Expansion of quality assurance mechanism in south Asian higher education

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Outline of the presentation

Part 1 • South Asia at a glance

Part 2 • Q.A mechanism in South Asia

Part 3 • The role of IOs ...... INQAAHE
South Asia at a glance

Countries
- Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan and Sri Lanka

Population
- 1.56 Billion, 70% lives in rural areas

Economy
- Per capita GDP (PPP) $2,718
- (World mean $10,400)
South Asia at a glance

- Share of South Asia in world GDP
- Earth's land
- World population
- Asian continent land
- Asian Population
- World poor population
- World illiterate
- Enrolment at tertiary level

- 11%
- 6%
- 3%
- 20%
- 10%
- 45%
- 44%
- 40%
A glance at education

- Adult literacy rate:
  - East Asia and Pacific: 87.9
  - South Asia: 58.9

- Youth literacy rate:
  - East Asia and Pacific: 96.8
  - South Asia: 81.8

- Tertiary participation rate:
  - East Asia and Pacific: 28
  - South Asia: 12.3
A glance at education

Size of Higher education

18 million Students

One million teachers

21 thousand HEIs
A glance at education

Journey of Tertiary education ....1988 to 2008

- Decrease in per student expenditure
- Under staffing (student ratio increased by 65%)
- High pressure on resources

Increased allocations

- 224% increase in student enrolment
- 99% increase in faculty members
- 600+ universities

Low ???
## Education and South Asia

### Ranking of regions on the basis of KEI and KI

<table>
<thead>
<tr>
<th>Rank</th>
<th>Regions</th>
<th>KEI</th>
<th>KI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Europe and Central Asia</td>
<td>6.45</td>
<td>6.69</td>
</tr>
<tr>
<td>2</td>
<td>East Asia and the Pacific</td>
<td>6.41</td>
<td>6.71</td>
</tr>
<tr>
<td>3</td>
<td>Middle East and North Africa</td>
<td>5.47</td>
<td>5.68</td>
</tr>
<tr>
<td>4</td>
<td>Latin America</td>
<td>5.21</td>
<td>5.37</td>
</tr>
<tr>
<td>5</td>
<td>Africa</td>
<td>2.71</td>
<td>2.72</td>
</tr>
<tr>
<td>6</td>
<td>South Asia</td>
<td>2.58</td>
<td>2.55</td>
</tr>
</tbody>
</table>

Table is based on K4D Data, (the World Bank)
## Education and South Asia

### Ranking of south Asian countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Rank</th>
<th>Change in Rank since 2000</th>
<th>Rank</th>
<th>Change in Rank since 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sri Lanka</td>
<td>88</td>
<td>2</td>
<td>92</td>
<td>6</td>
</tr>
<tr>
<td>India</td>
<td>109</td>
<td>-2</td>
<td>110</td>
<td>1</td>
</tr>
<tr>
<td>Pakistan</td>
<td>118</td>
<td>15</td>
<td>115</td>
<td>10</td>
</tr>
<tr>
<td>Nepal</td>
<td>131</td>
<td>-6</td>
<td>131</td>
<td>-4</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>138</td>
<td>1</td>
<td>132</td>
<td>-1</td>
</tr>
</tbody>
</table>

Table is based on K4D Data
### Number of top 500 universities in south Asia (ARWU Ranking 2010)

<table>
<thead>
<tr>
<th>Region/ country</th>
<th>2004</th>
<th>2007</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>89</td>
<td>100</td>
<td>106</td>
</tr>
<tr>
<td>South Asia (total)</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bhutan</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>India</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Maldives</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nepal</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pakistan</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Education at a glance

**Problems**
- Rising demand
- Low capacity
- Resource scarcity
- Higher competition
- Acceptability of degrees
- Market demand
- Multiple providers
- National needs

•Way out

[Signpost with options: System, Quality, Quantity, Efficiency]
Why Quality?

Pushing forces:
- Accessibility
- Capacity
- Competition
- New disciplines
- More Facilities

Pulling forces:
- Acceptability
- Credibility
- Transparency
- Signals (society+Market)
- Wind of change
Wind of Change
Quality assurance mechanism in South Asia

It is nascent
It is developing
It is growing
It is footing itself.
Quality assurance mechanism in India

- **Agencies**
  - National Assessment and Accreditation Council (NAAC) 1994, National Board of Accreditation (NBA) 1994 by UGC

- **NAAC**
  - 39% universities, 20% Colleges (HEIs) accredited

- **NBA**
  - 12.7% programs in 6% of institutions
Quality assurance mechanism in Pakistan

Agencies
- Quality assurance agency (QAA) and Ph.D. Review committees (PRCs) in 2005 by HEC

QAA
- 22% tertiary colleges accredited, Quality enhancement cells (QECs) in 49% of the universities (all Universities are HEC recognized but “not” accredited)

PRCs
- Each PRC covers specific geographical region, no data on achievement
Quality assurance mechanism in Sri Lanka

Agency
• Internal QA Units in public universities in February 2005
• Quality Assurance and Accreditation (QAA) Council in September 2005

QAA
• External Quality Assessments by QAA council: 51% programs, 10/15 universities has been reviewed

• Colleges and private HEIs are not covered by QAA council.
Quality assurance mechanism in Bangladesh

**Agencies**
- At a germination stage
- Accreditation Council for private universities is also in pipeline.

**NU**
- The National University (NU) is responsible for ensuring quality in affiliated HEIs but it is overlooked.

**Others**
- Several localized organizations are working as accrediting agencies but has a limited role.
Quality assurance mechanism in Nepal

**Agency**
- Quality Assurance and Accreditation Committee (QAAC) by UGC in 2006

**QAAC**
- There are five universities and 600 HEIs, QA system is not (yet) implemented.

**?**
- No data available on the number of institutes and programs accredited
Quality assurance mechanism in Bhutan

Agency
- The quality assurance and accreditation system is not in place

How
- There is only one university (established in 2003), 11 affiliated HEIs in Bhutan
- The university has an inbuilt quality assurance system which is based on critical evaluation of the programs
Quality assurance models

- External
- Quality Assurance Process
- Inbuilt internal quality control
The Network is an association of more than 200 organizations from 130 countries.
INQAAHE in the world

INQAAHE Members countries according to Income group

<table>
<thead>
<tr>
<th>Income Group</th>
<th>Non member countries</th>
<th>Members countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low income</td>
<td>36</td>
<td>5</td>
</tr>
<tr>
<td>Lower Middle</td>
<td>38</td>
<td>17</td>
</tr>
<tr>
<td>Upper Middle</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>High income</td>
<td>26</td>
<td>40</td>
</tr>
</tbody>
</table>

Legend:
- Green: Non member countries
- Yellow: Members countries
### INQAAHE in South Asia

#### South Asian countries and INQAAHE membership type

<table>
<thead>
<tr>
<th>Countries</th>
<th>Full members</th>
<th>Institution members</th>
<th>Associate members</th>
<th>Affiliate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bhutan</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>India</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Maldives</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Nepal</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pakistan</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>7</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>
South Asia is on a lower rung in terms of capacity and quality of HEIs.

The development of quality assurance mechanism does not match the huge expansion of higher education.

South Asia needs to benefit more from international experience.

INQAAHE: lower presence in LDCs but satisfactory in south Asia.