

COMPARATIVE AND INTERNATIONAL EDUCATION: A DIVERSITY OF VOICES

State and Market in Higher Education Reforms

**Trends, Policies and Experiences
in Comparative Perspective**

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An overview

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14 chapters

Changing relationship between state and market in a comparative perspective

Universities have been changed: probably the most radical transformation since the emergence of the modern university system some 150 years ago

Changes in the relationship between state and market take different forms
Even where the state is still the main provider or funder, there is a shift to “market mechanisms”

Contractual relations

Competition among providers for resources

External assessment of “outputs” and results

Post-secondary education, is increasingly seen as a market-like activity

Reforms:

- Cuts in public resources

- Greater autonomy of institutional management and new forms of governance

- Institutions more dependent on user fees

- Instrumental programs and curricula that make graduates more “employable”

- Look to industry for additional research funding

- More applied research and development

- Many countries have opened up higher education to private institutions

Book: organized by regions

Latin America: similar systems. Mixture of centralized and decentralized forms of coordination, others like Chile are centralized

Public universities are autonomous in an academic and political – but not financial – but public sector has seen the rise of non-autonomous institutions and an increase in the proportion of non-ordinary funding

Market-style mechanisms: agreements to finance performance and improving institutional capacity (infrastructure) and quality (qualification of faculty and curriculum reforms)

Nevertheless:

- Proportion of resources produced by commercial activities is low

- Entrepreneurial activity only exists in centers for research or technological innovation.

Canada:

- Reforms not a matter of federal policy and changes are not uniform

- Parallel developments and similar policies in HE in the various provinces

Europe universities have common roots; they also have developed quite differently

The “HE area” and now the “Bologna process” (50 countries)

Harmonization of structures of studies and degrees, as

Prerequisite to greater student mobility and hence the internationalization

Shift to the “market” entailing adoption of market mechanisms

China and Japan are changing rapidly, yet the direction of change is very different.

Japan is contracting due to demographics

China it is exploding

Japan, which has traditionally had a large private sector, low quality and prestige private institutions have been under great pressure

Public universities, freed from the chains of state bureaucracy, pushed into a market-like environment where they have to compete

China has encouraged a private system of HE

Emulation of neo-liberal higher education policies

Result: the system is highly hierarchical and inequitable

Marketization is associated with bureaucracy and political control

Universities have not gained autonomy and independence from the state

Education is different from most other “services” and thus the state has remained in control in most countries

The market for higher education is not a true market as rules and conditions are set by the state

The Americas: Canada: Dale Kirby; Mexico (3 chapters); Didou, Buendía, Silas;
Argentina: García de Fanelli

Europe: Austria: Elsa Hakl; Germany (2 chapters): Wolter, Von Lüde

Asia. China: Qiang Zha; Fengliang Zhu & Sumin Li; Japan: Shinichi Yamamoto