle income	77.5	80.4	86.0	89.1	10.3	18.6	9.0	10.3
Low income	57.7	61.8	67.7	72.1	3.6	5.9	6.7	8.2
East Asia & Pacific (dev. only)	90.8	93.5	97.9	98.7	10.2	21.1	10.2	n.a
South Asia	57.9	61.1	72.4	78.7	8.0	11.4	7.9	9.3
Middle East & N. Africa (dev. only)	68.3	74.4	85.1	90.1	20.5	26.6	10.7	n.a
World	81.8	83.7	87.1	89.3	17.9	26.4	9.8	11.0

Table is based on the data from World DataBank 2010

GER- Gross Enrolment Ratio

ISCED -International Standard Classification for Education

SLE School Life Expectancy

Table 2: Change in the indicators for education

According to world data, high income countries have the highest adult and youth literacy rates and participation rate at tertiary level. The school life expectancy in these countries is also very high that approximately sixteen year. Likewise in the upper

middle income countries also the enrolment ratios from primary to tertiary are very high but little lower as compared to high income countries. In lower and lower middle income countries, where the majority of the world population lives, the indicators show that overall condition of education is not satisfactory because in these economies the enrolment ratio from primary to university level is far below as compared to high and middle income countries. Likewise school life expectancy is also very low.

From the time series data it is evident that higher education grew and developed more rapidly in those countries where literacy rate particularly enrolment at secondary was higher or grew rapidly. In Asia four countries, which have the least enrolment ratio at secondary level not only in Asia but in the world also: Afghanistan (43%), Bangladesh (43%), Lao PDR (44%), and Pakistan (33%), these countries are also low performer in education for all (EFA) and Millennium Development Goals (MDGs). Likewise these countries also have low participation rate at tertiary level.

Higher education systems in Asia

Higher education systems are organic in nature as they develop, root and grow. The different higher education systems, we have today, are the products of successive state and societies initiatives and investment over a long period of time (Banya & Elu, 2001) and these education systems all over the world have been influenced, in a way or another, by activities or programs of IGOs (Amaral, 2010).

Different higher education systems that exist today in Asia are not fully based on the ancient or indigenous education systems that prevailed in different parts of this continent for millennia. The current higher education systems were introduced during the era of colonialism in the major part of Asia as many of the Asian countries were under direct or indirect colonial rule, while “never colonized” countries adopted it when

the wave of change swept the region during second half of the twentieth century.

These higher education systems were imported from Europe and North America and its plantation, in some countries started as earlier as in second half of 19th century under the colonizing rule. Though, with the passage of time, many Asian countries have experimented with the imported models of higher education by following neoliberal approach, to mold it according the national need, it is still based upon original foundations. Due to this reason the higher education system, structure and function of universities and the pattern of development in these countries depends to a great extent on the origin of the system. For instance, in south Asia and other Asian countries with British colonial history British model of higher education is common, in many south East Asian countries French models are copied, in Japan, the German approach is followed, in China blended model of indigenous and Euro-American higher education is prevalent and in central Asia Russian system is common. Further due to socio-political, historical and economic factors higher education in Asia is not homogeneous as diversity exists in many aspects; education systems, financing models, participation rate, and development level of HEIs etc.

After the independence, many of Asian states worked on the redefining of goals of education by bringing reforms at all levels so that it could be made responsive to the national needs, relevant to indigenous settings and efficient to serve the purpose. New fields of studies, disciplines and study programs were introduced so that higher education serve better societal, national and international needs. In the wake of changing role of education, many of the Asian countries followed realism, pragmatism and utilitarian approach by seeing the higher education as an instrument to achieve socio-economic development thus scientific, professional, vocational and technical education was placed at the core of the new policies and plans

that is evident from the education policies of these countries. For further information see (Varghese N. , 2010)

A majority of the newly independent countries in Asia were faced with a critical shortage of administrative, scientific, skilled and well equipped manpower. Due to the scarcity of trained personnel, small capacity and low quality of higher institutions this shortage of “high valued brain” prevailed for years, even many countries are still making efforts to meet the national needs and ever growing international challenges. The end of colonialism promoted the idea of intergovernmental resource transfer from developed to developing countries. The success of the Marshall Plan reinforced the belief in IGOs’ role in development (Varghese N. , 2010).

State of higher education in Asia

If we admit education *a basic human right* then we should also accept higher education *a basic right of education* because without developing higher education we cannot develop and promote quality education at any level. So higher education should not be seen separately from any type or any level of education or vice versa. The worth and value of education is on the rise in all parts of the world due to its positive socio-economic effects. Education is a future investment for societies and nations, rather than simply a mean to the future success of individuals (OECD-UIS, 2002). In today’s knowledge society higher education in play an important role in the generation, dissemination and effective utilization of knowledge for building technical, and professional capacity, and for developing other resources that result in economic growth (Haddad, 2005). Because of this reason higher education is placed and positioned by the international community at the top because of its ability to facilitate the skills, knowledge and expertise that are essential to economic and social development (Schuller, Preston, Hammond, Brassett-Grundy, & Bynner, 2004).

Education, particularly higher education, over the centuries, has proved its viability and ability to harness and induce a positive change, and to achieve sustainable development and progress in society (UNESCO, 1998). Higher education, in the twentieth century, saw a big shift from purely private good to a public good that led to massification and expansion of higher education around the world. The evolution of higher education from elite service to mass accessible product has enhanced its availability and at the same time it has made higher education comparable to public utility (Mitra, 2009). The twentieth century can rightly be called evolution century of higher education. During the second half of the century higher education expanded at an unprecedented rate in all parts of the world: more than seven fold increase in student enrolments worldwide, from 6 million in 1950 to 90 million in 2000 (Gürüz, 2008). The acceptance of higher education as catalyst of socio-economic development is increasing accordingly it is becoming a desirable good. Younger generation see higher education as *future securing* tool that equips them with knowledge, new skill and competencies which are demanded in the local and international markets. Since 2000 student enrolment at post secondary level has seen a sharp increase in many regions particularly Asia. According to the UNESCO data in 2009 the higher education balloon is constantly growing: the worldwide gross enrolment at tertiary level increased to 150 million. Current trend shows that size of higher education in Asia, like many other parts of the world, will increase further in the years to come because on the one side the completion rate at secondary level is continuously increasing, and on the other side the demand of and diversification in higher education is on the rise in all fields of studies.

The high diversification, vast extension and huge expansion in higher education demand more economic, material and human resources investment because of these reasons everywhere higher education is faced with great challenges and

difficulties related to financing, accessibility, relevance and quality (UNESCO, 1998). Higher education is not limited to high level university education but it encompasses studies, trainings, formations and research at post secondary level in all domains of education and in all fields of life.

Asia covers 29.9% of the earth's land area and it hosts 60% (approximately four billion) of the world population but it contains only one third of world higher education enrolments. It's true that Asia is the most diverse region in the world as its political, cultural, socio-economic and environmental conditions show a great diversity at sub-region and even at country levels. Despite of such a great diversity countries in this region share many commonalities in terms of the pattern of development, social reforms, political transformation, educational development and environmental concerns. Modern higher education in the region stems from different historical backgrounds and the process of its development and growth have faced diverse challenges and upheavals (UNESCO-SEAMEO, 2006). The higher education in many countries in this region are still facing great challenges that include, increase demand, economic constrains, quality assurance, capacity development, growth of new ICTs, policy reforms, institutional autonomy, multiple provider and internationalization. Asian higher education shows a great diversity in terms of size; on the one hand there is China that homes the largest higher education population and on the other hand there is Maldives, which hosts one of the smallest higher education population.

Economic Growth and higher education

Human capacity building measures help to minimize the inefficient and under-utilization of available tangible and intangible resources. It is true that education and development are positively correlated. The impact of education on the knowledge societies and knowledge driven economies is still not fully known. For that reason, Policy attention in OECD countries has begun to

focus on the outcomes of higher education including how higher education institutions contribute to regional development (Marmolejo & Puukka, 2006). Unfortunately, in the most of low income Asian countries, the process of human capacity building is very slow or not according to societal needs.

This problem can be overcome through association and collaboration with other institutions and organization at sub-regional, regional and global levels (The World Bank, 2010). In this regard many of the IGOs play an affective role human capacity building. The forums of such IGOs' can be of great use for countries, which are facing *capacity poverty*.

Whereas in many the majority of Asian countries education has not been given same status as in the Western countries by reason of it is still least priority of the governments. This all is due to the lack of awareness about the crucial role of education particularly higher education in socio-economic development, in many countries government policies and strategies still put emphasis on traditional factors of development such as capital, natural resources and cheap labor (Bubtana, 2005). Higher education in most of the countries is faced with double pressure; a need to accommodate growing number of students and a demand for relevance. At present higher education institutions in the world are faced with rising demand of new programs and areas of studies that show a deep change in the societies and new roles for HEIs (Thierry, 2002).

Psacharopoulos (1991) has given three rationales for the rapid increase in the demand of higher education in the less developed countries: industrial development, increase in the per capita GDP and need for graduate labor. According to him, in the post World War era industrial expansion coincided with economic growth gave birth to the *development model*, which is known as manpower forecasting. According this model for a country to grow economically it should have a given number of skilled labor, technical labor, professional, specialists, planners and managers

that can be produced in higher education institutions and universities (Psacharopoulos, 1991).

GDP per capita (constant 2000 US\$)			
Income Groups/ Regions	1990	2000	2010
High income	20609	24937	26760
Upper middle income	2998	3312	4151
Middle income	1033	1305	1956
Lower middle income	484	763	1378
Low income	244	253	332
East Asia & Pacific (all income levels)	3236	3922	4948
East Asia & Pacific (developing only)	481	953	1926
Middle East & North Africa (all income levels)	2377	2847	3481
Middle East & North Africa (developing only)	1293	1538	1921
South Asia	325	446	706
North America	27395	33524	35565
World	4587	5267	5842

Source: Table is prepared by the researcher. It is based on UNESCO data.

Table 3 GDP per capita (PPP) income

Likewise peer pressure also played a great role in the expansion of higher education that was further enforced by rapid socio-economic development in Europe, North America and Japan. Much of the recent expansion in Asia is attributed to the *development model* which is further strengthened by record economic growth in China and South Korea that is usually attributed to higher education among other multiple factors. Different studies conducted during the last decade show that returns of higher education are not only increasing but also have surpassed that of other levels of education in the many countries of the world including Asian and African countries (Varghese N. , 2004).

The role of human capital increases with industrial development and overall level of educational attainment and eventually human capital equipped with knowledge and skills

becomes the strongest driver of economic growth (OECD-UIS, 2002).

During the last two decades, despite diverse challenges, higher education in Asia has shown an impressive development and growth in terms of quantity, quality and innovation. Today Asia not only has the biggest size of higher education but it has significant number of world ranked higher education institutions also. The expansion of higher education combined with the economic growth and development in this region has herald an era of knowledge based economy in Asia also.

Due to these new developments in Asia the progress pace is so rapid and visible that many countries like Malaysia, Qatar and Japan have become net exporter of education, which were net importers in the past. Likewise the region has some of the largest higher education systems in the world but also some of the smallest systems that provide higher education to a very small number of students (UNESCO, 2003). China, India, Indonesia and Pakistan which have the biggest share in Asian higher education and research, are emerging as hub of human capital and knowledge. Similarly, in other Asian countries also the process of reforms and improvement in higher education can be seen.

Different Age groups ratios in the world					
Age groups	Africa	Asia	Europe	Latin America	North America
0 to 14	40.3	26.2	15.4	27.7	19.8
15 to 29	28.5	26.3	19.8	26.3	21.0
30 to 64	27.8	40.8	48.5	39.1	46.1
65 +	3.4	6.7	16.3	6.9	13.1

Table is based on the data from ILO

Table 4 Age group ratio of the world population

This region is passing through a period of rapid socio-economic and political change that is driven by economic competition and is accelerated by the forces of globalization and market demands. In the wake of these challenges, and changes, it

is becoming imperative for the countries of this region to come closer and work together to make quality higher education accessible and available so that Asian graduates could compete with and contribute to the world.

List of the high and upper middle income Asian countries and territories			
	Country or territory	Group/Membership	Population (M)
1	Hong Kong, China	High income: non-OECD	7.1
2	Kuwait	High income: non-OECD	3.1
3	Macao SAR, China	High income: non-OECD	0.5
4	Oman	High income: non-OECD	2.9
5	Qatar	High income: non-OECD	1.5
6	Saudi Arabia	High income: non-OECD	26.3
7	United Arab Emirates	High income: non-OECD	4.7
8	Israel	High income: OECD	7.3
9	Japan	High income: OECD	127.9
10	Korea	High income: OECD	48.3
11	Iran, Islamic Rep.	Upper middle income	75.1
12	Kazakhstan	Upper middle income	15.8
13	Lebanon	Upper middle income	4.3
14	Malaysia	Upper middle income	27.9
15	Turkey	Upper middle income	75.7
Total Population			428.4
Percent of Asian Population			11%

Table is based on the data from The World Bank

Table 5: List of the high and upper middle income Asian countries

In Asia there are ten high income entities including three OECD countries and five upper middle income countries where 428 million or eleven percent of the Asian population lives whereas majority of Asian population lives in lower and lower middle income countries.

Low per capita income in South and South East Asian regions has a direct bearing on the development of higher education. GDP per capita in south Asia that was already lowest among other Asian regions mounted from 325 US\$ to 706 US\$ during the last two decades. During the same period GDP per capita in the developing countries of East Asia and the Pacific region increased from 484 US\$ to 1375 US\$.

From the data a positive correlation between gross enrolment ratio (GER) at tertiary level and GDP per capita is evident, the higher is GDP per capita, the more would be the GER or vice versa: high income countries have on the average GDP per capita 26760 US\$ and GER at tertiary level 67%, upper middle income countries GDP per capita 4151 US\$ and GER at tertiary level 42%, Lower middle 1925 US\$ and GER 19%, whereas lower income countries have average GDP per capita of 332 US\$ and GER at tertiary level is merely 6%.

Among other factors, population size, density, demography, rural urban concentration, age structure and political stability play an important role in the development and demand of higher education. The population density varies from less than six persons per square kilometer in Kazakhstan to more than eighteen thousand persons per sq.km in Macao China.

Conclusion

The landscape of education is not uniform. Education, globally, has been expanding and transforming very rapidly at levels but in the low income countries it is not so. There is a wide gap between demand and supply. As higher education has very high impact on the economic development of any nation so less developed countries are less developed because their higher education is less developed.

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