



Common Higher Education in Southeast Asia

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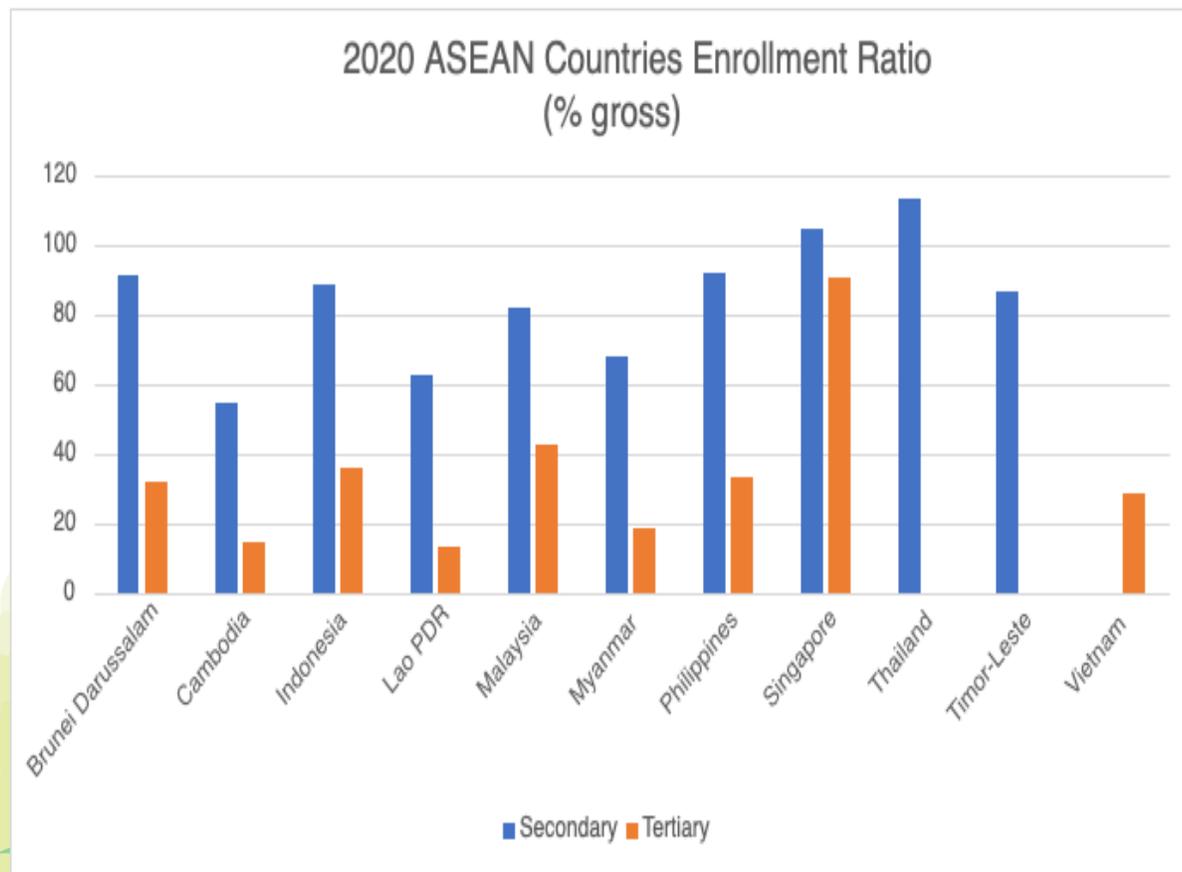
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ADB

Secondary and Tertiary Education Enrollment



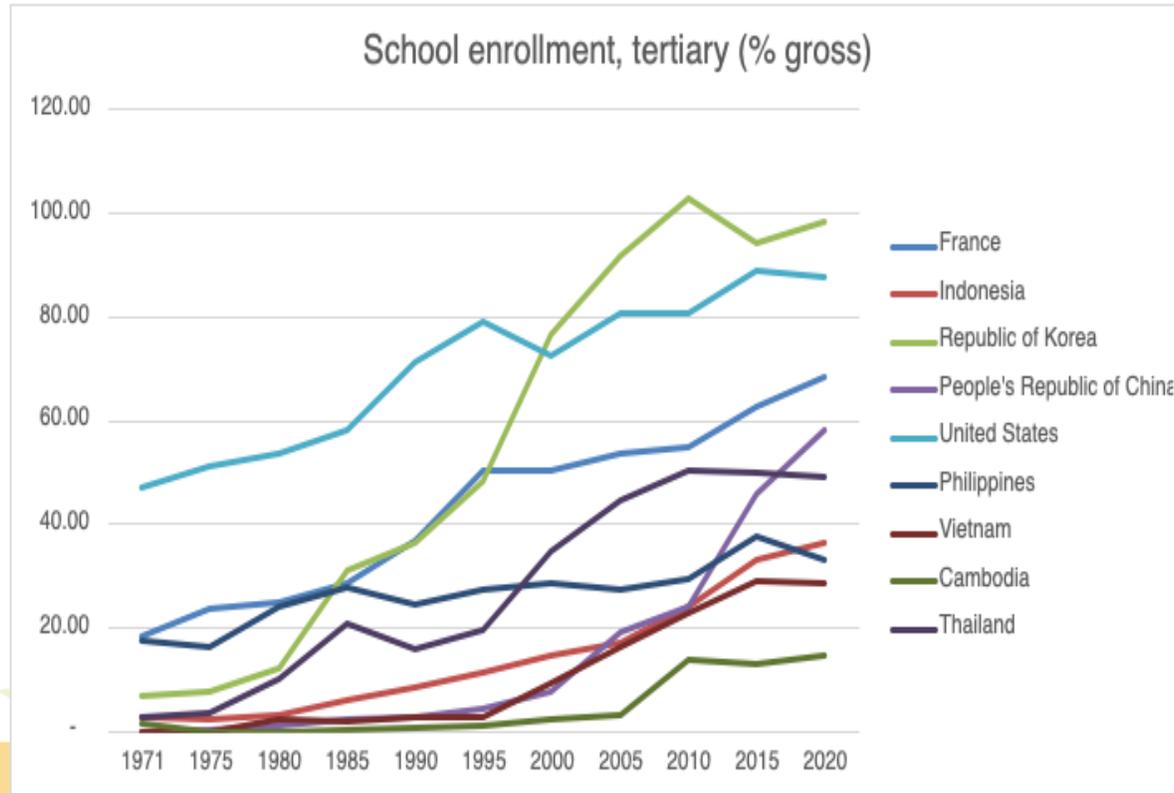
2020 ASEAN Countries Enrollment Ratio (% gross)

Country	Secondary	Tertiary
Brunei Darussalam	91.36	31.99
Cambodia	54.83	14.74
Indonesia	88.91	36.31
Lao PDR	62.76	13.48
Malaysia	82.46	42.57
Myanmar	68.44	18.82
Philippines	91.99	33.37
Singapore	104.71	91.09
Thailand	113.79	..
Timor-Leste	86.54	..
Vietnam	..	28.64

**Red figures were taken from the closest previous year.*

Data from database: World Development Indicators
Last Updated: 06/30/2022

From Elite to Mass to Universal Higher Education



Database: World Development Indicators
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- According to Martin Crow's (1976) theory, higher education development can be divided into three phases, and it requires changes in the functions and attitudes toward access and so on.
- Until 15% it is elite education, from 15% to 50% it is mass education, and beyond 50%, it goes to universal education phases.
- In each stage, we need different strategies. Specifically, in mass education stage, people think that everyone can go to university if they meet the eligibility criteria.
- To do that, transparent university admission, sound accountability, and strong financial support for students need to be considered.

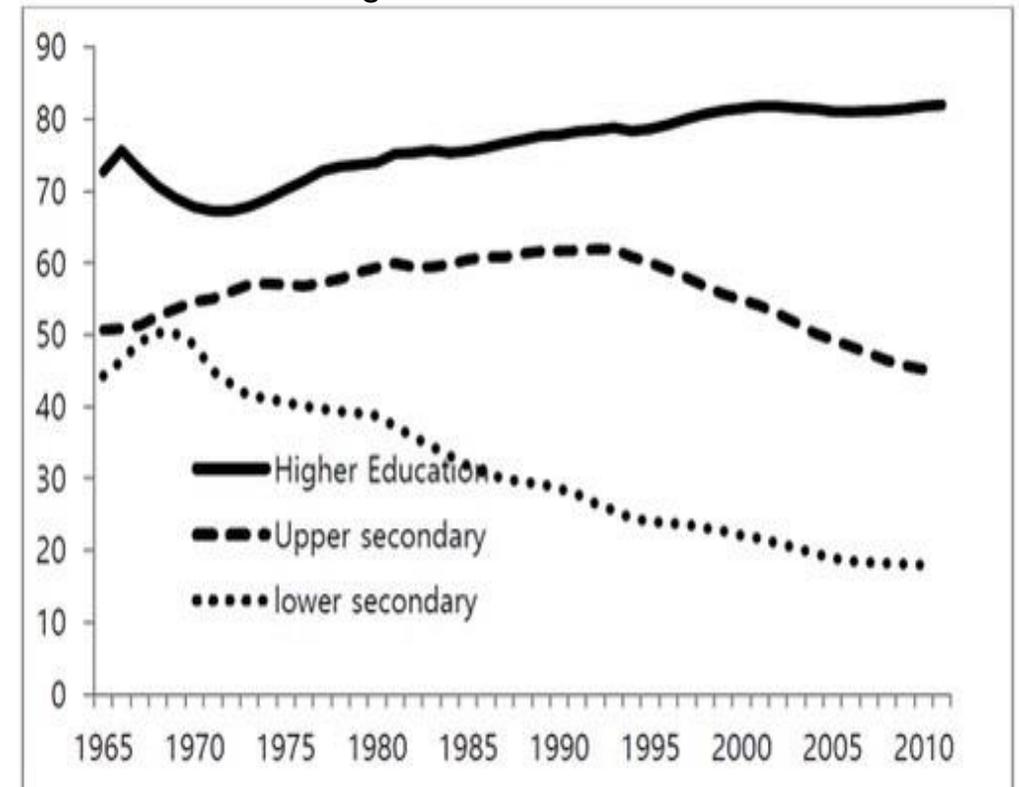
Higher Education Development Stra(3E3A)

- **Equity:** University should be the representative institute for social equity. Transparent entrance admission is necessary for which National unified entrance exam and strong accountability is recommended.
- **Employability:** Need to increase employment rate, coordinate student quota in nationally prioritized areas to respond to industry demand, expand interdisciplinary departments, implement government policy to encourage restructuring (e.g., People's Republic of China, Republic of Korea).
- **Efficiency:** The national higher education development plan is recommended; every country needs research university, education-oriented university, and TVET-focused universities.
- **Affordability:** Higher education needs to be affordable during the mass education phase, especially in high portion of private universities; tuition regulation policy can be considered with incentives.
- **Accessibility:** It should be accessible for every eligible students regardless of economic background: increase government budget, expand university scholarship, and introduce income-contingent loan policy.
- **Adaptability:** Improve university adaptation given rapid changes in technology and economical situation; develop or strengthen open university by using technology to expand access and improve quality.

Higher Education Expansion: South Korea Case

- Late expansion of Higher Education, low investment until 1990 - 1980: from elite to mass; 1997: from mass to universal (Martin Crow).
- **In 1950:** encouraging establishment of higher education, sending students and trainees abroad with grant, participating in national strategy, becoming faculty in universities, experiencing brain drain.
- **In 1960-1970:** strong student quota restriction, increase student quota in the region and invest budget to regional universities related with national prioritized areas like heavy and chemical industry, electronics, and foreign language.
- **In 1980:** expanding education opportunity and improving social equity, supplying engineers and research and development (R&D) personnel, supplying highly educated white-collar workers and the efficiency of bureaucracy.
- **Since 1990:** increasing higher education budget, increasing government scholarship, ICL, Tuition Regulation, supporting world class researchers and universities including private higher education, R&D expenditure % of GDP 4.528% (2021, World 1st).

Portion of Private Education(%):
Lower Secondary 20%, Upper Secondary 50%,
Higher Education 80%



Sources: Human Capital and Development (Lee, 2018).



Thank you!

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