Higher education in Asian countries and the role of international organizations in its development: a comparative study

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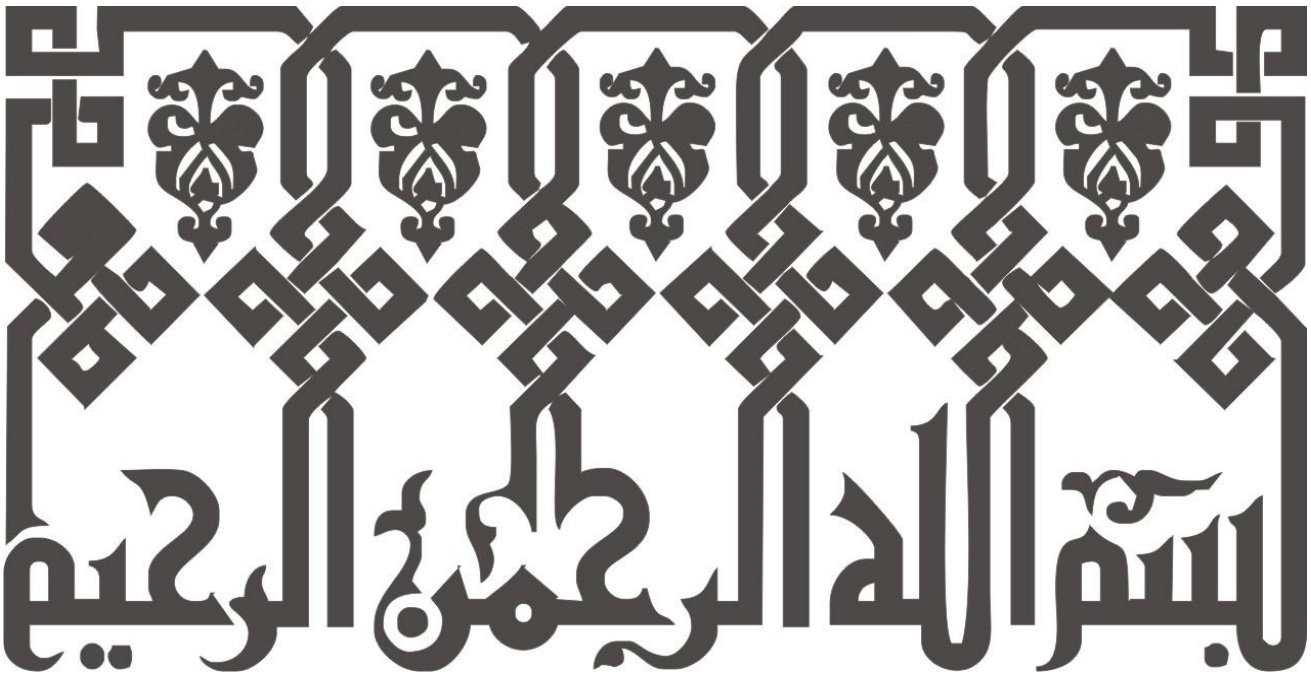
بسم الله الرحمن الرحيم

Dedicated to my parents

Table of contents

Tables

Figures

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Abbreviations

ADB	Asian Development Bank
AHELO	Assessment of Higher Education Learning Outcomes
AIMS	Assessment, Information Systems, Monitoring and Statistics
APEID	Asia-Pacific Program of Educational Innovation for Development
APPEAL	Asia-Pacific Program of Education for All
APQN	Asia-Pacific Quality Network
ASEAN	Association of Southeast Asian Nations ()
BP	Before Present
CARs	Central Asian Republics
CASs	Country Assistance Strategies
CCNR	Commission Centrale pour la Navigation du Rhin
CELE	Center for Effective Learning Environments
CEPES	UNESCO European Centre for Higher Education
CERI	Centre for Educational Research and Innovation
CHED	Commission on Higher Education
CSOs	The World Bank and civil society organizations
EFA	Education For All
EPR	Education Policy and Reform
ESD	Education for Sustainable Development
EU	European Union
FAO	Food and Agriculture Organization
FY	Fiscal Year
G8	The Group of Eight
GATS	General Agreement on Trade in Services
GATT	General Agreement on Tariffs and Trade
GDP	Gross Domestic Product
GEN	Global Educational Network
GER	Gross Enrolment Ratio
GIQAC	Global Initiative for Quality Assurance Capacity
HE	Higher Education
HEC	Higher Education Commission
HEIs	Higher Education Institutions
HP2	The HIV Prevention and Health Promotion
IAU	International Association of Universities
IBRD	The International Bank for Reconstruction and Development
ICSID	The International Centre for Settlement of Investment Disputes
ICT	Information and Communications Technology
IDA	International Development Association
IEG	Independent Evaluation Group

IFC	International Finance Corporation
IGOs	Intergovernmental Organizations
IIEP	International Institute for Educational Planning
IKM	Information and Knowledge Management
ILO	International Labor Organization
IMF	International Monetary Fund
IMHE	Program on Institutional Management in Higher Education
INGOs	International Non-governmental Organizations
INQAAHE	International Network for Quality Assurance Agencies in Higher Education
IOs	International Organizations
IR	International Relations
ISCED	International Standard Classification of Education
ITU	International Telecommunication Union
JIPS	Japan Indonesia Presidential Scholarship Program
LDCs	Less Developed Countries
MDGs	Millennium Development Goals
MIGA	Multilateral Investment Guarantee Agency
MNE	Multinational enterprises
NATO	North Atlantic Treaty Organization
NER	Net Enrolment Ration
NGOs	Nongovernmental Organizations
OECD	Organization for Economic Cooperation and Development
OEEC	the Organization for European Economic Co-operation
OIC	Organization of the Islamic Conference
PISA	Program for International Student Assessment
PPP	Purchasing Power Parity
PRSPs	Poverty Reduction Strategies
SAARC	South Asian Association for Regional Cooperation
SEAMEO	Southeast Asian Ministers of Education Organization
TERO	Teacher Education Reform Office
TVET	Technical and Vocational Education and Training
UIA	Union of International Associations
UN	United Nations
UNDP	United Nations Development Program
UNEP	United Nations Environment Program
UNEP	the United Nations Environment Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNIDO	United Nations Industrial Development Organization
UNISIST	United Nations International Scientific Information System
UNITWIN	University Twinning

UNLD	United Nations Literacy Decade
UNU	United Nations University
UNWTO	World Tourism Organization
UPU	Universal Postal Union
WB	World Bank
WBG	World Bank Group
WCHE	World Conference on Higher Education
WHO	World Health Organization
WIPO	World Intellectual Property Organization
WMO	World Meteorological Organization

Abstract

The international community is interlinked in such a coherent way that in today's globalized world the socio-economic development cannot be achieved in isolation. Moreover the scientific and technological developments have led to an enhanced interaction and interdependency at international level. The new ICTs have herald the digital era and knowledge based economy. Today knowledge is becoming borderless as the information and innovative ideas are no more restricted to political boundaries of a country but flow continuously in all parts of the world. In this context the importance of education, particularly higher education has increased further and it is developing and expanding in all regions. The rapid expansion and extension of higher education, in this globalized world, depend on the collective efforts of different stakeholders at state and international level. In this context nation centered policies and isolated national efforts to develop higher education are not adequate to develop fully the higher education and to make relevant to the national and international needs of a society. Thus to face these new challenges international organization particularly intergovernmental organizations (IGOs) are playing an active role in a variety of way.

The active participation of multiple actors, at national and international levels, and their multifaceted contributions in the field of education, including higher education, have given IGOs dynamic and changing roles to play. These international bodies are rapidly becoming an integral part of the international society and the circle of their activities is continuously expanding. In recent years the demand to measure the effectiveness of IGOs has increased due to three major reasons: the number of IGOs is continuously increasing, huge amount of resources are poured into these bodies but still many of objectives set by IGOs could not be achieved. In this regard, it is very important to explore how, when and why these international actors act, react and cooperate with each other.

The level and type of higher education in a country affect the efficiency and overall productivity of a nation. Owing to the increased importance of higher education, nations are struggling to reform, reframe and restructure policies and systems pertaining to higher education with an objective to increase the share of highly educated population. It can improve the economic

productivity that has become essential to stay in and to compete with the globalized knowledge based economy.

In the most of the Asian countries education at all levels has expanded at an unprecedented rate during the last decade and the process is still going on. There are multi-level socio-economic, political and international forces that drive this rapid development in higher education sector. In Asian region the importance of higher education is on the rise due to two main reasons: rapid economic growth and the presence of vast resources both human and natural. In Asia many IGOs are engaged in the process of development and promotion of education at all levels that range from pre-primary to higher education.

The main goal of this research is to study, in the presence of empirical evidence, the role of IGOs in the development of higher education in Asia. The research is "explanatory" in nature as it attempts to explain the IGOs' role by answering the questions what, how and why? This research is more extensive than intensive in nature

This research is based on explanatory study of three IGOs, which are engaged in the development of higher education: OECD, UNESCO and World Bank. The major focus of this research is to investigate into the role of the selected IGOs in the development of higher education through outlining the background of the IGOs involvement in higher education, studying different initiatives, and exploring the result and outcomes of these initiatives and activities. To study the role of IGOs, in Asian higher education, two major pointers were used; the first was related to process of policy reform in the member states, restructuring of education system, decentralization and devolution of power at local level and more autonomy to higher education institutions. Whereas the second pointer was associated with the increase in the enrolment at post secondary level, increase in the school life expectancy form primary to tertiary level, and quality development and enhancement initiatives.

Empirical evidence shows that the IGOs' policy reform initiatives have contributed to the change in the member countries as in the majority of the countries, for the last two decades, policy reform process has accelerated and it has resulted into more appropriate education polices and legal instruments to serve better the needs of education sector. Likewise an unprecedented increase in the Gross Enrolment Ratio (GER) at primary, secondary and tertiary levels has been seen.

Introduction

The drastic and dramatic changes in the international scenario, during the last few decades, have resulted into the enhanced role of *Intergovernmental Organizations (IGOs)*. These international bodies have emerged as new actors and are rapidly becoming a prominent part of this novel arrangement. Today IGOs are active in many fields and are visible at different forums that is evident from the omnipresence of IGOs in media headlines, like; International coalition for Afghan war, NATO airstrikes in Libya, International organizations' sanctions against Iran, UN peace mission in Africa, the Greenpeace movement for environment protection, UNESCO initiatives for literacy and education for all, International Sports Federations' activities in the world, IMF policies on low income countries, the World Bank projects for poverty eradication, G8 economic reforms and many more.

Education was given an important place on the IGOs' agenda in the post World War II period. In the subsequent years education drew more and more attention of international stakeholders in all parts of the world because of the universal elevated returns of education for individuals and society. In today's world, the social returns of education are so valuable that educating a child is no more sole responsibility of a family but of the entire society and even of the state also, similarly educating a nation is no longer sole responsibility of a state but the whole international community. Due to this reason at present we can see that international community is engaged in the propagation and development of education at all levels in all parts of the world. To achieve these goals international organization particularly intergovernmental organizations (IGOs) are playing an active role. The active participation of multiple actors, at national and international levels, and their multifaceted contributions in the field of education, particularly higher education, have given IGOs the dynamic and changing roles to play. Today in the high and low income countries, IGOs are contributing to higher education and research in different ways and the nature and level of their role vary according to socio-economic development and culture of a country.

Although the history of organizations is very old but the history of intergovernmental organizations (IGOs) is comparatively quite recent. The foundations of very first intergovernmental organization can be traced in the early19th century when the first IGO, the

Central Commission for Navigation on the Rhine or *Commission Centrale pour la Navigation du Rhin* (**CCNR**), was created in 1815 in France. Since then the population of IGOs is on the rise. It is evident from the history that the birth of IGOs coincided with the development of faster means of transportation and telecommunication. These new technologies led to the shrinkage of distance, fast communication and later on, up to some extent, elimination of physical boundaries. These all developments gave rise to an increased interaction of nations at sub-regional, regional and inter-continent levels. Subsequently an era of internationalization dawned where IGOs had and have an important place and crucial role to play.

A majority of IGOs that emerged on the world scene at the beginning of the 20th century had political mandates or purpose of existence but afterward in the post world war era social, cultural and economic organizations also appeared on the world horizon, like UNO, OECD etc. Some organizations were established primarily for the neutral purpose to facilitate coexistence possible, others for the more affirmative purposes of positive cooperation and development. IGOs act on behalf of the nations to oversee the multilateral interests/matters: peace, economics, education, environment etc.

Traditional paradigms in world politics offer starkly contrasting interpretations of the role of intergovernmental organizations (Boehmer, Gartzke, & Nordstrom, 2004). In an ever changing politics, at national and international levels, the study of IGOs has gained further importance. The enhanced role of IGOs in the society has given birth to a new field of study that now have become an independent subject: organizational science or organizational studies.

The international community is interlinked in such a coherent way that world peace and prosperity cannot be achieved in isolation. In this regard a sustainable change can only be achieved through collective efforts by using IGOs' platforms. Because of this reason IGOs are rapidly becoming an integral part of the international society. With the passage of time the circle of IGOs' activities is expanding as a result the need for more human and financial resources is also increasing continuously.

Many of the development researchers are of the opinion that in today's globalized world the socio-economic development cannot be achieved in isolation. Likewise in the case of education, particularly higher education, nation centered policies and isolated national efforts are not adequate. To achieve collective goals international bodies are working in diverse fields that

range from human rights to trade, from health to financial assistance and from peace keeping to education.

The IGOs in the field of education are engaged in setting standards, innovating and disseminating fresh ideas through the coordination and distribution of statistics on development indicators, producing policy papers to provide objective and effective solutions to national and regional problems (March & Olsen, 1998). Akin to field of economics, in the field of education also ideologies, systems, strategies, programs and policies are more and more shared which is further strengthening a type of Global Educational Network (GEN), an unseen driver of change. The GEN is further enforced and supported by the international UNESCO conventions, OECD and UNESCO Guidelines for Quality Provision in Cross-border Higher Education, World Bank's education policy reform efforts, World Trade Organization's treaties of GATS, OECD's initiatives on effective management.

Today knowledge, information, ideas, innovations, inventions and technological development are no more restricted to one place or to one nation but circulate in the world at the speed of light through different means of communication. As a result, this phenomenon has given birth to the knowledge society, and knowledge based economy. Today the wealth of nations and higher education institutions plays a key role in determining the quality and centrality of an academic system and level of economic development. This places least and less developed countries at a disadvantaged position, and puts special strains on most academic systems facing the dilemma of expanded enrollment and the need to support top-quality research universities (Altbach, Reisberg, & Rumbley, 2009). This change is the major driving force, both in the less and high developed countries, pushing the stakeholders to go for educational policies and practices that are responsive to the local needs and aligned with the global changes. This has new development has further enhanced the importance of education. Today, education is a basic human right and a catalyst for change, particularly higher education is regarded as engine of economic opportunity, productivity, growth and development (Longanecker, 2009), (Powersa & McDougall, 2005), (Johnstone, Arora, & Experton, 1998).

There are multi-level socio-economic and political forces that drive the development of higher education in all parts of the world. The level and prevalence of education particularly higher education in a society affects its efficiency to utilize the resources, competitiveness at national

and international levels and overall productivity of a nation (Bleiklie, 2007). In this regard nations struggle to reform, reframe and restructure policies and system pertaining to higher education to increase the share of highly educated population to stay in and to compete with the globalized knowledge based economy.

In Asia education particularly higher education is expanding at an unprecedented rate. Asian continent being an emerging economic region, vast hub of human capital and natural resources has a prominent place at international stage. Globalization has profoundly influenced higher education all regions (Altbach, Reisberg, & Rumbley, 2009). In Asian higher education the role of external forces is significant that is evident from the process of reforms, restructuring, innovation, and transformation at different levels. These external forces are of many forms and types: IGOs, networks, forums, peer pressure and even countries. Asian region has acquired an important position in and focus of IGOs. At present many IGOs are engaged in this region to develop and promote education at all levels, from pre-primary to higher education.

In recent years there have been increasing demands to measure the effectiveness of international development projects launched by the IGOs (Bamberger, Rao, & Woolcock, 2009). This demand is due to three major reasons: these organizations have been spending a huge amount of human and material resources for the last many decades; most reports and research studies presented by these IGOs give information on the outputs not outcomes; and still many objectives set by IGOs could not be achieved. In this regard, it is very interesting to explore how, when and why these international actors act, react and cooperate with each other. The answers of these questions need a lot of research, which is out of the scope of our present study.

There exists literature of significant worth on the socio-economic and political roles of IGOs in the world but very little on the role of IGOs in the development of higher education with a focus on Asia. This research aims to provide some information on this subject by studying the IGOs role in the development of higher education in Asia. This is the first macro study of its kind that has brought Organization for Economic Cooperation and Development (OECD), United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Bank role in limelight by analyzing how are these IGOs reacting and responding to the knowledge revolution in Asian region? What are their program and projects for the development of higher education in Asia? Are these initiatives of any importance for the region?

The main goal of this research is to study, in the presence of empirical evidence, the role of IGOs in the development of higher education in Asia. The researcher explores three major IGOs, the World Bank, UNESCO and OECD, which are globally engaged in education sector including higher sub-sector in all parts of the world. The IGOs included in this study represent three diverse classes of organizations: the World Bank- lending agency, gives loans for development; UNESCO- promotes peace through education; OECD – works for cooperation in economic development.

1 Presentation of the research

1.1 Rational

The culture of international organizations (IOs) is on the rise in all parts of the world. For the last few decades IOs have become a prominent element of international politics and development and have demonstrated an increased influence and ability to shape global public policy (The World Bank, 2010). With the passage of time this factor is intensifying and it is evident from the rapid growth and enhanced presence of both intergovernmental organizations (IGOs) and nongovernmental organizations (NGOs) at regional and global levels. According to the Yearbook of International Organizations, the number of international organization (IOs) has increased from 6,000 in 1990 to more than 64,000 in 2010 (UIA, 2010). And according to the OECD estimates, since 2006, these organizations were provided more than US$15 billion in international assistance. These figures speak the significance of their role in global development assistance around the world. So the study of international organization, like the practice of international governance, is becoming more energized and more sophisticated based on scientific sense of enquiry (Thompson & Snidal, 2000)

Likewise the population of IGOs grew from 23 to 3000 during 20th century (UIA, 2010). Some of these IGOs are engaged in the field of education. IGOs working for education are channelizing huge size of capital and human resources with the aim to develop and promote education at all levels, in all regions and for all. At present in the field of higher education only there are hundreds of programs and projects that have been launched by IGOs both in the less and high developed countries around the world. Though many of these organizations conduct self or internal studies to gauge the impact or outcomes of their programs or projects, it is very rare that any comparative study is conducted to see a global picture of the IGOs role in the development of higher education particularly in Asia.

1.2 Setting the stage for research

Intergovernmental organizations (IGOs) have become an important part of this globalized society and activities of these supra-national bodies are affecting all aspects of life that ranges from atomic weapons proliferation to basic human rights and from international trade to

education. This research is also an attempt to study the role of IGOs in the higher education sector.

1.2.1 Purpose of the study

This study is not aimed to produce any masterpiece of research but to learn about intergovernmental organizations' role in education by studying their activities and engagement for the development of higher education in Asia. This study has been designed to find both quantitative and qualitative evidence about the activities of **U**nited Nations **E**ducational, **S**cientific and **C**ultural **O**rganization (UNESCO), **O**rganization for **E**conomic **C**ooperation and **D**evelopment (OECD) and the World Bank from 1990 to 2010 related to education in general and higher education in particular.

The purpose of this study is to have a look at the state of higher education in the selected countries of Asia and to explore the role of intergovernmental organization in the development of higher education in this region. This study has been designed to provide information to a wide range of stakeholders: IGOs, states, institutions, researchers, teachers and students.

1.2.2 Why these three organization?

There are number of Intergovernmental organizations (IGOs), which are engaged in the field of education some are regional and others are global. Studying all organization is neither possible nor logical. The three IGOs, which are part of this study are active globally and these selected IGOs follow three different approaches and practice different models in the realization of their goals: UNESCO is laboratory of ideas and capacity builder; OECD is stimulant of economic progress and world trade through reforms and intellectual development; the World Bank is purely financing body as it provides loans and technical assistance to poor countries for socio-economic development.

1.2.3 Why study Asia?

Asia ranks number one, among all continents, when seen on different scales: land area, total population, people living under poverty line, illiterate population, economic growth rate, size of the higher education, share in the graduate population the world etc. During the last two decades, the higher education in Asia has grown more rapidly than any other region in terms of gross enrolment at tertiary level. But at the same time in a majority of the countries the participation at

tertiary level is less than 15%, which is far below to the world average of 26.4%. The higher education in this region is passing through transition phase driven by market competition and is accelerated by international forces. Today Asian countries like Malaysia, Qatar and Japan have become net exporter of education. Likewise the region has some of the largest higher education systems o f the world i.e. China, India, Indonesia and Pakistan. In this context this region is becoming a hub of international organizations' activities in different fields including higher education, which is evident from the fact that the World Bank made the biggest investment in Asian higher education in terms of both lending and number of projects during the last decade; UNESCO has the biggest network in this region; OECD is enhancing its presence in Asia.

1.2.4 Why do from 1990 to onward?

The end of the cold war and later on the end of bipolar world, in the early 1990s, opened new prospects for IOs to expand their roles and functions in order to promote global governance (Diehl, 2005). Consequently a clear policy shift with these IGOs is evident during that period towards education and particularly higher education. Furthermore, during 1990s the research conducted to study the rate of return of education supported the idea that investment in higher education is good for society. This also affected the IGOs policies towards education. With the advent of a new era of *ideological freedom,* UNESCO embarked on *Global Model* that promotes new ideological perspectives based on universal philosophy and international cooperation (Pavone, 2007). Since 1990s we see that the importance of higher education is continuously increasing and the IGOs' engagement and activities in this sub-sector are also expanding.

1.2.5 Selection of the countries for the study

Asia comprises of 48 independent countries where more than 3.7 billion people live. In Asia the distribution of population shows a huge variation; China and India with more than one billion population each whereas Brunei and Maldives with a population of less than 0.5 million. In order to make a selection of the countries the researcher used population as a filter; in this study only those independent Asian countries were included that had a population greater than twenty million. As a result 24 countries passed through this filter where more than 95% of the Asian population lives. So it is clear that this study covers a major portion of the Asian population. The countries included in this research study are as follow:

List of the countries by region part of the study				
East Asia	**Southeast Asia**	**South Asia**	**Southwest Asia**	**Central Asia**
China	Indonesia	Afghanistan	Iran	Kazakhstan
Japan	Malaysia	Bangladesh	Iraq	Uzbekistan
South Korea	Myanmar	India	Saudi Arabia	
	The Philippines	Nepal	Syria	
	Thailand	Pakistan	Turkey	
	Vietnam	Sri Lanka	Yemen	
Source: United Nations Statistics Division 2010				

1.2.6 Research questions

This research has been conducted to study the role of three intergovernmental organizations (IGOs) that include; UNESCO, OECD and the World Bank. The research questions that guided this study can be grouped into two sets; central and peripheral.

Central question

- What is the role of the IGOs in the development of higher education in the selected Asian countries?

Peripheral or Sub-questions

- What different activities are performed by the IGOs to support higher education in Asia?
- How are the IGOs contributing to strengthen national capacities in higher education?
- How are these IGOs different in their approach, functions and initiatives in the field of higher education?
- What is the importance of IGOs' initiatives for the selected Asian countries?

1.2.7 Hypotheses for the study

To study the role of the three IGOs, *UNESCO, OECD and the World Bank,* the following principal hypotheses were established:

- H1: The IGOs support and catalyze policy reforms to encourage higher education in Asia.
- H2: The IGOs have launched programs and projects in Asian countries to develop higher education sector.
- H3: The IGOs are working for capacity building of the member countries.
- H4: The IGOs initiatives are contributing to the development of higher education in Asia.

These hypotheses are general in nature and valid for the three IGOs separately as well. Each hypothesis focuses on particular aspect of IGOs' role and has been designed to dig out specific information. For example hypothesis H1 addresses the problem how IGOs are approaching higher education by studying the initiatives for policy reforms, such initiatives my include conventions, declarations and other bilateral or multilateral legal or binding documents.

Hypothesis H2 is there to study which programs and projects IGOs have launched to support and develop higher education. These programs and projects may be of varied nature and types i.e. Education for All by UNESCO, AHELO by OECD and different development programs started by the World Bank.

Hypothesis testing				
	Hypothesis	Objectives to support & enhance	Indicator	Sub-Indicators
H1	The IGOs support and catalyze policy reforms to encourage higher education in Asia	Policy reforms Motivation Peer pressure Dialogues Sharing of ideas	Legal documents	Conventions
				Declarations
				Other bilateral documents
				Conferences
				Seminars
				Forums etc.
H2	The IGOs have launched programs and projects in Asian countries to develop higher education sector	Accessibility Capability Innovation Capacity Acceptability	Programs & Projects	Non-higher education
				Vocational Education
				Teacher Education
				Higher education
				Quality assurance
H3	The IGOs are working for capacity building of the member countries.	Competencies Capacity building Capital deveXX. Implementation Execution Evaluation	Capacity development and Institutional Development initiatives	Training Workshops
				Scholarship/ fellowships
				Toolkits
				Publications
				Data & information
				Networking
				Technical Assistance
				Financial Assistance
				Expertise
H4	The IGOs initiatives are contributing to the development of higher education in Asia.	Suitable Policies participation rate Quality	Change	Policy reforms
				Gross Enrolment ratio
				Accessibility

Hypothesis H3 has been put in place to point out and study different human capital development initiatives taken by the IGOs in order to develop the capacity of the countries in the field of education. It includes all those activities that help higher education sector directly and indirectly, i.e. training programs, scholarships, tool kits for different stakeholders, publications, reports, countries data and information, conferences, workshops, seminars, universities networks etc.

Hypothesis H4 attempts to identify and explore the technical and financial assistance given by the IGOs to develop, grow and expand higher education sector in the selected Asian countries.

These hypotheses were tested in the presence of qualitative and quantitative evidence that was drawn from different indicators. The brief description of the indicators has also been tabulated.

1.3 Model and Methodology

To address the above given research questions, a methodological strategy was developed that was based on an *empirical inquir*y of the IGOs role by studying the role of UNESCO, OECD and the World Bank, the three major IGOs, which claim to be working for the development of education including higher education. There can be several ways to study and assess the role of IGOs. Singer & Wallace, has proposed and applied a method that is based on content analysis, it includes; organizational records, statements, intergovernmental memoranda, diplomatic correspondence, conferences etc. (Singer & Wallace, 1970). This research is "explanatory" in nature as it attempts to explain the IGOs' role by answering the questions what, how and why? This research is more extensive than intensive in nature as its procedural characteristics include multiple variables and different sources of evidences. This work also includes different theoretical propositions that work as guiding principles throughout the study.

1.3.1 Model design

The research Model for this study is neither purely a quantitative nor qualitative but a *Mixed Design* that is base on both information and data: numbers and statistics, and as well as systematic observations to explain the role of IGOs in the development of higher education in the Asia. These case studies are designed to investigate, explore and report evidences systematically and unlike statistical research the purpose is to generalize to theoretical propositions not to population. An attempt has been made to remain focused and pointed on the problem by limiting

the scope of the study and by developing possible link between/ among different phenomena based on logic.

1.3.2 Data and evidence

In a case study research, usually we use six sources of evidence: documents, archives, interviews, direct and participation observation, surveys and physical artifacts (Yin, 2009). This scientific study uses mixed method analysis that draws on documents, related previous research work, archives, digital sources, and data repositories. These sources are available with institutions, ministries of education of the selected countries and IGOs under study: OECD, The World Bank and UNESCO. The purpose of mix method design is to have possible clear picture. Interview method was not used because researcher considers that usually an interview is solely personal opinion of a subject/s and do not necessarily reflect the ideology of an organization that is being evaluated. Likewise survey of stakeholders was not included because in the age of information and technology bulk of data and information are available online and accessible from multiple resources. The major limitation of this design was reliance on the information available with the stakeholders: states and IGOs because it was not possible for the researcher to collect data at micro level by approaching each higher education institution or by having on the site visits in twenty three countries, in order to witness and verify IGOs role. Therefore we have presumed that the available information is correct, reliable and sufficient to conduct this study and to draw conclusions.

1.3.3 Data and difficulties: a true story

During my studies at Master level, I decided to study the role of international organization (IOs) in the development of education at Ph.D. level because I was fascinated by IOs presence in different sectors; humanitarian work, environment, economics, agriculture, politics, and of course education as well. Having selected a *"good topic"* for my PhD thesis in October 2008, I was satisfied and others too because this topic was liked and appreciated by everybody. Certainly I feel good with my nice, a new and never touched topic! When I embarked on the research project soon I realized that the research topic is so wide that it demands a writing not one but a pile of theses and at the same time this topic demands not a single researcher or *a student researcher* like me but a team of researchers.

Despite all these dreadful day time dreams, I was enthusiastic, determined and serious with my research so I decided to construct a quantitative model. For that I needed some directions by having a look at data so I set out for data collection, and at the first I went to the UNESCO headquarters in Paris, they welcomed me and gave an access to archive section but I could not find what I was looking for "role in Asia". I was told that the detailed data on Asia can only be available with UNESCO Bangkok office in Thailand. In a chase for much needed data I went to Bangkok, Thailand and took an entry into the UNESCO-Bangkok regional office as an intern to find and hunt data on "role in Asia". But mission was unsuccessful as no detailed data was available with that office as well. During my stay inside the UNESCO, I got an opportunity to study the UNESCO "role in Asia" and realized the best possible way to study the role of IGOs in education. Then I decided to redesign the research model to overcome the limitations and to serve the needs of topic. The internship at UNESCO regional office gave me opportunity to do an observational research and learn those aspects of the UNESCO role in education that otherwise could not be possible. At last I found the right track that led to the completion of this research study.

1.3.4 Source of data and evidence

Researcher spent significant amount of time to have a document review to locate, dig and identify pre-existing information on the subjects. The sources consulted by the researcher include:

- Archives review: documents, letters, drafts, proceedings and communiqué, recordings, conventions, resolutions and budgets etc.
- Review of UNESCO General Conference, Executive Board reports, Administrative documents Evaluation reports and publications.
- Documents available on UNESCO Paris, UNESCO Bangkok office websites, UNESDOC repository and UNESCO National Commission country websites
- UNESCO Institute for Statistics (UIS) data center
- The World Bank documents, reports, research papers, reviews, assessments and analyses
- The World Bank data and Databank
- OECD website, OECD iLibrary, documents, reports, books, publication etc
- OECD database to access data on health, demography, education and economics

- Participation observation to have a inside view of the events

1.3.5 Scope of the study

This study covers the programs launched, projects implemented and assistance extended by intergovernmental organizations, UNESCO, the World Bank and OECD, to twenty three selected Asian countries. This study brings under consideration three selected organizations' roles in the development of higher education and in the development of capacity and quality. This study will be helpful for educationalist, policy makers, donor bodies, IGOs, NGOs, teachers, students and scholars in the field of comparative education, economics of education, development economics, international relations, political science and organizational studies.

1.4 Setting Parameters

While conducting the research study the researcher had to face/set some limitation and delimitation, which helped in defining the working boundaries for this study. The researcher had defined the following parameters to this study.

1.4.1 Limitations of the study

This research study was an attempt to show how IGOs are assisting Asian countries in the development of higher education. The researcher was interested in applying statistical method to drive inferences but non availability of detailed data on efficiency and effectiveness of the IGOs' projects and programs set a limit. So the researcher used a *Mixed Model*. The research on IGOs' role is composite, extensive and long-term process. As multiple players are involved, at the same time, to achieve set goals so it is difficult to attribute achievement to any single player. There is a lack of well defined measureable indicators in the evaluation of organizations' role. So the researcher had to rely mainly on some measurable variables.

1.4.2 Delimitations set to the study

Studying only one program of an IGO in a single country demands a great deal of time, resources and data. When we say role of the three selected IGOs in Asian higher education then it means hundreds of programs and projects launched by these IGOs in forty eight Asian countries. Certainly it is not only difficult but impossible for a single researcher to accomplish such a huge

study without setting delimitation. The researcher has set the following delimitation to overcome the barriers and constraints:

Among the forty eight Asian countries twenty three have been included in this study. Furthermore to make the study more compact and comprehensive the researcher sometimes restrict himself to study at sub-region levels only: East, South-east, South, Central and West Asia.

As the three IGOs have launched hundreds of programs and projects for the development of education during the last two decades in the selected countries, so it was beyond the space, scope and capacity of this research study to present the details of all projects and programs launched by these IGOs. In this context the researcher adopted an approach to focus the broader picture of IGOs role in higher education by studying initiatives as indicators of IGOs role in the development of higher education.

This research did not attempt to study outcomes of IGOs programs and projects launched for development the higher education in Asia.

It was not the purpose of this study to undertake a detailed review of the state of higher education at country level. Such types of detailed studies are already. For details see (UNESCO-SEAMEO, 2006), (IAU, 2011).

1.4.3 Presumptions

The researcher had assumed the following statements true to advance the study and to derive the conclusions. UNESCO has also used similar approach to assess and evaluate the performance of its own programs, for details see, 34 C/5 Approved (UNESCO , 2008). The presumptions set for this study are:

- IGOs' publications, reports, analysis, guidelines and other documents are effective tools of policy reforms.
- Conferences, Forums, Seminars, Workshops, training programs and other activities related to education sector, organized by the IGOs, play an important role in human capacity building.
- Country data and information, provided by IGOs, are important and beneficial for the policy reforms, planning and management of higher education sector.

- The count of IGO's activities, programs and project, and assistance for the development of higher education, can be used to explain the role of IGO in of higher education sector.

Before embarking on the research it is important to have a review of the similar research studies on IGOs contribution to education sector with a focus on Asia. This review of the scientific literature will not only provide an opportunity to learn about previous research work but also help to learn from others experiences.

2 Review of the research literature

The role of IGOs has become an important topic of discussions and debates because of their enhanced presence in the global and regional political landscape and sometimes "controversial" participation in international social and economic activities. This changing scenario has been attracting more and more researcher, critics and analysts to study different aspects of the IGOs that may include; philosophies, theories, development, structure, functions, efficiency, roles, impact etc. Despite increased interest of scholars in the study of IGOs, theoretical and empirical aspects, few have looked directly at the issue of performance and their outcomes (Gutner & Thompson, 2010). Much of the research available about intergovernmental organizations has concentrated on theories, structure and their functions (Archer, 2001), (Koremenos, Lipson, & Snidal, 2001), (Haack & Mathiason, 2010). Some research is available on the role of IGOs in adult education, female education, education for all and financing education.

Intergovernmental organizations' prominent role in the world politics, economics and other human endeavors has brought them in the limelight consequently IGOs have become as an emerging field of study in the domains of economics, political science and sociology at academic level. The existing pool of research on IGOs consists of a wide variety of scientific studies that covers different aspects: structure, organization, functions etc. IGOs are not homogenous entities: they have different philosophies, charters, structures, approaches, and reasons of existence. So there exists a variety of organization on the world horizon. In today's globalized world it is difficult to imagine an international system without international organizations because these institutions have become an indispensable part of global governance (Frey & Stutzer, 2006).

Since the emergence of IGOs as a field of study, the sharpest debate among researchers has been theoretical: Do international institutions really matter? But from this debate an important inquiry is missing: how these institutions actually work (Koremenos, Lipson, & Snidal, 2001). The answer of these questions depends on the response of another very basic, important and fact finding issue: What is the role of IGOs in the societies? Without studying IGOs' role, it is meaningless to go for inquiries pertaining to their existence and functioning. In an international system both states and IGOs are active actors in the process of development of higher education so the successful role of such international bodies depends upon multiple factors: What are the

aims, objectives, priorities and resources of IGOs and that of states? How IGOs work with international actors particularly states? (Drake, 2001); In what manner and of what type cooperation the states maintain with the IGOs? (Stiglitz, 2002); What kind of organizational structure, management and leadership exists within an IGO and in a country? Why do states use formal international organizations? What are the functions and the properties of IOs? (Abbott, 1998).

2.1 The supporting evidence

Many research studies have been conducted to study different aspects and varied functions of IGOs: Wallace and Singer have studied in detail the development and growth of IGOs from 1815 to 1965 (Wallace & Singer, 1970). McCormick, (1980) investigated into the cooperative behavior of nations and IGOs. Stephens has studied the engagement of international organization in adult education and lifelong learning in different parts of the world with a focus on least developed countries (Stephens, 1989), how international institutions matter in shaping the behavior of the players in world politics (Martin & Simmons, 1998), emerging approaches to international institutional designs (Thompson & Snidal, 2000), Koremenos, Lipson and Snidal have studied how international institutions operate and how they relate to the problems faced by member states (Koremenos, Lipson, & Snidal, 2001). Scott has in his research study has tried to develop an understanding about IGOs through Institutional theory (Scott, 2004), likewise Diehl, in his book *the politics of global governance,* has debated on how international organizations make decisions and respond to different conflict by having an in-depth inquiry how, where, and why IOs operate (Diehl, 2005), IGOs and distribution of social power role in creating conflicts between states had been studied by Hafner (Hafner-Burton, 2006). But the role of IGOs in the development of higher education in Asia has not been given sufficient weight and space in the existing research literature, as we didn't find any independent study on IGOs' role in Asian higher education. But there exists a study conducted on China by Rui Yung. He has studied the influence of OECD, the World Bank and UNESCO on the Chinese higher education policy and funding reform process (Yang, 2010). Yang has focused only China and beautifully explored the higher education in China and nicely explained the role of international bodies' role in higher education system but this study is more descriptive than analytical in nature.

Christopher Steven Collin (2009) has studied the role of the World Bank in higher education in two countries: Uganda and Thailand. He found that during past thirty years there is a positive shift in lending for education (Collin, 2009). Keohane studied how international institutions work, and transform. He made critical comparison of rationalistic and reflective view (Keohane, 1988). Martin and Simmons had also found that most of the research conducted on international organizations is theoretical work or qualitative case studies and rare work exist on their role (Martin & Simmons, 1998). Mingat (2007) has studied the variation in the distribution of resources and outcomes across different countries (Mingat, 2007). Tilak has studied the financing of education for development in Asian region. According to him "international aid – loans and grants, both bilateral and multilateral, has been an important source of financing education in some of the Asian countries: almost all low income countries in the region receive small to significant amounts of external aid for development of education" (Tilak J. B., 2010).

2.2 IGOs' importance in the society

Realist, liberal, idealist and institutionalist schools have long debated the utility of IGOs and a majority accepts that IGOs have special roles to play in the society but no consensus exist on what extent IGOs can/ should influence the states (Boehmer, Gartzke, & Nordstrom, 2004). Whereas constructivists, functionalists, and institutionalists are of the opinion that regimes and international institutions play a pivotal role fostering cooperation, promoting common norms, reducing conflicts and confrontations (Young, 1992). It is also evident that for the last few decades, IGOs have become dynamic players in the world of politics and have increased their influence as well. Due to the enhanced role of these international bodies, now it is believed that IGOs matter and they have become a complimentary component of the world order (Boehmer, Gartzke, & Nordstrom, 2004).

IGOs are continuous international actors as well as instrument of the state in supporting higher education for social and economic development through international understanding, cooperation and collaboration. Different concepts of IGOs functioning can be summarized as: IGOs as political tool of state diplomacy; as arena for coordination and negotiation; as cooperative agents; and as bureaucratic bodies (Amaral, 2010), (Barnett & Press, 2004).

IGOs are owned, designed, created, constructed, managed, resourced, advanced, protected and defended by states. These organization are neither hollow vessels nor useless entities but an

important actors at international level. States invest in IOs to protect their own interests and to advance or impede state goals in the international economy, politics, environment and security (Koremenos, Lipson, & Snidal, 2001). Being an active component of international system organizations also struggle for survival and resist all those forces that endanger their existence. In this regard organizations survive only if they are able to react to changes that occur in the world around them (Chevaillier, 2002).

The history of International Organizations (IOs) as a field is built on a rich intellectual tradition that developed from 1940s to late 1960s and this history has been a part of the elaboration of more complex and self-consciously analytical formulations (Katzenstein, Keohane, & Krasner, 1998). Usually it is believed that states are the major designer of the IGOs but empirical realities shows that about two-thirds of the IGOs that exist today were created with some form of involvement by international bureaucrats from pre-existing intergovernmental organizations (Shanks, Jacobson, & Kaplan, 1996). So, like living organisms, IGOs also struggle for their survival, grow and reproduce.

Are international organizations important for the society? Regarding this question, there exist two main views among the general public: the first one is a realistic view- international organizations should be treated as significant actors on the international stage; and the second one is an idealistic view- international organizations are the solution of all major problems, but the fact is that IOs are neither irrelevant nor omnipotent in global politics (Diehl, 2005). Conventional wisdom regards the formation of IGOs as an engineering project in which states weigh the costs and benefits of different design features, such as a dispute resolution mechanism, and then select those that pass the cost-benefit test (Koremenos, Lipson, & Snidal, 2001).

The existing theories need further refinement to serve the real world because: “Realism, liberalism, constructivism, and organization theory provide different approaches to organizing and interpreting data on and from the international public sector. While realism has not taken international organizations seriously, liberalism has recognized their importance in supporting a cooperative international community yet is too concerned with meeting this realist challenge of IO’s relevance. Thus, the question of whether international organizations matter is discussed over any concerns in actually understanding how they work. While policy oriented word (e.g., peacekeeping, development, human rights) has shed some light on the work of IOs and their

effectiveness, international relations (IR) theory has been unable to explain how policies and organization relate to each other and impact effectiveness" (Haack & Mathiason, 2010).

2.3 Higher education: an emerging sector and a field of study

Peters (2003) has identified three major factors that led to recent proliferation and expansion of higher education, these factors are: capitalization of knowledge, decentralization of information and use of technology in education. All these factors helped create a favorable environment for globalization of education (Peters, 2003). Today globalization is a reality that is shaped by an increasingly integrated world economy, new information and communications technology (ICT), the emergence of an international knowledge network, the role of the English language, and other forces beyond the control of academic institutions (Altbach, Reisberg, & Rumbley, 2009). Globalization, internationalization and knowledge based economic system has changed the frame of reference for higher education. In this modern setting an innovative system based on international agents, new dynamics, and changed social, political and economic context has emerged, which has resulted in intensified activities of international organization both quantitatively and qualitatively and approaching education in a global perspective (Amaral, 2010).

Higher education and research capacity is important for all countries including for low and middle income countries because it contribute to their economies, effective management and sound policy-making in their governments as well as to their civil societies, and to the preservation of their national histories, cultures, and identities (Johnstone & Marcucci, 2007). The higher education institutions in the less developed countries (LDCs) are faced with two fold pressure; a need to expand and a demand to enhance quality. But the problems of insufficient resources available to higher education and inefficient utilization of existing resources are affecting both the process of expansion and the mechanism of quality education provision. The poor counties are finding it hard to respond properly to the changing national needs and international demands. So it is resulting in the provision of sub-standard higher education, which is not in the national interest as it is the wastage of time and energies (Ali, 2011).

Since the emergence of mass higher education, many economist including Jacob Mincer, Robert W. Fogel, Milton Friedman, Ronald Harry Coase, Friedrich A. von Hayek, Gary Becker and Walter Williams have contributed in the development of economic theories particularly human

capital theory in order to study the public and private benefits and returns of education. Early research studies found that education has no significant contribution to individual and societal gains (Friedman & Friedman, 1980). It was believed by the international development organizations that primary and secondary schooling are more important than tertiary education for development and poverty reduction. Since these organizations, including the World Bank, encouraged relative neglect of higher education by the governments of poor countries (Bloom, Canning, & Chan, 2006). In many countries, resources were reallocated from secondary and higher education to primary education that resulted in the slowdown of development and expansion of higher education in many low income countries (Tilak J. B., 2010).

But, contrary to such early view, recent evidence suggests higher education is a determinant as well as a result of income, and can produce public and private benefits (Bloom, Hartley, & Rosovsky, 2006). The low priority given to higher education, within development initiatives by the states and IGOs, was due to the shortage of empirical evidence that it affects economic growth and poverty reduction (Tilak, 1994). An analysis or study of any phenomenon based on limited information with few variables is incomplete because we do not know with certainty other possible potential variables and exact effect of each variable in specific circumstances.

For the last few decades the importance of higher education is well understood and recognized by IGOs, states and societies. Nowadays higher education institutions are among the key actors in the production, preservation, and dissemination of knowledge thus higher education can and do make a significant contribution to regional economic, social and cultural development (Marmolejo & Puukka, 2006). Equally, higher education provides well educated skilled human capital through vocational education. This type of education is of great importance and it has a higher demand in the job market so it results in the enhanced employability and reduced chance of *education-job* mismatch (Giret, 2011).

Higher education contributes to society in many ways: it paves the way for industrialization by developing human capital that include skilled labor, professionals, planners and scientists; it promotes knowledge based economy by establishing information and communication technologies, knowledgeable workers and managers with 21st century skills; it ensures sustainable growth by shaping and guiding reform process and attitude; it helps in the

dissemination, production and preservation of knowledge through research and information sharing and pedagogy.

A huge pool of *research based knowledge* exists on the Asian higher education. These scientific studies present varied depths of studies and cover a wide variety of subjects, issues and areas. But it is not the case when comes the study and assessment of IGOs' share in the development of higher education we find a small number of scattered and isolated attempts to study the role of IGOs in higher education in Asia. A major part of the work that exists in this domain is produced by the IGOs themselves that are usually in the form reports, reviews, commissioned studies and website documents. The independent research studies focus only national perspectives usually without any cross country comparisons.

In today's rapidly changing world, knowledge is characterized by complexity and accelerated change. In this context higher education has important opportunities and at the same time faces challenges, many of ,which are new, unexpected and unprecedented (Marmolejo & Puukka, 2006). Understanding the broader and new roles of higher education in a globalized world is fundamental to deal with the challenges that are faced by today's world. In recent years in Asia the size of higher education has increased by many times. This expansion of higher education plays a positive role in faster technological advancement and it helps in improving country's ability to maximize its economic growth and productivity so more investment in higher education may be justified and good for society (Bloom, Canning, & Chan, 2006). But at the same time this huge increase in the enrolment has put pressure on the resources and organizers to maintain the provision as well as the quality. As a result higher education, in countries with low economic development, small industrial base and under developed resources, is in a deep trouble. Thus such countries are unable to find a balance between demand and provision consequently this gap is constantly increasing. In order to face these challenges, IGOs particularly UNESCO, OECD and the World Bank are actively engaged in finding and providing solutions in Asia and rest of the world.

For the last few decades a shift in the IGOs stance is evident from their enhanced participation and the active role in the development of higher education in Asia. In this context it is very important to study the role of international organizations in the development of higher education in Asia. One can analyze IO's behavior and role by focusing on the specific tasks and functions

performed by that organization. This can be done by studying and investigating whether these functions are successfully carried out in the light of set objectives (Gutner and Thompson 2010). This research is an attempt to study what and how are IGOs contributing to the development of higher education in Asian region.

Before studying the role of the IGOs in Asian higher education it is timely and appropriate to learn and explain some basic ideas related to IGOs and higher education. The following section presents important information on the history of IGOs, classification of international organizations and theories of international organization and it is followed by definition and classification of higher education.

3 Conceptual work

With the passage of time the population, importance and role of International Organizations is growing so International organizations as a field of study has attracted more and more researcher and social scientists who worked on the development of conceptual frame of work to have an in-depth understanding.

3.1 Defining international organizations

The term “international” was coined by Jeremy Bentham (1748-1832), an English philosopher. This term is very broad in its sense as compare to other similar terms: transnational, multinational, interstates, intergovernmental and trans-governmental. International is in itself not a synonym of these terms. The word “international” refers to activities between individuals and groups in one state and individuals and groups in another state as well as intergovernmental relations and activities (Archer, 2001).

The word organization has been derived from the Greek word *organon, which* means tool. In social sciences an organization is a formal arrangement to pursue one or more preset shared goals, to interact with individuals, institutions and other organizations. It controls its own performance through hierarchal administration and management with well defined responsibilities. An organization has a well defined permeable boundary that separates the organization from its environment or surrounding. The permeability of the boundary varies from one organization to other.

This term came in Sociology in 15th century form Biology where it was in use since long. According to Dictionnaire de Sociologie (Akoun & Ansart, 1999) “Le mot vient de la biologie avant d’arriver en sociologie. Initialement (XIVe), organiser c’est *rendre apte à la vie*. Un organe est une partie d’un être vivant. Un organisme est un ensemble vivant dans un milieu. Par analogie, l’organisation désigne un mode de fonctionnement : celui d’une action ou de l’entité qui résulte” (Akoun et Ansart 1999).

In sociology "organization" means planned, coordinated and purposeful actions to achieve common goal or to produce, construct or compile a common tangible or intangible product. Organization is a permanent arrangement of elements and actions. The action/s is usually outlined in rules or constitution or by laws of that organization.

According to Bernoux (1985) “En sociologie, une organisation est un système ouvert sur l’environnement, dont la fonction est de produire des biens ou des services” (Bernoux 1985). Conventionally an organization is characterized by necessary features; authority, division of labor, specified roles of all members/ agents, communication and contribution systems.

According to the oxford dictionary, organization is an organized group of people with a particular purpose (Oxford Dictionary, 2010). Whereas Webster has defined it as “the act of forming or arranging the parts of a compound or complex body in a suitable manner for use or service (Webster, 2011). An organization can be a system as a unity, or a division of the bigger system. It interacts within and outside of its boundaries with the actors.

All organizations have some common elements and traits; a group of actors with a well defined governance structure, clearly identified roles and responsibilities of every person who is in the organisation, a communication systems for coordination and control of activities to achieve the set objectives. Bourricaud François (2008) has defined an organization as “the social sum, which by application of a rule under the authority and leadership, ensures the cooperation of individuals in a common task, which it determines the implementation and distributes fruit” (Bourricaud 2008).

In this framework international organizations mean institutions that have a formal system of rules, objectives, and administrative structure, and which have an involvement of, interaction between individuals, groups, other organizations or nations, generally beyond national boundaries. One more simple and comprehensive definition is “international organizations are legally constituted non-profit entities that operate across several nations” (EconomyWatch, 2010).

Clive Archer -in his book *International organizations history*- has defined an international organization as “a formal, continuous structure established by agreement between members, whether governmental representatives or not, from at least two sovereign states with the aim of pursuing the common interest of the membership, covers a wide range of institutions even if profit-making associations are excluded” (Archer, 2001). When such international bodies have governments as members and interact at state levels through state representatives then these bodies are called Intergovernmental Organizations or IGOs. The difference between IOs and IGOs is slight, delicate and overlapped.

3.2 History of International Organization: IGOs

The history of International Organizations (IOs) is not very old. The technological development in nineteenth century, new means of communication and transportation in the form of telegraph, steam ships and railroads, further enforced by economic development based on industrial revolution created and promoted interdependence among states to safeguard mutual interests through cooperation and association. As a result a new era of cross border cooperation through international organizations took birth and the first international organization was established in France; the **Central Commission for Navigation on the Rhine** or *Commission Centrale pour la Navigation du Rhin* (**CCNR**) in 1815. It is the oldest existing international organization also. The CCNR is an intergovernmental organization and its purpose is to guarantee the security for navigation in the river Rhine that is one of the largest rivers of Europe. The CCNR comprises of five members: Belgium, France, Germany, Netherlands and Switzerland. Though there existed number of International Non-governmental Organizations (INGOs) during nineteenth century that were engaged in humanitarian, religious, economic, educational, scientific, political, and other matters, it was rare for INGO to sit at the table next to governments to solve international issues (Thompson & Snidal, 2000). And it was possible through IGOs only.

During the next fifty years, after the creation of CCNR, only three IGOs appeared on the horizon: Superior Council of Health (1838-1914), European Commission for Control of the Danube (1856-1939) and International Telecommunication Union, ITU (1865, now ITU is a specialized agency of United Nations). According Wallace and Singer (1970), only twenty three intergovernmental organizations (IGOs) had been established, during the19th century, eleven of them are active until today. In twentieth century the population of IGOs grew rapidly; in the first half of the century the population of active IGOs was more than 200 (Wallace & Singer, 1970), while in the second half an explosion of the IOs was witnessed and their number multiplied; by 1980 they numbered more than 600 (Jacobson, 1984) and in 2009, according to the Year Book of International Organization, the population of IGOs increased six times: more than 3000 IGOs and over 64000 international organizations (IOs), which are active in 300 countries and territories in virtually covers all sectors and fields (UIA, 2010).

Before World War I, IGOs were more regional bodies and had limited purpose: there was a little or no interaction and collaboration among these international bodies and every IGO had been created to serve a specific purpose only. But later on, in the wake of new social, political and technological developments, the IGOs took multifaceted roles with enhanced inter and intra-organizational cooperation and networking. Likewise the role of international organizations (IGOs) in the field of education is more consistent and continuous since the mid of the twentieth century. At debut, IGOs launched their activities at a limited scale in selected fields in few countries but later on this phenomenon became extensive and even universal. The influence of IGOs on national systems of education can be explained using two particular concepts: neo-institutionalist research with the concept of isomorphism and externalization with reference to systems theory. The neo-institutionalist approach focuses on the diffusion and the effects of cognitive-cultural models whereas the concept of externalization introduces a dialectic view on the processes of internationalization (Amaral, 2010)

3.3 Classification of international organizations

International organizations are explicit arrangements, negotiated among international actors, which prescribe, proscribe, and/or authorize behavior (Koremenos, Lipson, & Snidal, 2001). These international bodies are of many types and forms, depending on the reason or purpose of their existence, nature of work, level of action, geographical area covered, type of service provided etc. International organizations have been classified on many bases: non-governmental, intergovernmental, legal, cooperative, social, educational, economic, political, terrorist, humanitarian environmental etc.

Classification of international organization is not a simple task because of their overarching characteristics, structures, functions, forms, aims and objectives. According to the Yearbook of International Organizations, with the increase in the population and the variety of international bodies, it has become difficult to adhere to the old selection criteria (UIA, 2010). Today International organizations (IOs) have a broad spectrum of variety. It's true that the diversity poses a great challenge in the way of classification of IOs but at the same time there also exist some similarities, which can be used as a criterion to classify IOs. These similarities can be based on purpose, nature, structure, function, membership potential, mode of action and the terminology, nomenclature.

3.3.1 **Classification on the basis of nature**

The method of classification based upon the nature and character of organizations is conventional and much broader. According to UIA, on the basis of nature, IOs can be classified into three sub-headings: Inter-governmental organizations (IGOs), International non-governmental organizations (NGOs) and Multinational enterprises

3.3.1.1 **Inter-governmental organizations (IGOs),**

Intergovernmental organizations (IGOs) institutions created and joined by states' governments, which give them authority to make collective decisions to manage particular problems on the global agenda (UIA, 2011). IGOs are formal institutions comprised primarily of sovereign states, which are called *member states* and other intergovernmental and/ or international organizations (e.g. UN, EU, NATO, IMF, G8, etc). IGOs have permanent staff, which is housed in secretariat. An IGO may have a narrow or broad purpose and similarly its membership can be limited or open but always base on some criteria.

3.3.1.2 International non-governmental organizations (NGOs)

There doesn't exist a single definition of international NGO. The difference between INGOs and IGOs has been explained by UN Economic and Social Council in its Resolution 288(x) 1950 as, every international organization, which is not created by means of inter-governmental agreement shall be considered as a non-governmental international organization. Both abbreviations, INGOs and NGOs, are in vogue and are used interchangeably. Usually INGOs are nonprofit private organizations financed by the members and other contributions. Amnesty International, Greenpeace, International Committee for Red Cross

3.3.1.3 Multinational enterprises (MNE)

Multinational enterprises have no single definition but there are some traits, which help distinguish it from other entities: multi or trans-national enterprises are usually formal business associations, which manage production or deliver services in more than one country. These MNEs have well defined charters, their own privileges and liabilities. Business dictionary has defined an MNE as "an enterprise operating in several countries but managed from one (home) country is called MNE" (Business Dictionary , 2010). According to UN estimates, there are more than 35,000 firms in the world and 100 of them control about 40 percent of world trade.

3.3.2 Classification on the basis of membership

The yearbook of international organization has presented a simple way of classifying international organizations that is based on the type and geographical location of members of an organization.

3.3.2.1 Umbrella organizations

Those organizations, which have at least three other autonomous non-regional international bodies along with states as full members are called umbrella organizations. The United Nations is considered as an umbrella organization because its Specialized Agencies are "members" of the UN system.

3.3.2.2 Universal organizations

It includes those international organizations, which have a geographically widespread membership, balanced participation of members in the management and as well as in the policy control: there should be members in at least 60 countries.

3.3.2.3 Intercontinental organizations

Those international organizations whose members belong to more than one continent are called inter-continental organizations.

3.3.2.4 Regional organizations

It includes all, governmental or non-governmental, international organizations whose all members are from the same continent or sub-continent.

3.3.3 Classification on the basis of titles

International organizations, both governmental or non-governmental, use a range of terms in their official titles. These terms have different significance depending on the nature of organizations, the meetings by, which they were established or through, which they function. Classification on the basis of terminology has its own advantages and disadvantages because same term used for two different organizations may have different sense and significance. For example, an organization that carries the term “union” in its name may resemble an "alliance" or an "alliance" can be closer to a “union” in its nature and function (UIA, 2011). A broad classification based on the terminology is as follow:

3.3.3.1 General terminologies

Some governmental or non-governmental organizations use the terms such as federation, association, society, brotherhood, league etc. In each case this may mean an organization of individuals or an organization of national organizations. For example; The International Federation of Association Football, Association of South East Asian Nations, Society for International Development, Brotherhood of Asian Trade Unionists, League of Arab States, European Broadcasting Union

3.3.3.2 Treaty related terms

Intergovernmental organizations are based upon an international treaty or agreement but in some cases the word treaty is embodied into the name of the organization. For example, General Agreement on Tariffs and Trade (GATT) and North Atlantic Treaty Organization (NATO)

Similarly international courts and tribunals are also a type of IOs, for example, International Court of Justice (ICJ), European Court of Human Rights, Nuclear Energy Tribunal.

The groups governed by treaty provision are also considered as international organizations. Like, United Nations Security Council, Allied Control Authority for Germany, East Caribbean Central Bank

3.3.3.3 Conference

Sometimes the international bodies' names are derived from the principal reunion in which their members participate, and an organization may take different terms in their official titles: conference, forum, congress, assembly, commission. i.e. European Conference of Ministers of Transport, Conference for the Regions of North West Europe, World Assembly of Youth, European Atomic Forum and United Nations Atomic Energy Commission

Organizations with such nomenclature share one thing common that a fully representative and sovereign body may thus meet periodically and take decisions and define the policy of the organization but a conference may not constitute an organization in its own.

3.3.3.4 Council

A general conference may elect or appoint a governing council, which acts governing body. Relative to the executive body, a council is larger and representative of the general conference. A

council exercise certain of its powers and it may create its own commissions, committees, and joint bodies with external organizations. For example, Council of Europe, United Nations Economic and Social Council

Executive committee

A conference, congress or assembly may elect an executive body, which may take on permanent organizational form. These bodies may assume such names as: administrative council, administrative board, executive committee, permanent committee, steering committee or standing committee

3.3.3.5 Secretariat

The permanent body of an organization may take on a name derived from an operational rather than a policy-making or decision-making unit: Commonwealth Secretariat, European Space Agency or Secretariat for Tourism Integration in Central America

Terminology, which refer to types of activity

An international organization may establish one or more activities, which themselves take on permanent autonomous organizational body. The mode of action may be reflected in the actual name of such organization; distinguishing it from conventional organizations. Such bodies can be grouped into three main types: meeting-type events, programs/projects, and organizations.

3.3.3.6 Events

A single event of an organization can be considered as an independent organization. The life of such "organizations" ranges between 1 to 5 years. Events of this type include: meetings, exhibitions, shows, contests, games, trade fairs and other events. Examples: World Youth Forum (UNO), Olympic Games, Commonwealth Games Federation, International Exhibition Bureau and European Association of Music Festivals

3.3.3.7 Program or projects

Sometime, due to political or funding constrains, organizations can be considered as program or project bound. Such bodies are grouped as program, project, survey, fund, prize etc.

Program: World Food Program, United Nations Development Program, United Nations Environment program

Project: OECD High Temperature Reactor Project, the Worldwide Governance Indicators Project

Survey: World Fertility Survey, Association of African Geological Surveys

Fund: International Monetary Fund, United Nations Children's Fund

Prize: International Lenin Peace Prize Committee, Standing Committee for Nobel Prize Winners' Congresses

Organization: Such bodies are created by a large organization to undertake specific activities. These bodies are also use term organizations in their official title because these bodies enjoy a relative autonomy albeit a part of the parent organization. Such organizations may be specialized in one or more fields i.e. information, research, education, social and economic development

Information: International Tsunami Information Centre, International Time Bureau

2. Research: International Rice Research Institute, International Centre for Theoretical Physics, International Computing Centre

Education: United Nations University, International Centre for Advanced Technical and Vocational Training, European University Institute

UN organizations: Food and Agriculture Organization, International Civil Aviation Organization, United Nations Educational, Scientific and Cultural Organization, World Bank Group

3.3.4 Classification on the basis of characteristics

The characteristic of an international organization is another important criterion, which can be used to classify international organizations. These characteristics may be structural, occupational and geographical.(source: Temp international) include this in Annex-and give only brief

3.3.4.1 Structural characteristics

Every international organization has a particular structure. So IOs can be classified into multiple groups on the basis of these structural characteristics, few of them are as follow:

3.3.4.1.1 Hybrid character

Conventional international organization (IGO, INGO, Multinational enterprise) with a blend of two or more organizational characters are called hybrid organization, i.e. Inter-governmental profit-making corporations, International profit-making corporations linked to inter-governmental organizations, Multinational corporations with major governmental shareholders, International non-profit body created by multinational enterprises, International non-profit bodies created by inter-governmental organizations

3.3.4.1.2 Dependent character

The organizations in this group are distinguished by various kinds of dependence on parent organization: the existence of the dependent organization is linked with the survival of parent organization; the policies, actions and character of the dependent organization is originate from the parent body and dependent organization may act to achieve the parent body purpose i.e. Supporting bodies, Staff association, Consultative bodies, Pressure groups, Opposition bodies etc.

3.3.4.1.3 Semi-autonomous character

The organization in this category enjoys some degree of autonomy despite closely linked with a particular inter-governmental body or parent organization. Such character is more common with inter-governmental bodies. For example, World Food Program, World Food Council and Inter-governmental Oceanographic Commission

3.3.4.1.4 Relationship to leadership

Under this heading all those organizations are grouped, which are characterized by the particular character of leadership or higher authority. Chartered bodies of religious authorities, Royal societies in UK or Religious order

3.3.4.1.5 Region based groupings

Regional groupings are evident in those international organizations, which have a large array of members from several continents. In such organizations members are clustered into regional or sub-regional groups in order to have an effective management, communication, networking, interaction, efficiency and setting as well as achievement of objectives. Regional offices of UN agencies and Asian Football Confederation are the example of region base grouping.

3.3.4.1.6 Heterogeneous membership

Those international organizations, which have mixed members: governmental, non-governmental, or business organizations may be members of such organization. These members may come from international, national or individual level. Examples,

International Institute of Administrative Sciences (includes: governments, national and international types, corporate bodies and individuals); International Council of Scientific Unions (includes: scientific academies, national research councils, associations of institutions, governments and international scientific unions).

3.3.4.1.7 Complex character

Such types of organizations present complex structures, which evolve when conventional INGOs or IGOs become members of an INGO or of an inter-governmental body. Conference of World Organizations interested in the Handicapped, Council for International Organizations of Medical Sciences and Conference of NGOs in Consultative Status with UN ECOSOC are examples of organizations, which are complex in character.

3.3.4.1.8 Minimal structure

Unlike conventional IGOs and INGOs these international organizations have minimal structure but usually these organizations do not considered as IGOs or INGOs. Example, United Nations University, UNISIST, World Science Information System, G7, G77, G8 or G20

3.3.4.1.9 Multi-national structure

These are formal organizations within a number of countries simply recognize each others' existence and engage in informal exchanges, possibly leading to a harmonization of policies or various forms of joint actions.

3.4 Theories of International Organizations

Though the chemistry of each organization- structure, function and approach- is unique but at the same time there also exist some similarities when seen through the lenses of aims, actions and approaches of IGOs. Here many questions arise: how and why are IGOs formed? What forces lead to the formation of IGOs? Who are the stakeholders? And, to whom IGOs serve? In order to answer these questions and to understand the philosophy and chemistry of IGOs many theories have been put forward. Theorists and practitioners have employed a number of conceptions of international organization to understand the existence and function of IOs (Thompson & Snidal, 2000). As the human knowledge is progressing so the circle of study of international organization is also expanding. Today there exist different schools of thought, which have theorized the existence of IGOs in different ways and have attempted to find the answer of above given questions. There are many schools of thought in the world, some major schools are: realist, liberal, idealist and institutionalist schools.

3.4.1 Realism

Realism is one of the dominant schools of thought in the study of international organizations, international relations and international politics. According to this school, the external world is physical in nature and material objects and their qualities exist independently of their being perceived (The American Heritage Dictionary). Realist sees the political world as made up of events, mechanisms and actors where states are self centered and competitive so states give priority to their national interests and security over ideologies, moral obligations, international norms and interests of other international actors. Likewise states create, promote and support international organizations to protect and to maximize their own interests. Though sovereign states are independent actors in an international system, powerful states have high influence or control over international politics, likewise international organizations are also under the influence of big powers, consequently IOs do not has absolute liberty. According to this theory, rather IOs are “power stage” where states compete to protect and increase their own interests because states, behave like human being, have an innate desire to dominate. Realists see power as a pivot of politics and a driving force in all political affairs (McLean & McMillan, 2003). Due to these limitations realists, as compared to idealists, are less optimistic about the effectiveness of

international organizations and the extent of international cooperation that is possible through these bodies. There are many branches of this school, which are based on the realistic thoughts and explore different aspects of the philosophy of creation and existence of IGOs.

3.4.1.1 Classical realism

Classical realism or human realism maintains that states are the major and significant actors in international politics and every state function as a unified and autonomous entity. Political construction of the states is the reflection of human nature. State's pursuit for power depends upon the basic nature of human beings who act as *power maximizers* where ideology and other tangible and intangible factors may also contribute to the power of a sate in an international system. According to realist theory, IGOs have a limited role to play in challenging this power tug war because these bodies cannot change the anarchical structure of the international system. Rather, IGOs are simply used by powerful states to implement their own power politics more effectively and to pursue their self-interest (Morgenthau & Thompson, 1985). In this context the institutionalization, function and effectiveness of IGOs linked with the existence of an authority that holds great influential power resources; a legal domination and force to implement it. In this regard the effectiveness of IGOs depends upon the active role played by key players and as well as the rise and fall of major states.

3.4.1.2 Neo-realism or structural realism

Neo-realism theory took birth in post world war era and it was further developed by Kenneth Waltz in 1970s. This theory assumes the premises of classical realism but at the same time it attempts more separation and segregation from this theory (Gilpin, 1981). According to this theory, states seek to survive within an anarchical system and the international or regional structure acts as a constraint on state behavior, consequently those states whose outcomes fall within an expected range, power balancing, survive and progress. In this endeavor, power balancing is not the aim but is a product of the aim to survive.

According to the neo-realists IGOs are not self-driven actors but the anarchical structure of the international system dictates the maximization of relative influence of great powers; IGOs are largely ineffective and meaningless actors, which work for great powers or dominant states only. Furthermore dominant states ensure that other states or actors do not benefit more from cooperation in international organizations than they do themselves because absolute gains

translate into loss of powers if international cooperation is linked to relatively superior gains for other states (Grieco, 1993). IGOs can only contribute better to international development if powerful or dominant state/s is ready to cooperate by becoming a part of that organization and share the gain or loss with other participating states, which in reality does not exist.

3.4.2 Liberalism

Liberalism is a political theory founded on the natural goodness of humans and the autonomy of the individual, and favoring civil and political liberties and protection from arbitrary authority (The American Heritage Dictionary). Basically it is a political and economic doctrine: human rights, freedoms of the individual and limited powers of government are good. Immanuel Kant and Baron De Montesquieu were the pioneers who applied liberalism theory to understand international politics.

Liberalists have a simple and positive idea that people, countries, and organization can work together for progress, prosperity and peace. Liberalist views international relations as cooperative and constructive efforts between countries and governments to help disadvantaged nations and to promote global welfare. Modern liberalism supports both state and non-state relations to promote global peace and improve the political, economic and social situations around the world (Burchill, 2001). According to liberalism theory organizations play constructive and effective role, at national and international levels, in shaping and the international landscape and to achieve mutual goals. Furthermore IGOs harness cooperation between states, which is helpful in achieving IGOs goals. Likewise liberalist also give due importance to individuals as they may influence states and organizations. Liberalists maintain that IGOs work with other international institutions also this promotes networking and collaboration that ultimately strengthen IGOs and help to achieve common goals.

3.4.3 Idealism

Idealists believe in the effectiveness of ideas. The philosophy of idealism is based on the theory that the external world must be understood through consciousness not through experience. The idealist believes that thoughts are prior to actions, and that the mental or cognitive world is more important than the material world. So in the realm of idealism the reality exists only in the mind whereas the experience is considered as a mental activity. This proposition is in direct contrast to the theory of realism, which holds that things exist independently of our perception and reality is

based on matte and it can be realized through experience. Plato, Kant, Hegel and many others worked on the development of theory of idealism. The philosophical concepts of idealism are employed to other philosophies that deal with ideas.

According to idealist school a nation's moral and ethical considerations are more important than national interests because in the world values, not matter, represent reality. According to this school the creation of organizations is also based on mutual values rather than materialistic benefits. IGOs are structured by human thought so the only way to fully understand them is to investigate into the way states perceive the moral and ethical values. Since idealists are interested in human welfare and conflict management thus they consider the existence of IGOs not only necessary but the most viable option for nations. As idealists emphasize on minimizing conflict and maximizing cooperation among nations so they give great importance to IGOs, legal and formal platforms to achieve mutual objectives and to protect and promote human right. In the history of IOs the philosophy of idealism played a key role in the development of IGOs.

3.4.4 Institutionalism

The institutional or institutionalist school, unlike realist, considers IGOs-IGOs and IGOs-States cooperation as completely rational and complementary. The basic premise of institutionalism is: in the international politics interests of states are neither mutually exclusive nor harmoniously in agreement. Instead, international politics is distinguished by sets of interests in which states, being a part of an international institution, have a common interest in reaping joint gains or avoiding joint losses (Keohane, 1984).

Institutional theory deals with the deeper and more resilient aspects of social construction and edifice by considering the process by which structures become authoritative guidelines (Scott, 2004). This theory attends to social structure of institutions or organizations. Its scope encompasses the structure, construction and plans of organizations. Institutional theory helps us understand the complex configuration and functions of organization by explaining why are organizations the way as they are: structure, practices, role, values etc., and how these elements are fashioned, transmitted, adopted and adapted. Institutionalists stress that the institutional environment can influence the development of formal structures in an organization. Its main focus is the progress towards, and preservation of, isomorphic institutional environments based upon institutional norms: coercive, mimetic, and normative processes.

3.4.4.1 Neo-institutionalism

Neo-institutionalism was revived by John W. Meyer in 1977 and later on refined by Paul DiMaggio, Walter Woody Powell and others. Neo-institutional theory maintains that institutions are socially constructed programs or rule systems that operate as established, constraining environments (Jepperson, 1991). Neo-institutionalism social theory focuses the approach institutions interact, react and the way they affect society at local, regional and international levels. This theory maintains that states are interdependent and there exist complex relations among them. According to this theory IGOs are not accidental birth but a deliberate and continuous endeavor of states to achieve shared interests in a complex international network of different entities. Due to this reason IGOs are gaining popularity and importance, and their population has seen a big increase during the last century.

3.4.4.2 Institutional liberalism

Institutional liberalism or liberal institutional theory propagates that institutions, at international level, are a mean to interact, establish and enhance cooperation between/ among states. The interest constellations, within the context of IGOs, are complex phenomenon because of interdependent relations among states. As a result no state can achieve maximum gains in isolation and all powerful states need to depend on other states to establish durable mutual relations. Liberal institutional theory claims that IGOs foster congenial environment that help to achieve constellation of objectives, i.e. human welfare and socio-economic development, without conflicting with states' ideologies.

3.4.4.3 Neoliberal Institutionalism

Neoliberal institutionalism school of thought believes that international institutions play an important role in coordinating international cooperation, and nation-states are concerned with absolute gains and the prospects for cooperation rather relative gains to other nation-states. According to this philosophy, states are interested in IGOs because of the possibility of higher mutual gains. At international level various types of intergovernmental cooperation are possible even in the absence of centralized system or in an anarchic world system and such cooperation results in treaties, conventions and IGOs. Neoliberal institutionalists believe that repeated interactions, among the states, push them to enter into a setup of cooperation in apply game theory to find solutions to knotty problems while studying institutions. According to Keohane

(1988) “institutions are described by neoliberals as persistent and connected sets of rules (formal or informal) that prescribe behavioral roles, constrain activity, and shape expectations.”

3.4.5 Other schools

There are many other schools also, which can be helpful in understanding the formation, function and behavior of intergovernmental organizations.

3.4.5.1 Cognitivism

Cognitivism maintains that institutions are the product of human mind and it is brain based development rather than response to environment as maintained by behaviorism. Basically cognitivism is an approach in understanding and explaining the function of institutions through the study of mind of men who are the creator of whole international political system including IGOs. Cognitivism does not refute behaviorism theory completely but rather an expansion by accepting that mental states exist. Cognitivism encompasses all forms of realism, and as well as anti-realism. This doctrine became a dominant force in the late-20th century. Cognitivists explain the existence of IGOs by holding the premise that actors’ behavior is not completely shaped by only material interests but by the role that they play at national and international level. So the past experience of actors plays an important role in defining the nature of IGOs. Cognitivists typically try to support their position by seeking out analogies between moral discourse, on the one hand, and scientific and everyday factual discourse, on the other (Britannica Concise Encyclopedia, 2011). Likewise the study of IGOs is incomplete without taking into account the inter-subjectivity: IGOs have deep roots in the international social structure and are responsive to change but based on rationality and morality.

3.4.5.2 Transnationalism

The word Trans-nationalism was coined by R.S. Bourne (1884-1918), it describes ever increasing interaction of nations and continuously receding importance of state boundaries in term of economic, cultural, social and human rights activities. In internationalism the cooperation is at nation-state and government level while in trans-nationalism individuals, groups, institutions and international actors all have specific roles to play. Trans-nationalists often de-emphasize the state as primary and unitary actor in international scenario (Viotti, 1987), and stress upon the more enhanced role of non-governmental organizations rather than IGOs in

socio-economic development at national and international levels. Trans-nationalism favors those flexible models of IGOs where individuals and groups and governments work collectively.

3.4.5.3 Constructivism

Constructivism remained an influenced school in the study of international relations and politics, during 20th century. Contrary to behavioralists, constructivists hold that the behavior of humans is shaped by societal values, culture, institutions and state. Constructivism regards international relations as conditional phenomena, rather than inevitable consequences of human nature or other essential characteristics of world politics (Jackson & Nexon, 2003). This theory looks to the humanities and sociology for insights into how ‘‘reality” is socially constructed (Katzenstein, Keohane, & Krasner, 1998). According the constructivism theory, IGOs are socially constructed entities where individual actors, groups or states continuously construct the reality that shapes the behavior of organization, which is evident from its decisions and actions. Some constructivists maintain that IGOs play a vital, independent role in spreading global norms (Koremenos, Lipson, & Snidal, 2001).

Constructivism and rationalism are generic theoretical orientations that are complementary on some crucial points (Katzenstein, Keohane, & Krasner, 1998). Constructivism theory, contrary to neo-realist theory, maintain that the absence of a supreme authority at international level or hegemony state favors the formation and growth of IGOs, which enhance state-state interaction and cooperation, and promotes international norms and rules consequently it construct stability in the world. After the cold war, theorists and practitioners of constructivism started laying more stress on sociological perspective based on shared norms and values (Katzenstein, Keohane, & Krasner, 1998).

3.4.5.4 Behavioralism

Behavior is the response of an individual or a group to an environment or to someone’s action whereas behaviorism is a school of thought in psychology that takes the objective evidence and excludes subjective phenomena of behavior by studying observable and quantifiable aspects of behavior. On the other hand behavioralism is an approach used in political science to study the observable and quantifiable phenomenon at national and international level through scientific examination of the actions, reactions and interactions of/among individuals, states, institutions or organization.

Behavioralist assumes that the activities of IGOs and political institutions are based on fundamental social forces so that the study of IGOs and institutions should commence with study of society, culture, and human key actors. In this regard empirical and quantitative research methodologies are applied to study the cause and their effect. The empirical data on member states of an IGO may include the weight of the vote of a state, status in the world economy, level of technological development, military power etc. The Behvioralism theory helps to find systematic explanations about political phenomena and outcomes of IGOs. Behavioralism seeks to examine the behavior, actions, and acts of *individuals* and groups in different social settings (Walton, 1985) to understand the behavior of political institutions that they form.

3.4.5.5 Functionalism

The formation of tow intergovernmental organization (IGOs) in Europe, International Telegraph Union (1865) and the Universal Postal Union (1874) gave birth to the doctrine of functionalism in the field of international relations. According to this doctrine, IGOs can provide a practical solution to international problems faced by the member states. The very early experiment of IGOs development was successful and functional so this doctrine strengthened the idea of internationalism and inter-governmentalism that drove its force form functionalism. According to functionalists, common interests, mutual needs and shadow of future lead sovereign state and other actors to enter into a bonding that results into the formation of intergovernmental organizations, whereas according to realists, states enter into IGO bonding only to protect and maximize self-interests. Fit for purpose is the corner stone of functionalism: an IGO designed to achieve specific goals must help to materialize the set objectives, only then it can be considered as a fully functional body. An IGO can be single purpose or multipurpose in its design, for example World Food Program (WFP) is a single purpose while UNESCO is a multipurpose IGO. Functionalism theory upholds that states form IGOs and these IGOs drive authority from the participating actors and then this authority, in a fully functional IGO, is obeyed by members and in some case non-members are also pushed to do so i.e. applying economic embargo, fight against terrorism etc. The theory of functionalism is based on few assumptions: states or actors can enter or leave IGO, the integration of state does not affect the state sovereignty or human freedom, the collective governance derives/ distributes power and resources according preset formula. In 21st century settings, the expansion of knowledge economy is pushing functionalists to integrate modern knowledge in IGOs setting so that international bodies could meet the

changing needs and meet the new challenges by exploiting modern knowledge and developed human capital. Functionalism also provides a foundation for globalization theory.

3.4.5.6 Globalization

Globalism is the inverse of localism. The process of globalization had started with the opening of Silk Route thousands years back but during the twentieth century it got momentum because of multiple factors: fast mean of communications and transport; existence of international agreements and organizations; massive movement of people and mass migration; transnational and multinational economic activities; competition for new markets and resources.

Globalism is a doctrine in which the entire world is regarded as the appropriate sphere for a state's influence (The American Heritag Dictionary, 2009). According to this theory the interest of the entire world is placed above those of the individual states and international actors. Globalists believe that IOs and IGOs are key players in facilitating international cooperation and in the provision of common platform to achieve international objectives, to solve mutual problems and to overcome the barriers in the way of globalization. Globalist consider IGOs the future of the world: as it is evident from the expansion and extension of IGOs during past fifty years, and it is also apparent from present role of IGOs in war, peace, socio-economic development and environment protection. For example, UNO, NATO, The World Bank, IMF, UNESCO, UNEP, WTO

3.4.5.7 Intergovernmentalism

Interaction and cooperation among governments gave birth to the theory of inter-governmentalism whereas the conception of IGOs further reinforced this idea. According to Oxford dictionary, “inter-governmentalism is both a theory of integration and a method of decision-making in international organizations that allows states to cooperate in specific fields while retaining their sovereignty” (Oxford Dictionary of Politics, 1996). The doctrine of inter-governmentalism holds that national government is the *face and force* of a state, and the behavior of any state depends upon the actions and policies of national government. Likewise national government has an influence and it affects the behavior of individuals and international actors representing that government. The core objective of inter-governmentalism is to achieve integration of states, facilitated by the existence of IGOs, to attain common goals without sharing power with other actors. Inter-governmentalists stress upon interstate cooperation and integration

at sub-regional, regional and international levels to align state interests and preferences coupled with power, and it is only possible through establishing and strengthening IGOs. The integration and cooperation through IGOs are based upon rational self-interest of states rather than practicability and usability as seen in functionalism and neo-functionalism. Like neo-realism, inter-governmentalism also agree with this premise that powerful states have higher influence on the behavior of IGOs and such states, comparatively, drive more benefits.

3.4.5.8 Game Theory

Game theory or theory of games was initially developed by John von Neumann and Oscar Morgenstern and first appeared in their book entitle *The Theory of Games and Economic Behavior* (1944) but to study the politics it was applied in 1960. Game theory is based on a mathematical method of decision-making in which a competitive situation is analyzed to determine the optimal course of action for an interested party (The American Heritag Dictionary, 2009). This theory is helpful in anticipating and explaining the actions of all agents or actors who participate in a competitive situation. "Game theory is an umbrella theory for the rational side of social science, where 'social' is interpreted broadly, to include human as well as non-human players" (Aumann, 1987). Game theory is applied in decision making, in political, economic, business and military planning, to solve social and ethical dilemmas. It is also used in the study of linear programming and operational research. The application of Game theory in the study of IGO is not very common however it will increase with the passage of time.

The core objective of the application of game theory is to find equilibrium in a particular situation where each actor adopts a strategy that they are unlikely to change. In game theory many equilibrium concepts have been developed to capture the idea of cooperation and collaboration i.e. the Nash equilibrium, Correlated equilibrium, Sequential equilibrium, Self-confirming equilibrium. Likewise there are many types of games, which are very helpful to understand the behavior of IGOs, to locate the best choices available for international actors, maximize outcomes of actions and to grasp a wide class of interactions among actors. These games include: Cooperative or non-cooperative games; symmetric and asymmetric games; zero-sum and non zero-sum games; perfect information and imperfect information games; peace and war game, and coordination game.

Game theory deals with parties (, which can be individual actors, states or organizations) making choices that influence each other's interests. It analyzes the available choices and their possible outcomes. Game theory has contributed to the development of different models to understand and explain the collaboration, in an anarchic world, among international actors: states and IO including IGOs. This theory helps to simplify and to solve the problem faced by international actors: the rational decision for an individual actor that can be a state or an IGO. According to this game theory, sometime governments face pressures at home, and thus may not be consistent in their interaction and cooperation with and within IOs (Gutner & Thompson, 2010). Game theory has potential to challenge different theories of IGOs and it is demanding more in-depth work on the organizational studies: worth of IGOs, possible new actors, consequences of interactions, maximizing IGOs' importance for each actor.

3.4.5.9 Actor network theory (ANT)

Actor-network theory(ANT) was developed by French scholars, Bruno Latour and Michel Callon. According to this theory the people, objects, organizations and resources work as actor or *actatns* and each of them has a specific role, place, worth, value and weight in the social network. According to this theory social and technical parts of any network are inseparable. A smooth functioning of social order, at national and international level, can only be achieved when all actors in a network are interacting and functioning properly. In the light of this theory IGOs are also important actors of the international network and these bodies can function effectively once all tangible and intangible actors of IGOs are present and act in harmony. ANT provides an effective platform to critically assess and unravel problematic sets of explicit and implicit assumptions made from the management perspective (Monteiro, 1996).

3.5 Game theory and IGOs

The increased number of IOs and their enhanced influence over national and international policies of the states have made the state-IGOs relations more complex and the cooperation process more challenging. Being significant international players the states and the IGOs play different strategic games in which the level and effectiveness of state-IGOs and sate-state cooperation or coordination varies in different situations. Though IGOs' participation in the development and promotion of education is there for the last many decades, their active participation in higher education sub-sector is a recent phenomenon. The recent increase, at national and international levels, in the demand of and new developments in the higher education requires more effective linkage among states and IGOs to meet these challenges. The Game theory has proved itself as a useful tool to study complex process of IGO-state relations and effectiveness. Game theory is applied side of mathematics used to model strategic situations based on available set of choices.

3.5.1 Studying IGOs through Game theory

Game theory is a rational side of social sciences that is based on mathematical method of decision-making in which a competitive situation is analyzed to determine the optimal course of action for an interested party (The American Heritag Dictionary, 2009). This theory helps to foresee and explain the actions of all agents or actors or players engaged in a situation. It is applied in decision making and in solving social and ethical dilemmas. In Game theory, basically, a Game is a situation where players are aware that their actions influence each other and every game has a set of strategies and payoffs for each player or participant. These payoffs depend on both the choices made by them. The game theory helps to find equilibrium in an actual or a virtual situation where each actor adopts strategies depending on its role. Game theorists have developed many equilibrium concepts to capture the idea of interaction in a game i.e. the Nash equilibrium, Strong Nash equilibrium, Proper equilibrium, Quasi-perfect equilibrium, Epsilon-equilibrium, Correlated equilibrium, Sequential equilibrium, Self-confirming equilibrium and evolutionarily stable strategy.

The Game theory comprised of many types of games, which can be helpful to understand moves and action players or agents. These games are of different types and it includes: Cooperative or non-cooperative games; symmetric and asymmetric games; zero-sum and non zero-sum games;

perfect information and imperfect information games; peace and war game, and coordination game. Game theory analyzes the available choices and possible outcomes as well. Game theory when applied to the study of IGOs-states relations, it helps to understand their actions and interaction. This theory is also aimed to simplify and to solve problems faced by international actors by assisting states and IGOs in situation analysis and in taking rational decisions. The application of Game theory in the study of IGO is not very common however it will make its place with the passage of time.

3.5.1.1 Coordination game theory

The concept of coordination games is widely used in social sciences in order to study the situations in which actors, individuals or groups drive mutual gains through mutual decisions. Coordination game is a type of cooperative games and presents interaction between individual or grouped players: states and IGOs. In coordination games players are free to choose the same or corresponding strategies, which result in multiple pure Nash equilibria: usually more than two Nash equilibria are involved. In these games the idea of a coordination problem is formalized and it concentrates on the possibilities for agreements. Coordination game is neither zero sum game nor sequential in nature. This game can be extended for more than two strategies and for more than two players but when applied to state-IGOs there is always at least one IGO is present in the game while the other players or actors can be state/s. Payoffs for each player- state or organization- depend on the choices available and the strategies adopted by both their own and their opponents. According to Bryant coordination model for the payoffs of each player can be as (Bryant, 1983)

$$\pi(e_i\,, e_{-i}) = a[min(e_i\,, e_{-i})] - be_i$$

Where e_i is the choice of player i and e_{-i} is the vector of choices by other players, assuming that $a > b > 0$ are multiple Nash equilibria and $i = 1,2,3, \ldots\,, n$

In these cooperation base games each player takes an action in response to others and selects a strategy to maximize his payoff. According to Russell Cooper the strategy based payoff for player i can be written as,

$$\sigma_i(S_i\,, S_{-i}) \in$$

Where $i = 1,2,3, \ldots\,, n$. and S_i is the strategy adopted by player i and S_{-i} is the strategy adopted by other players than player i. (Cooper, 1999)

In this case only one pure Nash Equilibrium is possible: when both the IGO and state adopt the Cooperate-Cooperate strategy then they have maximum payoff (1, 1) whereas in case non-cooperation of any one or both the players, there is no payoff (0, 0) for both participating players. So in this model there is only one solution that is Pareto efficient and only one strategy that is Pareto dominant. This setup for coordination game can be extended for more than two strategies and more than two players.

AA Coordination Game

When applying game theory, multiple equilibria are a major obstacle to cooperation and in a simple 2×2 Prisoners' Dilemma, there is only one point of mutual cooperation, the unattainable Pareto optimum where both sides choose to cooperate rather than defect (Koremenos, Lipson, & Snidal, 2001). In the real life, though multiple choices exist for a state and an IGO, all choices are linked with and depend on cooperation from the both sides. Using Coordination game theory a simple *AA coordination game*[1] between state and IGO can be modeled, which is based on 2-player: one state and one IGO; and 2-strategies: Cooperate or not to cooperate. The payoff matrix is given below.

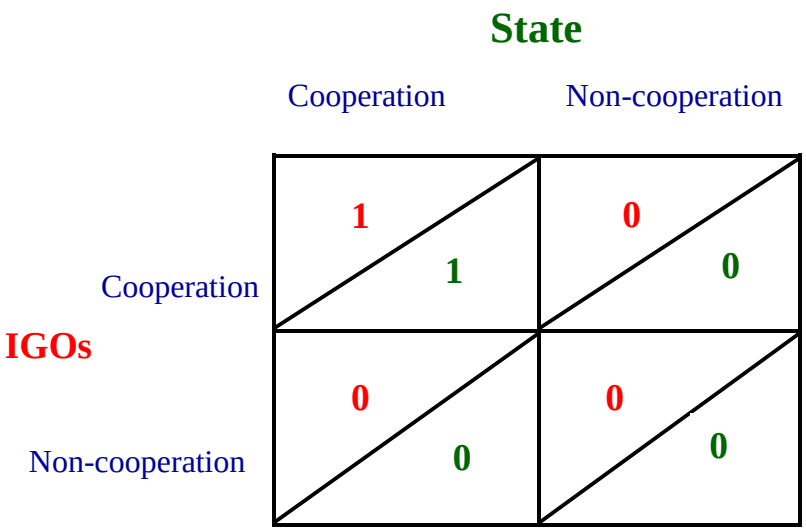


Figure 1 AA Coordination game

[1] The researcher has discovered the existence of a new type of coordination, and named it AA-Coordination game. AA coordination can be used to explain the presence of "only one choice" for the both players in order to achieve the mutual objectives or maximize the returns. A-A are the two letters from researcher's name Amjad Ali.

3.5.1.2 Cooperative game

In a cooperative game, groups of players may enforce a cooperative behavior. Cooperative game describes only the outcomes or payoffs when players make collective choices and they come together in different combinations. Whereas in non-cooperative theory, a game is modeled in such a way that it presents all moves available for individual players. Cooperative games concentrate on the possibilities for agreement but not on the procedures of attainment. There are two major elements of every cooperative game: a set of players and a characteristic function. The characteristic function, denoted by v, describes how much collective payoff a set of players can gain by cooperating with each other in a coalition setup.

Here we hypothesized a cooperative game, in which we have four players, so $N = \{1,2,3,4\}$ where player 1 is an IGO and players 2, 3 and 4 are states. There can be more states up to n, which is a finite number. We assume six possible situations: A, B, C, D, E and F in which players make different coalitions. Each situation presents a unique cooperative game with specific value of characteristic function v. Situation A explains that there is no payoff when IGO is alone in a game and it does not find cooperation of any state. Situation B, C and D show that as the number of IGO members increase collective payoffs also increase for all cooperating agents: IGO and states. Likewise situation E presents a model of where more and more states cooperate and collaborate with the IGO consequently the collective payoff is higher. Whereas in situation F all players act independently without entering into a cooperation (collation) setup so none of them get any payoff.

A $0 < a < b < c < x$

Situation A, $v\ (\{1\}) = 0$

Situation B, $v\ (\{1,2\}) = a$

Situation C, $v\ (\{1,2,3\}) = b$

Situation D, $v\ (\{1,2,3,4\}) = c$

Situation E, $v\ (\{1,2,3,4,..,n\}) = x$

Situation F, $v\ (\{1\}) = v\ (\{2\}) = v\ (\{3\}) = v\ (\{4\}) = \ v\ (\{n\}) = 0$

Where 1,2,3,4 are players such that 1 is an IGO, 2,3,4 ... , n are states, n is finite number of states and $a, b, c \ldots x$ mean payoffs for different choices available to participating IGO and states, depending on different types of cooperation.

The above hypothesized situation may not fully depict the real world IGO-state cooperation but it is helpful in understanding complicated ideas and it is equally useful in explaining IGO-state cooperative games in a simplified form.

The way states in an IGO and an IGO in its member states act and function, to achieve their objectives and to protect their interests, is a complicated phenomenon. To explain it we have modeled a *sociogram* (see the diagram below). In a simple model of states-IGO interaction, there is a single IGO, which is networked with multiple countries. All participants in this network are players and play their roles based on States-IGO cooperation. As all players do not adopt same strategies so the payoffs for each player could be low or high depending on the strategies adopted. In a network there can also be non-cooperating states that may get no payoff at all. Example: suppose UNESCO launches a program, on regional level, for teachers' capacity development, which comprised on ICT training for secondary school teaching staff. Now those countries that fully cooperate with the IGO in implementing the program in their respective countries, they benefit more as compared to those, which extend low cooperation or, which do not cooperate at all. The non-cooperating countries, in an IGO, can slow down the progress of that IGO and it may result in reduced payoff for certain countries and it may also for IGO difficulty in attaining the set objectives.

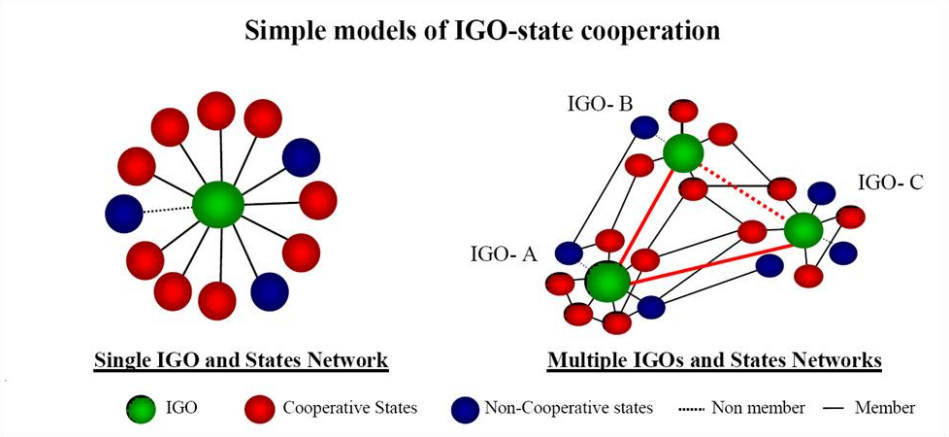


Figure 2, IGO-State cooperation model

But if multiple organizations are embarked on the similar projects then there is the situation will be different and it will be difficult to see the payoffs of any particular strategy. There are many other internal and external factors also that influence the payoff for any players: level of socio-

economic development, national need, cultural forces and ideologies. In an organization all members or players or actors are engaged in same program but all players do not necessarily have the same choices and sometimes members are bound to adopt or play some strategy against its will. In other words, in some cases all, players are not free to make choices. Furthermore, unlike a real game, states can enter or leave an IGO or coalition and enter into another one. In such a complicated network, which is based on multifaceted cooperation and coordination among the player, it is difficult to see one single game in isolation. As maintained by realist school of thought that "big powers in an IGO" play dominated strategy, even in both coordination and cooperative games as a result the Nash equilibrium is not in the favor of other member countries. According to this school, as big powers always keep their payoff or interests at the first place so for other states the payoff are very less as compared to big powers.

In today's interlinked world neither a state nor an organization can survive in isolation so both states and organization form or enter into networks. Multiple IGOs and State Network is a simple example of such IGO-IGO, State-State and IGOs-States interaction and collaboration where each entity is linked with the other/s. This results into a complex web of networks.

3.5.2 Growth of IGOs

The growth of international organizations and the emergence of an international public sector have been neither predicted by international relations theory, nor does much of the theory explain how it works. (Haack & Mathiason, 2010) For the last few decades international organizations have become a prominent element of international politics and development. With the passage of time IO factor is further intensifying, which is also evident from the rapid growth of both intergovernmental organizations (IGOs) and nongovernmental organizations (NGOs) and from enhanced presence of IOs in our daily life.

3.5.3 Organization as field of study

With the proliferation of organization in the world a new domain of studies in the social sciences has emerged. Researcher and students from variety of disciplines, economics, international relations, management, psychology and sociology, are studying different aspects of the organizations that may include organizational behavior, structure, communication, function, classification, analysis, reforms, process of transformation, role, impact and networking. Due to such a wide scope of organizational studies, today in the social sciences, organizations are studied by researchers who present an array of disciplines; the most common of, which are

sociology, economics, political science, psychology, management, human rights, environmental studies and organizational communication.

3.5.3.1 Sociology and organization

As in sociology, the study of institutions is a corner stone of the field of study so in this subject organizations are also analyzed and studied from an institutional perspective. Sociology considers organization as a planned, coordinated and shared action of society members with a common purpose in order to achieve tangible or intangible objectives. Because of the coordinated and planned cooperation among and between members an organization, achieves the set objective that otherwise cannot be attained by society members through individual efforts.

In sociology organization is a permanent arrangement of *elements* these elements may include members, resources, available autonomy and communication.. These *elements* are the essential parts that make the existence or performance of any organization possible. The type and nature of elements of certain organization dictates the purpose, function, behavior and efficiency of that organization. In sociology an organization is studied in an institutional perspective, the actions and reactions, functions and approach of an organization ,in sociology, is defined by some pre-defined rule or guiding principles.

3.6 Definition of higher education

There exist different education systems in the world and usually in every system the total duration of formal schooling can be divided into three broader levels; primary, secondary and tertiary or higher but the duration of each level is not necessarily the same in all systems. In Armenia, Russia, and Turkmenistan primary schooling duration is only three years while in Ireland it is eight years. Similarly there exists a great variation in the duration of schooling at lower secondary level: the duration ranges from four years to nine years in different countries of the world. At tertiary and higher education level also there exist great variation in terms of duration and nature of education, which has made defining higher or tertiary education more complicated. Any education entered after successful completion of secondary education, which may include vocational post-secondary education (leading to a certificate) and higher education (leading to a degree), even though the designation is often used synonymously with higher education (Campbell & Rozsnyai, 2002)

According to the American Heritage Dictionary, "higher education is a level that comes afar the secondary level, particularly the education at college or university level" (The American Heritage Dictionary, 2009). Where Britannica Concise Encyclopedia defines it as, "Higher education or post-secondary education refers to a level of education that is provided at academies, universities, colleges, seminaries, institutes of technology, and certain other collegiate-level institutions, such as vocational schools, trade schools, and career colleges, that award academic degrees or professional certifications" (The Encyclopædia Britannica, 2011). Higher education in the Encyclopedia Britannica has defined as "any of various types of education given in postsecondary institutions of learning and usually at the end of a course of study degree, diploma, or certificate are conferred. These higher-education institutions include universities, colleges and various professional schools that provide preparation in such fields as law, theology, medicine, business, music, and art. Higher education also includes teacher-training schools, junior colleges, and institutes of technology." (The Encyclopædia Britannica, 2011) According to this Encyclopedia "mostly higher education starts after the completion of secondary education, and the usual entrance age is about 18 years."

Tertiary education is formal, non-compulsory, education that follows secondary education. Tertiary education, in most settings, is non-compulsory education provided via a specialist

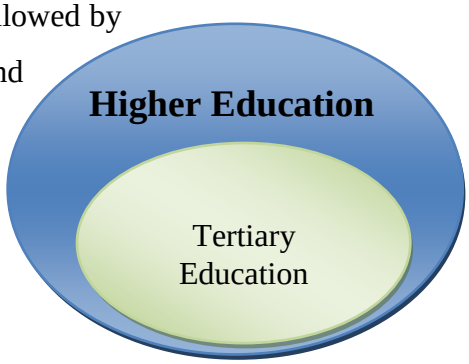
institution: a college, polytechnic or university. Tertiary education may be delivered formally, virtually or at a distance (Analytic Quality Glossary, 2009).

The definition given by the World Bank is confusing and contrasts to the definitions of Encyclopedia Britannica, UNESCO and other sources. According to the World Bank "tertiary education broadly refers to all post-secondary education, including but not limited to universities, it also include colleges, technical training institutes, community colleges, nursing schools, research laboratories, centers of excellence, distance learning centers and many more."

UNESCO has given very comprehensive definition, which is based on standard classification. According to UNESCO "tertiary comprises on the programs with an educational content more advanced than what is offered at International Standard Classification of Education ISCED levels 3 and 4. The first stage of tertiary education is ISCED level 5 and it is followed by the second stage ISCED level 6. Where higher education starts after ISCED 3 and covers ISCED 4, 5 and 6 levels also (UNESCO, 2004).

3.6.1 International Standard Classification of Education (ISCED)

International Standard Classification of Education (ISCED) is a yardstick that is helpful in comprehending complicated and diversified education systems followed by different countries. ISCED was the first instrument designed and created by UNESCO in the 1970s and later on revised in 1978 and 1997. It will be again revised in the near future.



Higher education = ISCED 4 and onward

Tertiary education = ISCED 5 and onward

3.6.2 ISCED 4

This Post secondary, non-tertiary level consists of pre-degree foundation courses or short vocational or technical programs etc. These programs are considered as "higher education" but cannot be regarded as tertiary programs on the bases of content and knowledge that is covered by them. They are often not significantly more advanced than programs at ISCED 3. Its basic purpose is to broaden the knowledge of participants who have completed ISCED 3 but did not follow a curriculum, which would allow entry to level 5. Programs at level 4 are designed to provide access to ISCED 5. Entrance age cannot be precise for this level of education, because many of the programs that fall under this heading are open at all stages of life i.e. on services professional trainings and courses, computer education etc. But minimum age required can be

between 17 to 20 years and duration of ISCED 4 can be six months to many years of regular education.

3.6.3 ISCED 5

Tertiary or higher education consists of more advanced educational content than those offered at ISCED levels 3 and 4. Entry to these programs normally requires the successful completion of ISCED level 3A or 3B or a similar qualification at ISCED level 4A. Entrance age ranges 17 and above and it has cumulative duration of at least two years of regular education. This level includes all the research programs, which are not part of a doctorate, such as any type of Master's degree. In those countries where students registered for tertiary education are also enrolled directly for an advanced research qualification there the part of the program concentrating on advanced research should be classified as level 6 and the initial years as level 5. The distinction between the programs, which are theoretically based/research preparatory (history, philosophy, mathematics, etc.) or giving access to professions with high skills requirements (e.g. medicine, dentistry, architecture, etc.) are called 5A and those programs, which are practical/technical/occupationally specific are called 5B.

3.6.4 ISCED 5A

ISCED level 5A programs are tertiary programs and meet the following criteria:
ISCED level 5A programs have a minimum cumulative theoretical duration (at tertiary) of three or more years. If a degree has 3 years' full-time equivalent duration, it is usually preceded by at least 13 years of previous schooling. Such programs typically require that the faculty have advanced research credentials. These programs may involve completion of a research project or thesis, and provide access to labor market (ISCED 1997).

3.6.5 ISCED 5B

ISCED level 5B programs are also tertiary programs but with more focus on practical, technical or occupational skills for direct entry into the labor market (OECD, 2007). ISCED level 5B programs meets the following criteria:

- The entry requirement to this level is the successful completion of ISCED 3B or 4A;
- It is more practically oriented and occupationally specific than programs at ISCED 5A, and does not provide direct access to advanced research programs;

- It has a minimum of two years' full-time or equivalent duration or a comparable amount of time (credit accumulation) and intensity would be required; and
- It provides access to an occupation.

4 Asia and higher education

4.1 Introduction to Asia

How many continents are there in the world? There is not a single answer for this simple question because the idea of any particular number of continents on the face of the earth is not based upon universal definition. By definition "Continents are understood to be large, continuous, discrete masses of land, ideally separated by expanses of water" (Lewis & Wigen, 1997). As Asia and Europe are a single landmass, called Eurasia, so geologists and physical geographers do not consider them two separate continents whereas political and demographic geographers favor seven-continent model, by dividing Eurasia in to two continents, likewise by considering North and South America as separate entities. This self designed partition gives seven continents: Asia, Africa, North America, South America, Antarctica, Europe, and Australia (The Encyclopædia Britannica, 2009). Due to difference in outlooks, at present, there are numerous models that are being followed in different parts of the world: the seven-continent model is common in China and most English-speaking countries; the six-continent combined-Eurasia model in Russia, central Asian republics (CARs), and Japan; the six-continent combined-America model in Latin America, and in the most parts of Europe. Some geographers hold the view of five continents by considering America (north and south) as a single entity and similarly Europe and Asia together as Eurasia. If we take above definition for granted then there are four continents in the world because we'll have to consider Africa, Asia and Europe one continent; Afro-Eurasia while North America and South America a single unit; America. It is general practice in the world, both at state and organizational level, that following any particular model regarding the number of continents is generally identified by a convention rather than any strict criteria or definition. In this study we follow UN five macro geographical (continental) regions model: Africa, Americas, Asia, Europe and Oceania (UN, 2010).

4.1.1 The name *"Asia"*

Asians had never used the word Asia for the gigantic land mass on which they had been living for thousands of years. It was Europeans who called this area Asia in around 5th century B.C. The word Asia has its origin from the Greek word *Ἀσία- Asia.* King Herodotus (484BC – 425 BC) used the term Asia for Great Persian Empire. In the Roman Empire (27 BC- 476 AD.) there was also a South-eastern province that carried the name the Asia, which was a part of region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Norwegian Sea
Barents Sea
Norway
Novaya Zemlya (Russia)
Kara Sea
Laptev Sea
Ostrova Anzhu (Russia)
Arctic Ocean
NORTH AMERICA
Bering Sea
Alaska
EUROPE
European Russia
Ural Mts.
ARCTIC CIRCLE
Russian Federation
Black Sea
Caspian Sea
Aral Sea
Kazakhstan
NORTH ASIA
Lake Baykal
Ostrov Sakhalin (Russia)
Sea of Okhotsk
Kamchatka Peninsula
Aleutian Islands
60° N
180°
45° N
Lebanon
Turkey
Israel
Syria
Jordan
Kuwait
Iraq
Saudi Arabia
Qatar
U.A.E.
Oman
Yemen
Red Sea
Gulf of Aden
Turkmenistan
Uzbekistan
Kyrgyzstan
Tajikistan
Afghanistan
Pakistan
Iran
Persian Gulf
Bahrain
MIDDLE EAST
Gulf of Oman
Arabian Sea
Mongolia
North Korea
Yellow Sea
Sea of Japan (East Sea)
Kuril Islands (Russia)
INTERNATIONAL --DATE LINE-- MONDAY, SUNDAY
Pacific Ocean
Japan
AFRICA
Socotra (Yemen)
Laccadive Sea
Lakshadweep Islands (India)
Maldives
Sri Lanka
India
Nepal
Bhutan
Bangladesh
China
ASIA
South Korea
East China Sea
Ryukyu Islands (Japan)
Bonin Islands (Japan)
30° N
0°
EQUATOR
Andaman Sea
Andaman and Nicobar Islands (India)
Phuket (Thailand)
Gulf of Thailand
Bay of Bengal
Burma
Laos
Thailand
Vietnam
Gulf of Tonkin
Macau (China)
Hong Kong (China)
Hainan (China)
Taiwan
Okinawa (Japan)
Volcano Islands (Japan)
TROPIC OF CANCER
Philippines
Philippine Sea
South China Sea
SOUTHEAST ASIA
Cambodia
Brunei
Sulu Sea
Malaysia
Singapore
Samatra (Indo.)
Java (Indo.)
Bali (Indo.)
Borneo (Indo.)
Java Sea
Celebes Sea
Indonesia
Flores Sea
Savu Sea
Timor
East Timor
New Guinea (Indonesia)
Banda Sea
Arafura Sea
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British Indian Ocean Territory (UK)
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WIN $100.00 HERE
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Asia Minor: now modern republic of Turkey (Encyclopedia Britannica, 2010). The ancient Roman province of "Asia" is nothing to do with the continent of Asia.

4.1.2 Geography of Asia

Asia is the central and eastern sub-part of Eurasia; Continent of Asia on the South is bounded by the Indian Ocean, on the East by the Pacific Ocean, on the North by the Arctic Ocean and on the West by Red sea and Suez Canal (Isthmus of Suez). Continent of Australia is to the southeast of Asia, on the Northeast Bering Strait is dividing line between Asia and North America while on the Northwest Asian continent has been separated from Europe by an imaginary line, which runs through the Dardanelles, the Sea of Marmara, the Bosporus (Istanbul Strait), the Black Sea, the Caucasus Mountains, the Caspian Sea, the Ural River, the Ural Mountain range and this line ends near Kara; the Kara Sea near, northern Russia.

4.1.3 What makes Asia

Asia consists of 48 independent political entities while according to UN cartography, geographically this continent has been divided into five geographical areas (UNO, 2007) this division is for the sake of simple understanding:

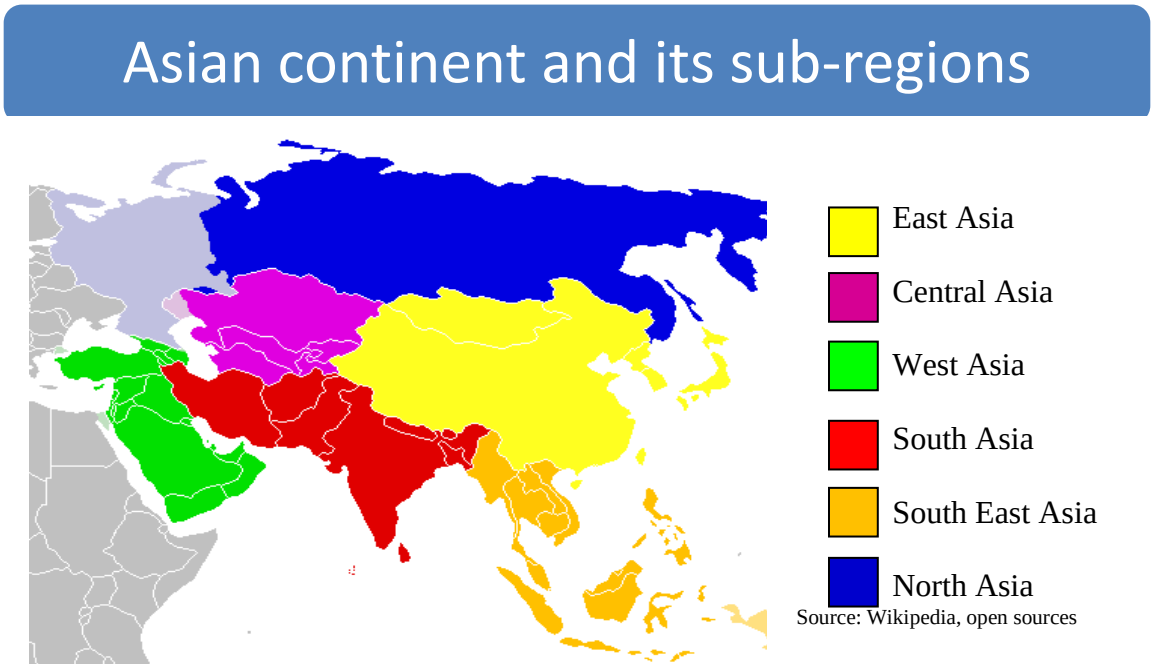

Figure 3 (Asia and its sub-regions)

1. East Asia: China, Japan, Mongolia, North Korea and South Korea
2. Southeast Asia: Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar (Burma), the Philippines, Thailand, Singapore and Vietnam
3. South Asia: Bangladesh, Bhutan , India, Maldives, Nepal, Pakistan and Sri Lanka
4. Southwest Asia: Afghanistan, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syria, Turkey, U.A.E, and Yemen
5. Central Asia: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan

Among all continents of the world, Asia has the largest area (43.8 million km², covers 29.9% of the earth's land area and 8.6% of earth's total area), biggest population size (4.05 billion in 2008, 60% of the world's population), highest population density (91 person/ km²) and highest GDP (PPP) of US$ 28.4 trillion.

4.2 Some Historical background

4.2.1 Socio-Political history of Asia

The history of Asia, either socio-economic or political, is not easy to grasp due to the immense size of the continent and its long and scattered history. The socio-political history of Asia begins from the day when the first human being put his/her feet on this continent. Now here a question arises that when did the first human arrived? To answer this question a great deal of work has been done by anthropologists.

As the period of the human evolution is very long so we don't know much about our ancestors. We have only DNA and fossil evidences, which give us limited information what we have today, thanks to modern science! These evidences conform that modern human "Homo Sapiens" first appeared in Africa about 200,000 years back (Potts, 2010). These Homo sapiens or "wise man"[2] spread to the other parts of the world with the passage of time: 70 millennia (70,000) years ago they settled in western Asia (now Middle East), 50 millennia ago they arrived in south Asia and by 30 millennia they spread in all regions of the Asia including eastern Asia; Japan, Korea (Wikipedia, 2010). In 10000 BP [Before Present or accurately before 1950 (Dincauze, 2000)] human societies were hunter-gatherers, later on human started practicing agriculture that gave birth to an agrarian society, which later on led to the establishment of villages and towns. All

[2] Human: http://en.wikipedia.org/wiki/Homo_sapiens Retrieved on February 2010

these old human settlements had some traits in common: availability sufficient water throughout the year, fertile lands and natural protection from invaders. At that time man was living in small tribes and concept of state had no existence. According to the available archaeological evidences first proto type state in Asia was established in 6000 BP along the Indus Valley[3] (now Pakistan) as this region provided the most basic ingredients for the establishment of a state: population, peace and prosperity. And by 2000- 3000 BP in all other major regions of Asia small and large states appeared[4] afterward these states became vast empires by annexing geographical vicinities and these empires were the home of great civilizations.

4.2.2 Major Asian civilizations

Western Asia is called the *cradle of civilization* because Homo sapiens, who had come from Africa70,000 years ago, first settled in this part of the Asia. Here they developed and grew intellectually socially, politically and economically and gave birth to Mesopotamian civilizations. This area remained home of some of the great empires; Sumerian, Babylon, Akkadian, Assyrian, Mittannian empires and Islamic caliphate flourished in Mesopotamia. On the other hand Elam, Gutian, Persian and Islamic empire flourished in Persia. People of this area were expert in construction and agriculture. They are the inventors of many things like land cultivation, writing system, wheel transport, potter's wheel and milling wheel etc. Furthermore central government system, law code, social classes system and warfare also emerged from this area (Maisels, 1993).

In South Asia, Homo sapiens arrived around 50,000 years ago. Availability of fertile land and sufficient water helped them to flourish and progress very rapidly. Consequently many civilizations took birth in this region; Mehrghar civilization, Indus valley civilization (at Ghandara, Harrapa, Moenjodaro and Lothal), Maha-janapadas kingdoms and Gupta empire, Rajput and chola kingdom. Later on during Islamic period Khilji, Tughlaq, Lodhi and Mughal dynasties ruled major part of south Asia[5]. The Indus valley was an advanced and rich urban society as archeological evidences show. They introduced sophisticated and efficient drainage system, uniform weights and measures. Even in 7500-9000 BP the people of Mehrgarh, an Indus vally civilization, had the knowledge of proto-dentistry, which shows their mastery over science.

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[3] The Indus civilization: http://www.harappa.com/har/har0.html Retrieved on 6th February 2010
[4] Transition to Civilization: http://en.wikipedia.org/wiki/Homo_sapiens#cite_ref-3 Retrieved on 6th February 2010
[5] http://www.hyperhistory.com/online_n2/civil_n2/hist_6.html Retrieved on 8th February 2010

Similarly in East Asian region also different civilizations flourished in different parts; in China many dynasties ruled during ancient and imperial era[6]. Chinese invented many things that include paper, gunpowder and blast furnace; in Japan there flourished many civilizations like Jomon, Yayoi, Kufan, Asuka, Nara, Heian, Kamakura, Muromachi and Edo periods;[7] in Korea, also human civilization and culture prospered and progress during different periods and dynasties.

South East Asia has been inhabited by human beings since prehistoric times. The civilizations in this region evolved into much complex and varied cultures with varying degrees of influence from the outside world i.e. China, India and Europe. Ayutthaya, Khmer and Srivijaya kingdoms are the most prominent and dominant one[8].

4.2.3 Europeans in Asia

European imperialism in Asia has its roots in the "Age of Discovery"[9] from 15th to 17th century. But Asia was known to Europe long before the age of discovery when Marco Polo, a European traveller and historian, during 13th A.D. travelled and explored West Asia, Central Asia and China. He introduced this part of the world to Europeans through his famous book "II Milione or The Million" also called the travels of Marco Polo. Probably he used Silk route to reach Beijing.

Portugal, in early 15th century, was the pioneer among European nations followed by Spain, in colonizing the newly linked world; Africa, America and Asia. Envious of Portuguese and Spanish success, wealth and establishment of overseas empires England, France and Netherland also stared colonizing Asia and other continents in 16th. By the end of the 19th century a major part of Asia had been under, direct or indirect, foreign control.

Afterwards multiple factor led to an end of colonial era, these factors include: independence movements, renaissance, population growth in colonized side while bad management and non-serious planning from colonizers side (Grossman & Iyigun, 1997). This loosened the European grip over occupied areas. The World War I and II proved final nail in the coffin of colonialism because these wars made Europe economically and politically so much so weak and exhausted

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[6] History of China http://en.wikipedia.org/wiki/History_of_china Retrieved on 8th February 2010
[7] History of Japan http://en.wikipedia.org/wiki/History_of_Japan Retrieved on 8th February 2010
[8] The history of Thailand http://www.knowledgerush.com/kr/encyclopedia/History_of_Thailand/ Retrieved on 8th February 2010
[9] According to European historians the period from 15th to 17th century is "Age of discovery" as during this period Europeans explored and mapped the world. During this period links with Africa, America and Asia were established.

that it had become impossible to continue the occupation. Consequently majority of the colonized areas in Asia and rest of the world were decolonized and this resulted in the birth of many new independent states; at the end of nineteenth century there were 57 sovereign states with total population of 1.63 billion[10] where as today 266[11] entities (both countries and territories) with total world population of 6.80 billion. Among these political entities there are 203 sovereign states.[12]Likewise Asia was comprised of few sovereign states, before the era of colonialism, but today it has 48 independent states and 12 dependencies (Wikipedia, 2010).

4.2.4 Economic history of Asia

Full picture of the history of Asian economy can be seen by taking into account the history of several distinct regions collectively. These regions had varied levels of economic growth and development. Historically three major civilizations (Indus valley civilization, Chinese civilization and Near East Civilization in Mesopotamia.) were dominant on Asian economy since the emergence of agrarian society 10,000 year ago (Gupta, 2004), (Hamilton, 2009). As there was limited trade between and among these civilizations so the economies of these parts expanded and progressed more or less independently. In Mesopotamia Tigris and Euphrates; in China Yangtze, Yellow, Mekong and Pearl rivers; in India Indus, Brahmaputra and Ganges rivers provided plenty of water for fertile lands of these regions (Jones & Liu, 2009). These Rivers, fertile lands and accessibility to sea played a key role in the growth of the economies of these regions. Perhaps this is one of the main reasons that these civilizations were the richest and the most prosper in terms of economy and culture (Dahlman & Aubert, 2001).

[10] http://www.ppionline.org/ndol/print.cfm?contentid=252023 Retrieved on 9th February 2010
[11] European Commission- List of countries, territories and currencies (December 2009) http://publications.europa.eu/code/en/en-5000500.htm Retrieved on 9th February 2010
[12] Population: http://en.wikipedia.org/wiki/World_population Retrieved on 9th February 2010

4.3 History of Education

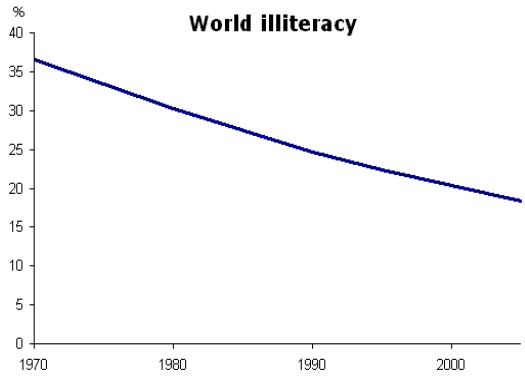
Education in the pre-literate society was based on imitation and observation. At that time education was imparted, in an informal way, to the new generation at home or through an apprenticeship or both (Hailman, 1874). In this way new skills would have been learnt by a learner from an expert person while 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.

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.



According to UN 2009 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 2009 approximately four billion people were literate and 776 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.

4.3.1 Asian society and education

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.

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.

4.4 Education in Asia

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.

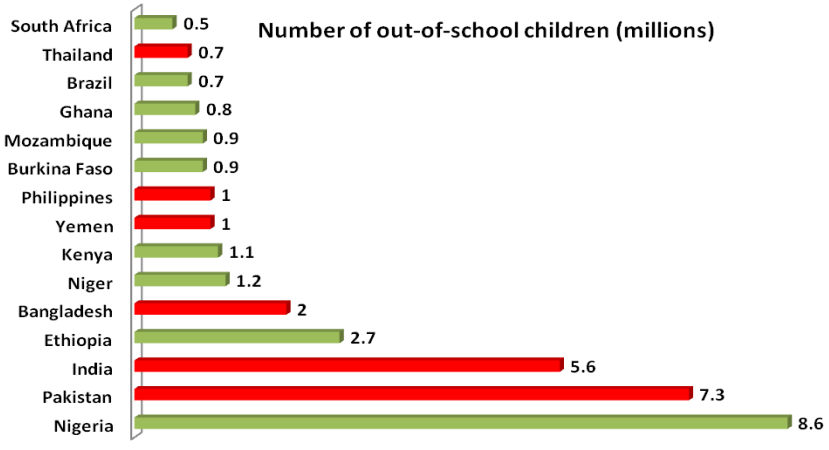


Figure 4 Out of school children in different countries

UNESCO data show that from 1999 to 2008, an additional 52 million children enrolled in primary school. The number of children out of school was halved in South and West Asia (UNESCO, 2011). According to the EFA Global Monitoring Report 2011, 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, 2011).

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 Adult (15+) literacy rate (%).	2010 Adult (15+) literacy rate (%).	2000 Youth (15-24) literacy rate (%).	2010 Youth (15-24) literacy rate (%).	1999 GER Tertiary (ISCED 5 and 6).	2008 GER Tertiary (ISCED 5 and 6).	2000 SLE (years). ISCED 1 to 6.	2008 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 Ration
ISCED -International Standard Classification for Education
SLE School Life Expectancy

Table 1 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.

4.5 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 millenniums. 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 19^{th} 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).

4.6 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, World Declaration on Higher Education for the Twenty-first, 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.

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.

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. 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$.

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 2011

Table 2 GDP per capita (PPP) income

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%.

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, 2011

Table 3 Age group ratio of the world population

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.

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 4 List the high and upper middle income Asian countries

Whereas the average value for Asia is eighty nine persons per sq.km. Likewise 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.

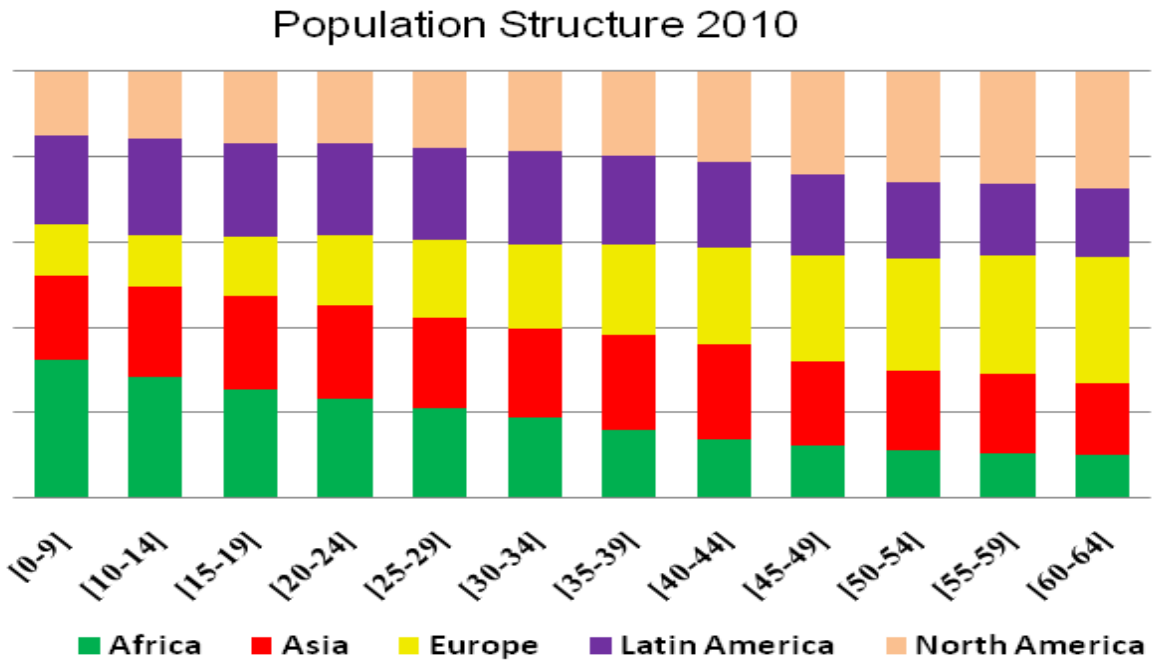


Figure 5 Population structure of continents

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 (Ali, 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 2009

Table 5 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

4.7 Higher education landscape in Asia

The higher education in Asia presents a patchy picture; in some countries the higher education show very high development and growth and on the other hand in the some countries it is still at nascent stage. As a result there exist great heterogeneity in terms of participation rate, completion rate and school life expectancy. In the following pages a detailed landscape of higher education has been presented.

4.7.1 East Asia

East Asia comprises on eight countries and territories that include: China, Hong Kong, Japan, Macao, Mongolia, North Korea, South Korea and Taiwan. This sub-region has an area of 11.8 million square kilometers that makes 28% of Asian continent and it is abode of 1.5 billion population or 38% of the population in Asia. It is the second most densely populated area in Asia after South Asia, with a population density of 133 persons per kilometer square. The GDP per

capita is more than US$ 8000. East Asia has the high literacy rate and gross enrolment ratio at all levels. Rapid growth has also been witnessed in East Asia and the Pacific, where the number of students has risen twelve-fold, from 3.9 million in 1970 to 46.7 million in 2007. Since 2000, the number has grown by an average of 10% each year, compared to 6% for the period between 1970 and 2000. (UNESCO, 2009).

4.7.2 South East Asia

Southeast Asia consists of Brunei, Cambodia, East Timor, Indonesia, Laos PDR, Malaysia, Burma (Myanmar), Papua New Guinea, the Philippines, Thailand, Singapore, Vietnam. These countries share many commonalities but this sub-region is not homogeneous in terms of socio-political system, economic development and prevalence of education. The development diversity is presents two extremes ends from wealthy Singapore to the much poorer Greater Mekong Sub-region countries (Lee & Healy, 2006). Higher education is expending in all of the countries as an increase has been seen in the participation rate: from 8.6% in 1990 to 24.3 in 2009. Likewise school life expectancy from primary to tertiary level also increased from 8.3 years to 12.2 years during the same period; an increase of approximately four years.

Thailand and Malaysia are the leading countries of the region where participation rate are more than 44.6% and 36.5% respectively. During the last decade the participation rate in all countries saw a rapid increase except that of the Philippines where the value for this indicator decreased by 1.4% but at the same time school life expectancy increased by half year. Cambodia and Lao PDR have the lowest GER at tertiary level but these countries have shown the highest growth during last two decades; 300% and 230% respectively.

Higher education in South East Asia						
Country	Gross enrolment ratio ISCED 5 and 6			School life expectancy in years Primary to tertiary		
	1991	2001	2009	1991	2001	2009
Brunei	...	14.1	17.1	...	13.4	14.1
Cambodia	0.7	2.2	7.0	6.1	8.1	...
Indonesia	8.7	14.8	23.5	10.4	11.2	13.2
Lao PDR	1.1	3.1	13.4	6.8	8.2	9.2
Malaysia	8.1	25.5	36.5	10.0	11.9	12.6
Myanmar	5.1	11.1	...	6.2	8.1	...
Philippines	26.8	30.1	28.7	10.7	11.4	11.9
Singapore	...	...	...	...	...	...
Thailand	16.1	41.2	44.6	8.6	11.5	12.3
Viet Nam	2.0	9.7	...	7.8	10.4	...
… Data not available,			Table is based on the data from UIS-UNESCO 2011			

Table 6 A glance at higher education in East Asia

4.7.3 South Asia

South Asia, with a population of 1.56 billion and an area of 5.14 million km², is the most densely populated geographical region in the world. It homes 20% of the total world population and 40% of Asian population whereas the surface area of south Asia is only 3% of the earth's land area and 10% of the Asian continent. The population growth rate, in south Asia, is 1.5% and the life expectancy is 65 years. In this region 70% of the population lives in rural areas and 75% of this rural population is under poverty line. Likewise 43.5% of the world poor population is living in this area. World Bank places eight countries in South Asia: Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan and Sri Lanka. During the 1990s an average increase of 5.9 % was recorded in the GDP. In this region, the increase was 4.5% in 2000, 9% in 2007 and 6.9% in 2008 and 5.8% in 2009 (Bhaskaran, 2010) whereas in 2009 the world GDP grew by 0.5% only.

All the South Asian countries are classed as less developed countries with an average per capita GDP (PPP) of $2718, which is far lower than the world average of $10,400 (2009). Whereas the combined GDP of the seven south Asian countries is only 6% of the world's total GDP (PPP) of seventy trillion US dollar. According to the World Bank data Bangladesh and Nepal has the lowest per capita GDP of $1335 and $1104 respectively so both are classified as low income countries while Bhutan, India, Maldives, Pakistan and Sri Lanka are lower middle income countries. According to the World Bank annual report 2008, the biggest share of the world poor population is concentrated in south Asia as more than one-third of the population lives on less than $1 a day in this region.

In south Asia higher education is expanding on unprecedented rate. During past two decades an increase of 230 percent has been seen in student enrolment at tertiary level as the enrolment jumped from 5.3 million in 1988 to 17.5 in 2008 (UNESCO data 2008). The age structure of the south Asian population and the high economic development in the area show that the enrolment will further multiply in the time to come: today more than seventeen million students are enrolled in tertiary education this enrolment is likely to increase to 50 million by 2025 according to the World Bank estimates. Here one more point to be noted that at present more than 152 million south Asians or 10% of the population are of tertiary school age and due to low participation rate only 12 of them are enrolled in tertiary education.

According to the World Bank, wide disparities persist in South Asian region as far as female education is concerned at primary and secondary level but at higher education level and tertiary level overall gender parity is satisfactory and in some countries females have outnumbered (The World Bank, 2009).

4.7.4 Central Asia

According to UNESCO there are nine countries in central Asia; Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan and Uzbekistan. Central Asia is most thinly populated Area of the continent. This region has a very high literacy rate that is almost 99%. Likewise Gross Enrolment Ratio at secondary level is more than 95 percent while participation at tertiary level is 25 percent. In Armenia, Kyrgyzstan and Mongolia the participation rate at tertiary level is more than 50 percent. The school life expectancy from primary tertiary level for this sub-region is more than 12 years and it is 15 years in Kazakhstan. During the last two decades this part of the continent has seen an increase in school life expectancy. Similarly gross enrolment ratios at secondary and tertiary levels also increased during the same period.

Source: The University of Texas Libraries[13]

Since 2000, in Armenia the participation rate at higher education level has doubled; from 23.6% to 50.1%. Likewise in all other countries also an increase was seen except Georgia and Uzbekistan where a decrease was seen. Despite of this decrease school life expectancy has improved in these countries during the same period.

Higher education in central Asia						
Country	Gross enrolment ratio Tertiary (ISCED 5 and 6)			School life expectancy in years (Primary to tertiary)		
	1990	2000	2009	1990	2000	2009
Central Asia	...	20.7	24.7	...	11.0	12.3
Armenia	23.2	23.6	50.1	...	11.0	12.0
Azerbaijan	22.9	15.7	19.1	10.6	10.7	11.8
Georgia	...	38.0	25.8	12.4	11.7	13.1
Kazakhstan	39.1	28.2	41.0	12.4	12.3	15.0
Kyrgyzstan	26.5	34.7	50.8	11.8	11.9	12.5
Mongolia	18.3	30.1	52.7	10.0	9.5	14.1
Tajikistan	21.8	14.0	19.8	11.9	9.9	11.4
Turkmenistan	12.1	...	...	...	...	...
Uzbekistan	17.0	13.0	9.8	11.3	10.8	11.4
… = Data not available			Table is based on the data from UIS-UNESCO 2011			

Table 7 A glance at higher education in Central Asia

4.7.5 Western Asia

The Western part of the Asia mainly comprises on the region that is famous as Middle East. A majority of the states are Arab States. Usually thirteen countries are called western Asia: Bahrain, Iraq, Iran, Israel, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, Syria, UAE and Yemen. This area has low population density and higher per capita GDP. Education has developed and spread in this sub-region during past few decades. In most of the countries of this sub-region participation rate at secondary level is more than 85% except that of Iraq and Syria where it is 37 and 45 percent respectively. The participation rate at higher education level has a great diversity; it ranges from merely 10.2% in Qatar to 63% in Turkey. The school life expectancy shows a rising trend in all countries of this sub-region. It is 15.5 years in Turkey and Israel and less than twelve years in Oman. According to the UNESCO data the participation rate at tertiary level is continuously rising in all countries of this region except Qatar where it has

[13] Courtesy of the University of Texas Libraries, The University of Texas at Austin [Open source: (http://www.lib.utexas.edu/usage_statement.html?maps=yes)]

decreased from 23.2% in 1990 to 10.2% in 2009. But data on participation at secondary level show that GER at this level increased from 82% in 1990 to 93% in 2008. The decline in participation rate at ISCED 5 and 6 is perhaps due to import of skilled and educated labor force.

Table 8 A glance at higher education in Western Asia

Higher education in Western Asia						
Country	**Gross enrolment ratio ISCED 5 and 6. Total**			**School life expectancy in years (Primary to tertiary)**		
	1990	**2000**	**2009**	**1990**	**2000**	**2009**
Bahrain	17.6	...	...	13.5	...	...
Iraq	11.9	11.8	...	9.5	8.5	...
Iran	6.0	18.0	36.0	9.5	12.2	12.5
Israel	34.6	52.1	62.5	13.1	15.1	15.5
Jordan	22.9	27.2	40.7	12.5	12.5	13.1
Kuwait	15.3	21.8	...	11.1	12.5	...
Lebanon	...	...	52.5	...	...	13.8
Oman	4.1	...	26.4	8.2	...	11.8
Qatar	23.2	19.1	10.2	12.4	12.0	12.0
Saudi Arabia	10.5	22.3	32.8	...	...	13.7
Syrian Arab Republic	17.9	...	...	9.9	9.5	...
Turkey	33.0	50.0	63.0	12.8	14.9	15.5
United Arab Emirates	7.6	22.6	30.4	11.4	11.1	13.3
Yemen	...	10.2	...	...	7.9	...
... Data not available			Table is based on the data from UIS-UNESCO			
2011						

4.8 Economic Growth and higher education

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). Human capacity building measures help to minimize the inefficient and under-utilization of available resources. 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 (Ali, 2011). 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*.

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).

Whereas in many less developed countries the higher education has not been given same status as in the high income countries by reason of it is still tertiary 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). 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)

4.9 IGOs in Asia

The IGOs with global mandate are active in all regions of the world including Asia. These IGOs rooted very fast soon after the World War II in Asia: UN agencies including UNESCO, Common wealth, World Trade Organization (WTO), the Commonwealth of Nations, the Organization of the Islamic Conference (OIC), Organization for Economic Cooperation and Development (OECD) etc. are some of them. There also exist regional and sub-regional Asian IGOs, which have members from Asia and some of them have trans-continents members as well. Some important Asian IGOs are:

- Southeast Asian Ministers of Education Organization (SEAMEO) 1965
- Asian Development Bank (ADB) in 1966
- Association of Southeast Asian Nations (ASEAN) in 1967
- the Gulf Cooperation Council (GCC) in 1981
- South Asian Association for Regional Cooperation (SAARC) in 1985
- Asia-Pacific Economic Cooperation (APEC) in 1989
- ASEAN Free Trade Area (AFTA) in 1992
- Asia Cooperation Dialogue (ACD) in 2002
- East Asian Summit (EAS) in 2005

These IGOs are working in diverse fields and have different agenda. The IGOs in the field of education are engaged in setting standards, innovating and disseminating fresh ideas through the coordination and distribution of statistics on development indicators, producing policy papers to

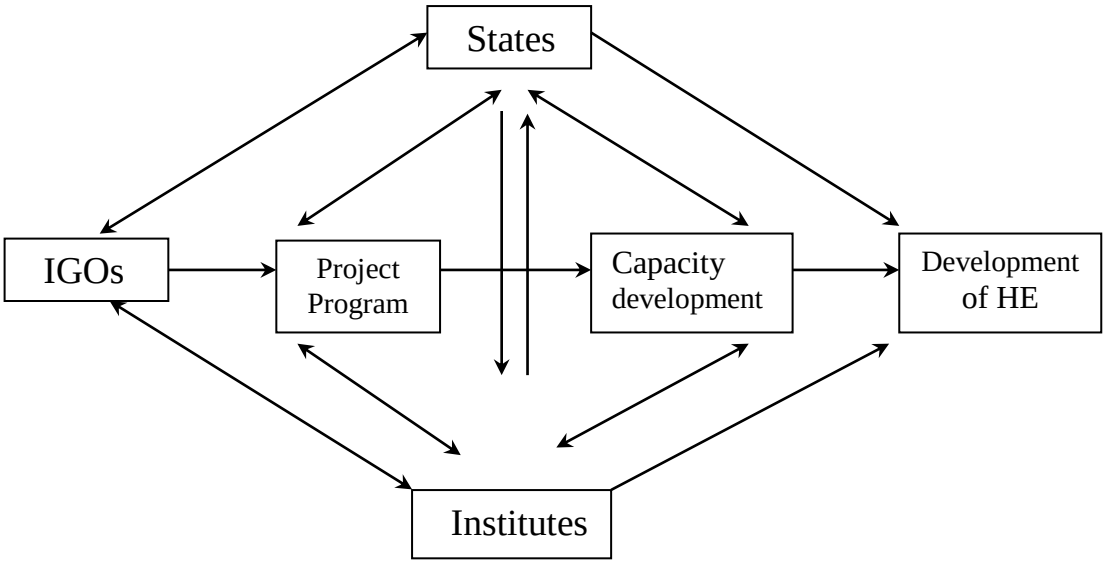
provide objective and effective solutions to national and regional problems (March & Olsen, 1998). IGOs engaged in the development of education sector are of wide range and character. Despite of this diversity there exist some commonalities in there measures for education, i.e. accessibility, equity, quality, standard setting, capacity building and supporting policy reforms. Many IGOs, which are active at global and regional levels have certain education components in their programs while those without a mandate for education have also become vivid players in the education development process (Yang, 2010).

In this research three IGOs have been examined, these IGOs are; UNESCO, OECD and the World Bank. These IGOs have a global mandate and are active in all parts of the world including Asia. In the preceding section we have explored and studied the role of the IGOs in the development of Asian higher education.

5 Models of change: IGOs' role in Asian Higher Education

The increased demand of higher education and its multilateral importance have broadened the need for cooperative interaction model where multiple actors including international institutions and organizations work together to achieve collective objectives. This boost in the demand is a deviation from traditional single actor model where state is responsible for all matters and it is the sole player also. With the passage of time there has been a growing emphasis on the cooperative interaction through international organization particularly through IGOs. These bodies are giving different inputs to member countries and organizations. These inputs include policy advice, analytical work, piloting of innovations, knowledge exchange, capacity-building of states and institutions, training of teachers, consensus-building among education stakeholders, networking of stakeholders, sharing of statistics, research and experiences, financing of education, assessment of learning etc.

How do IGOs act for education?

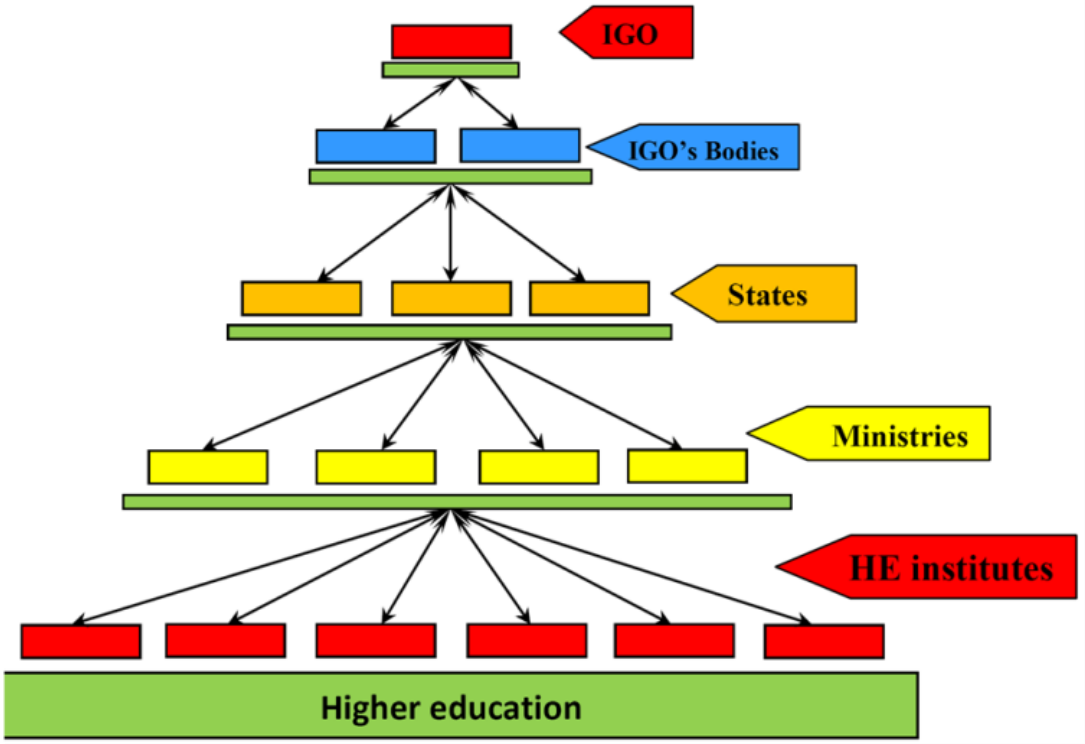


As there exists diversity in socio-political structure, culture, education systems and administrative pattern in all Asian countries so there is a need to adopt decentralized and flexible policy. The process of capacity building as well demands enhanced focus on the self-sufficiency in human capital and resource utilization.

In this research, three organizations namely; OECD, UNESCO and the World Bank were studied. These IGOs are engaged in higher education along with other fields; have different

purpose of existence and t three IGOs follow different models to achieve the objectives. United Nations Organizations (UNO) has five major technical agencies; FAO, IAEA, ILO, UNESCO and WHO (Burnett, 2010), among these bodies UNESCO is the only organization, which has a mandate to work for higher education (Davis & Mutch, 2006). On the other hand OECD is an intellectual face of global capitalism. It disseminates analysis, suggestions and policy recommendation to make higher education responsive to the knowledge based economy. Contrary to UNESCO and OECD, the World Bank is purely a development institution engaged in all fields related to socio-economic development. Like other fields, it provides loans and as well as technical and expertise support to the field of education also, including higher education (The World Bank, 2002).

The way an IGO approach higher education.



5.1 United Nations Educational, Scientific and Cultural Organization (UNESCO)

UNESCO, acronym for *United Nations Educational, Scientific and Cultural Organization*, is a specialized agency of the United Nations Organization (UNO), it was created in 1946 to promote international collaboration in education, science, and culture. Its headquarters are in Paris, France. Akin to her mother Organization UNO, UNESCO has been working to achieve one point agenda "freedom from fear", a world free from all types of panics: fear of ignorance, fear of scientific nescience, fear of social unawareness, fear of cultural insensitivity and fear of information blindness and half knowledge. According to UNESCO the ultimate outcomes of its actions will be a freedom from war and poverty (Bubtana, 2005).

5.1.1 A glance at UNESCO

20th century is marked with the unprecedented developments on the global scenario. These developments brought major changes on international level with far-reaching consequences. Among them is the emergence of international organizations on global horizon with international agenda, such type of developments have no precedence in human history.

The history of the birth of UNESCO is based on the need to secure the future by foreseeing the challenges and by planning for future demands in the present. Its history is not just that of an institution, but of a whole era which the Organization has reflected in its programs, declarations and resolutions_ in other words world history is woven into the institutional life of UNESCO. (Federico Mayor, DG UNESCO 1995)

5.1.1.1 Background

UNESCO is the heir of International Institution of Intellectual Co-operation so it born long before it appeared on the world horizon. The League of Nations was formed at the end of the First World War (1914-1918). The aim of this organization was to serve as permanent machinery for international co-operation in political and other domains (Hajnal P. , 1983). In its very first session, The League of Nations, in November 1920 discussed the emerging needs to institute *intellectual co-operation* (Valderrama, 1995). On 21st September 1921 the Assembly of the League of Nations adopted a resolution that resulted in the existence of International Commission of Intellectual Co-operation (CICI) as a consultative organ of the League of Nations with stated objectives of "international collaboration to ensure the advancement of civilization in

general and of human knowledge, in particularly the development of the dissemination of the sciences, letters and the arts. CICI was also responsible for creating a state of mind conducive to the peaceful settlement of international problems within the framework of the League of Nations." Since its inception CICI was faced with the problems like global peace instability, absence of international spirit, shattered education systems, non-conducive circumstances, and scarcity of human and financial resources. On 9th August 1925 in response to an appeal by the Assembly of the League of Nations the French government issued a law to establish an International Institute for Intellectual Co-operation (IICI) in Paris. This institute started function as an executing agency for CICI (UNESCO, 1946) International Institute of Intellectual Co-operation waged an effective campaign against the obstacles that were faced by intellectual life; provision of facilities for study travel, the drafting of many bilateral intellectual agreements, the award of fellowships and study grants and the exchange of professors and workers (Hajnal P. , 1983). Despite of these barriers International Institution of Intellectual Co-operation (IICI) persuaded to achieve the objectives, from1940 and onward it was unable to continue its activities due to fall of France. On 18th December 1925 International Bureau of Education was established in Geneva as an international non-governmental organization. It was concerned with the comparative education, educational documentation and educational innovation. In 1929 IBE became an intergovernmental organization and later on, it was integrated with UNESCO on 1st January 1969.

On 16th November 1942 first meeting or the Conference of Allied Ministers of Education (CAME) was convened by Richard A. Butler in London. In May 1943, during the fourth session of CAME, a proposal for the creation of an international organization for education came up. In the later meetings, gradually, this idea of such an organization further crystallized (Hajnal P. , 1983).

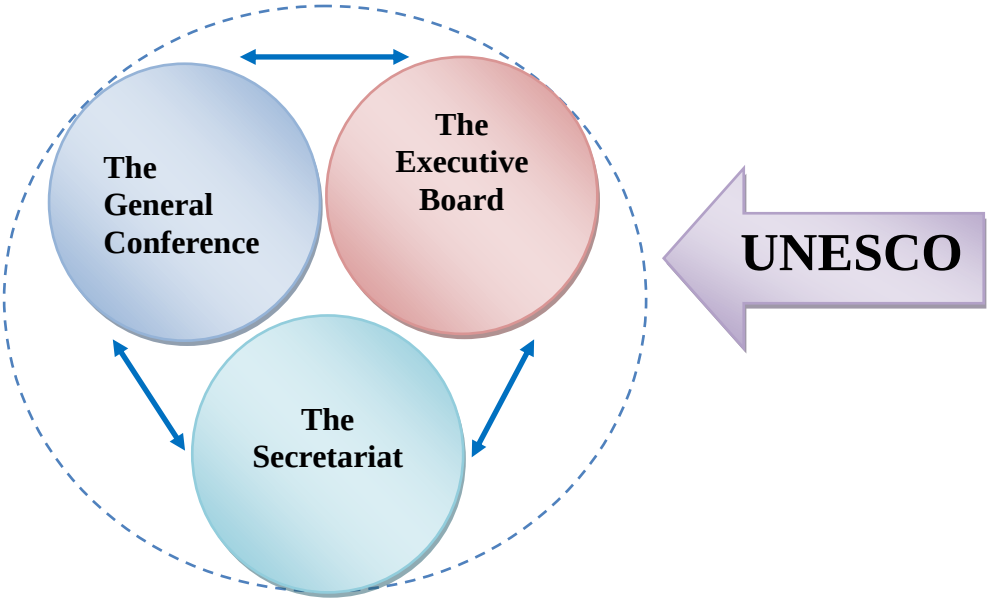
In October 1944 considerable progress was seen as CAME published a drafted a charter of United Nations and in January1945 a committee constituted to study the possible relations between the proposed UNO, the Institution of Intellectual Co-operation and the International Bureau of Education in Geneva. On 24th October 1945 at San Francisco USA, the newly adopted Charter of the United Nations came into force henceforth the United Nations Organizations came into existence. Article 57 of the Charter provided the grounds for the creation of a specialized agency concerned to education and culture, UNESCO. The Constitution of UNESCO, signed on

16 November 1945, came into force on 4 November 1946 after ratification by twenty countries: Australia, Brazil, Canada, China, Czechoslovakia, Denmark, Dominican Republic, Egypt, France, Greece, India, Lebanon, Mexico, New Zealand, Norway, Saudi Arabia, South Africa, Turkey, United Kingdom and United States. The first session of the General Conference of UNESCO was held in Paris from 19 November to 10 December 1946 with the participation of representatives from 30 governments entitled to vote.

5.1.1.2 Structure and governance: UNESCO Organs

According to the UNESCO constitution (Article IV-VI), the organization includes three organs: 1) The general conference, 2) The executive board, 3) The secretariat

Figure 6 Simplified governance structure of UNESCO



1) The General Conference

The General Conference is composed of representatives of the member states. From 1946 to 1952 General Conference met every year but since 1952 it meets every second year. The main responsibilities are;

To determine the policy and main lines of work of the organization

To approve the draft program submitted to it by the board and vote and devote funds for the execution of these adopted programs

To summon international conferences when deemed fit and desirable

To adopt proposals for conventions and recommendations

To advise the United Nations (UNO) in educational, scientific and cultural matters when necessary

To consider reports received from the Member States on action taken upon recommendations and conventions

To elect the members of the Executive Board for the period of four years

To appoint the Director General on the recommendation of the Executive

2) The Executive Board

The Board is comprised of the representatives of their respective governments. The Board meets twice in a year. The main responsibilities of the executive board are:

To prepare the agenda for the General Conference

To examine the draft program

To examine the budget estimates submitted to it by the Director General

To make recommendations to the General Conference

To execute the adopted programs

3) The Secretariat

The Director General of the organization and his staff makes secretariat. The Director General (DG) is the chief administrative officer of the secretariat. DG is appoints the staff and decides the structure of the secretariat in the framework of the budget and programs approved by the General Conference. Though he does not have a right to vote, he participates in all meetings of the Conference and the Board. The Director General and the staff are not fully independent in their actions responsible:

- To formulates proposals for appropriate action

- To prepare the program/s budget for the consideration of the Board
- To report periodically to the board and Member States on the activities of the Organization
- To appoint the staff of the Secretariat, the highest officials

5.1.1.3 Activities and functions of UNESCO

"*UNESCO fonctionne comme un laboratoire d'idées au service des états membres, élabore des textes universels sur les nouvelles questions éthiques, sert de centre d'échanges d'information ; en somme l'UNESCO promeut la coopération internationale au sein de ses 190 états membre et de ses 6 membres associés dans les domaines de l'éducation, de la science, de la culture et de la communication*" (Denis, 2004). A number of international organizations have been playing active role in the construction of knowledge societies, in this regard UNESCO, with its competence in education, science, culture and communication has been very instrumental. Furthermore it has mandate to assist its Member States, particularly developing and transition countries to develop higher education. The Organization is engaged in the construction of information and knowledge societies, and to bridging the knowledge and digital gap that exists between low and high income countries (Bubtana, 2005).

5.1.1.4 UNESCO and other IGOs

The constitution of UNESCO clearly defines the purpose of the Organization as to contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms, which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations'. UNESCO is not the only UN agency, which is working for education but there are other agencies also, which are linked directly with education sector. These agencies are: UNEP, UNICEF, UNDP, WMO, WHO, FAO, UNU, IMF and the World Bank.

UNESCO belongs to the United Nations family so shares the same ideas and goals: peace and security, justice and human rights, promotion of economic and social progress and better standard of living. UNESCO cooperates and coordinates its activities with intergovernmental organizations, in particular the United Nations, the organizations of the United Nations system,

non UN intergovernmental organizations (IGOs). UNESCO has formal cooperation agreements, ad hoc working agreements and de facto relations with a number of IGOs.[14] UNESCO has signed agreements with 87 IGOs worldwide in order to maintain close collaboration and operational relations with them.

"UNESCO cannot achieve its ambitious objectives alone. It is fortunate to have a vast and unparalleled range of constituencies, partners and networks that are eager to be involved in its work: governmental and non-governmental, public and private partners which combine their competencies and resources around a single goal owing to the presence and approval of UNESCO." (UNESCO's Medium-Term Strategy 2008-2013)

	Name of the Organization	Abbreviation	Year
1	The United Nations Organization	UN	1946
2	The International Labor Organization	ILO	1947
3	The Food and Agriculture Organization	FAO	1948
4	The World Health Organization	WHO	1948
5	The International Atomic Energy Agency	IAEA	1958
6	The United Nations Special Fund (Agreement concerning the execution of Special Fund Project)	UNDP	1959
7	The United Nations Relief and Works Agency for Palestine Refugees in the Near East	UNRWA	1967
8	The World Intellectual Property Organization	WIPO	1974
9	The United Nations Disaster Relief Organization (Memorandum of Understanding)	UNDRO	1981
10	The United Nations High Commissioner for Refugees (Memorandum of Understanding on education for refugees)	UNHCR	1984
11	The United Nations Industrial Development Organization (Agreement for cooperation)	UNIDO	1989
12	The Telecommunication Union	ITU	2000
13	The World Bank and International Development Association*	IBRDIDA	1964
14	The World Tourism Organization (UNWTO) - 1979/1996	UNWTO	1979/1996
15	The Office of the High Commissioner for Human Rights (OHCHR) - 2003 - Memorandum of Understanding	OHCHR	2003
16	The United Nations Human Settlements Programme (UN-HABITAT) - 2005 - Memorandum of Understanding	UN-HABITAT	2005
•	The first agreement signed in 1964 - Memorandum of Understanding with respect to working arrangements		

UNESCO also maintains close collaboration and operational relations with a number of multilateral organizations i.e. the European Commission and Multilateral Development Banks. UNESCO gives due importance to Non Governmental Organization (NGOs) and foundations, which are playing an effective role on national, regional and international level to serve the

[14] **Formal cooperation agreement** is concluded with an IGO that is capable of contributing quickly and effectively to the achievement of UNESCO's objectives. While in the absence of formal agreement, ***ad hoc* working arrangement** can be made between UNESCO and an IGO through an exchange of letters defining their working relationship on specific matters over a fixed period. While **d*e facto* relations** are generally limited to an exchange of information and documents on a specific matter.

humanity. Currently, UNESCO is enjoying official relations with 319 international NGOs and 19 foundations. To facilitate and boost international cooperation UNESCO organizes "The NGO International Conference" every two years and all NGOs maintaining official relations with UNESCO are invited to participate in the conference.

In order to strengthen cooperation and to reinforce its operational relations UNESCO has signed agreements and memorandum of understanding with above mentioned 16 organizations of the United Nations system. It maintains different forms of cooperation with the specialized agencies, funds and programs of UNO system as stipulated in Article XI of its Constitution. "UNESCO may cooperate with other specialized intergovernmental organizations and agencies whose interests and *activities are related to its purposes."* So UNESCO, jointly with its sister agencies in the United Nations system, is committed to consolidate the dynamism and long-term economic growth in the world and to address the threats to peace, security, and equitable development of the all regions in the world.

UNESCO has established a web of UNESCO associations and organizations, with these IGOs, to achieve its goals, to promote the Organization's ideals and efforts at the grassroots level and to improve the visibility. At present there are more than 4,000 UNESCO Clubs, Centers and Associations in some 100 countries. Students and educational institutions are always main focus of UNESCO, to help young people develop attitudes of tolerance and international understanding UNESCO has 7,900 Associated Schools in 176 countries.

There are over 335 non-governmental organizations (NGOs), which maintain official relations with UNESCO and many others cooperate on an occasional basis with the Organization's sectors. Similarly more than 40 eminent personalities - the Goodwill Ambassadors - use their talent and status to help focus the world's attention on the work and mission of UNESCO.

5.1.1.5 UNESCO Networks in the world

It was in 1956 when for the very first time the idea of decentralization of UNESCO was discussed in the General Conference (9C/PRG/21, 22) later on in 1970 the General Conference adopted a resolution, which concerned to the decentralization. UNESCO gives due importance to devolution and delegation of powers to the field offices in order to implement and achieve UNESCO objectives. The policy of decentralization is also very helpful respecting the diversity, geographical, cultural, economical, social and political, of member states.

The Bureau of Field Coordination (BFC) is key player in the realization of "UNESCO policy of decentralization". BFC provides administrative supervision and general support to UNESCO's network of national, cluster and regional offices. It is responsible for reviewing and improving methodologies, tools and approaches for an equitable apportioning of operating costs among field offices and for monitoring expenditure and ensuring cost efficiency. It also plays an effective role in making sure UNESCO's effective presence and visibility in the field. It is also responsible for consolidating UNESCO strategies and facilitating smooth flow of information and interactions between Headquarters and field offices in this way it acts as liaison with the corresponding inter-agency mechanisms (UNESCO, 2010). There are 56 UNESCO field offices worldwide. The distribution of these offices by region is as:

UNESCO Offices by Region	
Africa	15
Asia and Pacific	14
Arab states	8
Europe and North America	8
Latin America	11

Source: UNESCO 2011

Africa

1. UNESCO Office in Abuja - National Office to Nigeria
2. UNESCO Office in Accra - Cluster Office for Benin, Côte d'Ivoire, Ghana, Liberia, Nigeria, Sierra Leone and Togo
3. UNESCO Office in Addis Ababa - Cluster Office for Djibouti and Ethiopia
4. UNESCO Office in Bamako - Cluster Office for Burkina Faso, Guinea, Mali and Niger
5. UNESCO Office in Brazzaville - National Office to Congo
6. UNESCO Office in Bujumbura - National Office to Burundi
7. UNESCO Office in Dakar - Regional Bureau for Education in Africa and Cluster Office for Cape Verde, Gambia, Guinea-Bissau, and Senegal
8. UNESCO Office in Dares-Salaam - Cluster Office for Comoros, Madagascar, Mauritius, Seychelles and United Republic of Tanzania
9. UNESCO Office in Harare - Cluster Office for Botswana, Malawi, Mozambique, Zambia, and Zimbabwe
10. UNESCO Office in Kinshasa - National Office to the Democratic Republic of Congo
11. NESCO Office in Libreville - Cluster Office for Congo, Democratic Republic of the Congo, Equatorial Guinea, Gabon, Sao Tome and Principe

12. UNESCO Office in Maputo - National Office to Mozambique
13. UNESCO Office in Nairobi - Regional Bureau for Sciences in Africa and Cluster Office for Burundi, Eritrea, Kenya, Rwanda, Somalia and Uganda
14. UNESCO Office in Windhoek - Cluster Office to Angola, Lesotho, Namibia, South Africa and Swaziland
15. UNESCO Office in Yaoundé - Cluster Office to Cameroon, Central African Republic and Chad

Arab States

1. UNESCO Office for Iraq - National Office for Iraq
2. UNESCO Office in Amman - National Office to Jordan
3. UNESCO Office in Beirut - Regional Bureau for Education in the Arab States and Cluster Office to Lebanon, Syria, Jordan, Iraq and the Autonomous Palestinian Territories
4. UNESCO Office in Cairo - Regional Bureau for Sciences in the Arab States and Cluster Office for Egypt, Libyan Arab Jamahiriya and Sudan
5. UNESCO Office in Doha - Cluster Office to Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates and Yemen
6. UNESCO Office in Khartoum - National Office to Sudan
7. UNESCO Office in Rabat - Cluster Office to Algeria, Mauritania, Morocco and Tunisia
8. UNESCO Office in Ramallah - National Office to the Palestinian Authority

Asia and Pacific

1. UNESCO Office in Almaty - Cluster Office to Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan
2. UNESCO Office in Apia Oceania - Cluster Office to Australia, Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia (Federated States of), Nauru, New Zealand, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu and Tokelau (Associate Member)
3. UNESCO Office in Bangkok - Regional Bureau for Education in Asia and the Pacific and Cluster Office to Thailand, Myanmar, Lao PDR, Singapore, Viet Nam and Cambodia

4. UNESCO Office in Beijing - Cluster Office to the Democratic People's Republic of Korea (DPRK), Japan, Mongolia, the People's Republic of China and the Republic of Korea (ROK)
5. UNESCO Office in Dhaka - National Office to Bangladesh
6. UNESCO Office in Hanoi - National Office to Vietnam
7. UNESCO Office in Islamabad - National Office to Pakistan
8. UNESCO Office in Jakarta - Regional Bureau for Sciences in Asia and the Pacific and Cluster Office to Brunei Darussalam, Indonesia, Malaysia, the Philippines, and Timor Leste
9. UNESCO Office in Kabul - National Office to Afghanistan
10. UNESCO Office in Kathmandu - National Office to Nepal
11. UNESCO Office in New Delhi - Cluster Office to Bangladesh, Bhutan, India, Maldives, Nepal and Sri Lanka
12. UNESCO Office in Phnom Penh - National Office to Cambodia
13. UNESCO Office in Tashkent - National Office to Uzbekistan
14. UNESCO Office in Tehran - Cluster Office to the Islamic Republic of Afghanistan, the Islamic Republic of Iran, the Islamic Republic of Pakistan and Turkmenistan

Europe and North America

1. UNESCO Liaison Office in Geneva - Liaison Office to the United Nations in Geneva
2. UNESCO Liaison Office in New York - Liaison Office to the United Nations in New York
3. UNESCO Office in Brussels - UNESCO Representation to the European Union and its subsidiaries bodies in Brussels
4. UNESCO Office in Moscow - Cluster Office to Armenia, Azebaijan, Belarus, Republic of Moldova and the Russian Federation
5. UNESCO Office in Venice - Regional Bureau for Sciences and Culture in Europe and North America

Latin America and the Caribbean

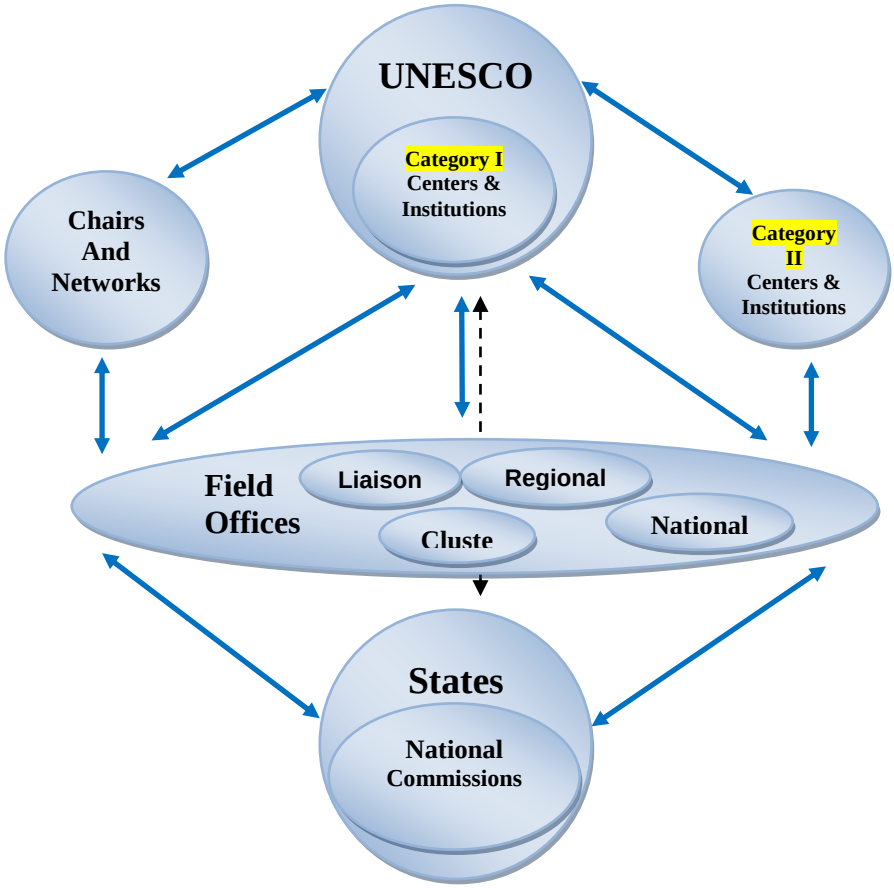
1. UNESCO Office in Brasilia - National Office to Brazil
2. UNESCO Office in Guatemala - National Office to Guatemala

3. UNESCO Office in Havana - Regional Bureau for Culture in Latin America and the Caribbean and Cluster Office to Cuba, Dominican Republic, Haiti and Aruba
4. UNESCO Office in Kingston - Cluster Office to Antigua and Barbuda, Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, Saints Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname and Trinidad and Tobago as well as the associate member states of British Virgin Islands, Netherlands Antilles and Cayman Islands
5. UNESCO Office in Lima - National Office to Peru
6. UNESCO Office in Mexico - National Office to Mexico
7. UNESCO Office in Montevideo - Regional Bureau for Sciences in Latin America and the Caribbean and Cluster Office to Argentina, Brazil, Chile, Paraguay and Uruguay
8. UNESCO Office in Port-au-Prince - National Office to Haiti
9. UNESCO Office in Quito - Cluster Office to Bolivia, Colombia, Ecuador and Venezuela
10. UNESCO Office in San José - Cluster Office to Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua and Panama
11. UNESCO Office in Santiago de Chile - Regional Bureau for Education in Latin America and the Caribbean and National Office to Chile

Liaison Offices

1. UNESCO Liaison Office in Geneva - Liaison Office to the United Nations in Geneva
2. UNESCO Liaison Office in New York - Liaison Office to the United Nations in New York
3. UNESCO Office in Brussels - UNESCO Representation to the European Union and its subsidiaries bodies in Brussels

Figure 7 UNESCO and its bodies



5.1.1.6 UNESCO and Education

UNESCO has been working for the development of and promotion of education from the very beginning of it creation. It has launched my programs also that have been achieved successfully but to face the challenges of the new century since 2000, the governments of the world, together with agencies of the United Nations, have launched four initiatives, all of, which focus on education in one way or another. These are programs are: the Education for All, the Millennium Development Goals, the United Nations Literacy Decade and United Nations Decade of Education for Sustainable Development.

5.1.1.6.1 Education for All (EFA)

The World Education Forum (26-28 April 2000, Dakar) adopted the Dakar Framework for Action "Education for All: Meeting our Collective Commitments" which sets six goals with a

target date of 2015. The rapid progress towards EFA and increasing demand for skilled labor contributed to an expansion of education at all levels (Varghese N. , 2010)

5.1.1.6.2 The Millennium Development Goals (MDGs)

The UN General Assembly adopted the Millennium Declaration in 2000 as a way of expressing common worldwide priorities in development, which governments and international agencies would work towards focusing on eight goals with a target date of 2015.

- **The United Nations Literacy Decade (UNLD)**

The UN General Assembly launched the Literacy Decade from 2003 to 2012 to mobilize the resources and political will to meet the learning needs of illiterate people living around the world.

5.1.1.6.3 The United Nations Decade of Education for Sustainable Development (DESD)

The UN General Assembly called for the Decade of Education for Sustainable Development from 2005 to 2014 to mobilize efforts on the widespread global implementation of Education for Sustainable Development.

5.1.1.7 UNESCO institutes and centers

UNESCO achieves its particular objectives through institutes and centers, which are located in different parts of the world. At present there are more than hundred institutes and centers in different fields. These institutes and centers are grouped into two categories: category I[15] and category II[16]. In the field of education there are six institutes and two centers, which are classified as category one, while seven centers are of the category II. These bodies have a degree of functional autonomy and serve as centers of excellence and function as resource hubs, generator of knowledge and ideas that based on empirical research. These institutions are responsive to global, regional and national needs the member states. These institutes and centers provide training, research, technical assistance and other services to UNESCO member states, partners, and to the network of UNESCO field offices (Davis & Mutch, 2006). These institutes

[15] Category I institutes and centers are institutionally part of UNESCO and they form an integral component of the UNESCO's programs, projects and budget as explained in C/5 document. The governing bodies of these centers and institutions are either elected by General Conference or appointed by the Director- General.

[16] Category two institutes and centers function under the auspices of UNESCO through formal arrangements approved by the General Conference but these entities are not legally part of the UNESCO (Ref: 33 C/19, 4 August 2005).

and centers function as capacity-building units as they provide technical support and expertise in the field of education to member states as well as UNESCO offices worldwide. The category one institutions and centers, for education, receive global financial allocations appearing in the C/5 document to cover both staff and program costs. The details of of the category I and II bodies are as under:

Category I

Institutions

- UNESCO International Bureau of Education (IBE), Geneva, Switzerland;
- UNESCO International Institute for Educational Planning (IIEP), Paris, France;
- UNESCO Institute for Education (UIE), Hamburg, Germany;
- UNESCO Institute for Information Technologies in Education (IITE), Moscow, Russian Federation;
- International Institute for Capacity-Building in Africa (IICBA), Addis Ababa, Ethiopia;
- UNESCO Institute for Higher Education in Latin America and the Caribbean (IESALC), Caracas, Venezuela.

Centers

- UNESCO European Centre for Higher Education (CEPES), Bucharest, Romania;
- UNESCO International Centre for Technical and Vocational Education (UNEVOC), Bonn, Germany.

Category II

Centers

- International Research and Training Centre for Rural Education (INRULED), Baoding, China
- Asia-Pacific Centre of Education for International Understanding (APCEIU), Seoul,Republic of Korea
- Guidance, Counselling and Youth Development Centre for Africa (GCYDCA),Lilongwe, Malawi
- Regional Centre for Educational Planning (RCEP), Sharjah, United Arab Emirates

- International Centre for Girls' and Women's Education in Africa (CIEFFA), Ouagadougou, Burkina Faso
- South-East Asian Centre for Lifelong Learning for Sustainable Development (SEACLLSD), Philippines
- Regional Centre for Early Childhood Care and Education in the Arab States, Damascus, Syrian Arab Republic

UNESCO institutions and centers on the basis of geographical location

Level	Name	Role
Global		
	International Bureau of Education (IBE), Geneva, Switzerland.	To enhance curriculum development and educational content
	International Institute for Educational Planning (IIEP), Paris, France and Buenos Aires, Argentina.	To help countries to design, plan and manage their education systems
	The UNESCO Institute for Lifelong Learning (UIL), Hamburg, Germany.	To promote literacy, and lifelong learning
	Institute for Information Technologies in Education (IITE), Moscow, Russian Federation.	To promote ICT in education
	International Centre for Technical and Vocational Education and Training (UNEVOC), Bonn, Germany.	To improve education for the world of work
	UNESCO Institute for Statistics (UIS), Montreal, Canada.	To compile and provide global data
Regional		
Africa	International Institute for Capacity Building in Africa (IICBA), Addis Ababa, Ethiopia.	To strengthen Africa's educational institutions
	International Centre for Girls and Women's Education in Africa (CIEFFA), Ouagadougou, Burkina Faso. (Category II)	To conducts studies, research, training activities in female education
	Guidance, Counseling and Youth Development Centre for Africa (GCYDCA), Lilongwe, Malawi. (Category II)	To assist countries in youth development through education
Asia and the Pacific	The Mahatma Gandhi Institute of Education for Peace and Sustainable Development in New Delhi, India	(to be established)
	Asia-Pacific Centre of Education for International Understanding (APCEIU), Icheon, Republic of Korea. (Category II)	To promote democracy and human rights
	International Research and Training Center for Rural Education (INRULED), Beijing, China. (Category II)	To support sustainable socio-economic development in rural areas
	The South-East Asian Centre for Lifelong Learning for Sustainable Development (SEA-CLLSD), Manila, Philippines. (Category II)	To work for the advancement of lifelong leaning
Arab states	The Regional Centre for Early Childhood Care and Education in the Arab States (RCECCE), Damascus, Syrian Arab Republic. (Category II)	To work on child care and education
	Regional Centre for Educational Planning (RCEP), Sharjah, United Arab Emirates. (Category II)	To build educational capacity through planning
Europe and North America	European Centre for Higher Education (CEPES), Bucharest, Romania.	To promoting cooperation and reform in higher education in Central and Eastern Europe
Latin America and Caribbean	International Institute for Higher Education in Latin America and the Caribbean (IESALC), Caracas, Venezuela.	Developing and transforming higher education in the region

Figure 8 UNESCO Institutes and Centers in the field of education

5.1.1.7.1 International Institute for Educational Planning (IIEP)

In 1962, the creation of an international institution that would undertake research and training in the field of educational planning was discussed by the UNESCO consultative committee. It was decided that this organization would be multi-disciplinary in character, laboratory of ideas, center of diffusion and learning, hub of research and experience. Later on in the same year General Conference in its 12th session adopted a resolution that led to the creation of International Institute for Educational Planning (IIEP) in 1963 in Paris, France.

Today this institution has become an integral part of the UNESCO and it is helping member states to develop effective education systems by strengthening the capacity in educational planning and management. To achieve these objectives IIEP is engaged in training of planners and managers; assisting in improving administrative competencies, leadership skills; promoting effective organization; foster policy forums, international co-operation and networking. IIEP is achieving all these goals through training, research and technical assistance to member states. In this regard, IIEP has trained more than 5000 experts and key stakeholders and it has produced more than 1500 publications on all aspects of educational planning including higher education since 1963. (IIEP-UNESCO, 2010). Many of these publication are accessible online free of charges. IIEP also provides copies of its publications to 150 libraries in the world, thirty of them in Asia. IIEP also houses a rich documentation centre which have over 33,000 documents related to education policy, planning and management.

IIEP started providing technical assistance in educational planning in 1993 as a response to the requests from the member states. At present IIEP plays an important role in the provision of technical assistance which is an essential component for capacity building. In 2002, IIEP launched a Master degree program in Educational Planning and Management. IIEP also organizes many policy forums, seminars and other capacity development activities at its headquarters and in the member states every year. These initiatives provide opportunities to the participants to have better understanding of the existing problems faced by education sector in the different parts of the world and their own countries. And these learning activities also provide necessary competencies to enable them to solve their problems. Usually the participants of these programs are the stakeholders in the education sector and they are mainly from low efficient countries of Africa, Asia and South America. IIEP is effectively serving the needs of UNESCO member states by providing relevant services (Woodhall & Malan, 2003).

Since its inception IIEP is actively following the aims and objectives of its creation. During this period it has made many achievements, few of them are as follow:

1965 – The first Annual Training Program;

1967 – 'Fundamentals of Education Planning' series launched;

1973 – IIEP moves new permanent headquarters and launches first medium-term plan;

1981 – First newsletter published;

1982 – Creation of the International Working Group on Education (IWGE);

1989 – Establishment of the network of IIEP depository libraries;

1992 – IIEP hosts Association for the Development of Education in Africa (ADEA);

1993 – IIEP formally launches operational activities;

1995 – Establishment of the SACMEQ[17] and the ANTRIEP[18];

1997 – Creation of IIEP Buenos Aires branch;

2002 – IIEP launches a Master's in Educational Planning and Management.

5.1.1.8 UNESCO and its partners

Working on global level with different states that represent diverse cultures and systems is a big challenge not only for UNESCO but any IGO. To overcome this problem UNESCO give due importance to partnerships and alliances amongst stakeholders. Such partnerships are based on mutual interest, credibility and shared responsibility. UNESCO has more than 105 partner organization around the world that ranges from student organizations to IGOs (UNESCO, 2011). These partner organizations can be classified into four major groups:

5.1.1.8.1 Inter-governmental organizations (IGOs)

1. African, Caribbean and Pacific Group of States
2. Arab Bureau of Education for the Gulf States
3. Arab Organization for Agricultural Development
4. Asian Development Bank
5. African Development Bank
6. Caribbean Community Secretariat

[17] Southern Africa Consortium for Monitoring Educational Quality (SACMEQ)

[18] the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP)

7. Caribbean Development Bank
8. Council of Europe
9. European Bank for Reconstruction and Development
10. European Commission
11. European Space Agency
12. Inter-American Development Bank
13. Islamic Development Bank
14. Islamic Educational, Scientific and Cultural Organization
15. League of Arab States
16. Organization for Economic Co-operation and Development (OECD)
17. Organization internationale de la francophonie
18. Organization of American States
19. Secrétariat Général de l'Union du Maghreb Arabe
20. South-East Asian Ministers of Education Organization – Regional Center for Higher Education and Development
21. The Commonwealth of Learning
22. The Commonwealth Secretariat
23. The Gulf Arab States Educational Research Center

5.1.1.8.2 Non-governmental organizations (NGOs)

1. Agence universitaire de la francophonie
2. Academics for Higher Education and Development
3. Association Internationale des Étudiants en Sciences Économiques et Commerciales
4. All Africa Students' Union
5. Asian Students' Association
6. Association des Etats Généraux des Etudiants de l'Europe
7. Association Européenne des Enseignants
8. Association internationale de pédagogie universitaire
9. Association of African Universities

10. Association of Arab Universities
11. Association of Commonwealth Universities
12. Association of Southeast Asian Institutions of Higher Learning
13. Association of Universities of Asia and the Pacific
14. Communauté des universités méditerranéennes
15. Council on International Educational Exchange
16. Education International
17. European Association for International Education
18. European Confederation of Junior Enterprises
19. European Democrat Students
20. European Law Students Association
21. European Lifelong Learning Initiative
22. European University Association
23. Fédération internationale des femmes des carrières juridiques
24. Fédération internationale syndicale des enseignants
25. General Arab Students' Union
26. INCORVUZ XXI
27. Inter-American Organization for Higher Education
28. International Association for Counselling
29. International Association for Educational and Vocational Guidance
30. International Association for Educational Assessment
31. International Association of Dental Students
32. International Association of Students in Agriculture and Related Sciences
33. International Association of Universities

34. International Association of University Presidents
35. International Association of University Professors and Lecturers
36. International Council for Distance and Open Education
37. International Council for Engineering and Technology
38. International Council for Science
39. International Council of Jewish Women
40. International Council of Nurses
41. International Federation of Business and Professional Women
42. International Federation of Catholic Universities
43. International Federation of Medical Students Associations
44. International Federation of University Women
45. International Forestry Students Association
46. International Movement of Catholic Students
47. International Pharmaceutical Students Federation
48. International Union of Architects
49. International Union of Students
50. International Youth Catholic Students
51. European Students' Union
52. Organización Continental Latinoamericana y Caribena de Estudiantes
53. Program de Recherche et de liaison universitaire pour le développement
54. Society for Research into Higher Education
55. Soroptimist International
56. Union of Latin American Universities
57. World Federation for Medical Education

58. World Student Christian Federation
59. World University Service
60. Zonta International

5.1.1.8.3 United Nations agencies (UN)

1. United Nations Economic Commission for Africa
2. Food and Agriculture Organization of the United Nations
3. International Labor Office
4. International Maritime Organization
5. UNICEF
6. United Nations
7. United Nations Development Program
8. United Nations Industrial Development Organization
9. United Nations Relief and Works Organization for Palestinian
10. United Nations University
11. Universal Postal Union
12. World Bank
13. World Food Program
14. World Health Organization
15. World Meteorological Organization

5.1.1.8.4 Multilateral / Bilateral agencies

1. Canadian International Development Agency
2. Danish Ministry of Foreign Affairs (including DANIDA)
3. Finnish International Development Cooperation (FINIDA)
4. Ford Foundation

5. Netherlands Organization for International Co-operation in Higher Education
6. Norwegian Agency for Development Cooperation
7. Swedish International Cooperation Development Agency

5.1.2 Role of UNESCO in the higher education

In the UN system no agency other than UNESCO is working directly in the field of higher education and it is the only UN body with a mandate to support national capacity-building in higher education in the member states (Davis & Mutch, 2006). Likewise UNESCO is among the very few intergovernmental organizations (IGOs), which are engaged in the development of higher education in all parts of the world. This Organization aims to be a world leader in higher education, reforms and transformation, by playing an effective role and by acting as laboratory of ideas. UNESCO performs many activities to develop higher education in its member countries that ranges from supporting the policy reforms, promoting capacity development, establishing UNESCO Chairs and Networks, assisting in quality assurance, sharing of information and data, to promoting access to digital technologies (Bubtana, 2005).

Since its inception, in 1946, UNESCO has been working for the promotion and development of education at levels including higher education in the world. In August 1948 a preparatory conference of representatives of universities was organized by UNESCO in the collaboration the Netherlands government. The main objective of this conference was to establish an International Association of Universities (IAU). 118 representatives of 44 countries attended this conference. (Report ED /3). In 1949 from 19th to 25th June UNESCO convened First International Conference on Adult Education with the collaboration of Danish government, Second Conference on Adult Education was held in 1960 in Montreal, third conference of this series was held in Tokyo in 1972, while 4th conference held in Paris in1985. In 1960 UNESCO arranged three ministerial conferences were held in different parts of the world to spell out the nature and extent of needs in education in Asia, the Arab states and Africa. For Asia this conference held in Karachi, for Arab states in Beirut and for Africa in Addis Ababa[19]

[19] Source: UNESCO Archives (ED/12), (ED/177), (ED/MD/25), (ED.85/CONF.210), (ED/173), (ED/ Arab States/7 Rev) and (ED/174,180,181)

On 12th of December 1960 the General Conference a resolution on the role of education in economic and social development was adopted. In this resolution it was recognized that assistance in development is ineffective if not matched by the development of Primary, Secondary, Technical and Higher education. The conference also instructed to the Executive Board and the Director General to continue to give priority to education in future programs. Furthermore this resolution stressed upon same consideration for educational projects as for economic development projects[20].

In 1964 UNESCO launch a pilot world literacy program in eight selected countries after an adoption of resolution by the General Conference (Declaration: Education of illiteracy in the UN development decade- 13 C/Res.1.27). In the same year a memorandum of understanding (MoU) was signed between UNESCO and the World Bank [the International Bank for Reconstruction and Development (IBRD)] as a result UNESCO sent three missions to member states to work on the financing of education projects (UNESCO, 1965). In the following year a world congress of Ministers of Education on the Eradication of Illiteracy was organized by UNESCO in Teheran. In December 1968 UNESCO organized a Conference on Trends in the Teaching and Training of Engineers. This was the first conference of nature and with the objective to evaluate the quality of teaching and effectiveness of programs[21].

Today UNESCO is fostering and encouraging innovation in education at all levels including higher education in order to make education and institutions responsive to the social and market needs, to find and identify new means and opportunities. These initiatives are aimed to make higher education accessible for young people of the society particularly those who are in the least developed regions. To achieve the set objectives UNESCO is engaged in promoting policy dialogues, quality enhancement and capacity development in higher education institutions to conduct research, knowledge generation and knowledge sharing across borders. The core objective of UNESCO assistance to its member states is to ensure equal opportunities with an enhanced accessibility to higher education and this is being attained by supporting education

[20] Source: UNESCO Archives (E/3387; 11 C/DR/182 Rev, 11 C/PRG/SR.46, 50)

[21] Source: UNESCO Archives (ED/217), (SC/MD/12)

friendly policies and strategies. In the member countries UNESCO is playing its role in the establishment of higher education system by the following measures:

- National capacity building and strengthening
- Teacher training and policy development
- Support in research and knowledge sharing
- ICTs in education and in lifelong learning

UNESCO's activities globally concentrate on three priority areas: women, African countries and the least developed countries. To achieve its goals UNESCO therefore give first priority to education for good citizenship and for values, which promote peace and the fulfillment of human rights. UNESCO also promotes literacy as a basic human right and as a necessity for durable development. It is the coordinating agency for the United Nations Literacy Decade (2003-2012), Education for All (EFA) and the Decade for Education for Sustainable Development (2005-2014).

5.1.2.1 UNESCO’s legal contribution to higher education

Unlike trade and commerce the expansion of higher education is a recent phenomenon and in many regions it is still in a developing stage. Until recent past there did not exist any legal instruments at international and regional levels that could guide the interaction of institutions and personnel, and flow of information, sharing of experiences and exchange of students. In this context UNESCO being a leading organization of UN system in higher education has played an important role of a statutory body by erecting, adopting and facilitating different legal instruments, since its inception, in the fields where it has been mandated. In the field of higher education also UNESCO has introduced legal instruments that include: conventions, recommendations, treaties and agreement at international, regional and sub-regional levels. These UNESCO legal instruments on higher education serve the purpose of students, teachers, institutions and other stakeholders who are linked with higher education. Likewise member states use these to frame national laws, policies and to establish links with other nations. Worldwide these legal or formal documents ensure equal opportunities, wider access to quality higher education, internationalization of higher education, and enhanced mobility of students,

staff, researcher and professionals. Some of the conventions and recommendation related to higher education are:

- Revised Recommendation concerning Technical and Vocational Education 2 November 2001
- Convention on the Recognition of Qualifications concerning Higher Education in the European Region Lisbon, 11 April 1997
- Recommendation concerning the Status of Higher-Education Teaching Personnel 11 November 1997
- Recommendation on the Recognition of Studies and Qualifications in Higher Education 13 November 1993
- Convention on Technical and Vocational Education Paris, 10 November 1989
- Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific Bangkok, 16 December 1983
- Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States Arusha Tanzania, 5th December 1981
- Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region Paris, 21 December 1979
- Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States Paris, 22 December 1978
- International Charter of Physical Education and Sport 21 November 1978
- Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States Bordering on the Mediterranean, 17 December 1976
- Recommendation on the Development of Adult Education 26 November 1976 More
- Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean Mexico City, 19 July 1974 More
- Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms 19 November 1974
- Recommendation concerning the Status of Teachers 5 October 1966

- Protocol Instituting a Conciliation and Good offices Commission to be Responsible for seeking the settlement of any Disputes, which may Arise between States Parties to the Convention against Discrimination in Education. Paris, 10 December 1962
- Convention against Discrimination in Education Paris, 14 December 1960
- Recommendation against Discrimination in Education 14 December 1960

5.1.2.2 Role of IGOs in implementing and achieving the right to education

For human society the right to education is important for two reasons: it is a "basic right" and it is a mean to get and protect other rights. Research has proved that education is good for human well being and it has been recognized as good investment by state and society: education is a primary vehicle of change and empowerment that helps people to participate fully in the process of socio-economic development at local, national and international levels. Furthermore, only an educated mind can be a fully active mind and such mind is capable to achieve mental enlightenment that ultimately enables that person to comprehend better the truth and realities, and to have a good understanding of the rights and duties.

Owing to the universal importance of education in December 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration at all levels particularly in educational institutions. The article 26 of the *Universal Declaration of Human Rights has firmly established "right to education" in international law. According to this declaration "Everyone has the right to education.* Education shall be free ... and higher education shall be equally accessible to all on the basis of merit".

The Universal Declaration of Human Rights is a milestone in the human civilization. In 2008 on the 60th anniversary of Universal Declaration of Human Right the General Assembly of UNO adopted a resolution in which states reaffirmed their commitment towards the full realization of "all human rights for all". Along with this Universal Declaration of Human rights there are other International Documents also where education has been addressed in one way or other.

- The ILO Convention Concerning Indigenous and Tribal Peoples;
- The Convention on the Elimination of All Forms of Discrimination against Women;
- The Convention on the Elimination of Racial Discrimination;

- The Convention on Intolerable Forms of Child Labor.
- The Convention on the Minimum Age for Employment;
- The Convention on the Rights of the Child;
- The International Covenant on Civil and Political Rights;
- The International Covenant on Economic, Social and Cultural Rights; Article 13, Right to education
- The International Convention on the Elimination of All Forms of Racial Discrimination;
- The UNESCO Convention against Discrimination in Education;
- The international Convention on the Rights of Persons with Disabilities;

Principal human rights treaties and the number of States Parties				
TREATY	**ACRONYM**	**ADOPTION**	**ENTRY INTO FORCE**	**NUMBER OF STATES**
International Covenant on Civil and Political Rights	ICCPR	1966	1976	151
International Covenant on Economic, Social and Cultural Rights	ICESCR	1 966	1976	148
International Convention on the Elimination of Forms of Racial Discrimination	AlCERD	1 965	1969	169
Convention on the Elimination of All Forms of Discrimination against Women	CEDAW	1 979	1981	174
Convention on the Rights of the Child	CRC	1 989	1990	192

Source: Manual on rights-based education: global human rights requirements made simple. (2004)

Table 9 Principal human rights UN- treaties and the number of States Parties

Majority of the world countries has ratified many of these international conventions and in some case these conventions provide the basis for national law and policies in education. The signatory nations have recognized the importance of education and its status as universal human right. Now it is the collective responsibility of all stakeholders, participating countries and organizations, to work for the full implementation, protection and guarantee of the basic right to education from basic to higher education in terms of making education available, accessible, acceptable and adaptable.

In today's globalized world it is the shared responsibility of all entities to contribute to the implementation of the right to education. In this matter Intergovernmental organizations might contribute more effectively as compared to other stakeholders. In UN system there are many agencies, which are playing a dynamic role whereas UNESCO has a clear mandate to work for the implement of the universal right to education. Likewise the World Bank and OECD are actively working for the attainment of this objective in their respective capacity.

In Asia-Pacific region UNESCO is achieving this goal through its UNESCO-Bangkok regional office

5.1.2.3 UNESCO's areas of action in higher education

In its early years UNESCO drew insight from the theory of functionalism by acknowledging the non-negotiable nature of ideological, religious and traditional beliefs that helped to establish common ground and to find consensus. Its objectives were short term, and role was limited to an approving body of UN and to the US liberal ideology (Pavone, 2007). Though UNESCO is working for the development of higher education since its inception, in the last decade of twentieth century a clear policy shift is evident and UNESCO started giving more weight to higher education. Because the withdrawal of the UK and of the US from UNESCO loosened the grip of functionalist and later on the end of the Cold War led to a new era of "ideological freedom", since then UNESCO has been embarked on Global Model that promotes new ideological perspectives based on universal philosophy and international cooperation (Pavone, 2007).

The world conference on higher education in October 1998, World Declaration on Higher Education for the Twenty-first, 2009 World Conference on Higher Education and many other international and regional events for the development and promotion of higher education. Before starting follow global model, UNESCO followed intergovernmental model that based on humanism and it tried to restrict UNESCO's educational policy to basic education only and the scientific policy to function as a clearinghouse (Pavone, 2007). According to UNESCO, since new policy reforms, it is actively playing its role in the field of higher education in multiple domains, which have been classified under five heads, which are as follow:

5.1.2.4 Reforms and Innovation

Higher education is an engine of technological and economic development so with the changing societal needs it is imperative to make higher education responsive to changes both at national and international levels. This can be achieved through reforms and innovation in higher education. Being a laboratory of ideas UNESCO is playing a key role in helping member countries to blow a wind of change.

UNESCO with the collaboration of **hp organization** has started many projects using innovative technology to create a "brain gain" for regions that are particularly hit and impacted by "brain drain" in the form of academics and scientists. Three major projects on the Brain Gain Initiative are:

- Brain Gain Initiative in Africa and the Arab States
- African Pilot Project
- South-East European Project

In Asia also UNESCO is active in capacity development by helping stakeholders: policy makers, university administrators, management and researchers.

5.1.2.5 International University Cooperation

In the age of globalization and internationalization cooperation and collaboration has become currency of day thus institutions at national and international level establish networks to benefit from each other's experiences and resources in education, research and human resource development. UNESCO is achieving and promoting cooperation among institutions of higher education and research through UNESCO Chairs and UNITWIN Networks, which undertake training, research, information sharing and outreach activities in many programs that include: education, sciences, , culture, and communication and ICTs. The Networking institutions develop a functional partnership with UNESCO in evaluating their program and activities. Today there are 715 UNESCO Chairs and 69 UNITWIN Networks, which are active in 131 countries (UNESCO, 2011). These networks are providing an environment for international academic cooperation, particularly with North-South and North-South-South dimension, and for capacity development in the member countries. These Networks and cooperation also act as think tanks

and a bridge between research, resource development and policy-making as well as between academia, civil society, local communities and the productive sector.

5.1.2.6 UNESCO Chairs/ UNITWIN Network

The UNESCO Regional Bureau of Education has put special effort into the promotion of networking of higher education institutions within the region across the board. This has included:

- Promotion of the quality and sustainability of UNESCO Chairs and UNITWIN (University Twinning and Networking Scheme) Networks (, which now number 40).
- UNITWIN Awards received in the region have been as follows:
- UNESCO Chair on Regional Use of Drugs, Public Health College, Chulalongkorn University, Thailand;
- UNESCO Chair in Metallurgical Engineering, Chulalongkorn University, Thailand;
- UNESCO Chair in Comparative Rural Sociology, Chubu University, Japan.

5.1.2.6.1 UNESCO Chairs and UNITWIN program in World

In 1991, UNESCO General Conference in its 26th session adopted a resolution for the creation of "University twinning and networking scheme, UNITWIN", with main objectives to build the capacities of higher education and research institutions through the exchange and sharing of knowledge. UNITWIN/UNESCO Chairs program is based upon the establishment of Chairs and creation of UNITWIN networks in higher education institutions which are interested, the world over. This helps to advance research and training; program development in higher education. It also encourages inter-university cooperation through the transfer of knowledge across borders.

UNITWIN/UNESCO Chairs program provides and promotes North-South, South-South and South-North-South, triangular, cooperation in the development of institutions. UNITWIN/UNESCO Chairs program has proved an effective platform for the public and private organization, foundations, Non-governmental Organizations (NGOs), higher education and research community to cooperate, collaborate, co-ordinate and to work in partnership with the others. The UNITWIN/UNESCO Chairs Program is the demonstration of UNESCO's commitment to the production, transfer and equitable sharing of knowledge and technology that is resulting in enhanced cooperation and international cohesion at state and institutional levels (Haddad, 2005). These programs focus on the training, research, and exchange of academics and

it offers an opportunity for information and experiences sharing in all fields. The majority of the projects, under UNITWIN/UNESCO Chairs programs, are interdisciplinary and inter-sector. These programs provides the academic community with the opportunity to become affiliated with UNESCO, and to contribute directly to the implementation of UNESCO's strategic objectives, as well as contribute to the achievement of the Millennium Development Goals (MDGs), in this way it also play a key role in realization of international solidarity, harmony and peace.

The UNESCO Chairs and UNITWIN Networks, being poles of excellence and innovation at the regional or sub-regional level, play dual function; as "think tanks" and "bridge builders" between, the research and policy-making; the academic world and civil society and local communities (UNESCO, 2007). UNESCO field Offices, Institutes and Centers around the world have an active and constructive role to play in the success of UNITWIN/UNESCO Chairs programs. Relevance, anticipation and effectiveness are key properties of the UNITWIN Program. Due to this the projects have proven very useful in establishing new teaching programs, generating new ideas through research, exploration and reflection, and facilitating enrichment of existing university programs without perturbing cultural diversity both in the developing and developed countries.

UNESCO Chairs and UNITWIN data (2010)

Chairs All fields in the world	**715**	Chairs in Higher Education	World	**48**
			Asia-Pacific	**7**
			Arab States	**4**
UNITWINs All fields in the world	**69**	UNITWINs in Higher Education	World	**7**
			Asia-Pacific	**1**
			Arab States	**1**

Resource: UNESCO

There are over 715 UNESCO chairs and 69 UNITWIN Networks in 70 fields are established within the UNITWIN Program, involving over 830 institutions in 131 countries (UNESCO, 2011). These programs cover all UNESCO program sectors: Education, the Natural Sciences, the Social and Human Sciences, Culture, and Communication and Information.

Figure 9 Distribution of UNESCO chairs by region.

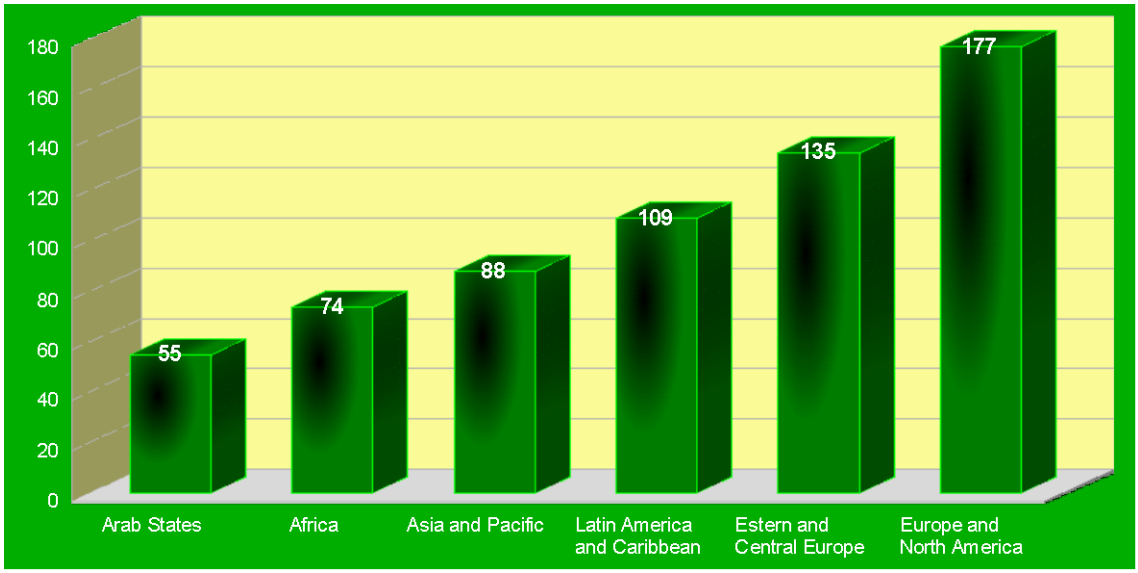


Figure 10 Distribution of UNESCO chairs by Field

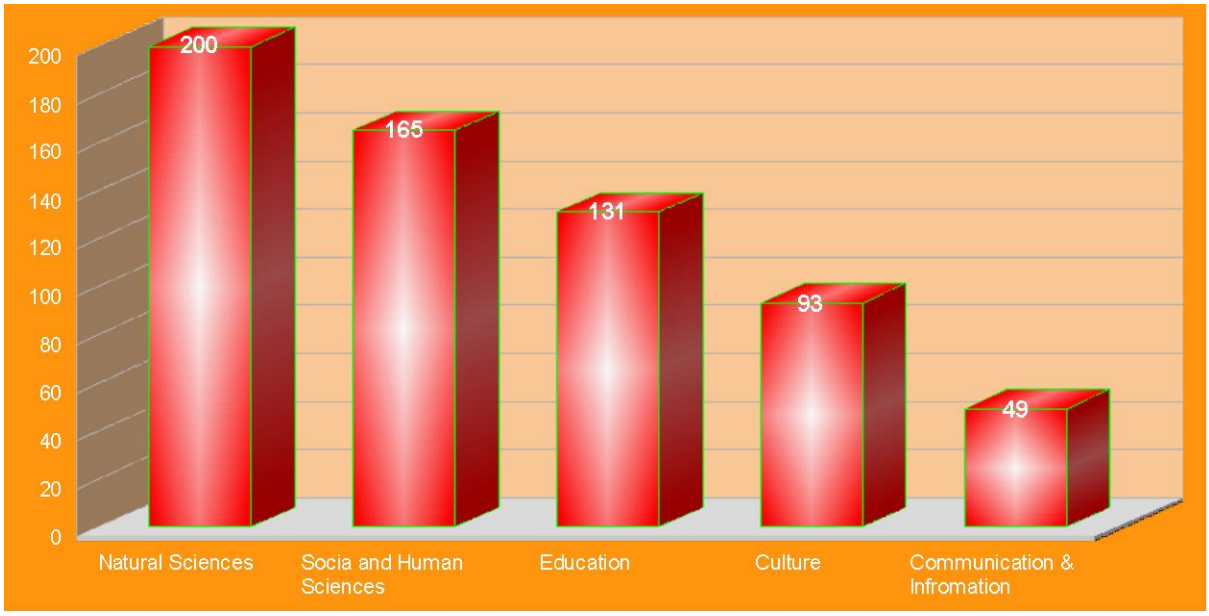


Figure 11 Distribution of UNESCO UNITWIN Network by field

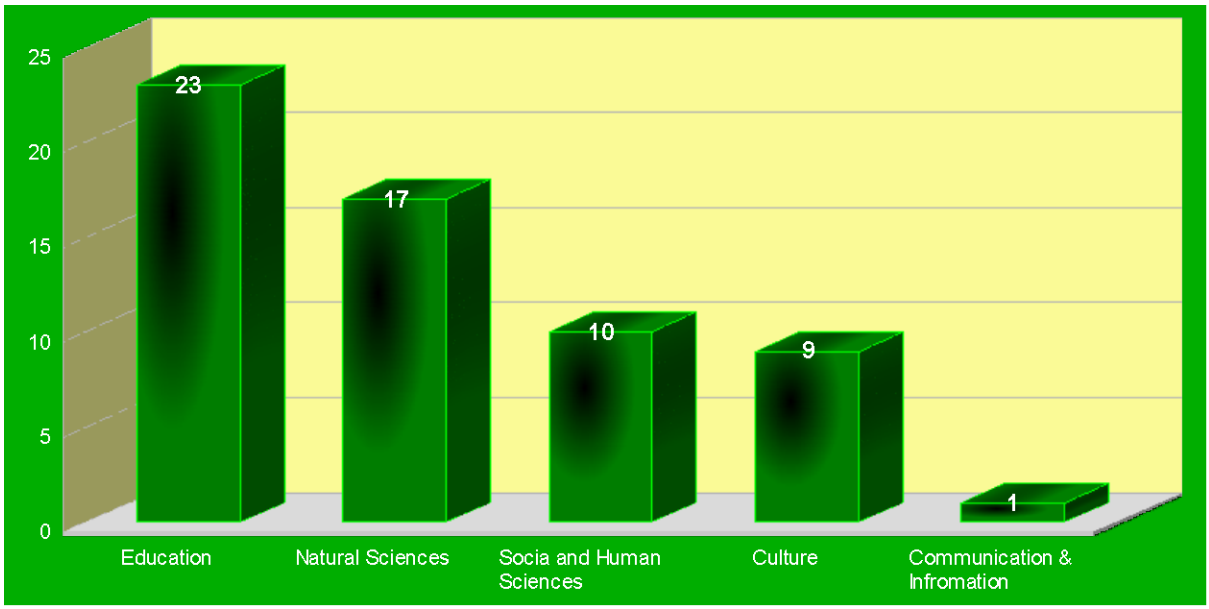
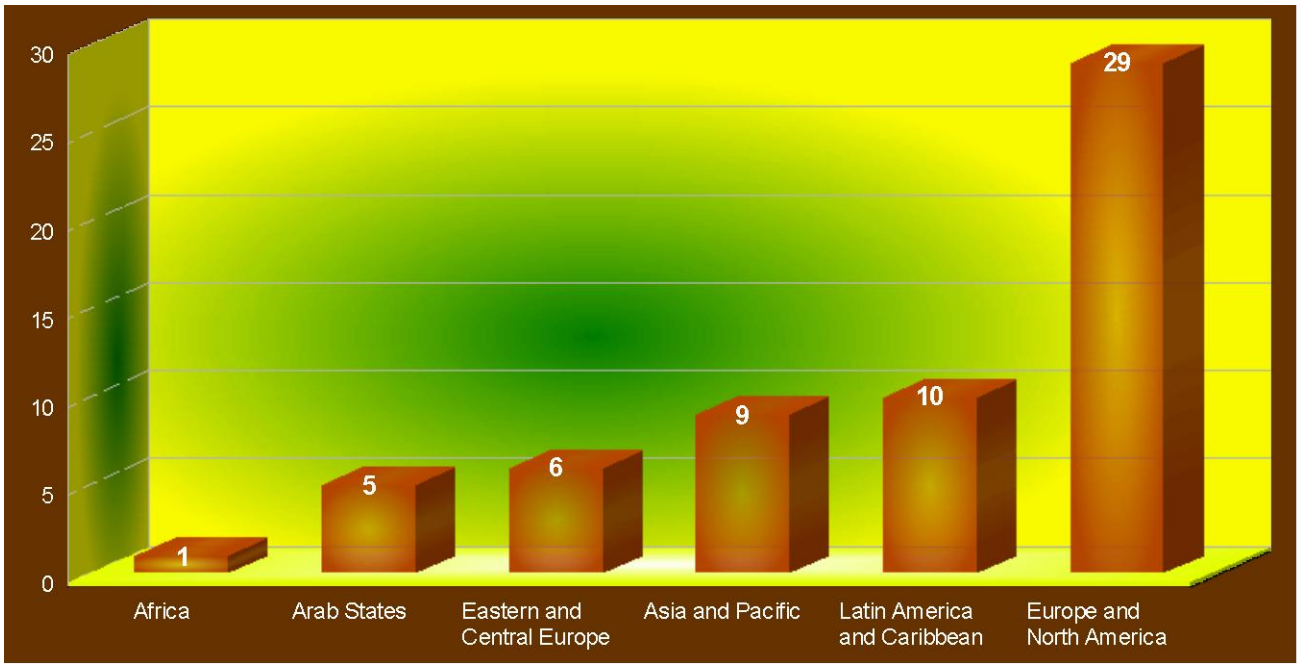


Figure 12 Distribution of UNESCO UNITWIN Network by region.



5.1.2.7 Open Distant Education (ODL)

Human capital development leads to quantitative increase in the trained manpower and as well as qualitative improvement of the working conditions and the society also. Today national higher education systems in Asia-Pacific countries are faced with dual pressure; on the one hand it is forced to support rapid technological and economic development and on the other hand it is forced to meet the ever increasing demand of higher education.

In majority of Asian-Pacific countries basic education is under-invested what to speak higher education because of this there is an imbalance between demand and supply of education at all levels particularly at post secondary or higher or further education level. Due to the scarcity of resources an inequity in the opportunity to access arises. Such inequality can be reduced significantly only by democratization of education.

In the developing countries human development is of crucial importance. Open Distant education is the new form of higher education, which is of increasing interest to countries throughout the world (UNESCO 1983). In this context Open Distant education model is the most apposite and appropriate; viable and workable to make higher education available and accessible with greater equity by bringing education of the students' doorsteps. Above of all Open Distant Education (ODE) demands less human and financial resources as compared to regular university education model, which require buildings, laboratories, libraries and also a large faculty. A university engaged in ODE is, usually, virtual in nature, which relies on modern developments of innovative technologies. These modern technologies not only make quality distance education possible but also offer new possibilities in the domain of distant learning and teaching. These innovative approaches of utilizing Information and communication technology (ICT) include; internet, multimedia, Tele-monitoring, online-meetings, Fax, SMS, MMS, LMS, e-library, e-books, e-mail, voice-chatting, video-conferencing. The low cost and high speed are the biggest advantages of these modern technologies. In the developing countries of Asia-Pacific region still these technologies are not available to majority of the persons particularly in the rural areas (UIS 2009). So there are other channels of communication that are in use for the last many decades in the democratization, development and promotion of higher education all over the world, it include printed text materials, specially designed text books, workbooks, learning guides, learning kits, postal service, telephone, mobile phone, radio broadcasts, television programs,

course materials and lectures in the form of audio cassettes, video recordings, CDs and DVDs. Beside this usually Open or Distant or Virtual universities have regional and local study centers to provide tutorials, counselling, guidance and evaluation facilities. These ODE programs provide an excellent opportunity to every person to acquire higher education without leaving home or workplace with greater equity and possibly with higher quality.

5.1.2.8 Quality assurance

Efficient use of resources and productivity of the education depends upon quality assurance and other factors as well. Quality assurance in higher education is instrumental in the development of human capital in many ways; enables to compete at global level, promotes equity and increases accessibility, that ultimately lead to the construction of equitable knowledge societies (Bubtana, 2005). Quality and relevance in education at all levels is very important. Provision of education without ensuring quality and relevance is a waste of time, resources and energies that lead to a mismatch between the outputs of higher education and socio-economic needs particularly of labor markets. This mismatch leads to graduate unemployment, low level of competitiveness and low contribution of higher education in the development (Haddad, 2005). UNESCO being a leading organization in education is well aware of the importance of quality in education at all levels. So it is helping member countries in quality assurance process in higher education by assisting in policy reforms and developing their capacities. To achieve these goals UNESCO has launched Global Initiative for Quality Assurance Capacity (GIQAC) program.

5.1.2.8.1 Global Initiative for Quality Assurance Capacity

UNESCO and the World Bank launched a joint program "Global Initiative for Quality Assurance Capacity (GIQAC)"in 2007. GIQAC aims to build on UNESCO's work through the Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications and the UNESCO/OECD Guidelines for Quality Provision in Cross-border Higher Education (UNESCO, 2010) . The major objectives of GIQAC are:

- To support development and evolution of quality assurance in higher education
- To facilitate and support participation in regional and sub-regional Networks
- To assist emerging quality assurance systems

In this regard both organizations are helping the developing countries by facilitating knowledge sharing at global and regional levels, by establishing communication among quality assurance agencies and by supporting the production of analyses and guidelines. GIQAC completed its first grant period in 2007-08, second in 2009-10. At present it is implementing its third grant period (2010-11). GIQAC is being funded by the World Bank.

Capacity building activities, in the participating countries, that are financed by GIQAC include: the development of international clearinghouse of information on QA, the development of global working groups, regional seminars on quality assurance, training for external reviewers and international staff exchanges of QA professionals to provide and receive technical assistance. These initiatives are implemented through the global and regional partner NGOs and IGOs. These organizations are: International Network for Quality Assurance Agencies in Higher Education (INQAAHE), Association of African Universities (AAU), Arab Network for Quality Assurance in Higher Education (ANQAHE) , Asia-Pacific Quality Network (APQN) and La Red Iberoamericana para la Acreditación de la Calidad de la Educación Superior (RIACES) .

5.1.2.9 Recognition

With the increase of international student mobility and expansion of cross border education the recognition of foreign degrees, diplomas and certificates is becoming more and more important for the both receiving and sending countries. The recognition of educational credential means its acceptance as a valid document or to make foreign credentials comparable. This gives its holder similar or same rights that are enjoyed by persons who possess national credentials.

UNESCO has felt the need to address this problem long before to make student and knowledge mobility possible. Today UNESCO's activities in recognition are centered around its six Conventions on the Recognition of Qualifications (UNESCO, 2010). These conventions serve as legal documents between the signatory countries. Furthermore UNESCO General Conference in November 1993 adopted a Recommendation on the Recognition of Studies and Qualifications in Higher Education to ease the mobility of persons and exchange of ideas, knowledge and experiences both scientific and technological. These and other measures taken by UNESCO are helpful in building the capacities of the member countries in recognition, networking of institutions of higher education and research, exchange of knowledge, skills, competencies and information, and enhancing bilateral cooperation at all levels.

UNESCO has adopted following regional Conventions:

- Arab States: Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States 1978, this Convention entered into force on 7 August 1981. Until today 14 out of 22 Arab states have ratified this convention. (Annex … Table …)
- Asia and the Pacific: Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific 1983, this Convention entered into force on 23 October 1985 the convention is signed by 21 out of 49 Asia and the Pacific member states. (Annex … Table …)
- European Region: Convention on the Recognition of Qualifications concerning Higher Education in the European Region 1997, this Convention entered into force on 1 February 1999 ant fifty one European countries are the signatories. (Annex … Table …)
- Latin America: Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean 1974, this Convention entered into force on 14 June 1975 and 19 countries of this region have accepted it. (Annex … Table …)
- Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States Bordering on the Mediterranean 1976, This Convention entered into force on 6 March 1978 and twelve countries recognize this convention. (see Annex)

5.1.2.10 Teacher Education

Reforms, innovation and development in education at any level cannot be materialized without focusing teacher education. It is universally recognized that teacher training is not only a major component and function of higher education but it is also a vital vehicle to improve education at all levels (UNESCO, 2004). UNESCO, aware of this fact, gives considerable importance to teacher education and keeps programs on teacher training and education at central position. There are two main documents that give mandate to UNESCO to work in teacher education: ILO/UNESCO Recommendation concerning the Status of Teachers of 1966 and UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel of 1997. The implementation and application of these recommendations is monitored by the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) (UNESCO, 2010).

At national level UNESCO, through its field offices, has been mobilizing and assisting member states to design, develop and implement workable national policies to educate, train, recruit and retain teachers that is must to achieve quality education. UNESCO conduct and disseminates research studies, evaluation reports, policy development briefs, teaching training materials, toolkits and ICT tools for education. These initiatives help build capacity of teachers, teacher educators, facilitators, managers and policy makers. Furthermore UNESCO has developed working relationship with other partners that include IGOs, NGOs, UN agencies, institutes of higher education and research.

UNESCO's focal areas of activities in teacher education

- Review and development of training materials for teachers and management
- Enhancement of national and comparative teacher data
- Development of capacity in the designing and implementing comprehensive teacher policies
- Quality assurance in teacher education

Merely training teacher is not sufficient to achieve desired results and outcomes as there are other factors also that contribute to quality, productivity and efficiency of teachers. These factors may include status, wages, working conditions and environment, facilities and empowerment. To raise the status of teachers UNESCO works with other organizations and institutes whereas UNESCO conventions and recommendations play an instrumental role to achieve these goals worldwide.

5.1.2.11 How does UNESCO achieve its objectives?

UNESCO being a laboratory of ideas, a standard-setter, a capacity-builder and a catalyst organization for international cooperation achieve its aims and objectives of development of higher education in the following ways.

5.1.2.11.1 UNESCO World conferences on higher education

UNESCO is the pioneer body among UN agencies and world IGOs that organized a world conference on higher education. So far UNESCO has hosted two World conferences on higher education, in 1998 and 2009. The details are as follow:

The World Conference on Higher Education in the Twenty-first Century: Vision and Action, 1998

The World Conference on Higher Education in the Twenty-first Century: Vision and Action (WCHE), was held in UNESCO Headquarters in Paris, from 5-9 October 1998. The major objective of this conference was to lay down the fundamental principles for the in-depth reform of higher education systems (UNESCO, World Conference on Higher Education, 1998). The World Conference on Higher Education was the largest international gathering on higher education held during twentieth century. The WCHE provided an international stage for international actors to act and to react collectively as this event brought representatives of all stakeholders that range from students to education minister. This conference attracted more than 4000 participants from 182 countries; representatives of the academic community, including teachers, students and other stakeholders in higher education at all levels.

This historical event was the result of the work of five regional conferences which took place in all major regions of the world: Havana, Dakar, Tokyo, Palermo and Beirut between 1996 and 1998. This unique get together on higher education provided a unique opportunity to all representatives of all stakeholders to debate, discuss and exchange ideas, issues and solutions that contributed to guidelines for transformation of higher education according to changing societal needs. All stakeholders were unified opinion that higher education in their respective countries is faced with problems and they called for solution at national, regional and international level. They also stressed upon the need for the renewal of higher education in the twenty-first century. Two land mark document were also adopted in the conference: the World Declaration on Higher Education for the Twenty-first Century: Vision and Action and the Framework for Priority Action for Change and Development of Higher Education. According to UNESCO report, the member countries in Asia have shown a positive response towards WCHE declaration and recommendations by supporting UNESCO initiatives towards capacity building, sharing of ideas and information, research for development, and networking (UNESCO, 2003).

Meeting of Higher Education Partners (WCHE +5), 2003

In 2003, five years after the WCHE, a high level Meeting of Higher Education Partners (WCHE+5) was organized by UNESCO in Paris to assess and evaluate initiatives taken by the member states and partner organizations to implement the Framework for Priority Action that

was adopted by WCHE in 1998, to see its effect on higher education and to set future actions in response to 21st century challenges.

During WCHE +5 meeting a number of major initiatives and developments at the world level were indentified, which had positive impact on the higher education. The participants of this meeting stressed on the member states and partners in higher education to align their action according to World Declaration on Higher Education.

World Conference on Higher Education 2009

In 2009 UNESCO again set that stage for higher education by organizing second World Conference on Higher Education (WCHE+10). In this conference 1400 stakeholders from 150 countries and territories participated. The principal objectives of this event were to appraise and scale the changes and transformation in higher education since WCHE in 1998, to deal with the new dynamics that shape higher education and to identify lines to build inclusive, equitable and sustainable societies through higher education. This first biggest event of 21st century for higher education offered global community an opportunity to show their commitment to develop higher education and use higher education as a driver of development. The participants of the conference adopted a Communiqué that provides a guideline to all stakeholders for renewed actions, reforms and new role of higher education. (Annex- The Communiqué)

5.1.2.11.2 UNESCO initiatives and outcomes in Asia Pacific region

UNESCO showed its presence in Asia and the Pacific region soon after its birth and since then it has been assisting member countries in capacity building at different levels. In the field of education it has mandated UNESCO-Bangkok office, which is playing its active role for the development of education at all levels in order to bring a socio-economic uplift betterment particularly in less and least developed countries of the region. Like the world economy, Asian economy also is shifting very rapidly towards information and knowledge based economy where higher education has a pervasive role to play and the UNESCO is well aware of these global changes and transitions. So this organization has been playing its active role in the field of higher education for the last many decades but since the end of the twentieth century UNESCO along with its partner organization is very active in the development of higher education so that member state could face the new challenges of the twenty first century. In this regard UNESCO

adopted different strategies and initiatives to support reforms and to assist in capacity development of member states to face the challenges and changing needs.

In Asia and the Pacific region the outcomes of UNESCO initiatives are evident from the positive change in terms of expansion, extension and growth of higher education but it is very hard prove scientifically the role or share of any particular actor as all factors contributing to higher education are interlinked and intermingled in such a way that it is impossible to see the impact of UNESCO initiatives in the isolation. But at the same time there are clear empirical evidences, which help to explain and to understand the role of UNESCO.

5.1.2.12 UNESCO and Asia Pacific region

Asia Pacific region is known as the cradle of important civilizations and home of many religions i.e. Islam, Hinduism, and Buddhism. Countries in Asia-Pacific region differ greatly in population size, volume of economy, social characteristics and ethnic group. Extreme poor and high rich countries are located in this region, which shows immense economic disparity. This fissure can be seen within countries also. Asia Pacific region is the largest of the UNESCO regions in terms of both in area and population.

To facilitate and to meet the UNESCO objectives in diverse background Asia-Pacific region is further divided into clusters, regions and national entities. In this regard the Bureau of Field Coordination is responsible for ensuring the smooth implementation, functioning and performance of field network and provides a clear, single line of management.

Classification of UNESCO field offices by type and region					
UNESCO Offices	**Africa**	**Arab States**	**Asia and Pacific**	**Europe and North America**	**Latin America**
Regional Bureau	**2**	**2**	**2**	**1**	**3**
Cluster offices	**10**	**4**	**7**	**1**	**5**
National offices	**5**	**4**	**7**	**0**	**6**
Liaison offices	**0**	**0**	**0**	**3**	**0**
Total	**17**	**10**	**16**	**5**	**14**

Source: UNESCO 2011

Table 10 Classification of UNESCO field offices by type and region

5.1.2.13 Cluster offices

A cluster office covers a group of countries and is the central component in the field, around, which are organized national offices and regional bureaus. There are 27 cluster offices in the world, which cover148 Member States and these cluster offices are the main supporting structure of UNESCO Secretariat's network in the field. In Asia-Pacific region there are seven Cluster offices and Arab States their number is four. While ten in Africa, five in Latin America and the Caribbean region and only one for Europe and North America. A cluster office must ensure interaction;

- between the Member States of its cluster in the Organization's fields of competence;
- with other United Nations agencies in the context of joint programming frameworks;
- between each Member State within its remit and the other components of the Secretariat network, in particular by fostering links of solidarity with the National Commission;
- between each Member State within its remit and the international community;
- with the other Secretariat units;
- between the sectors and disciplines.

Cluster offices in Asia-Pacific and Arab region

1. **Almaty Cluster Office** for Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan
2. **Apia Cluster Office for Pacific states** (serves sixteen independent countries and one territory in the Pacific from Papua New Guinea in the West, the Republic of the Marshall Islands in the North, to the Cook Islands in the East and New Zealand in the South)
3. **Bangkok Cluster Office** coordinator of UNESCO activities, across sectors, in the Mekong region - directly in Thailand, Myanmar and Lao PDR and indirectly in support of UNESCO country offices in Viet Nam and Cambodia.
4. **Beijing Cluster office:** it serves China, North Korea South Korea, Japan and Mongolia.
5. **Jakarta Cluster Office** (represents UNESCO in Brunei Darussalam, Indonesia, Malaysia, the Philippines, and Timor L'este in all UNESCO fields of competence:

Education, Culture, Social and Human Sciences, Communication and Information and Natural Sciences)

6. **New Delhi Cluster Office** (UNESCO first decentralized Office in Asia, established in 1948) Today this office serves to six countries of South Asia; Bangladesh, Bhutan, India, Maldives, Nepal and Sri Lanka. It is responsible for activities in all areas of UNESCO's competence: education, the natural and social sciences, culture, communication and information.
7. **Tehran Cluster Office** it was established in January 2003 and it covers four countries in the region, namely the Islamic Republic of Afghanistan, the Islamic Republic of Iran, the Islamic Republic Pakistan and Turkmenistan.
8. Arab region
9. **Beirut Cluster Office** This office covers Iraq, Jordan, Lebanon and Syria.
10. **Cairo Cluster Office** It serves Egypt, Sudan and Yemen
11. **Doha Cluster Office** this cluster includes Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and United Arab Emirates. At its inception, it dealt with science and technology programs in eleven South and Central Asian countries, i.e. Afghanistan, Bangladesh, Bhutan, India, Iran, Maldives, Mongolia, Myanmar, Nepal, Pakistan and Sri Lanka.)

Regional bureaus

Regional bureaus provide specific and specialized support to the cluster and national offices in a region. Today ten regional bureau of UNESCO are functioning: two each in Africa, Arab region and Asia-Pacific region while three are in Latin America and Caribbean region and there is one in Europe and North America.

1. Bangkok Regional Bureau for Education

This office is engaged to achieving UNESCO aims by supporting initiatives for education from basic to higher level, social and natural science and culture. It is also assisting countries in their capacity building, policy reforms, sustainable development and ICT in education. This office also serves as Cluster Office to Thailand, Myanmar, Lao PDR, Singapore, Viet Nam and Cambodia.

2. Jakarta Regional Bureau for Sciences

It covers Asia and the Pacific Region, through its programs in Freshwater, Oceans, Basic and Engineering Sciences, Earth Sciences, and Coastal zones and Small Islands.

3. Cairo Regional Office for Sciences

It serves as a regional UNESCO office for science & technology and Communication & Information in Arab states. It also houses Cluster Office for Egypt, Libyan Arab Jamahiriya and Sudan.

4. Beirut Regional Bureau for Education in the Arab States

This office is engaged in helping Arab countries in education planning, policy reforms, development of education from basic to higher level, research knowledge sharing in social and natural sciences, culture and information. This office also serves as a Cluster Office to Lebanon, Syria, Jordan, Iraq and the Autonomous Palestinian Territories.

National offices

National office serves the particular needs of a single country where it exists. At present there are 21 UNESCO National Offices in the world out of, which 7 are located in Asia-Pacific region while 4 are in Arab region.

- UNESCO Office in Amman - National Office to Jordan in the Middle East Cluster.
- UNESCO Office for Iraq - National Office for Iraq in the Middle East Cluster.
- UNESCO Office in Ramallah - National Office to the Palestinian Authority in the Middle East Cluster.
- UNESCO Office in Khartoum - National Office for Sudan in the Red Sea Cluster. Along with these field offices there are two Laison offices also, located in Geneva and New York, and are directly attached with the United Nations.

5.1.3 UNESCO in Asia: Bangkok regional office

Though UNESCO exists in Asia since its inception and has played a special role over many years within the region in supporting efforts of Member countries and in facilitating increased

collaboration and networking[22] , its regional office in Bangkok Thailand was established in 1961. In the beginning the function of UNESCO Bangkok office was limited to primary and compulsory education but later on its circle was extended to all sectors of education and all member countries of Pacific region also. In 1987 UNESCO Bangkok regional office was further expanded and this growth included the incorporation of activities relating to the culture, communication, and social and human science sectors which led to the eventual renaming of the office as the Principal Regional Office for Asia and Pacific (PROAP). This Office as the Asia and Pacific Regional Bureau for Education, it is the technical advisory body to all field offices and Member States of the region and the site of regional programs in most areas covered by the Education Sector. UNESCO Bangkok also houses regional advisory units in Culture and Social and Human Sciences and staff from the Communication and Information Sector and the Science Sector. Bangkok office is very effective in continuing the role of UNESCO in Asia-Pacific region by collaborating with the regional as well as international IGOs and NGOs and various national organization and institutions of higher learning. This networking is resulting in the sharing of experiences, knowledge and development of the society.

Bangkok Regional Bureau gives coherence and synergy to UNESCO programs by specifying clearly a set of challenges, projects and activities. Six broad areas have been defined by this Bangkok Regional Bureau: Poverty Reduction, Globalization, Information and Communication Technology, sustainable Development, Control of HIV/AIDS, Establishment of a Culture of Peace. Today UNESCO Bangkok is working actively in these areas, keeping in view both global and regional dimensions of these specified areas.

In carrying out this mission in 46 Asia and the Pacific member states, UNESCO Bangkok takes into account the immense size of the region, including almost two thirds of the world's population, and its diversity and cultural pluralism, potentialities and also its major as well as minor problems.

Along with the *UNESCO Principal Regional Office for Asia and Pacific (PROAP)* there are also regional bureau, which function under the supervision of PROAP. They are;

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[22] UNESCO Asia and Pacific Regional Bureau for Education (2003). **Higher education in Asia and the Pacific 1998-2003 :** Regional report on progress in implementing recommendations of the 1998 World Conference on Higher Education. Published by UNESCO Paris 2003.

Regional Bureau for Education Bangkok Thailand

Regional Bureau for Science Jakarta Indonesia

Regional Bureau for Communication New Delhi India

As a cluster office, the UNESCO office in Bangkok is also the principal coordinator of UNESCO activities, across sectors, in the Mekong region - directly in Thailand, Myanmar, Lao PDR and Singapore and indirectly in support of UNESCO country offices in Viet Nam and Cambodia. UNESCO Bangkok office also houses regional advisory units in Culture and Social and Human Sciences and staff from the Communication and Information Sector and the Science Sector.

Today UNESCO Bangkok is engaged in achieving UNESCO objective of the promotion of peace and human development. It also promotes international co-operation, sets standards and disseminates information in the fields of education, the natural sciences, the social and human sciences, culture and communication in the Asia and Pacific region. At the same time UNESCO Bangkok, like mother Organization, is promoting education for all; supporting the expression of cultural identities; protecting and enhancing the world's natural heritage; engaging in a new social contract between science and society at all levels; developing and promoting social policies; promoting the free flow of information, press freedom and the development of a pluralistic media; and strengthening communication capacities in developing countries.

5.1.3.1 UNESCO Bangkok Programs

UNESCO-Bangkok office has launched a great variety of programs to develop human capital, to promote democracy and human rights and to harness culture of peace. These programs can be categorized under eleven headings (UNESCO-Bangkok, 2011)

- **Asia-Pacific Program of Education for All (APPEAL):** To promote literacy, early childhood care and education, primary education and lifelong education
- **Asia-Pacific Program of Educational Innovation for Development (APEID)**: To work on educational innovations for sustainable and human development with focus on the areas of higher education and ICT in Education.

- **Education Policy and Reform (EPR)**: To support national policies and reforms in the Education sector and covers the secondary education sector and the technical and vocational education and training.

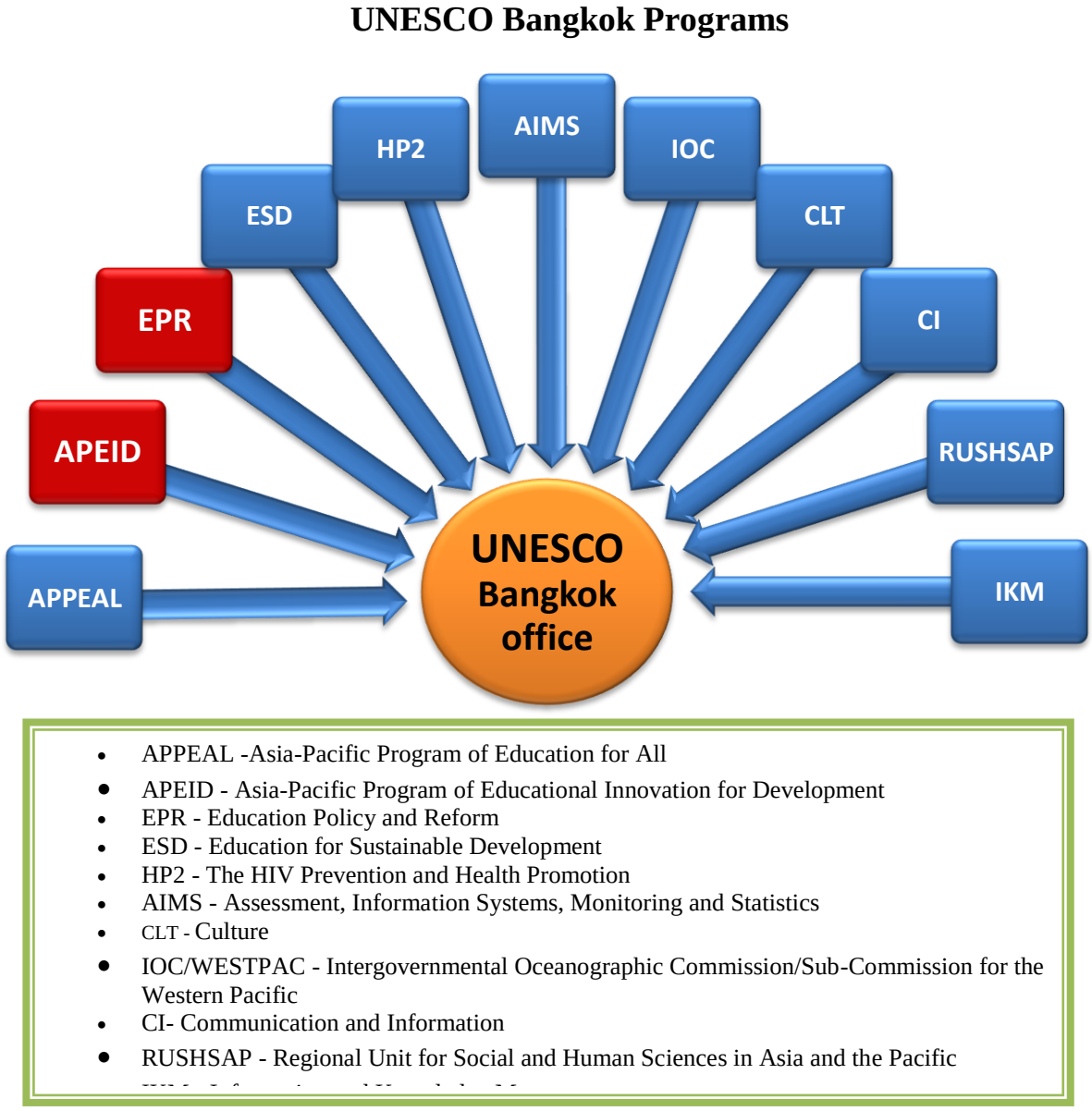

Figure 13 UNESCO Bangkok Programs

- **Education for Sustainable Development (ESD)**: To support Education stakeholders to face the issues of climate change and post-conflict and post-disaster situations
- The HIV Prevention and Health Promotion **(HP2)**: To manages HIV policies and school health programs for adolescents in-school and outside

- **Assessment, Information Systems, Monitoring and Statistics (AIMS)**: To collect and disseminate data. It is the Asia-Pacific Regional Office of the UNESCO Institute for Statistics (UIS). UNESCO's Institute for Statistics (UIS) collects and disseminates comparable data on education from all countries and territories: time series data on hundreds of variables are available from 1960 onward (The World Bank, 2000).
- **Culture (CLT)**: To safeguard the World's heritage and promotes cultural diversity.
- **Intergovernmental Oceanographic Commission/Sub-Commission for the Western Pacific, IOC/WESTPAC**, implements marine scientific research programs for the protection of Oceans and coasts.
- **Communication and Information (CI)** promotes Communication Development, Information Society and Freedom of Expression
- **Regional Unit for Social and Human Sciences in Asia and the Pacific, RUSHSAP**, promotes ethics in scientific fields and dialogue among countries.
- **Information and Knowledge Management, IKM**, shapes UNESCO's image and raises the Organization's visibility throughout the Asia-Pacific region by media and communications work, publications and by managing the office's website.

5.1.3.2 Asian Program of Educational Innovation for Development (APEID)

In 1972, the General Conference in its 17th session approved the establishment of Asian Centre of Educational Innovation for Development (ACEID) through resolution 1211.

ACEID acted as a Secretariat for the **Asian Program of Educational Innovation for Development (APEID)**. Later on in 1973 APEID was established officially.

The mission of this program is to contribute to sustainable human development through the design and implementation of education programs and projects, mainly at the post primary level of education which stress 'educational innovation for development.

At present APEID is active in 47 Asia-Pacific UNESCO member states. Its goals are to;

- foster educational innovation and research in support of development;

- build partnerships in education, particularly through the establishment and servicing of networks to facilitate free and open flow of information;
- promote inter-country technical co-operation; and
- Provide technical support and advice to Member States and partners.

5.1.3.3 How does APEID contribute to Higher Education?

UNESCO Bangkok office creates an informed basis of higher education dialogue and exchange among Member States in addressing issues and challenges in the following areas:

- University governance and management
- Quality assurance and qualification recognition
- Diversification and privatization of higher education
- Internationalization of higher education
- Increasing accessibility and quality through the use of ICT in higher education.

More specifically, the Higher Education program will:

- facilitate the revision of the 1983 Asia-Pacific Regional Convention on the Recognition of Academic Qualification;
- organize regional meetings leading up to the global consultation on new trends and challenges to higher education as a follow up to the 1998 World Conference on Higher Education;
- strengthen research capacities in higher education institutions through the UNITWIN/ UNESCO Chairs; and
- Facilitate regional university networks.

5.1.3.3.1 Promotion of mobility in higher education

Through the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific, APEID provides financial and technical assistance and serves as secretariat to implement this regional convention, including organizing a regional committee meeting every two years, and building partnerships with various NGO's and IGO's

concerned. It assists in the providing of information on higher education and degrees in Member States for the mutual understanding and recognition of qualifications.

APEID Networks

- APNIEVE - Asia-Pacific Network for International Education and Values Education
- UNITWIN - University Twinning /UNESCO Chairs
- GUNI-AP - Global University Networks for Innovation - Asia Pacific
- ESD-NET - Asia-Pacific Regional Network of Teacher Education Institutions to Address ESD
- ICT-TE - Teacher Education Institutions for Information and Communication Technologies
- UNESCO-UNEVOC Centres
- ASPnet - Associated Schools Project Network
- APCG-DESD - Asia-Pacific Regional Consultative Group for the DESD
- Asia-Pacific UN Interagency Steering Committee for the Decade of Education for Sustainable Development
- ESD Monitoring Network

Figure 14 APEID Network in Asia-Pacific region

5.1.3.3.2 Guideline on cross border Higher education

- Initiatives in quality, quality assurance and mutual recognition of qualifications are been taken.

- The expert workshop for developing quality indicators was held in Bangalore, India, August 2002;
- The 7th session of the regional committee for the regional convention on mutual recognition of qualifications was organized, 18-19 March 2003, Perth, Australia;
- Updating the handbook on higher education degree systems and development of UNESCO
- Bangkok website facilitates exchange of information among Member States and their higher education institutions.

5.1.3.3.3 Teacher Education

It is developing capacity to improve the quality of education by enhancing the competencies of teachers and the capacity of teacher education institutions, particularly to encourage the incorporation of education for sustainable development, values education, and information and communication technologies in teaching training.

5.1.3.3.4 Technical and Vocational Education and Training (TVET)

This is addressing emerging agendas in the Asia-Pacific region, especially in relation to three themes: TVET to address poverty reduction and enhance access for marginalized groups; vocationalization of secondary education and TVET at secondary and post-secondary levels; and regional qualification frameworks on TVET.

5.1.3.3.5 Information and Communication Technologies in Education (ICT)

Harnessing the potential of ICT for achieving quality education for all by promoting policy-making, standard setting, teacher training, the effective use of ICT in the teaching and learning processes and knowledge sharing concerning the integration of ICT in education in the region. More specifically, the activities have four components: regional co-ordination in using ICT for literacy and for quality education for all; the strengthening of regional knowledge sharing; capacity development for educators in the region; and the technical assistance to Member States in developing and implementing appropriate national ICT in education policies. UNESCO has initiated all it major programs and projects for the development of education in south Asia also; Millennium development goals, Education for All, universal primary education, distant education, UNITWIN and UNESCO Chairs etc.

5.1.4 UNESCO-Bangkok office role in the development of higher education in Asia

UNESCO-Bangkok office is engaged in many activities to address issues and challenges pertaining to the development of higher education in the member countries. Some major areas of action are: higher education reforms, access, equity, diversification, governance and management, research capacity development, private sector, Accreditation and quality assurance, and cross border higher education (Lee & Healy, 2006) UNESCO Bangkok office is supporting policy reforms and capacity development. To achieve these objectives, this office is using publications and informal and formal training as effective tools. Researcher has assumed that UNESCO role can be studied through the initiatives that have been taken to support, promote and develop higher education through capacity development measures. Such measures also include publications and activities like conferences, workshops and forums.

Research studies, publications, country reports, guidelines and policy documents play an important role the process of transformation, reform, expansion, and quality development of higher education sector. Due to this importance of publications, Bangkok office gives priority to the quality standards in both content and presentation of the material so that publications can fulfill their important role in furthering the educational development in the region as well as in the world (UNESCO-Bangkok, 2007)

Dissemination of ideas and information

In today's information society the exchange and flow of innovative ideas and productive information has become an effective tools for transformation and reformation of human societies. With the advancement in ICTs the accessibility to information has also increased so now it is possible to reach who had never been reached in the past. The new technological developments have not only broadened the opportunities and also have made the task more challenging.

The Asia and Pacific Regional Bureau for Education is UNESCO's most productive publisher of books and public information materials among all field UNESCO offices in the world (UNESCO-Bangkok, 2007). This office has published and distributed thousands of volumes of books, pamphlets, audio-video and other material. Despite of such a rich history of document production, there exists no data repository, which can provide detailed and organized information on the documents produced and, events and activities arranged by UNESCO or UNESCO-

Bangkok offices. Researcher consulted different records, published documents, archives and eLibrary website to collect data on past twenty year events and activities. According to the available data, Bangkok office has produced more than 734 publications in education, science, social and human sciences, culture, communication and ICTs since 1990.

Publications as a mean of change

Since its creation UNESCO has been giving great importance to its publications and it has always kept them at central position because these documents have played very important role in furthering UNESCO's mission by strengthening human development in education, science and culture (UNESCO-Bangkok, 2008). UNESCO-Bangkok regional bureau for education being a laboratory of ideas and capacity building institution is working for knowledge generation and human capital development. This regional bureau, to achieve its goals, is engaged in the production of quality material in written, audio and video forms that cover a wide range and a variety of subjects in the field of education, science, ICT and culture.

In the field of education this office has published varied type of material covering a range of subjects: Education for All (EFA), Education for sustainable development (ESD), primary education, secondary education, tertiary education, vocational and professional education, adult education, basic literacy, female education, inclusive education etc. These publications are important tool of policy reforms, information and ideas sharing, a mean to train the active players in education at all levels.

UNESCO-Bangkok office publications from 1991 to 2010											
	Education						Science	Culture	Info	others	Total
Period	Training	General	Pri.	Sec.	Tech. / Voc.	Higher					
1991-95	25	97	3	2	22	10	8	9	6	24	206
1996-99	18	49	8	7	16	9	3	3	3	18	134
2000-04	23	63	2	1	2	16	3	5	32	3	150
2005-09	28	83	1	14	1	15	8	13	30	20	213
2010	1	12	0	4	0	1	4	1	1	7	31
Total	95	304	14	28	41	51	26	31	72	72	734

Table is produced by author. Data from UNESCO Bangkok office 2011

Table 11 Summary table of UNESCO-Bangkok office publications from 1991 to 2010

According to data UNESCO-Bangkok office has produced documents for capacity development in all fields of its activity that covers from pre-primary education to higher education. This office

has produced 51 publications on higher education, 95 related to training and 41 technical / vocational educations. In this way on the total 187 publications were directly or indirectly related to higher education. Furthermore this office has also published 26 documents on science, which also contribute to capacity development in higher education. In this way approximately 30% of the total publications produced by this office, since 1990, are link related to higher education. The following tables give detailed information on the publications produced by the UNESCO-Bangkok office during the last twenty years.

Teacher guides and toolkits

If education is engine of change then teacher is a driver of the process of change. No educational program or project achieve its desired objectives without quality teachers so UNESCO Bangkok office keeps teacher training program at the center of its capacity development initiatives. This office has been producing teacher guides, training manuals, information and tool kits, case studies, human capital development, management, administration, curriculum development, teaching guides and material, pedagogical techniques and skills, guides for teacher educators, ICTs tool guides for teachers, effective teaching tools and student-teacher relationship. A significant part of this material for teacher is online and can be accessed free of cost by all. Majority of these documents and publications are useful for teachers, facilitators and teacher educators equally at all levels from pre-primary to higher education.

Training of the stakeholders

Training is another mean of capacity development in higher education. UNESCO-Bangkok office plays a role of facilitator in the provision of training to stakeholders in education that include teachers, school administrators, education providers, managers and policy makers. For this purpose UNESCO-Bangkok office organizes workshops, seminars, conferences, forums, symposia and other activities at regional, sub-regional and local level where people from the related fields are trained, brained and motivated so that a sustainable change could be brought. The major aspect of such enriched and focused educational activities is to provide necessary tools and guidelines to the member states so that a positive change could be achieved. The major objective of capacity building is to enable member states to make countries self-sufficient in human resources and to work actively for the development of education at all levels by

replicating and reproducing similar programs by following the UNESCO guiding principles and by using the human capital developed by UNESCO.

UNESCO-Bangkok office arranges teacher training workshops and seminars at regional and sub-regional levels where stakeholders including teachers are given trainings so that they can play their effective role in educating other people in their home countries. Likewise this office organizes roundtables, symposiums and conferences where stake and professionals, researchers, teachers and students have an opportunity to share ideas and learn from each other's experiences.

UNESCO-Bangkok office Initiatives for Capacity Development in Non-HE (1991-2010)						
Period	**Conferences**	**Workshops**	**Seminars**	**Forums**	**Other***	**Publications**
2005-10	4	6	3	0	12	244
2000-04	6	5	1	1	2	150
1996-99	7	6	3	0	5	134
1991-95	0	61	5	11	7	206
Total	**17**	**78**	**12**	**12**	**26**	**734**
HE = Higher Education Non HE = other than higher education * It includes symposiums, roundtables, meetings etc. Table is based on data from UNESCO Bangkok office						

Table 12 UNESCO-Bangkok office Initiatives for Capacity Development in Non-HE (1991-2010)

Since 1991 UNESCO-Bangkok office has arranged more than 160 workshops, seminars, conferences and other meeting to develop capacities of the member countries in the Asia-Pacific regions in education at all levels. These capacity development initiatives have been divided into two groups: non-higher education and higher education. According to data Bangkok office has organized 17 conference, 78 workshops, 12 seminars, 12 forums and 26 other activities related to Non-higher education sector. The further details of these events are given in the table.

UNESCO-Bangkok office Initiatives for Capacity Development in HE (1991-2010)						
Period	**Conferences**	**Workshops**	**Seminars**	**Forums**	**Other***	**Publications**
2005-10	2	0	1	0	1	16
2000-04	3	0	0	0	0	16
1996-99	2	0	1	0	0	9
1991-95	1	0	1	0	2	10
Total	**8**	**0**	**3**	**0**	**3**	**51**
HE means Higher Education Non HE mean other than higher education * It includes symposiums, roundtables, meetings etc. Table is based on data from UNESCO Bangkok office						

Table 13 UNESCO-Bangkok office Initiatives for Capacity Development in HE (1991-2010)

In the field of higher education Bangkok office organized more than 14 activities that also include eight conferences. These initiatives were designed to help the Asia-Pacific countries in policy reforms, capacity development and sharing of experiences in the field of higher education. These initiatives of capacity development covered different aspect education. Some of them are: policy reform, education for all, quality development and assurance, cross border education, gender, finance, sustainable development, human capital development and higher education.

List of the few Conferences in higher education organized by UNESCO Bangkok office from 1991 to 2010

Reinventing higher education: toward participatory and sustainable development

- The Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific: ninth session of the Regional Committee in conjunction with the Regional Seminar on Regional Harmonization: Establishing a Common Higher Education Area, Seoul, Republic of Korea, May 22-23, 2007
- International Conference on Quality Assurance in Higher Education: Standards, Mechanism and Mutual recognition, Bangkok, Thailand, 8-10 November 2000
- Higher education in Asia and the Pacific, 1998-2003: regional report on progress in implementing recommendations of the 1998 World Conference on Higher Education, adopted at the second session of the Regional Follow-up Committee, Bangkok, Thailand, 25-26 February 2003
- the 4th Comparative Education Society of Asia (CESA) Biennial Conference
- National strategies and regional co-operation for the 21st century; proceedings of the Regional Conference on Higher Education
- National strategies and regional cooperation for the 21st century: Declaration about Higher Education in Asia and the Pacific and Plan of Action
- Regional Seminar on Private Higher Education in Asia and the Pacific
- Regional Committee for the Application of the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific
- Regional Roundtable on Quality Improvement in Initial Teacher Training and Cooperation in Distance Education in Asia
- Regional Conference on the Role of Higher Education in Promoting Education for All _ Bangkok 1990

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5.1.5 Criticism on UNESCO

According to Burnett (2010) UNESCO is unable to play its active role in education due to two major reasons; too little resources and too broad mandate. According to him, UNESCO is not able to deliver the statistical, information and advisory services, to its member countries, in the field of education due to the limited financial resources for education and heavily politicized bureaucracy. Furthermore UNESCO is no more a specialized agency for education as it is engaged in too many activities; Science, Social Science, Culture, Communications, Environment, Health and now Water also. In such a situation, it is very difficult for UNESCO management to do justice with education, which in itself is a huge field that comprises of many sub-sectors. These and other obstacles are resulting in confusion, inefficiencies and low profile of UNESCO (Burnett, 2010).

Though over the years, UNESCO's real budget has declined the share of budget spend on salaries has increased during the same period. This unevenness distribution of resources led to a decrease in the funds available for essential development work and field activities (Burnett, 2010). Consequently too low budget allocations for field activities in education sector hamper UNESCO initiatives and reduce its efficiency and effectiveness. Burnett has noted resource scarcity produces confusion and makes much of UNESCO's work relatively irrelevant and outside the low income countries of Africa and South Asia, which deserve the most attention (Burnett, 2010). To achieve objectives in the field of education and to overcome many of the resource constrain related problem, Burnett has proposed two prong strategy; on the one hand enhanced resource focus onto teachers, literacy, skills and planning, and on the other hand to concentrate country support operations based on advice, technical assistance and capacity development.

Furthermore With the birth of UNESCO a strong suspicion also took birth in mind of critics, "Americanization of the world" by poisoning men's minds with American ideas/ ideologies that will bring educational and cultural destruction (Bryson, 1946).

Summary

UNESCO is the heir of International Institution of Intellectual Co-operation. It was created in 1946 to promote peace and security through international collaboration in education, science, culture and now communication also. UNESCO organizational structure comprises of three principal organs; the general conference, the executive board and the secretariat. These organs are linked with each other and each organ performs specific functions. UNESCO has five roles to play in its domains; laboratory of ideas, standard-setter, capacity-builder and catalyst organization. UNESCO is not the only UN agency, which is working for education but there are other nine UN agencies also, which are linked directly and indirectly with education sector. But in the higher education sub-sector UNESCO is the only UN agency, which has mandate to work for capacity-building in higher education in the member states.

UNESCO has been working for the promotion and development of education at levels including higher education in the world since its inception.

UNESCO has official relations with 87 intergovernmental organizations (IGOs), 335 non-governmental organizations (NGOs), 319 international NGOs and 19 foundations and 16 organizations of the United Nations system. Furthermore UNESCO has 4000 clubs, Centers and Associations in some 100 countries, 7,900 Associated Schools in 176 countries. UNESCO Chairs and UNITWIN Networks, which undertake training, research, information sharing and outreach activities in many programs that include: education, sciences, culture, and communication and ICTs. Today there are more than 715 UNESCO Chairs and 69 UNITWIN Networks, which are active in 131 countries. UNESCO headquarters is in Paris but it is physically present in all regions through its 56 field offices; 17 in Africa, 16 in Asia, 14 in Latin America, 10 in Arab states and 5 in Europe. Apart from its field offices UNESCO also have six institutes and eight centers in the different parts of the world, which help to achieve its objectives.

UNESCO is supporting and working on the four initiatives that were launched by the United Nations; the Education for All, the Millennium Development Goals, the United Nations Literacy Decade and United Nations Decade of Education for Sustainable Development.

UNESCO performs many activities to develop higher education in its member countries that ranges from supporting the policy reforms, promoting capacity development, establishing

UNESCO Chairs and Networks, assisting in quality assurance, sharing of information and data. Besides this, UNESCO is also engaged in promoting policy dialogues, quality enhancement and capacity development in research, knowledge generation and knowledge sharing. Furthermore, UNESCO is playing its role in the establishment of higher education system by the following measures:

- National capacity building and strengthening
- Teacher training and policy development
- Support in research and knowledge sharing
- ICTs in education and in lifelong learning

UNESCO, being a leading organization of UN system in higher education, has played an important role of a statutory body by erecting, adopting and facilitating more than eighteen legal instruments that include: conventions, recommendations, treaties and agreement at international, regional and sub-regional levels. These UNESCO legal instruments on higher education serve the purpose of students, teachers, institutions and other stakeholders including states.

UNESCO achieves its goals in higher education through international conferences. This organization is the pioneer body among UN agencies and world IGOs that organized world conferences on higher education in 1998 and 2009.

UNESCO in Asia is present through its sixteen field offices but the UNESCO Bangkok office has a central position. It is the Principal Regional Office for Asia and Pacific (PROAP). UNESCO Bangkok office is also the regional office for education. It acts as technical advisory body to all field offices and Member States of the region and the site of regional programs in most areas covered by the Education Sector. UNESCO-Bangkok office has launched a eleven major programs in education, policy reforms, innovation, sustainable development, HIV, social sciences, oceanography, communication, information and statistics. One of the programs is *Asia-Pacific Program for Educational Innovation for Development (APEID),* which is active in 47 Asia-Pacific UNESCO member states. This program focuses the development education including higher education and ICT in Education through ten different projects and networks. Where the Bangkok office is supporting UNESCO initiatives for higher education there it also makes its own contributions to higher education sub-sector through capacity development and

policy reforms. APEID is contributing to higher education in Asia through different projects that focus promotion of mobility, teacher education, technical and vocational education and use of information and communication technologies. *Guideline on cross border higher education* is another initiative of APEID to support and promote higher education.

UNESCO and the World Bank have launched a joint program *Global Initiative for Quality Assurance Capacity (GIQAC)* to help member countries in development of quality assurance process in higher education by assisting in policy reforms and developing their capacities. GIQAC program is building capacities of the participating countries through the development of international clearinghouse of information on quality assurance, the development of global working groups, regional seminars on quality assurance, training for external reviewers and exchange staff. GIQAC initiatives are implemented through global and regional partner NGOs and IGOs that include: International Network for Quality Assurance Agencies in Higher Education (INQAAHE), Association of African Universities (AAU), Arab Network for Quality Assurance in Higher Education (ANQAHE) , Asia-Pacific Quality Network (APQN) and *La Red Iberoamericana para la Acreditación de la Calidad de la Educación Superior* (RIACES)

5.2 Organization for Economic Co-operation and Development (OECD)

5.2.1 What is OECD?

The Organization for Economic Co-operation and Development (OECD) is an intergovernmental organization but it is different from the others IGOs in many ways due to its unique characteristics: it has no supranational legal powers like the European Union (EU), nor does it control any purse strings to enforce a particular course of action like the World Bank, and nor does it have the broad political agenda like that of United Nations (Brosius & Garner, 1997). OECD's purpose is to provide a forum for its member governments and partners to study and formulate the best policies for promoting economic and social development. Having no means to coerce and force its members, this organization relies on voluntary cooperation and trust. Like other IGOs, the OECD also sees a value in disseminating the information generated by its work. A large part of the activities of this organization consists of gathering, analyzing, and disseminating information.

The OECD is an intergovernmental organization that acts as a forum where governments, institutions and organizations share their experiences and work together to find solutions to common problems faced by the society. The forty member countries of the Organization, including enhance engagement economies, account 80% of the world trade and investment and more than half of the world population. This gives the OECD an important place in the world for this reason this organization is considered as one of the key facilitator in bringing socio-economic development in the member and non-member states. Being a multi-function IGO, the OECD is active in diverse fields in its member and non-member countries. OECD provides a platform to:

- Find innovative solutions to universal problems
- Support and organize policies and to compare policy experiences
- Monitor and forecast economic trends
- Collect, analyze and disseminate data and statistics
- Conduct peer reviews studies of member state performance
- Provides technical assistance through expertise and ideas
- Promotes innovative philosophy of "Think global, act local"

5.2.2 History and creation of OECD

OECD is an offshoot of the Organization for European Economic Co-operation (OEEC), which was established in 1947 to administer the Marshall Plan for the recovery and reconstruction of post World War II in Europe. The OEEC emerged as an effective intergovernmental organization as it paved the way for a new era of cooperation and promoted interdependence in Europe. Once Marshall Plan objectives were achieved until the late 1950s, the role of OEEC had diminished. But there was still need of a regional economic body, which could provide a platform to enhance cooperation among industrialized western nations.

OECD member countries					
Country	**Region**	**Accession Date**	**Country**	**Region**	**Accession Date**
Australia	Oceania	7-Jun-1971	Japan	Asia	28-Apr-1964
Austria	Europe	29-Sep-1961	Korea Republic	Asia	12-Dec-1996
Belgium	Europe	13-Sep-1961	Luxembourg	Europe	7-Dec-1961
Canada	America	10-Apr-1961	Mexico	America	18-May-1994
Chile	America	7-May-2010	Netherlands	Europe	13-Nov-1961
Czech Republic	Europe	21-Dec-1995	New Zealand	Oceania	29-May-1973
Denmark	Europe	30-May-1961	Norway	Europe	04-Jul-1961
Estonia	Europe	9-Dec-2010	Poland	Europe	22-Nov-1996
Finland	Europe	28-Jan-1969	Portugal	Europe	4-Aug-1961
France	Europe	7-Aug-1961	Slovak Republic	Europe	14-Dec-2000
Germany	Europe	27-Sep-1961	Slovenia	Europe	21-Jul-2010
Greece	Europe	27-Sep-1961	Spain	Europe	3-Aug-1961
Hungary	Europe	7-May-1996	Sweden	Europe	28-Sep-1961
Iceland	Europe	5-Jun-1961	Switzerland	Europe	28-Sep-1961
Ireland	Europe	17-Aug-1961	Turkey	Asia	2-Aug-1961
Israel	Asia	7-Sep-2010	United Kingdom	Europe	2-May-1961
Italy	Europe	29-Mar-1962	United States	America	12-Apr-1961

Table 14 A detailed List of the OECD member countries

In 1957 Treaties of Rome were signed by six European nations to launch the European Economic Community and to establish European Atomic Energy Community. In the wake of this new development the Convention on the Organization for Economic Co-operation and

Development (OECD) was drawn up to reform and replace the OEEC. In 1959 the heads of governments of France, West Germany, U.K and USA agreed, in a meeting in Paris, on the establishment of OECD and on 14th December 1960 the convention was signed by the ministers of 20 countries in Paris and on 30th September 1961 seventeen countries ratified the Convention, as a result OEEC was transformed to OECD and a new economic organization came into official existence (OECD, 2010).

The original Member countries of the OECD are Austria, Belgium, Canada, Denmark, France, Germany, Greece, Iceland, Ireland, Italy, Luxembourg, the Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, Turkey, the United Kingdom and the United States. Today OECD comprises on 34 full members in four continents: Asia, Australia, Europe, North America and South America. Furthermore OECD has working relations with more than 100 countries from all parts of the world, which are utilizing this forum to benefit from international experiences. OECD maintains close relations with Brazil, China, India, Indonesia and South Africa through "enhanced engagement program" (OECD, 2010).

5.2.3 A glance at the OECD

The mission of the OECD is to promote policies that will improve economic and social wellbeing of people around the world. According to the convention on the Organization for Economic Cooperation and development (OECD) adopted by the member countries on 14 December 1960 in Paris the aims of the Organization are to promote policies designed:

- to achieve the highest sustainable economic growth and employment and a rising standard of living in Member countries;
- to contribute to sound economic expansion in Member as well as non-member countries in the process of economic development;
- to contribute to the expansion of world trade on a multilateral, non-discriminatory basis in accordance with international obligations

5.2.3.1 Governance

Organization for Economic Cooperation and Development (OECD) has tri-tier structure of governance has three major component; Council, Committees and Secretariat.

Governance structure of OECD

5.2.3.2 Council

The council is the governing body of the OECD. It is made up of one representative per member country. Ministerial level meeting of the representatives of the member countries held every year. Permanent representatives meet once a week. Council is the highest and most powerful authority in the OECD.

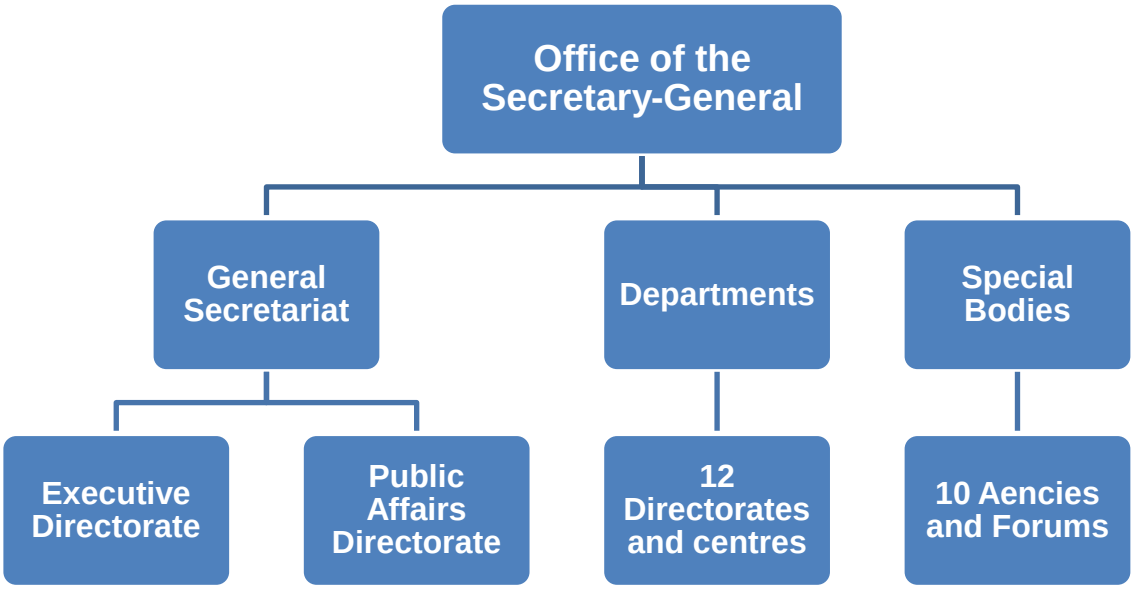
To keep up with the daily decisions and work, the Council designates an Executive Committee, whereas its chairman and vice-chairman are named by the Council. Representatives of European commission also attend Council meetings. OECD does not publicize its official documents but these are disseminated to member countries only. At present OECD comprises of 35 member countries. Five countries have a status of enhanced engagement countries; Brazil, China, India, Indonesia, South Africa.

5.2.3.3 Secretariat

The Secretariat of OECD is located in Paris and it consists of a staff of about 2500 that is recruited from the member countries. They are responsible for day to day functions of the organization and provide expert and objective information and analyses needed by the committees. The staff of secretariat includes economists, lawyers, scientists and other

professionals. Most staff members are based in Paris but some work at OECD centers in other countries. At present Mr. Angel Gurría is the head the OECD Secretariat since 1st June 2006 and is assisted by one or more Deputy Secretaries-General. He also chairs the Council.[23]

OECD structure



5.2.3.4 Secretariat

The OECD Secretariat is organized into Directorates which have been classified as:

Executive Directorate

Human Resources

Calls for Tender

Public Affairs and Communications Directorate

Media Relations

Public Affairs

Publishing

OECD Centers

Departments

Development Co-operation Directorate

Economics Department

Directorate for Education

[23] OECD; http://www.oecd.org/pages/0,3417,en_36734052_36761791_1_1_1_1_1,00.html

Directorate for Employment, Labor and Social Affairs

Centre for Entrepreneurship, SMEs and Local Development

Environment Directorate

Directorate for Financial and Enterprise Affairs

Public Governance and Territorial Development Directorate

Directorate for Science, Technology and Industry

Statistics Directorate

Centre for Tax Policy and Administration

Trade and Agriculture Directorate

Special Bodies

Africa Partnership Forum

Development Centre

Financial Action Task Force

Global Project 'Measuring the Progress of Societies'

Heiligendamm L'Aquila Process Support Unit

International Energy Agency

International Transport Forum

Nuclear Energy Agency

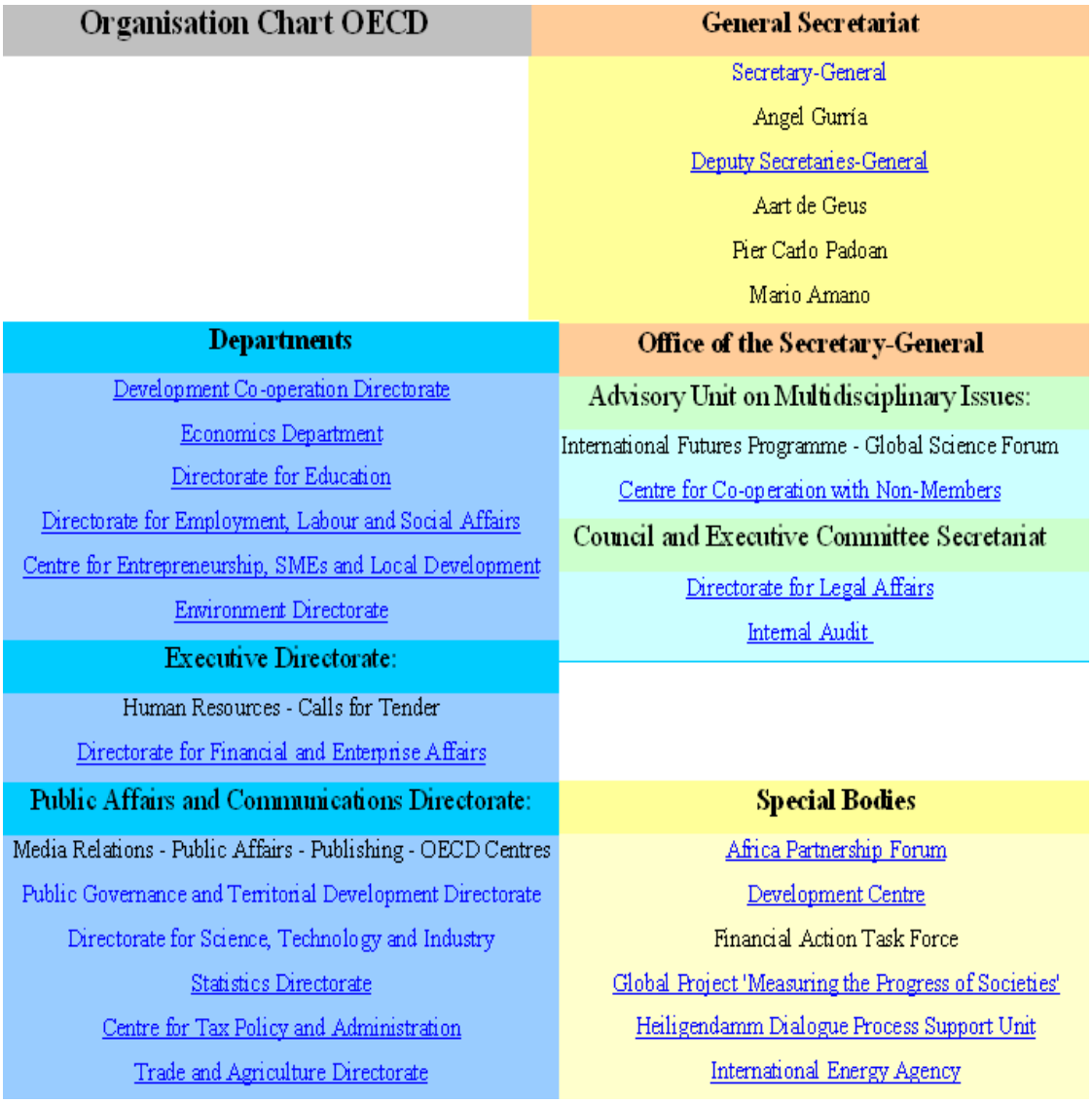
Partnership for Democratic Governance Advisory Unit

Sahel and West Africa Club

5.2.3.5 Committees

Along with the directorates the OECD also has committees, which are responsible for discussion and implementation of the policies, programs and projects. At present there are more than 200 committees, working parities and experts groups, which work to carry out the programs set by the council. Representatives of the 30 OECD member countries meet in specialized committees to advance ideas and review progress in specific policy areas, such as economics, trade, science, employment, education or financial markets. Usually these representatives come from the agencies of the member governments and bring to the committees both subjects expertise and the political interests of their governments (Brosius & Garner, 1997). According to OECD there are about 40,000 senior officials from national administrations go to OECD committee meetings each year to request, review and contribute to work undertaken by the OECD Secretariat. Once

they return home, they have online access to documents and can exchange information through a special network (OECD, 2010).



Source: OECD

5.2.3.6 Relations with non-member states and enlargement of OECD

Currently, 25 non-members participate as regular observers or full participants in OECD Committees. About 50 non-members are engaged in OECD working parties, schemes or programs. The OECD conducts a policy dialogue and capacity building activities with non-members (Country Programs, Regional Approaches and Global Forums) to share their views on best policy practices and to bear on OECD's policy debate. The Centre for Co-operation with

Non-Members (CCNM) develops and oversees the strategic orientations of the OECD's global relations with non-members.

5.2.4 Work and Function of OECD

The OECD has been mandated by its member countries in economics, environmental, and social issues. It is engaged reforms from policy level to results and outcome levels. It achieves it objectives through non-binding instruments base on peer pressure. OECD is not only working with states but it has functional relations with other IGOs, NGOs, business and trade unions and other stakeholders.

OECD follows a diplomatic approach in its routine task by facilitating discussion, motivating and pursuing for cooperation. It works as a global forum for the member countries. OECD's work is based on continued monitoring of events in member countries as well as outside OECD area, and includes regular projections of short and medium-term economic developments. This organization does not dispense grants or make loans or give financial assistance, like the World Bank or the International Monetary Fund do.

At present OECD is working in six different fields, which are sub-divided into 26 sub-fields. OECD has grouped them as under.

Development	**Sustainability**	**Society**	**Finance**	**Governance**	**Innovation**	**Economy**
Development Issues	Fisheries Energy Environment Sustainable Development	Education Employment Social and Welfare Issues Health Migration	Financial Markets Insurance and Pensions Investment Tax	Corporate Governance Public Governance and Management Fighting Corruption Regulatory Reform	Biotechnology Science and Innovation Information and Communication Technologies	Competition Economics and Growth Regional, Rural and Urban Development Agriculture Enterprise, Industry and Services Trade

Source: OECD 2010

The OECD Secretariat collects and analyses data, after which committees discuss policy regarding this information, the Council makes decisions, and then governments implement recommendations.

OECD gathers analyses and disseminates practical information related to education, health, economics and environment for member as well as non member countries. Its objectives are to build better world economy. It efforts to bring prosperity in the world through better utilization of information, new ideas, innovation, shared international cooperation that lead to better use of human and natural resources. Today the OECD has become a leading source of economic data.

Its basic objectives also include; achieving highest sustainable economic development and growth; expansion of world trade; financial stability; uplifting standard of living and overcome unemployment in member and non-member countries. Since its inception this organization is very active and provides an extraordinary forum where the governments of its member as well as non-member countries share and compare policy experiences, work for domestic and international polices, find solution of common problems and make joint efforts to meet the economic, social, and environmental challenges.[24]

The OECD encourages free and open competitions, more trade at regional and international level to make the markets consumer friendly. As People are the real strength of any country, OECD gives great importance to formation and development of human capital according the social and economical needs. It also the leading organization in making efforts and finding ways to both grow the economy and save the environment as sustainable development is the best development. To eradicate poverty OECD is spending 100 billion dollars in the developing world and it also ensures the proper utilization of the funds. OECD is an "intellectual hub" and think tank. OECD Centers are located in Berlin, Mexico, Tokyo and Washington whereas its headquarter is in Paris.

The performance of individual countries, monitored by their peers, and carried out at committee-level, is at the heart of its effectiveness. An example of the peer review process at work is to be found in the Working Group on Bribery, which monitors the implementation by signatory countries of the OECD Convention on Combating Bribery of Foreign Officials in International Business Transactions.

5.2.4.1 How does OECD act?

OECD uses discussions and dialogues as effective tools both at intra and inter-nations levels to find solutions and to face the challenges. The logic behind this approach is that when people with common goals come on a platform to exchange ideas and to share experiences, then they are in better position to meet the challenges and to solve knotty problems faced to the society.

Through negotiations OECD countries agree on rules of the game for international co-operation. They can culminate in formal agreements by countries, for example in the application of bilateral treaties on taxation, or recommendations, for example on cross-border co-operation in enforcing

[24] OECD Video «About OECD » (http://www.oecd.org/pages/0,3417,en_36734052_36734103_1_1_1_1_1,00.html) retrieved on 14th December 2010

laws against spam. They may also result in guidelines, for example “Guidelines for Quality Provision in Cross-Border Higher Education”, or on “corporate governance or environmental practices”. [25]

5.2.4.2 Approaches towards knowledge sharing

OECD uses publications as its principal tool for presenting and disseminating its research work and intellectual output. Every year OECD publishes regular outlooks, annual overviews, reports and comparative statistical studies. OECD website is one of the biggest and richest data resources of the world, and on 17 July 2009 the OECD iLibrary was also made available to enrich it further. This iLibrary is accessible to subscribed institutions and organization only.

5.2.4.3 OECD Budget

The OECD governing council sets the budget and scope of work on a two-yearly basis. With the approval of the Council, countries may also make voluntary contributions to special programs or outputs not funded from the main budget. The OECD budget for 2011-12 is € 324 million. OECD is funded by its 30 member countries. National contributions are based on a formula, which takes account of the size of each member's economy. The largest contributor is the United States which provides nearly 22.2% of the budget, followed by Japan with 12.2%, Germany 8.3%, France 6.4% and the U.K 6.2%.

5.2.4.4 How the budget is managed

The size of OECD's budget and its program of work are determined on a two-year basis by member countries. The Organization's planning, budgeting and management are all organised on a results-based system. Independent external auditing of the Organization’s accounts and financial management is performed by a Supreme Audit Institution of an OECD Member Country, appointed by the Council.

5.2.5 Role of OECD in education

OECD is not purely an educational organization but it considers education as a mean to achieve its objectives so the Organization works on education to bring economic development in the member countries. OECD drives its mandate to work in the field of education from the Article 2 of the convention signed on 14 December 1960. According to the section-b of this article OECD

[25] OECD

members agreed to work for the development of research and resources in science and technology and promotion of vocational training. Where the section-c encourage members to pursue and design policies to achieve economic growth. The role of the OECD is seen as "presenting an intellectual face of global capitalism, mediating, interpreting and disseminating its implications for education in a consensus-making and rationally unavoidable way" (Henry, Lingard, Rizvi, & Taylor, 2001). Like other major fields, OECD has established Directorate for Education.

5.2.5.1 OECD Directorate for Education

To achieve its goals and to promote education in the partner economies OECD has established a Directorate for Education, which helps promote learning and provides solutions to the problems by giving innovative ideas. In the field education this directorate is actively working on many projects with the collaboration and cooperation of many research institutions, international organization, educational institutions and governments. These projects are in diverse fields that include; adult literacy, effective teaching, learning science, student assessment, school violence, school safety and security, lifelong learning, digital learning resources, ICTs, E-learning, special education, curriculum development, early childhood education and care, economics of education, innovative in education, markets in education, comparative education, policy research in education, institutional management, financing education, internationalization of education, higher education, quality teaching in higher education, ranking of universities, policy development in education, data collection on education and related indicators, teacher education, tertiary education, vocational education and training (OECD, 2011). The OECD roles in education have been grouped under four main headings by the Directorate of Education;

i. Pre-school and school
ii. Higher education and adult learning
iii. Education, the economy and society
iv. Research and knowledge management

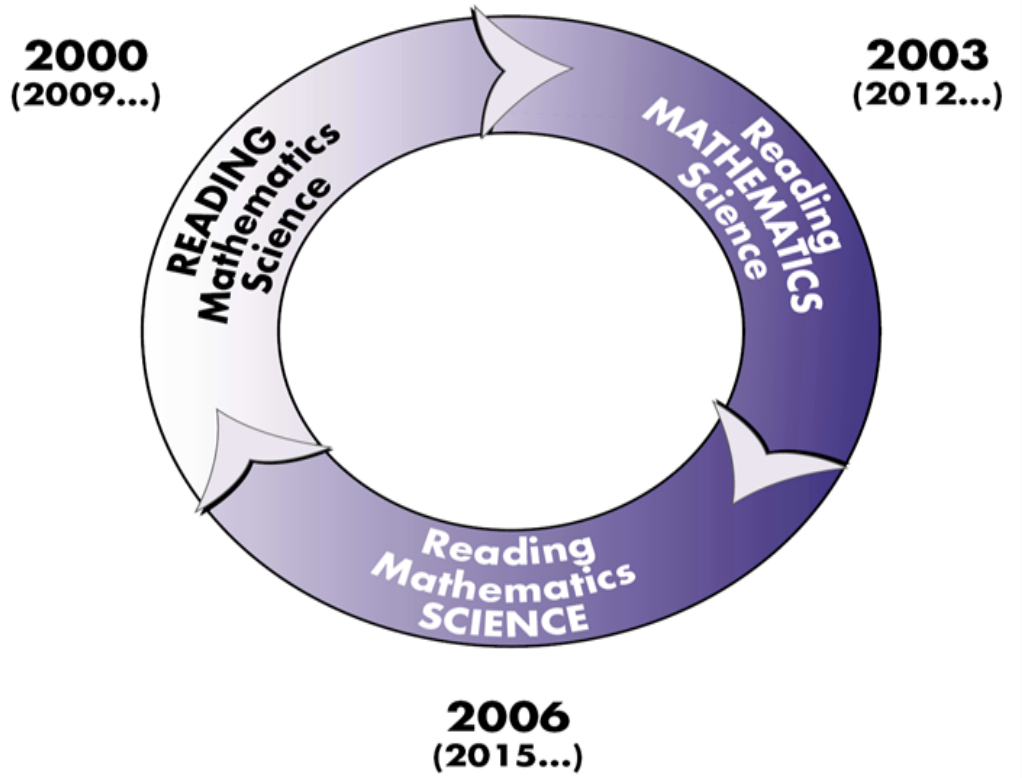
OECD is achieving its goals in education through four major programs. These programs are not only helping countries to improve their education system but also giving them an opportunity to learn from international experiences. These programs are: PISA, IMHE, CELE and CERI

5.2.5.1.1 Program for International Student Assessment (PISA)

Comparative international assessment can present national picture with a background so that every country can have better understanding of national performance through a comparison with the others. In this way countries can see their areas of relative strength and weakness, so timely decisions and measures can be taken. The organization for Economic Co-operation and Development (OECD) responded to this need of the society and in 1997 launched Program for International Student Assessment (PISA), with the purpose of collecting and presenting cross-country comparable data on 15 year old students' performance in schools. Students performance in three subjects areas; Science, Mathematics and Reading, is assessed in PISA. So far three PISA surveys have been completed. Each study assessed one of the three subject areas (one subject was considered the major subject area and the other two subjects were considered minor subject areas for that assessment year). First PISA survey was carried out in 2000, that year reading was the major area of assessment. In 2003 Mathematics was the major, reading and science were a minor. In PISA 2006, the focus was on science but the assessment also included reading and mathematics and collected data on student, family and institutional factors that could help to explain differences in performance. More than 0.4 million students from 57 countries took part in PISA 2006 whereas 963 schools from 74 OECD countries participated in PISA 2009 (OECD, 2011). PISA provides an excellent opportunity to all stake holders to evaluate and estimate the impact of teacher profile and characteristics on student performance.

This Program for International Student Assessment (PISA) is a unique international collaborative effort of participating governments. Experts from these participating countries serve on working groups. Through these experts, countries ensure that the PISA assessment instruments are internationally valid and take into account the cultural and curricular contexts of OECD member countries, that they provide a realistic basis for measurement, and that they place an emphasis on authenticity and educational validity (Luyten & Scheerens, 2005). The frameworks and assessment instruments for PISA, adopted by the OECD member countries, are the product of a multi-year research and development process. PISA results; 2000, 2003 and 2006, offer the best opportunity to look at how do different factors influence and affect the educational outcomes.

PISA CYCLE



SOURCE: OECD, Program for International Students Assessment (PISA)

This Program for International Student Assessment (PISA) is a unique international collaborative effort of participating governments. Experts from these participating countries serve on working groups. Through these experts, countries ensure that the PISA assessment instruments are internationally valid and take into account the cultural and curricular contexts of OECD member countries, that they provide a realistic basis for measurement, and that they place an emphasis on authenticity and educational validity (Luyten & Scheerens, 2005). The frameworks and assessment instruments for PISA, adopted by the OECD member countries, are the product of a multi-year research and development process. PISA results; 2000, 2003 and 2006, offer the best opportunity to look at how do different factors influence and affect the educational outcomes.

PISA study shows the commitment of participating, OECD member countries and as well as non-member partner countries, to monitor the outcomes of education systems in terms of student achievement on a regular basis. PISA study makes an effort to estimate; how well

students, at age 15, are prepared to meet the challenges of tomorrow. Age 15 is chosen because at this age, in most OECD countries, students are approaching at the end of compulsory schooling. Consequently PISA estimates the level of preparation and readiness of the young entrants in institute of superior education or labor market. While PISA does assess students' knowledge, it also examines their ability to reflect, and to apply their knowledge and experience to real world issues. So one can say, today PISA is the most wide-ranged and thorough international program to gauge student performance and to collect data on the student, family and institutional factors that can help to explain differences in student performance.

5.2.5.1.2 Program on Institutional Management in Higher Education (IMHE)

The Program on Institutional Management in Higher Education (IMHE) is a unique international forum established in 1960. Today it has more than 250 member institutions in 50 countries. It provides strategic analysis and advice on institutional leadership, management, research and innovation in a global knowledge economy, and reform and governance in higher education. IMHE publishes its work in the form of major OECD publications. IMHE is renowned for its conferences, which provide updates on important challenges for HEIs. OECD analysis of higher education policy is carried out under the auspices of the IMHE Governing Board, comprised of representatives from Member institutions.

IMHE is the only OECD forum open to higher education institutions. It provides strategic analysis and advice on institutional leadership, management, research and innovation in a global knowledge economy. It also provides information and guidelines on reform and governance in higher education. IMHS responsible to looking into and to address issues such as;

HEIs contribution to regional development

The roles of public and private funding in higher education

Trends like the rising popularity of overseas and remote study.

Within the OECD Directorate for Education, IMHE, focuses on a wide range of cross-cutting issues, addressing key challenges faced by OECD member countries in the field of higher education. IMHE's activities include;

Reviews of globalization and higher education

Managing Internationalization

Higher Education in Regional and City Development

Assessment of higher education learning outcomes

Evaluation of quality of teaching in higher education

The impact of university rankings

5.2.5.1.2.1 How does IMHE achieve its objectives?

To achieve its objectives the IMHE uses multi-track system to motivate and involve multiple actors coming from diverse fields with interlocking role. The IMHE initiatives include:

Capacity building, sharing and networking through conferences, seminars and workshops

Dissemination of research and information on good practices and policies through The Higher Education Management and Policy journal (HEMP)

Quality enhancement and development of the teaching and instruction through close coordination and dialogue with participating institutions

Improving the relationships between HEIs and cities where they are located by evaluating the association between the stakeholder of the city or regions and HEIs. According to OECD data since 2005, IMHE has reviewed 28 cities and regions in 18 countries throughout the world and engaged thousands of stakeholders in the partnership-building process.

Managing Internationalization of higher education is of great importance and it is being seen an important aspect of globalization. Under the IMHE program OECD is planning to study the role of global forces in the transformation of international higher education and the way it affect the future role of higher education institutions.

Since 1977 IMHE has also been publishing a research journal *Higher Education Management and Policy*. At the beginning it was named *International Journal of Institutional Management in Higher Education*, then in 1989 it was named as *Higher Education Management* and since 2001 it takes the present name and it is published thrice a year. This journal is a mean to contribute to process of development of good practices and policies in the field of higher education and institutional management through scientific articles, reports and empirical studies.

5.2.5.1.3 Center for Effective Learning Environments (CELE)

To promote planning and design of education facilities OECD has established **C**entre for **E**ffective **L**earning **E**nvironments (CELE). It is an international forum that provides opportunities to stakeholders to address policy issues related to physical learning environment. The expertise contributing to this program includes; designers, architects, educators, policy makers and researchers.

The CELE is actively working to set new standards in construction of physical facilities for education and research. Its major areas of functions are (OECD, 2011) (OECD, 2011) (OECD, 2011):

Innovation in the design

Evaluating educational facility policies and practices

Management and sustainability of learning environment

The CELE helps members to maximize their benefits from the inputs in educational institutions, facilities and equipments through better planning, effective design, environment friendly construction, smart management and continuous evaluation. Today CELE is comprised of twelve governments and sixteen associate participants from nine countries.

5.2.5.1.4 Centre for Educational Research and Innovation (CERI)

This centre was established in 1968 in order to response and to meet the rapid global changes and innovation in education systems. To stimulate innovative thinking and culture of research in the member economies the CERI is engaged in educational research, conceptual innovation and exploration of new fields in diverse fields that ranges from all level and all ages leaning process to policy making. CERI is brining extensive expertise, intensive labor and effective methodologies at one point to promote innovative thinking, responsive learning according to the societal needs, futuristic educational institutions, and forward-looking research analyses and syntheses.

5.2.5.1.4.1 CERI, higher education and E-learning

With the advancement of ICTs, e-learning is becoming increasingly important in education at all levels particularly at higher level. But still all students are not fully exploiting and benefitting from these technologies. Likewise HEIs, particularly in the less developed countries, are not properly preparing them for future technologies. Though many universities are gradually bringing e-learning into the mainstream of their educational programs, a questions arise; will this trend continue? How can governments and institutions make further progress in e-learning? To answer these questions, *the OECD Centre for Educational Research and Innovation (CERI) - E-learning in Post-Secondary Education and training*, in partnership with the UK-based Observatory on Borderless Higher Education (OBHE), carried out a survey of e-learning in 19 tertiary education institutions in 13 countries. The qualitative findings of the project were complemented by an OBHE survey of online learning in Commonwealth universities undertaken

in 2004. The results of the survey have been published in E-learning in tertiary education (2005). A related policy brief summarizes its main conclusions. CERI work on ICT in education currently continues with a project on Open Educational Resources and under the project on the Future of tertiary education.

5.2.6 Role of OECD in Higher Education

Due to the unprecedented expansion, growth, growing cost of higher education many countries are focusing on issues of quality, relevance and efficiency. In this respect not only governments but IGOs also searching and researching the answers of the questions; How should higher education respond to the growing and widening demand for effective services? What should be done to make education relevance? And what can policy makers do to improve access, quality and value for money in higher education? To respond to the rapidly changing world of higher education, OECD is engaged in many activities and it is taking measure today to bring a change tomorrow. Some of the OECD's initiatives are:

5.2.6.1 a) Thematic review of tertiary education

This special review is examining the organization, management and delivery of tertiary education in 23 countries. This review was in response to rapid growth in tertiary education, globalization of the economy and labor markets. As a result tertiary education systems are facing new pressures. In response to these developments *OECD's Education Committee* requested a major review of tertiary education. The review examines how the organization, management and delivery of tertiary education can help countries achieve their economic and social objectives. It also focuses primarily on national policies for tertiary education systems rather than on institutional policies and practices.

5.2.6.2 b) The Guidelines for Quality Provision in Cross-border Higher Education

Like other countries of the world, many OECD countries are recently experiencing a rapid growth in international education. To protect all stake holders, OECD worked on the guideline project. This project was partly sponsored by the Department of Education, Science and Training of Australia, the Ministry of Education, Culture, Sports, Science and Technology of Japan, and the Ministry of Education and Research of Norway.

The development of the Guidelines was carried out in collaboration with UNESCO which has also issued the Guidelines under the responsibility of the Secretariat following the decision of the

33rd session of its General Conference in October 2005. The text was prepared through three drafting meetings where all countries in the world were invited as well as various non-governmental organizations. Within the OECD, the Guidelines were launched in 2003 by the Governing Board of the Centre for Educational Research and Innovation (CERI).

This publication provides an international framework to protect students and other stakeholders from low-quality provision and disreputable providers. It sets out how all stake holders of cross boarder education could share responsibilities, while respecting the diversity of higher education systems.

5.2.6.3 c) Thematic Review on Adult learning

This review contributes towards making lifelong learning a reality for all. This review examines the organization, management and delivery of tertiary education in twenty three countries. The main purpose is to understand adults' access and participation in education and training and to enhance policies and approaches to increase incentives for adults to undertake learning activities in OECD countries. It also attempts to provide answers on how to improve learning opportunities for low skilled adults and sustain and increase employability. The first comparative report was published in 2003. OECD supports and promotes lifelong learning; as the knowledge is growing and transforming so rapidly that learning is not restricted to institutional life only but throughout the life. Furthermore lifelong learning does not means that adults and their education on the day of graduation, but it means they must go on actively learning throughout their lives.

5.2.6.4 d) AHELO-Assessment of Higher Education Learning Outcomes

In order to know whether graduating students are well equipped with the skills, competencies and knowledge that are needed in the job market, OECD education ministers, in 2008, discussed the idea of "evaluation of the quality" of the higher education institutions. And in January 2010, OECD launched a project to assess the knowledge and competencies of undergraduate students who are at the end of their first three or four year bachelor degree at higher education level. This program has been named "Assessment of Higher Education Learning Outcomes" or AHELO. This feasibility study for this project will be administered from July 2011 to December 2012 in the 150 participating institution from fifteen countries, which have been grouped under three headings.

AHELO is pioneer international study of its nature at higher education level. OECD has already assessed the knowledge and skills 15 year old students through the Program for International Student Assessment (PISA) testing the knowledge and of the adults through the Program for International Assessment of Adult Competencies (PIAAC).

According to OECD, this project will focus the generic skills of the undergraduate students by assessing critical thinking, analytical reasoning, problem-solving and written communication (OECD, 2011). AHELO aims also to collect contextual information that will help to link the data with the outcomes by relating student performance with their socio-economic backgrounds and learning environments. OECD has planned a conference at the end of 2012 to discuss the results of AHELO feasibility study and to see whether this project is scientifically and practically achievable. The final results of AHELO are expected in 2013.

This assessment is of great importance for all stakeholders in higher education: students, parents, teachers, universities, policy-makers and employers because AHELO will give information on the relevance and quality of education and competencies that are being provided in the HEIs. The AHELO feasibility study includes only two disciplines: economics and engineering. AHELO is more than student assessment as it aims to weigh up both inputs and outputs also that may include family background, social environment, teachers and available resources.

5.2.6.5 e) Quality Teaching in Higher Education

This project is has been designed to underline effective quality initiatives and mechanisms that may help other institutions to improve the quality teaching in their respective institutions at all levels. This project has two phases:

Phase 1: an overview of 29 HEIs in 20 countries to study initiatives to enhance the quality of teaching. This was completed during December 2007 to June 2009

Phase 2: an exploration of approaches to quality teaching at HEIs by studying current quality led initiatives on teaching improvement. This phase was started in July 2009 and it will complete in December 2011.

5.2.6.6 f) The OECD Global Forums

OECD arranges and organizes a wide range of events and activities to facilitate and to contribute to the process of policy dialogue and capacity building in OECD member and non-member countries through peer learning and interaction. In this regard the OECD Global Forums are of great importance as these events allow the participation of much larger numbers of stakeholders. These forums function as networks or communities comprised of diverse actors: government officials, policy analysts, business leaders, international experts, researchers and many other stakeholders. At present there exist twelve the OECD Global forums in different fields that include: Agriculture, Biotechnology, Competition, Development, Education, Finance, International Investment, Public Governance, the Knowledge Economy, Environment and Taxation (OECD, 2010).

5.2.6.6.1 The Global Forum on Education

This forum was created by the OECD Education Policy Committee and the Governing Board of its Centre for Educational Research and Innovation in 2005. This forum helps the OECD Directorate to further its current activities in education. The major objectives of the Global Forum on Education are to:

- Strengthen and expand the existing expert and policy-level networks
- Provide an opportunity to discuss and share outcomes
- Foster a global policy dialogue in education
- Enhance the capacity of member and non-member economies

The first Global Forum on Education was held on 24-25 October 2005 in Santiago, Chile and its theme was *Challenges for Education in a Global Economy.* Whereas the second Global Forum on Education themed *Improving the Effectiveness of Education Systems*. It took place in 2008 in Dominican Republic. This forum was attended by 19 member and 13 non-member countries. Eleven international organization and fifty seven universities also participated in this event.

5.2.7 OECD and other IGOs

To achieve its objective OECD has official relations with other IGOs and international bodies along with its member countries. The annual OECD Forum provides an opportunity to stake holders from governments, IGOs, NGOs and institutions to come closer and to find the solution for global problems.

African Development Bank (AfDB)

African Seed Trade Association (AFSTA)

Alliance for Financial Inclusion (AFI)

Asia and Pacific Seed Association (ASPA)

Asian Development Bank (ADB)

Association of European Parlementarians with Africa

Association of Official Seed Analysts (AOSA)

Association of Official Seed Certifying Agencies (AOSCA)

Bank for International Settlements (BIS)

Better Aid-Civil Society Organizations

Bioversity International

Caribbean Community (CARICOM) Secretariat

Center for International Forestry Research (CIFOR)

Committee of Professional Agricultural Organizations in the European Union (COPA)

Commonwealth Secretariat

Consultative Group to Assist the Poor (CGAP)

Convention on Biological Diversity (CBD)

Corporación Andina de Fomento (CAF)

Council of Europe (COE)

Council of Europe Development Bank (CEB)

Eastern European Seed Network (EESNET)

European Association for Research on Plant Breeding (EUCARPIA)

European Bank for Reconstruction and Development (EBRD)

European Central Bank (ECB)

European Centre for Medium Range Weather Forecasts (ECMWF)

European Committee of Association of Manufacturers of Agricultural Machinery (CEMA)

European Federation for Retirement Provision (EFRP)

European Forest Nursery Association (EFNA)

European Free Trade Association (EFTA)

European Investment Bank (EIB)

European Parliament

European Seed Association (ESA)

European Space Agency

European Union (EU)

European Union of the Fruit and Vegetable Wholesale, Import and Export Trade (EUCOFEL)

Eurostat

Federation of Latin American Seed Associations

Financial Stability Board

Freshfel Europe - European Fresh Produce Association

Global Environment Facility (GEF)

Global Fund to Fight AIDS, Tuberculosis and Malaria

Halden Reactor Project (HRP)

Inter-American Center of Tax Administrators (CIAT)

Inter-American Development Bank (IDB)

Inter-American Institute for Cooperation on Agriculture (IICA)

International Actuarial Association (IAA)

International Association of Insurance Supervisors (IAIS)

International Association of Pension Funds' Supervisory Organizations (AIOS)

International Atomic Energy Agency (IAEA)

International Commission of Agricultural Engineering (CIGR)

International Commission on Radiological Protection (ICRP)

International Committee of the Red Cross (ICRC)

International Conference of Data Protection and Privacy Commissioners

International Federation of Agricultural Producers (IFAP)

International Federation of Organic Agriculture Movements (IFOAM)

International Institute for Democracy and Electoral Assistance (IDEA)

International Institute for Environment and Development (IIED)

International Institute for Sustainable Development (IISD)

International Labor Organization (ILO)

International Monetary Fund (IMF)

International Organization for Migration (IOM)

International Organization for Standardisation (ISO)

International Organization of Pension Supervisors (IOPS)

International Organization of Securities Commissions (IOSCO)

International Plant Genetic Resources Institute (IPGRI)

International Radiation Protection Association (IRPA)

International Seed Testing Association (ISTA)

International Seed Trade Federation (FIS)

International Social Security Association (ISSA)

International Telecommunication Union (ITU)

International Union for Conservation of Nature (IUCN)

International Union for the Protection of New Varieties of Plants (UPOV)

International Union of Forestry Research Organizations (IUFRO)

Inter-Parliamentary Union

Intra-European Organization of Tax Administrations (IOTA)

Latin American Integration Association (ALADI)

Liaison Committee for Mediterranean Citrus Fruit Culture (CLAM)

Liaison Committee for the Promotion of Tropical Fruit and Out-of-season Vegetables Derived from ACP Countries (COLEACP)

North American Commission for Environment Co-operation (NACEC)

North Atlantic Treaty Organization (NATO)

Organization of American States (OAS)

Pacific Islands Forum (PIF) Secreatariat

Stategic Partnership with Africa (SPA)

UN Children's Fund (UNICEF)

UN Commission for Sustainable Development (CSD)

UN Conference on Trade and Development (UNCTAD)

UN Development Fund for Women (UNIFEM)

UN Development Group (UNDG)

UN Development Program (UNDP)

UN Economic Commission for Africa (UNECA)

UN Economic Commission for Europe (UNECE)

UN Educational Scientific and Cultural Organization (UNESCO)

UN Environment Program (UNEP)

UN Food and Agricultural Organization (UNFAO)

UN Framework Convention on Climate Change (UNFCCC)

UN Global Compact

UN High Commissioner for Refugees (UNHCR)

UN Industrial Development Organization (UNIDO)

UN Office for Drugs and Crime (UNODC)

UN Office for the Coordination of Humanitarian Affairs (UNOCHA)

UN Office of the High Commissioner for Human Rights (OHCHR)

UN Scientific Committee on the Effects of Atomic Radiation (UNSCEAR)

UN Statistics Division (UNSD)

Union of the Electricity Industry (EURELECTRIC)

United Nations

West Asia and North Africa Seed Network (WANA)

Western European Union (WEU)

World Association of Nuclear Operators (WANO)

World Bank

World Federation of Insurance Intermediaries (WFII)

World Health Organization (WHO)

World Resources Institute

World Trade Organization (WTO)

Business and Industry Advisory Committee (BIAC)

Trade Union Advisory Committee (TUAC)

5.2.7.1 OECD Partner Organizations

The OECD is an active organization among the family of international organization. It co-operates with a more than hundred organizations all around the world. The OECD has been working for these organizations on various projects and it has varied type of relations with these bodies: as a partner, cooperator or collaborator.

Asian Development Bank since 2005

European Investment Bank since 2009

Inter-American Development Bank since 2010

International Labor Organization since 1961

United Nations Conference on Trade and Development since 2002

The World Bank since 2000

World Health Organization since 2005

5.2.7.2 OECD and UNESCO

The OECD has been working and cooperating with the UNESCO for many years. This cooperation has resulted in many joint projects: the World Education Indicators (WEI) program, the Partnership in Statistics for Development in the 21st Century Consortium (Paris21), guidelines on the quality in the provision of cross-border education, OECD Global Forum on Education and OECD Working Party of National Experts on Sciences and Technology Indicators (NESTI). Both organizations also work together for the achievement of EFA and MDG Goals. Furthermore UNESCO is working with OECD Division on Non-Member Economies and both organizations are cooperating with each other on gender issues and policy reviews of early childhood education in OECD non-member economies: Indonesia, Kenya, Brazil and China.

5.2.7.3 OECD and the World Bank

Since 2000 the World Bank is a key partner for OECD's co-operation with non-members. Both organizations cooperate in a number of areas, including trade, corporate governance, debt management, pensions, taxation and development assistance. In the future OECD and the World Bank are planning to extend the circle of cooperation to other areas: agriculture, anti-corruption, competition, education, environmental sustainability/climate change, governance, health, insurance, investment, labor, migration and statistics and employment. The World Bank has presence and visibility at OECD platform as it participate in more than thirty OECD bodies as an observer and in three bodies as full participant . The Bank also supports OECD's Global Forums.

5.2.8 OECD in the World and its enlargement

OECD has 34 member states and four centers in Germany, Japan, Mexico and United States. For the last few years the OECD has embarked on extension process of OECD circle by establishing working relations with stable and emerging economies of the world. The process of OECD enlargement is complex and long as non-countries cannot get accession to the Organization directly but as they have to enter into the enhanced engagement first for some period that can later on lead to membership. The accession procedure also involves a series of examinations to assess and evaluate candidate country's ability to meet OECD standards in a wide range of policy areas.

In 2007 the OECD Council at Ministerial level adopted a resolution to strengthen the co-operation with selected countries of the world they agreed enlarge OECD by inviting Chile, Estonia, Israel, Russia and Slovenia for membership. These countries except Russia became OECD members in 2010. The council also offered Brazil, China, India, Indonesia and South Africa OECD cooperation with enhanced engagement in the same meeting. This resolution was adopted in the light of articles 1, 2, 5, 12 and 16 of OECD convention and its 14 December 1960 developments and reports C(2004)60, C/M(2006)9, and C(2007)42 & CORR1 & 2. The council also passed a resolution, which gave an indication of further expansion of OECD umbrella over Asia. According to this resolution "Council Invites the Secretary-General to explore and develop recommendations to Council on how to expand the OECD's relations,… and the priority will be given to South East Asia with a view to identifying countries for possible membership". The OECD's Centre for Co-operation with Non-Members acts as a linking line between the Organization and non-member economies. This centre also develops, directs and supervises the strategic orientation of relationship with non-member countries.

5.2.9 OECD in Asia

Soon after its birth the OCED increased its presence in Asia by giving an entry to Japan in the Organization in 1964, whereas Turkey was already a member of this organization. Though OECD like OEEC is not purely European or regional organization, until 1995 it did not give membership to any Asian country. In 1996 Korea and in 2010 Israel became its members. OECD further increased its presence and visibility in Asia by giving Enhanced Engagement status to three Asian countries namely China, India and Indonesia. Today after 50 years of its creation the members table shows that still OECD has very low presence and visibility in this continent with

only four full-members: Israel, Japan, Korea and Turkey. These member countries are 8.3% of the Asian countries and represent only 0.7% of the Asian population. The representation of countries and the population from other continents is as: Africa 1.8% (5% population), America 11.4% (52% population), Australia 14.2% (76% population) and Europe 48% (85% population).

OECD members by type and region			
	Member	E.E.country*	Countries on the continent
Africa	0	1	54
America	4	1	35
Asia	4	3	48
Europe	24	0	50

Table is prepared by author. Data source: OECD 2011
*E.E.Country=Enhanced Engagement Country

Table 15 OECD member countries in different regions

This shows that Asia has very low presence at OECD platform both in terms of number of countries and population. If we include the total population of three Asian Enhanced Engaged countries then 66% of the total Asian population is covered by OECD. The OECD has widened its circle on to non-member economies also by establishing working relationships. As result today there are more than 100 countries from all parts of the world are involved in OECD's work in different sectors including education and 16 of them are from Asia (OECD, 2010).But when we look at the presence of Asian countries in the OECD bodies then it reveals that Asia is not properly represented in the OECD's boards, councils, committees, forums, networks, task forces and working groups. According to the table 15 among the Asian countries on OECD forum only four economies are benefiting well while the rest of the linked countries have low or no presence in these bodies. Even countries with Enhance Engagement have not been properly placed.

5.2.10 Asia in OECD

In the intergovernmental bodies the OECD has grouped the roles of the actors under four headings: chairs, vice-chairs, members and observers.

Korea and Japan are the only Asian countries that have position of chairs in some of the OECD intergovernmental bodies: Japan chairs nine OECD and Korea chairs only two whereas UK chairs twenty and USA chairs thirty three OECD bodies. Neither Japan nor Korean chairs any of the educational body.

Status of the Asian Countries in the OECD		
Member	Full Participant	Observer
Israel	India	Turkey
Korea	Indonesia	India
Japan	China	Indonesia
Turkey	Iran	China
	Kyrgyzstan	Bahrain
	Malaysia	Bangladesh
	Singapore	Cambodia
	Vietnam	Hong Kong
		Malaysia
		Philippines
		Saudi Arabia
		Singapore
		Sri Lanka
		Thailand
		Vietnam
Table is base on the information from OECD		

Table 16 Status of the Asian countries present on OECD forum

On the vice-chair table six Asian countries, India, Indonesia, Korea, Japan and Singapore, have their presence. India, Indonesia and Singapore each holds one vice-chair, Israel vice-chairs two bodies, Korea seventeen and Japan fifty two but among these bodies only one body the "Working Party on Indicators of Educational Systems" is for education. Whereas UK and USA have twenty and sixty two vice-chairs positions respectively of OECD bodies.

Furthermore the participating countries may have the status as member, full participant or observer. Four Asian countries participate in OECD bodies as members: Israel, Korea, Japan and Turkey; eight countries as "full participants" and eight as observer. India, Indonesia, China, Malaysia, Singapore and Vietnam have accession to some committees as full participants and for some as only observes. Turkey is the only OECD member country with a status of an observer which is not a member of the DAC Working Party on Aid Effectiveness.

5.2.11 The OECD role in Asian higher education

In the OECD there exist many specialized bodies that are working for the development of education also at all levels in the OECD area and help to achieve organizational objectives. The area of action of these bodies encompasses a wide variety of domains that ranges from childhood education to higher education; policy framing to student assessments and data collection to information dissemination. Among the twenty one Asian countries that have uses the OECD platform, only eleven of them, including member countries, have presence in some of these bodies working for education. All four OECD member economies from Asia have the highest presence in the bodies specialized for education: Japan is an actor in 12 bodies, Korea in eleven, Israel in eight and Turkey can be seen in seven such bodies. (See the table below)

Asian countries' presence in the OECD bodies					
	Countries	**Higher education sector**	**Education all sectors**	**All sectors**	**Status**
1	Japan	2	12	281	Member
2	Korea	1	11	221	Member
3	Turkey	1	7	205	Member
4	Israel	1	8	152	Member
5	India	0	0	41	E.E. country*
6	Indonesia	0	0	7	E.E. country
7	China	0	1	27	E.E. country
8	Bahrain	1	1	1	Non-Member
9	Bangladesh	0	0	1	Non-Member
10	Hong Kong	1	1	6	Non-Member
11	Iran	0	0	1	Non-Member
12	Kyrgyzstan	0	0	3	Non-Member
13	Malaysia	0	0	5	Non-Member
14	Philippines	0	0	1	Non-Member
15	Qatar	0	1	1	Non-Member
16	Saudi Arabia	2	2	2	Non-Member
17	Singapore	0	0	12	Non-Member
18	Sri Lanka	0	0	1	Non-Member
19	Taiwan	1	1	6	Non-Member
20	Thailand	1	1	6	Non-Member
21	Viet Nam	0	0	3	Non-Member

Table is build by author. Data source OECD 2011
*E.E.Country Enhanced Engagement Country

Table 17 Asian countries' presence in the OECD bodies

Knowledge based economy and information society have brought the higher at central position. Like other parts of the world in Asia also higher education is expending and extending at an unprecedented rate. Consequently Asia has the biggest size of and share in world higher education and this region is becoming home of higher education. In this context the OECD is responding to the societal needs by contributing its share in the development of higher education in the member economies. For this purpose it has launched different program and projects like IMHE, AHELO, CERI etc. Asian countries have a limited and very low presence in the OECD bodies for higher education. Japan is involved in two bodies as a member: Group of National Experts on the AHELO Feasibility Study and Institutional Management in Higher Education Governing Board. Korea, Turkey, Israel are also members of Institutional Management in Higher Education Governing Board whereas Bahrain, Hong Kong, Saudi Arabia and Thailand are with observer status on the IMHE governing Board. Saudi Arabia is also observer on Group of National Experts on the AHELO Feasibility Study.

5.2.11.1 How do OECD contributing to Asian HE

In today's society of knowledge the importance of information sharing has further augmenting because of its catalytic property in the process of change and innovation. The OECD collects and analyses a great deal of data and information on the partner economies every year that lead to the generation of new knowledge and innovated ideas, which are disseminated and diffused through print and digital media.

5.2.11.1.1 OECD publications and Asian countries

For dissemination and preservation of knowledge and information OECD has established an online library that is called iLibrary. It serves as a resource center to students, educators, researchers, universities, economic and business centers, IGOs, NGOs and governments throughout the world with 15 million users the worldwide (OECD, 2010). The OECD iLibrary contains publications and datasets released by OECD and the selected documents from the other partner organizations. The online documents in the iLbrary include; 1,000 journal issues, 2,700 working Papers, 2,500 multi lingual summaries, 5,500 E-book titles, 14,000 tables and graphs, 21,000 chapters and articles, 34,000 Stat links, 390 cross-searchable databases and 4 billion data

points (OECD, 2010). The iLibrary also serves as a gateway to OECD's analysis and data. In this library 4000 items are on education. This library gives a limited open access to general public but fully accessible to subscribed members. Since 2002 the Directorate has produced 60 *OECD Education Working papers* on education eight of them covers talks about higher education.

Number of Publication and documents produced by Directorate for education OECD for selected country since 2000							
	Country	Status	Surveys/ **Reviews/Guides**	Reports	**Publications**	Others	Total
1	France	Member	14	5	5	8	32
2	UK	Member	31	5	12	17	65
3	USA	Member	22	9	8	7	46
4	Japan	Member	12	1	5	7	25
5	Korea	Member	15	0	4	3	22
6	Turkey	Member	4	1	2	3	10
7	Israel	Member	3	1	1	1	6
8	India	E.E.country*	0	0	1	2	3
9	Indonesia	E.E.country*	1	0	1	1	3
10	China	E.E.country*	8	2	3	5	18
11	Bahrain	Non-Member	0	0	0	0	0
12	Bangladesh	Non-Member	0	0	0	0	0
13	Hong Kong	Non-Member	1	0	0	0	1
14	Iran	Non-Member	0	0	0	0	0
15	Kazakhstan	Non-Member	6	0	2	1	9
16	Kyrgyzstan	Non-Member	0	0	2	0	2
17	Malaysia	Non-Member	3	1	1	1	6
18	Philippines	Non-Member	0	0	1	1	2
19	Saudi Arabia	Non-Member	0	0	0	1	1
20	Singapore	Non-Member	1	0	0	1	2
21	Sri Lanka	Non-Member	0	0	1	1	2
22	Taiwan	Non-Member	0	0	0	0	0
23	Thailand	Non-Member	1	0	1	1	3
24	Viet Nam	Non-Member	0	0	0	0	0
25	Qatar	Non-Member	1	0	0	0	1

Source OECD 2011

*E.E.Country= Enhanced Engagement Country

Table 18 Summary of the publication and documents produced by Directorate for education OECD

According to the OECD every year more than 250 new titles are published by the organization that includes reviews, surveys, reports, analyses and policy guidelines. Majority of these

documents belongs to these categories: Education at a Glance, PISA, OECD Education Statistics, Reviews of National Education Policies, Teaching and Learning International Survey (TALIS), and Higher Education Management and Policy. OECD directorate for education is responsible for the production of education related documents and publication, which covers a wide variety of subject. These publications on education help the member and non-member countries to have better understanding of the shared problems, new challenges faced by the education sector and viable solutions available to them. These documents also give opportunities to make inter-countries and inter-regions comparisons and allow the actors to learn from each other. The OECD, through its publications and activities in Asia, has cleared the way "for greater convergence and commitment amongst Asian states to adopt uniform models of best practices at higher education level" (Yang, 2010).

On Asian partner economies, since year 2000 OECD's *Directorate for Education* has produced 123 reviews and surveys, 25 reports and 50 publications. The detailed data reveals that 80% of the documents produced were on four Asian member economies while only 20% were on the remaining seventeen Asian partner countries. Among these partner on five countries Bahrain, Bangladesh, Iran, Saudi Arabia and Vietnam OECD Directorate for Education has not produced even a single document while sixteen countries are without any report and nine countries are without any presence on publication table. (see the table)

5.2.11.1.2 OECD data and Asian countries

OECD to stay informed and to keep the world informed collects, analyses and present the data on its member and some of the non- member countries in the field of education and other fields. OECD gathers and compiles information on high-income countries but little or no information on low-income countries (LICs) and middle-income countries (MICs) (Olsson & Mkandawire, 2009). Likewise on majority of the Asian countries much data do not available with OECD.

A repository of information on low- and middle-income countries which, together with the information available on OECD Member countries, can serve as a genuine knowledge bank on global knowledge systems (Olsson & Mkandawire, 2009). Because detailed data on education helps all stakeholders to have a better understanding of the situation and multi-dimensional comparisons that further enrich their experiences and help in policy framing, informed decisions and research. The OECD has three types of databases:

OECD.Stat Extracts: This database has a selection of datasets, which are drawn from OECD data repository. It is open source and freely accessible.

Statistics from A to Z - Beta version: This database presents ready-made key tables. Each table covers selected variables. It is also freely accessible.

OECD.Stat: This is a comprehensive and detailed database with more flexible option to select and arrange variables according to user's need. This is not an open source.

The OECD is pioneer among all IGOs in developing statistical databases in combination with publishing analytical publications. The OECD publications like OECD Fact and Education at a Glance presents not only statistical tables on varied types indicators but also analysis, comparison, commentary and graphical presentation.

OECD Data available on education is not very rich in terms of number of variable as well number of non-member countries covered: *OECD. Stat Extracts* presents data on 12 variables and 30 countries only and even it does not cover all OECD member what to speak non-members. Likewise Statistics-Beta version presents only eight tables that include only OCED member economies and countries with Enhanced Engagement. These databases give no data on the other 100 partner countries including 15 Asian, which are working with OECD Directorate of Education. Likewise, OECD principal publications presenting analysis and commentary, focus only the OECD members and Enhanced Engagement Countries (OECD, 2010). Consequently for Asian countries the OECD data on education is not of great use.

Summary

The Organization for Economic Co-operation and Development (OECD) comprises of 35 full member countries and five enhanced engagement countries. The forty member countries of the Organization account 80% of the world trade and investment and more than half of the world population. It has also a presence in more than hundred non-member countries as well. OECD is an intergovernmental organization, intellectual hub and think tank. It also acts as a forum for its member governments and partners to share their experiences and to work together in order to study and formulate the best policies for promoting economic and social development. To achieve its objective OECD has official relations 116 intergovernmental organization (IGOs) and international bodies including UNESCO and the World Bank. OECD has been working and cooperating with these international bodies through joint projects.

A large part of the OECD's activities consists of gathering, analyzing, and disseminating information. OECD uses publications as its principal tool for presenting and disseminating its research work and intellectual output to support and encourage policy reforms and economic development. In the field of education, the Organization achieves its goals through four major programs: PISA, IMHE, CELE and CERI. In the field of higher education OECD is engaged in many activities and it is taking measure today to bring a change tomorrow. Some of the OECD's initiatives are:

a) Thematic review of tertiary education
b) The Guidelines for Quality Provision in Cross-border Higher Education
c) Thematic Review on Adult learning
d) AHELO-Assessment of Higher Education Learning Outcomes
e) Quality Teaching in Higher Education
f) The OECD Global Forums: Education

In Asia, OECD has very low presence and visibility as it has only four full-members in this continent: Israel, Japan, Korea and Turkey. These member countries represent only 0.7% of the Asian population. Though three enhanced engagement countries and fifteen non-member countries are present on OECD forum except for the four member countries, Asian countries do not have a proper representation in the OECD's boards, councils, committees, forums, networks, task forces and working groups. The non-member Asian countries and even countries with a status of Enhance Engagement have a very low or no presence in these bodies including education sector.

The OECD collects, analyses, disseminates and diffuses a great deal of data and information on the partner economies every year but on Asia comparatively very limited information is available. On Asian partner economies, since year 2000 OECD's *Directorate for Education* has produced only 123 reviews and surveys, 25 reports and 50 publications. Majority of these document were on four Asian member economies.

OECD maintains three types of databases: OECD.Stat Extracts, OECD.Stat and Statistics from A to Z - Beta version. These repositories are not fully open to public access. Though on economic OECD has a rich data bank,the data available on education is not very rich in terms of number of variable as well number of non-member countries covered: OECD.Stat Extracts presents data on

only 12 variables and 30 countries. Furthermore this data repository does not cover all OECD member economies and no partner country non-member. Similarly OECD programs have a limited representation of Asian countries.

5.3 The World Bank

5.3.1 A glance at the World Bank

The World Bank Group (WBG) is a family of five multilateral institutions, which are engaged in lending to less developed countries. The WBG is an independent specialized agency of the UNO. It has working relations with all other sixteen specialized UN agencies. The World Bank is working in partnership with 185 member countries that include both developing and developed economies in all parts of the word. These members are considered as the Bank clients or costumers. The members can be classified into three groups: borrowers, lenders, and donors. The WBG has a wide range of partners including government agencies, civil society organizations, aid agencies, and the private sector. WBG's headquarters is in Washington, DC, and it is managed by the representatives of the member countries. The Bank came into formal existence on 27 December 1945 after the ratification of the Bretton Woods agreements that were reached at the United Nations Monetary and Financial Conference of July 1 to July 22, 1944. This conference this conference was attended by the representatives of 45 governments and it was held in the Mount Washington Hotel at Bretton Woods, a remote village, in New Hampshire, USA. International Monetary Fund (IMF) also was also conceived in the same conference.

The World Bank Group consists of the following five institutions:

1) The International Bank for Reconstruction and Development (IBRD)

2) *The International Development Association (IDA)*

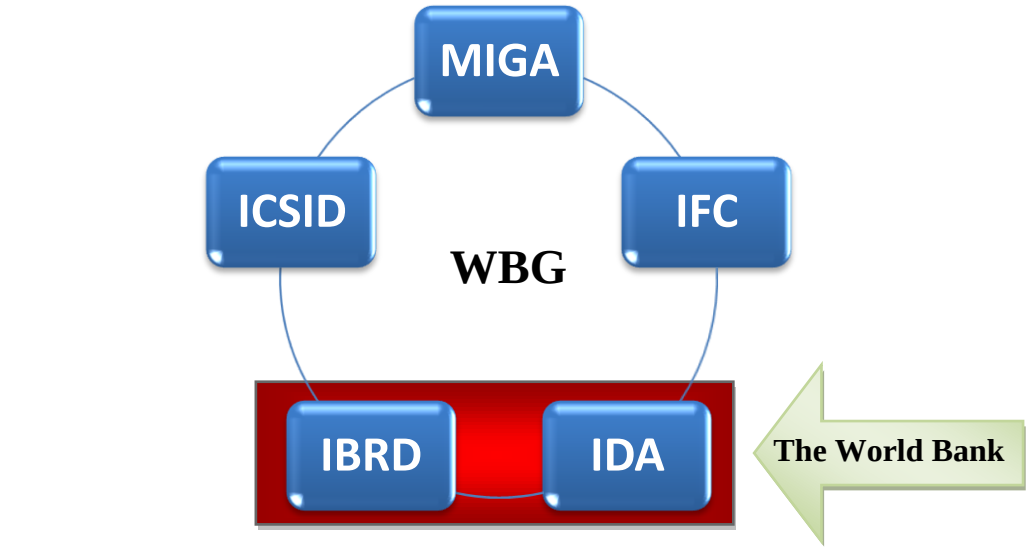
3) *The International Finance Corporation (IFC)*

4) *The Multilateral Investment Guarantee Agency (MIGA)*

5) *The International Centre for Settlement of Investment Disputes (ICSID)*

Even though the World Bank Group consists of five institutions, only the International Bank for Reconstruction and Development (IBRD) and the International Development Association (IDA) constitute the World Bank. The terms "World Bank" and "Bank" refer only to IBRD and IDA, whereas the terms "World Bank Group" (WBG) and "Bank Group" include all five institutions.

Institutions of the World Bank Group



WBG - The World Bank Group

IBRD -The International Bank for Reconstruction and Development

IDA - The International Development Association

IFC -The International Finance Corporation

MIGA -The Multilateral Investment Guarantee Agency

ICSID -The International Centre for Settlement of Investment Disputes

5.3.1.1 The Bretton Woods Institutions

Sometimes the World Bank and the IMF collectively are called *Bretton Woods Institutions* because, the Bretton Woods agreements led to their existence. These institutions were created with the aims to help the war devastated member countries in the process of reconstruction and to place the international economy on sound footings after the World War II. The World Bank and the IMF were and are two separate institutions. Though their work is complementary, their individual roles are quite different. The World Bank and IMF are different from each other in many ways:

IMF	The World Bank
▪ It is basically a cooperative institution	▪ It is mainly a development institution
▪ All member countries with any level of income can benefit from it	▪ Only developing or transition economies can get loans
▪ Gives loan to address short-term economic problems	▪ Concerned mainly with longer-term projects that contribute to economic growth
▪ Oversees the monetary system of the world	▪ Provides technical and financial assistance
▪ Provides loan to support country's balance	▪ Loans are given to integrate countries into

of payments and international reserves ▪ Focuses on the macroeconomic indicators of a country ▪ Presence in 185 countries through 2,500 staff members	the wider world economy ▪ Focuses particular sectors and policy issues as well ▪ Presence in 185 countries through 12,500 staff members, 40% of them in field offices

The Bank is engaged in a variety of activities that range from policy guidelines to infrastructure development; from economic revival to the improvement of health and education, and from fighting corruption to support agricultural development. It achieves its goals through lending and technical assistance to the members. The World Bank Group emphasizes more the sharing of development and knowledge.

1) The International Bank for Reconstruction and Development (IBRD)

The International Bank for Reconstruction and Development IBRD came into existence on 27th December 1945 and it became operational on June 25, 1946. At the time of its creation the principal mission of this institution was to help Europe and Japan in the reconstruction and development process after the World War II by financing the member countries. Later on in 1948 Marshall Plan, a monetary support to help rebuild European economies, was also introduced to that remained operational for four years to achieve the similar goals and by 1952 the European economy came on its footing.

In its early years the Bank focused only on mega projects related to infrastructure development to improve the services and facilities necessary for economic function and growth. Its support was not available to all countries but it was limited to economies with certain level of income per capita or "graduated countries": at that time only Japan and some European countries could meet this criterion. Until 1963, loans were approved only for those projects that could generate capital like airports, seaports, energy plants and highways so that the borrower country could repay its loans (Goldman, 2005). Afterward, the amount and number of loans was increased and availability of loan was expanded to social services and other sectors also. At a later stage it has reframed its mission and expanded its operations in the developing countries of Africa, Asia and Latin America (The World Bank, 2010) to promote sustainable, equitable and to reduce poverty. The IBRD has a presence in 187 countries and it is focusing entirely on developing countries and financing to middle-income and creditworthy poorer countries including all types of economies: capitalistic, socialistic and post-Socialist states.

Before the Bank embarked on its own institutional reforms in the early 1990s, it had to face a strong criticism from international organizations, states and NGOs for its non-friendly programs and policies for the developing countries. UNICEF in its report criticized the World Bank for poor planning and ineffective policies that resulted in poor health, mal nutrition and low education for millions of children in less developed or poor countries around the world (Cornia, Jolly, & Stewart, 1988). The Bank was also criticized for the free market reform policies it advocates that are often considered "harmful to economic development if implemented badly, too quickly, in weak, uncompetitive economies" (MacClancy, 2002)

According to the IBRD now its aim is to reduce poverty in middle-income and creditworthy poorer countries by promoting sustainable development through loans, guarantees, risk management products, and analytical and advisory services (The World Bank-IBRD, 2010). The IBRD activities include:

- Long-term human and social development: human capital development, education, health
- Agriculture and rural development: irrigation, rural services
- Environmental protection: pollution reduction, establishing and enforcing regulations
- Infrastructure development: roads, urban regeneration, electricity
- Good governance: anti-corruption, legal institutions development, key policy and institutional reforms
- Favorable investment climate

IBRD has the largest country membership, highest visibility and the broadest mission as compared to other institutions of the WBG. Likewise it has the biggest staff size in the Bank Group, both at headquarters and in field offices around the world. It provides loans to its clients on favorable terms in larger volumes, with longer maturities, and in a more sustainable manner than the market provides. The cumulative lending of IBRD, since 1963, is more than $420 billion US while during 2006 it made lending of $14 billion for 112 new projects.

2) The International Development Association (IDA):

Sixteen years after the creation of IBRD the International Development Association (IDA) was established inside the World Bank in 1960, as a revolving fund, providing concessional loans to the poorest countries subsidized by donor contributions and transfers from the IBRD (Weiss, 2008). IDA was created in response to the problem faced by poor countries as it was difficult for

these countries to meet the terms and conditions of IBRD so these countries did not have equal access to the loans. IDA helps the world's poorest countries reduce poverty by providing credits and grants at subsidized rates usually sovereign guarantees are necessary to avail the loans. Credits given by IDA are loans at zero interest with a 10-year grace period and maturities of 20, 35 or 40 year period. These credits are often referred to as *Concessional Lending*. At present 170 countries are the members of IDA, 79 of them are the world's poorest countries with a population of more than 2.5 billion. Among these poor countries 23 are in Asia and 39 are located in Africa. Since 1960, IDA has lent US$222 billion to 108 countries and more than 50% of this lending went to the African countries. IDA resources need to be replenished time to time, so 51 donor nations contributed to replenish it sixteen times since its inception by providing nearly US$50 billion. IDA is funded largely by contributions from the governments of its high income member countries: the United States, the United Kingdom, Japan, Germany, France, Italy, and Canada are the largest contributor. IDA annual lending figures have been increasing steadily and the average stands at about US$13 billion a years for the last three years (IDA, 2010). IDA credits help the poorest countries to develop the human capital, bring policy reforms, strengthen institutions, and build physical infrastructure to achieve faster and sustainable economic growth to reduce inequalities and to improve living conditions of the people. IDA provides loans for primary education, basic health services, clean water and sanitation, environment and climate improvements, infrastructure development and institutional reforms. IDA supports only basic education not secondary or higher education.

3) The International Finance Corporation (IFC)

The International Finance Corporation (IFC) was established in 1956. It is the largest multilateral financing source for private enterprise in developing countries. It provides various types of loans without sovereign guarantees to promote sustainable private sector investment in developing countries. Only IBRD members can make an entry into IFC, at present it comprises of 182 members, which collectively mange, operate and direct it function. It has given lending to a wide range of private sector in more than hundred countries. In 1984, IFC became financially independent as it had been permitted by the WBG to issue its own bonds in international capital markets.

IFC provides not only financial assistance but technical assistance and advisory services also to its clients. This organization coordinates its activities with other institutions of the WBG: IBRD,

IDA and MIGA. Along other sectors IFC also supports and encourage private sector in education, health and infrastructure by providing financial and advisory services because of the pivotal position of these sectors in the process of socio-economic development and growth. During fiscal year 2010 IFC gave 3% of the total investment to education and health sector whereas it gave 53% to global financial market and 11% to manufacturing and services sectors. According to IFC annual report 2010, it invested $5.3 billion in 255 projects in 58 countries: $3 billion in Europe and Central Asia, $2.4 billion in Sub-Saharan Africa, $1.6 billion in the Middle East and North Africa, $1.5 billion in East Asia and the Pacific, and $1 billion in South Asia (IFC, 2010).

4) The Multilateral Investment Guarantee Agency (MIGA)

The Multilateral Investment Guarantee Agency (MIGA) provides guarantees against losses caused by non-commercial risks to investors in developing countries. Since its creation in 1988, MIGA has issued $16 billion in guarantee coverage in support of 527 projects in 95 member developing countries. MIGA works to protect the foreign direct investment of the investors by providing guarantees that help protect the investment and reduce the risk factor. It has 145 member countries. To achieve these objectives MIGA provides three key services: political risk insurance for foreign investment, technical assistance, and dispute mediation services. MIGA strategy focuses on specific areas:

- Infrastructure development
- Frontier markets
- Investment in conflict-affected countries
- Investments between developing countries

5) The International Centre for Settlement of Investment Disputes (ICSID)

The *Convention on the Settlement of Investment Disputes between States and Nationals of Other State* led to the birth of the International Centre for Settlement of Investment Disputes (ICSID) on 14th October 1966. The principal objective of ICSID was set to provide facilities for conciliation and arbitration of investment disputes between Contracting States and nationals of other Contracting States (The World Bank Group, 1965). By 2011 there are 157 signatory States to the Convention, which are ICSID members also. This organization enjoys a great deal of autonomy but at the same time it works closely with the WB, its administrative council is chaired

by the president of the World Bank Group. ICSID fosters an atmosphere of mutual confidence between states and foreign investors. ICSID has two sets of procedural: the ICSID Convention, Regulations and Rules; and the ICSID Additional Facility Rules (ICSID, 2010).

5.3.1.2 How the World Bank Group (WBG) is organized

Each of the five institutions of the World Bank Group has its own purpose of existence, organization, and operations, including the mechanisms of governance, which have been précised and defined in articles of agreement or an equivalent founding document. Each institution in Bank Group acts as an intergovernmental organization and owned by its member countries or its member states shareholders. All institutions enjoy a great deal of autonomy and individual power. Membership to these institutions is open to countries, which meet requirements, standards and conditions of the each institution. The number of member countries varies by institution: IBRD 187, 1FC 182, IDA 170, ICSID 157, and MIGA 145 as of 2011. In practice, member countries govern the Bank Group through the Boards of Governors and the Boards of Directors who are the representatives of member states. The management of each institute is also responsible for making all major policy decisions for the organization.

Relationship between member countries and the World Bank Group

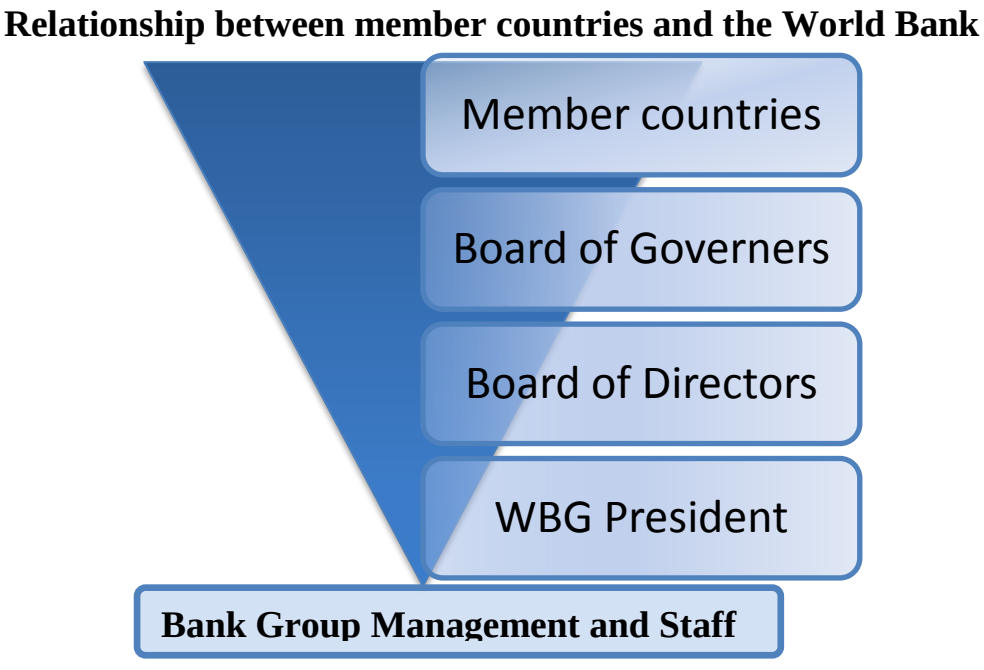


Figure 15 How does the World Bank interact with the member countries?

The governors have the authority to admit or suspend members, review financial statements and budgets, make formal arrangements to cooperate with other international organizations, and exercise other powers that they have not delegated (The World Bank, 2007). Once a year, the Boards of Governors of the Bank Group, including ICSID's Administrative Council, and the International Monetary Fund (IMF) meet in a joint session known as the Annual Meetings.

The executive directors are responsible for making policy decisions affecting the Bank Group's operations and for approving all loans. They are based at Bank Group headquarters in Washington, DC. President of the Group is selected by the executive directors. The Articles of Agreement do not specify the nationality of the president, but he or she is always a U.S. national (by custom, nominated by the U.S. executive director), while the managing director of the IMF is always European. The president serves a term of five years which may be renewed. There is no mandatory retirement age.

5.3.1.3 Independent Evaluation Group

The Independent Evaluation Group is an independent unit that reports directly to the Board of Executive Directors. Led by the Independent Evaluation Group's director general, the unit is tasked with assessing the results of all of the Bank Group's work and offering relevant recommendations. Separate units of the Independent Evaluation Group work with the Bank, IFC, and MIGA. The group undertakes its work during the evaluation phase of all World Bank Group projects. The unit also supports the development of evaluation capacity in recipient countries.

Other units with related missions include the Compliance Advisor/ Ombudsman for IFC and MIGA; the Office of Ethics and Business Conduct which deals with joint Bank and IFC units; and the Quality Assurance Group at the World Bank. In addition, the World Bank has set up the independent Inspection Panel, a three-member body to whom citizens of developing countries can bring their concerns if they believe that they or their interests have been or could be directly harmed by a project financed by the World Bank.

5.3.1.4 The Five Institutions in the World Bank Group

The institutions that make up the World Bank Group specialize in different aspects of development, but they work collaboratively toward the overarching goal of poverty reduction. The terms "World Bank" and "Bank" refer only to IBRD and IDA, whereas the terms "World Bank Group" and "Bank Group" include all five institutions.

5.3.2 The World Bank

The World Bank or the Bank supports and is engaged in wide range of activities covering all fields of life in all parts of the world. It gives loans, policy advice, and technical assistance to supports a broad range of programs. The Bank divides its work between IBRD which assists middle-income and creditworthy poorer countries, and IDA which focuses exclusively on the world's poorest countries. Working through both IBRD and IDA, the Bank uses its financial resources, skilled staff, and extensive knowledge base to help each developing country achieve stable, sustainable, and equitable growth.

IBRD and IDA share the same staff and the same headquarters, report to the same senior management, and use the same standards when evaluating projects. Some countries borrow from both institutions. For all its clients, the Bank emphasizes the need for:

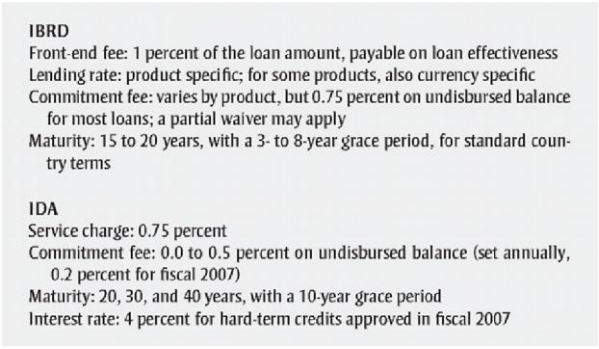
- Strengthening governments' ability to deliver quality services efficiently and transparently;
- Focusing on social development, inclusion, governance, and institution building as key elements of poverty reduction;
- Protecting the environment; supporting and encouraging private business development;
- Promoting reforms to create a stable macroeconomic environment that is conducive to investment and long-term planning
- Investing in people, particularly through basic health and education;

5.3.2.1 IBRD and IDA Funding and Lending: sources of income of the World Bank

The World Bank finances the development programs by tapping the world's capital markets (in the case of IBRD) and by receiving contributions from wealthier member governments (in the case of IDA). Additionally, specific activities can be funded by donors through trust funds managed by the World Bank.

IBRD which facilitates more than half of the Bank's annual lending, raises money primarily by selling AAA-rated bonds in international financial markets. Additionally, IBRD charges interest to its borrowers at rates that reflect its cost of borrowing. Loans must be repaid in 15 to 20 years, and there is a 3- to 5-year grace period before repayment of principal begins.

5.3.2.2 World Bank's lending instruments



IBRD
Front-end fee: 1 percent of the loan amount, payable on loan effectiveness
Lending rate: product specific; for some products, also currency specific
Commitment fee: varies by product, but 0.75 percent on undisbursed balance for most loans; a partial waiver may apply
Maturity: 15 to 20 years, with a 3- to 8-year grace period, for standard country terms

IDA
Service charge: 0.75 percent
Commitment fee: 0.0 to 0.5 percent on undisbursed balance (set annually, 0.2 percent for fiscal 2007)
Maturity: 20, 30, and 40 years, with a 10-year grace period
Interest rate: 4 percent for hard-term credits approved in fiscal 2007

The World Bank offers two basic types of lending instruments to its client governments: investment loans and development policy loans. Depending on its eligibility, a member country will draw on loans from either IBRD or IDA to support a lending project. Whether the money is lent through IBRD or IDA determines the terms of the loan.

5.3.3 Grants

A limited number of grants are available through the Bank, funded either directly or through partnerships. Most are designed as seed money for pilot projects with innovative approaches and technologies.

5.3.4 Capacity building through information dissemination

Sharing of information is as important as its collection and preservation because it helps all stakeholders to take informed decisions and to advance in a right direction. Furthermore the information is one of the important factors in the process of knowledge generation. The World Bank uses multiple means to disseminate the information, ideas and statistics; Publications, conferences, workshops, research studies, data repositories, search tools, newsletters etc.

5.3.4.1 Publications

Every year Executive Directors of the World Bank prepare issue and make available for all stakeholders a detailed account of the Bank's activities that is called *"The World Bank Annual Report"*. Furthermore every year the Bank Group also produces more than 200 publications on a wide variety of the subjects covering different subjects and geographical regions; it includes studies on policy reforms, spending, evaluation, and economic and environmental reviews. The Bank also conducts special research studies in different fields of action including education.

The World Bank Group produced more than 15,000 titles and reports in 18 different fields since its inception, only 734 (5%) of them are on education sector that also includes 73 publication are on higher education sub-sector. The publication on education covers a wide range of subjects

including early childhood education, primary, secondary and tertiary education, quality assurance, planning etc.

The World Bank total titles and reports by field			
Field	titles	Field	titles
Agriculture	395	Governance	326
Communities & Human Settlements	316	Health, Nutrition and Population	1,488
Conflict and Development	143	Industry	610
Culture and Development	12	ICTs	262
Education	**734**	Infrastructure Economics & Finance	183
Energy	262	International Economics & Trade	754
Environment	939	Law and Development	875
Finance and Financial Sector Development	3,604	Macroeconomics and Economic Growth	2,977
Gender	369	Poverty Reduction	1,216

Source: Table is based on the data 2011 from eLibrary the World Bank, http://elibrary.worldbank.org/

Likewise the Bank's publications when seen according to regions then the highest number of titles, approximately 3000, covers Asia that is followed by Latin America with 2,768 titles and then Africa with 2,143 publication in different fields covering diverse topics.

The World Bank total publications and reports by region

Region	Number of Publications
Africa	2,143
East Asia and Pacific	1,561
Europe and Central Asia	1,487
Latin America and Caribbean	2,768
Middle East and North Africa	263
South Asia	954

Table is based on the data 2011 from eLibrary the World Bank, http://elibrary.worldbank.org/

Figure 16 The World Bank total publications and reports produced, data by region

The World Bank Group also publishes two journals scientific; The World Bank Research Observer (WBRO) is an effective tool to disseminate research on the Bank's activities in economic and policy development. The World Bank Economic Review (WBER) focuses research in quantitative development policy analysis pertaining to all sectors where the Bank is active. The World Bank also issues and publishes newsletters on twenty six themes.

5.3.4.2 The World Bank eLiberary

This is a subscription-based library it has a collection of more than 6000 documents related to the Bank Group, many of them are online. Some of the publications and documents have an open

access also. This library has been put into place to serve academic and research community. The World Bank also maintains information repositories in its national offices also.

5.3.4.3 Data and Statistics

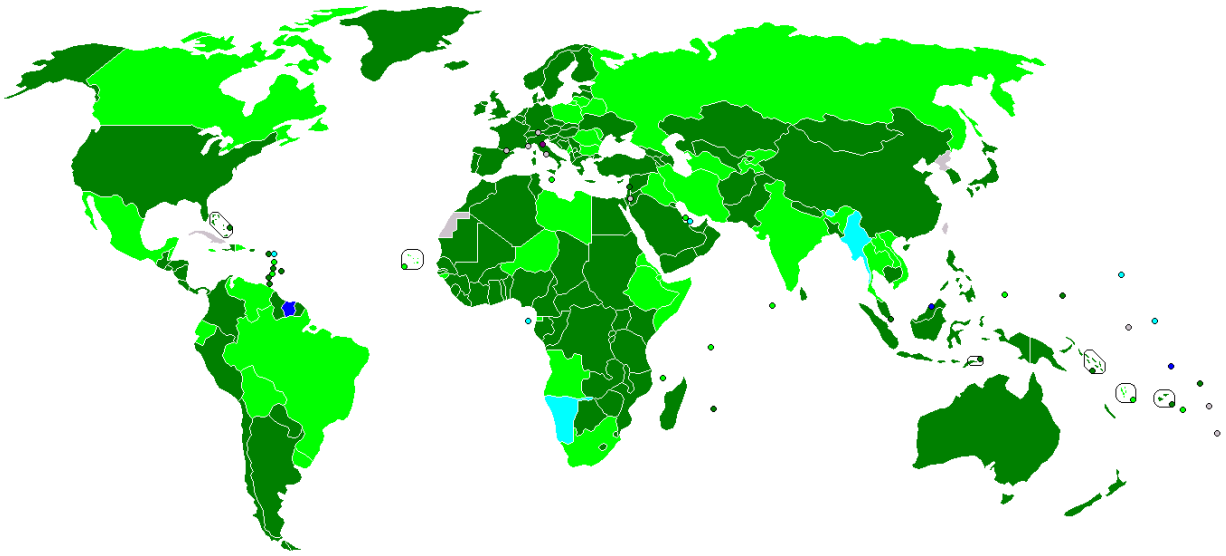
The data and statistics are important elements of knowledge and research. It also helps, for all stakeholders, to make informed decisions. The World Bank has one of the largest data hubs of the world. The data available with the Bank is of different types: global, regional, micro and specialized. It provides time series data from 1963 to the most recent year and it covers more than 2000 indicator and 209 countries (The World Bank, 2010). The World Bank data is an open resource and it accessible from all geographical locations. The World Bank also provides detailed country data on the lending, programs and projects

5.3.5 The World Bank Group in the World

The World Bank Group has a presence in 192 economies around the world through its five organizations, majority of the members have a participation in its four organizations: IBRD, IDA, IFC and MIGA. The WBG staff comprises on more than 10,000 employees from 160 nationalities. The staff members have come from diverse fields and are engaged in Bank's different activities. A big majority of the staff, more than 75%, works at headquarters and the rest of it is located in the field offices the world over.

5.3.5.1 The World Bank in its member countries

The World Bank is a cooperative organization owned by its 187 members. At international and national levels the Bank works in cooperation with various stakeholders: communities, Civil Society Organizations (CSOs), intergovernmental organization, donor agencies, and governments. The Bank provides technical and financial assistance in the form of expertise and loans to its member countries on their demand. In each member states the Bank develops action plans with the help of the stakeholders. These plans are the guiding documents from the planning of a project to its implementation and outcome evaluation whereas the projects are developed by each country according to their need and then submitted to the Executive Directors of the Bank for an approval. After the approval and necessary procedures funds are released. The governments are responsible for the implementation, monitoring, and evaluation of the projects. The Bank has set guidelines for the governments and implementing bodies in order to ensure Bank's social and environmental standards.



Source: Wikipedia

Member states of:

All five WBG organizations, Four WBG organizations, Three WBG organizations

Two WBG organizations, IBRD only

5.3.6 The World Bank and civil society organizations (CSOs)

The Bank has been interacting with the civil society organizations (CSOs) by including these actors in the process of consultation and collaboration throughout the world since 1970. These organizations represent a vast class of the society from different professions, groups, schools of thoughts, faiths and movements. The Bank works with CSOs to share the innovative ideas, to find the practicable solutions, to enhance the efficiency and effectiveness of the projects.

With the passage the involvement of CSOs in the World Bank funded projects has been rising continuously: from twenty one percent in the 1990s to more than eighty six percent in the last decade.

In many countries CSOs have become a key actors policy reforms, human capital development efforts, socio-economic development and international affairs. Likewise CSOs are engaged in many multilateral international projects: Education for All goals (EFA), the Millennium Development Goals (MDGs), Country Assistance Strategies (CASs), Poverty Reduction Strategies (PRSPs) environment protection programs etc. The Bank funds CSOs directly through

headquarters-based and indirectly through government-administered community-driven development projects in more than 60 countries.

5.3.7 The World Bank and intergovernmental organizations (IGOs)

The World Bank is working partner of many international organizations at regional and global level. These organizations include a wide range of bodies engaged in diverse activities.

5.3.7.1.1 UN specialized agencies:

Food and Agriculture Organization (FAO)

International Civil Aviation Organization (ICAO)

International Fund for Agricultural Development (IFAD)

International Labor Organization (ILO)

International Maritime Organization (IMO)

International Monetary Fund (IMF)

International Telecommunication Union (ITU)

United Nations Educational, Scientific and Cultural Organization (UNESCO)

United Nations Industrial Development Organization (UNIDO)

Universal Postal Union (UPU)

World Health Organization (WHO)

World Intellectual Property Organization (WIPO)

World Meteorological Organization (WMO)

World Tourism Organization (UNWTO)

5.3.7.1.2 Multilateral Development Banks (MDBs):

The African Development Bank

The Asian Development Bank

The European Bank for Reconstruction and Development

The Inter-American Development Bank Group

5.3.7.1.3 Multilateral Financial Institutions (MFIs):

The European Commission (EC)

The European Investment Bank (EIB)

International Fund for Agricultural Development (IFAD)

The Islamic Development Bank (IDB)

The Nordic Development Fund (NDF)

The Nordic Investment Bank (NIB)

The OPEC Fund for International Development (OPEC Fund)

5.3.7.1.4 Sub-Regional Banks:

Corporacion Andina de Fomento (CAF)

Caribbean Development Bank (CDB)

Central American Bank for Economic Integration (CABEI)

East African Development Bank (EADB)

West African Development Bank (BOAD).

5.3.7.1.5 The development agencies:

Australian Agency for International Development (AusAID)

Austrian Development Agency (ADA)

Canadian International Development Agency (CIDA)

Danish Development Agency (DANIDA)

Dep't for Int'l Development Cooperation (Finland)

Agence francaise de developpement (AfD)

Deutsche Gesellschaft fur Technische Zusammenarbeit (GTZ) GmbH

Ireland Development Cooperation

Japan Bank for International Cooperation (JBIC)

Japan International Cooperation Agency (JICA)

Kreditanstalt fur Wiederaufbau (KFW)

Netherlands Development Cooperation

New Zealand Official Development Assistance (NZODA)

Norwegian Agency for Development Cooperation (NADC)

Swedish International Development Cooperation Agency (SIDA)

U.K. Department for International Development (DFID)

U.S. Agency for International Development (USAID)

5.3.8 The World Bank in the Education sector

The World Bank has grouped all sectors of its activity under 37 heads and education is one of them. The World Bank included education sector in the list of "credit worthy" sectors in 1963 before that there was no lending available for this sector. The Bank resealed its first loan for education sector to Tunisia for an education project in 1963. Since then the demand is on the rise and the World Bank investment in education sector is continuously augmenting and touching new record levels every year; in 2009 the Bank invested US$ 3.4 billion whereas in 2010 the Bank has made a commitment of five billion dollar. Whereas during the last fifty years the Bank has made a total investment of US$ 69 billion in this sector via more than 1,500 projects in developing countries (The World Bank, 2010). To meet the changing needs the International Finance Corporation (IFC) has also started investing in education since 2001 and it has supported 46 education projects by lending more than US$ 500 million to the private sector.

It is a proven fact that education is a fundamental factor in socio-economic development and its returns are lasting both for individuals and society. Furthermore education is a basic building block of human development and it is also instrumental in reducing poverty, improving the quality of life peace and prosperity. As a result the education is expending, extending,

transforming and changing in all parts of the word but many developing countries are finding it hard to meet these new challenges. In the wake of these new developments the Bank has launched *Education Strategy 2020* in spring 2011 that focuses on learning for all through better investment in education at all levels: an investment that is early, smart and for all. In the light of this new Strategy the World Bank will focus on early childhood and beyond; efficient investment in learning with quality not merely the provision of inputs for education; and make available quality education for all not merely privileged ones. The World Bank invests in a wide variety of education sub-sectors that ranges from early childhood education to tertiary education and financing to quality assurance in education.

5.3.8.1 The Word Bank, capacity building and higher education

The Bank's lending policies have passed through many changes and reforms since its inception. Between 1968 and 1980, it focused on poverty alleviation and, due to strong criticism, in 1989 the focus shifted to environment issues as well and in 1992 higher education came under spot light (EconomyWatch, 2010). Today the Bank contributes to the development of education at all levels through its extensive in-country presence in member economies. The Bank's long experience of policy applications in different economies and across sectors helps to combine intellectual and financial support to its borrowers. It is also engaged in capacity building that helps its clients to overcome socio-economic issues.

The World Bank Institute (WBI) play its role in its member countries with a capacity development program that comprises technical assistance, thematic learning programs, cabinet-level retreats, and other leadership development programs. Its activities include organizing training courses, undertaking policy consultations, entering into partnerships with training and research institutions worldwide, and supporting knowledge networks related to international development (The World Bank, 2007).

5.3.8.1.1 Capacity building through technical assistance

In the field of higher education, along with the lending the Bank also provides technical and expertise support (The World Bank, 2002). Some of the general types of intervention are:

- Vision development,
- Strategic planning and consensus building

- Finance reforms
- Governance and management reforms
- Quality improvement
- Institutional diversification
- Science and technology development

Science and technology play an important role in the economic development of a society and it give a passage to any nation to integrate into and to benefit from international community. The Bank provides support in the strategy development; capacity enhancement for monitoring and evaluation; reform of resource management; essential level of funding; research and technology development; and quality assurance. The Bank plays its role in the quality improvement at higher education level through providing assistance in strengthening of existing programs; evaluation and accreditation systems; innovations in content and delivery method; effective academic organization; efficient information and communication infrastructure (The World Bank, 2002).

5.3.8.1.2 Capacity building measures through scholarships

Scholarships and fellowships enable the eligible persons, in the less developed countries, to learn, to develop capacity and to benefit from those who have excelled in research and knowledge. The World Bank institute (WBI) is working with the member countries and institutions to facilitate the students for higher education. The World Bank in 1992 started number of Partnership programs with member countries and institutions to provide learning opportunities to the young people from the less developed countries. The main objective of this program is to prepare capacity of the participants in effective policy designing and reforms in their respective countries.

5.3.8.1.2.1 The World Bank Graduate Scholarship Program (JJ/WBGSP)

This program focuses on the building of skills and imparting competencies that enable the participant to work for the socio-economic development. The scholarships/ fellowships awarded under this program act as a vehicle of change. This program provides an opportunity to pursue graduate studies at world renowned universities. This scholarship focus all those field of education that are related to the economic development.

The World Bank with the cooperation of the government of Japan launched *the Joint Japan/ World Bank Graduate Scholarship Program (JJ/WBGSP)* in 1987 to provide scholarships for

graduate studies that are awarded to individuals from the eligible countries. Since the inception this program more than three thousand scholarships have been awarded under regular program. More than 150 universities from thirty countries are linked with this program where the scholarship awardees pursue their studies. While under JJ/WBGSP Partnership Programs more than1300 scholars have so far benefited the scholarships.

5.3.8.1.2.2 The Robert S. McNamara Fellowships Program (RSM Fellowships)

The RSM Fellowships Program was started in 1982 by the World Bank. It has a mutual funding from the World Bank, Bangladesh, China, India, Kuwait, Nigeria, Pakistan, Peru, and Yugoslavia. This Program provides opportunities to young researchers and professionals who are enrolled doctoral program and working in academic or research institutions to advance their doctoral research work by joining any research institutions in a country other than their home country. Under this program research grants is provided for a period of five to ten months. The RSM Fellowship is available to the individuals from eligible countries and so far under this program 247 fellowships have been awarded.

5.3.8.1.2.3 The Japan Indonesia Presidential Scholarship Program (JIPS)

The JIPS has been established to improve the quality of higher education and to extend the base of research in Indonesia by providing opportunities to nationals and residents of Indonesia to pursue their doctoral studies in Indonesian Centers of Excellence (CoE), which are participating in the program. Furthermore the scholars enrolled in this program have an opportunity to build academic collaborations and partnerships with international research institutions. The World Bank Institute (WBI) works as facilitator. This scholarship program is funded by the government of Japan.

5.3.9 The World Bank and the Higher Education sub-sector

The World Bank had started funding education sector in 1963 but the case of higher education is very different. As until early 1990s the Bank did not give due attention to this sub-sector: the funding was too little, too slow, and too narrow. There did no existed comprehensive strategies for higher education consequently much of the funding went to the discrete measures and activities that were not outcome based. In 1992 the World Bank assessed different interventions in higher education/ tertiary education sub-sector that offered critical insight into more productive ways of supporting higher education reforms and innovation. In the back ground of

these studies the World Bank reframed policies pertaining to investment in higher education and changed its position by supporting the growth, development and diversification accompanied with policy reforms in higher education sub-sector.

In all regions of the world the Bank's lending for education is increasing continuously. One thousand times increase in the World Bank total lending for education sector for the last fifty years has been seen: 5 million US$ in 1963 to 1.5billion US$ in 1999 and five billion US$ in 2010. The share of education in total lending from the World Bank is also increasing: it has increased from less than one percent in 1963 to more than eight percent in 2010.

Between 1992 and 1998 the Bank lended more than three billion US dollars, averaged US$481 million a year, for higher education projects, or projects with tertiary education components to 28 countries (The World Bank, 2002) while between 2000 and 2010 this amount the US$ 9.54 billion in 71 countries for 183 projects for higher education and 93 of them are still active. During the first decade of the 21st century the average lending was approximately one billion per year.

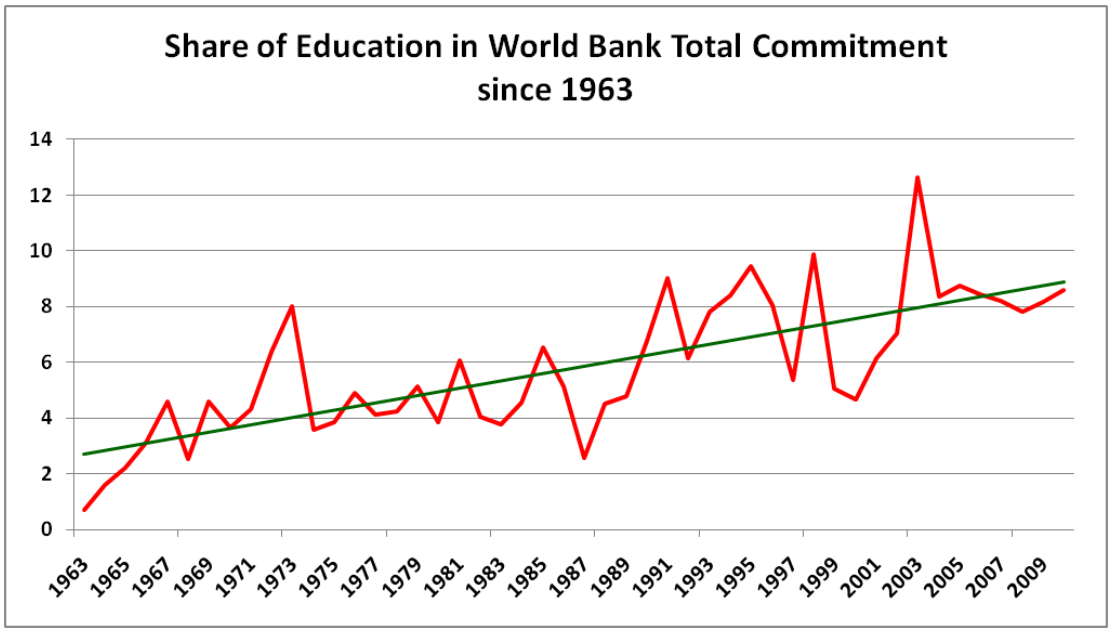


Figure 17 Share of education sector in the World Bank totoal commitment

The time series data from 1963 to 2010 on the share of education sector in the World Bank Commitments show that member countries are giving more and more importance to education sector by increasing the share of investment on education. The world average for the Bank's loans for education, that was once less than 1%, today it is more than 8%. The data show that

despite of two economic recessions during the last two decades the share of education in total investment is increasing on the average and as the trend line depict in the graph that in the times to come the share of education in the World Bank loans will increase further.

This increase in the share for education sector has incomplete sense without studying its sub-sectors. According to the World Bank lending data on education sub-sectors, a record increase in the Bank's investment was seen in 2010 this increase can be attributed to many factors: recent global financial recession pushed the countries to get loans, the Millennium Development Goals (MDGs) deadline that is approaching in 2015, ever increasing demand for education particularly at secondary and tertiary levels.

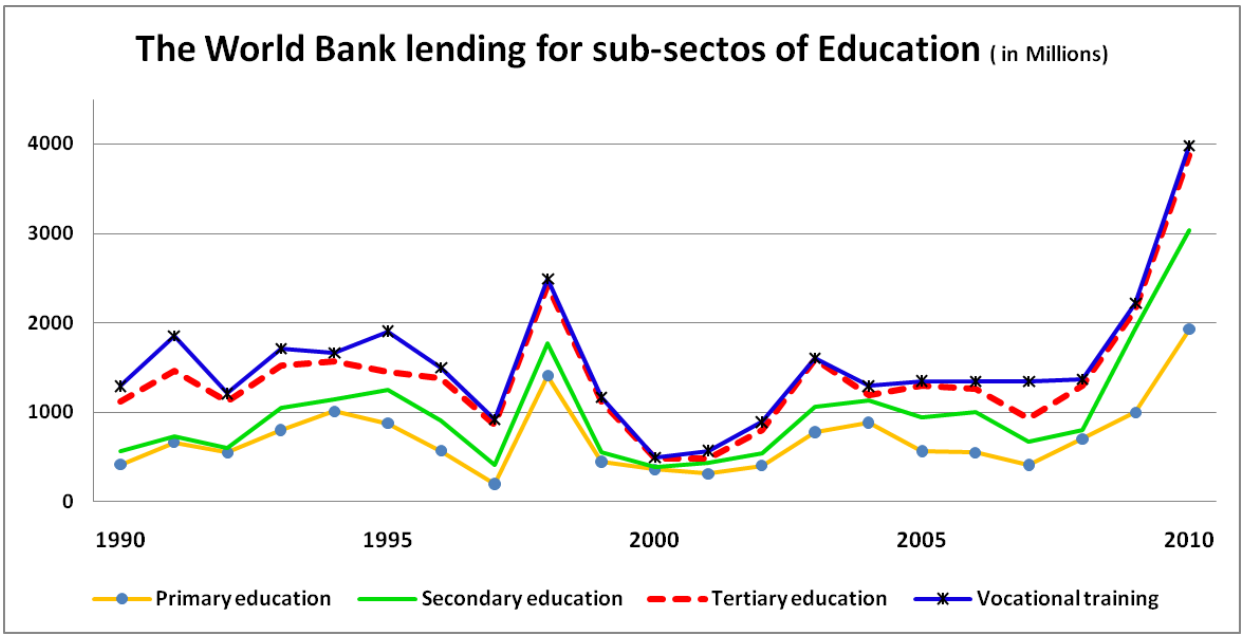


Figure 18 The World Bank lending for different sub-sectors of education

5.3.10 The World Bank, higher education and Asia

Bridging two extreme ends, though difficult, is not impossible, if the gap is reduced then it is very easy to bridge them. In this world there exist extreme ends in the distribution of wealth: in some countries per capita income is more than US$100 a day while in the same world, around three billion people live on less than $2 a day and of these almost one billion people earn few cents a day. There is a need to reduce this economic gap as it is fueling to other problems including education divide because poverty affects education also: more than 100 million

children are out school and most of them are girls a big majority is in poor countries. Some countries have still total literacy rate less than 50%, likewise tertiary education participation rate is in single digit in the developing countries while it is more than 50% in high developed countries.

In Asia, a majority of the countries are low and lower middle economies so many of them get loans from the World Bank to support different project and programs in different sector including education sector and its sub-sector, the higher education. The Bank in Asia is engaged in multi dimensional and multilevel activities in education sector. It emphases on system-wide reforms, quality, efficiency, decentralization, restructuring of the public services, supporting private service providers, as well as cost recovery measures (Yang, 2010).

In the selected twenty five countries, which are part of this study the World Bank, for the last five decades, has partially or fully supported 4078 projects in different sectors and 461(11.3%) project of them were in education sector. Among the project on education 153 or 33% projects were on higher education. Among all regions south East Asia launched maximum number of projects in the field of education and as well as in higher education. (See table)

Summary of the projects in Asia			
Region	**All fields**	**Education**	**Higher Education**
East Asia	601	56	27
South East Asia	1200	167	53
South Asia	1547	153	50
South West	645	79	20
Central	85	6	3
Total	4078	461	153

Table 19 Summary of the WB projects in Asia

Whereas the selected twenty five Asian countries obtained 371.7 billion dollar as loans from the World Bank to support different sectors and 47.4 billion dollar or 12.7 % of it went to projects and programs that include education sector. In these countries 25% of the total lending for education was spent on higher education sub-sector. Among all regions of Asia the World Bank made highest investments in south Asia in all sectors combined and in education sector as well including higher education sub-sector. It is followed by South East Asia. (Table 19)

Summary of the total lending in Asia (US$ million)			
Region	**All fields**	**Education**	**Higher Education**
East Asia	68466.1	5320.8	2196.0
South East	92806.4	16212.3	3958.6
South	154916.7	19526.6	4289.7
South West	47710.9	6153.5	1028.0
Central	7845.0	244.4	160.3
Total	371745.1	47457.6	11632.7

Source: Table is produced by the research, data from The World Bank 2011,

Table 20 Summary of the total lending in Asia

The World Bank's investment in education sector in all parts of the world has been rising continuously since 1963. This increase is more prominent in Africa and Asia. Among Asian regions the biggest increase in the Bank's investment is seen in south Asia where an increase of 400% registered during the last two decades. On the other hand in the Middle East and North Africa the World Bank saw a decrease in the investment in education sector during the last decade. The Latin America and Carribean region surpassed all other regions in the total amount of loan for education sector during the last two decade.

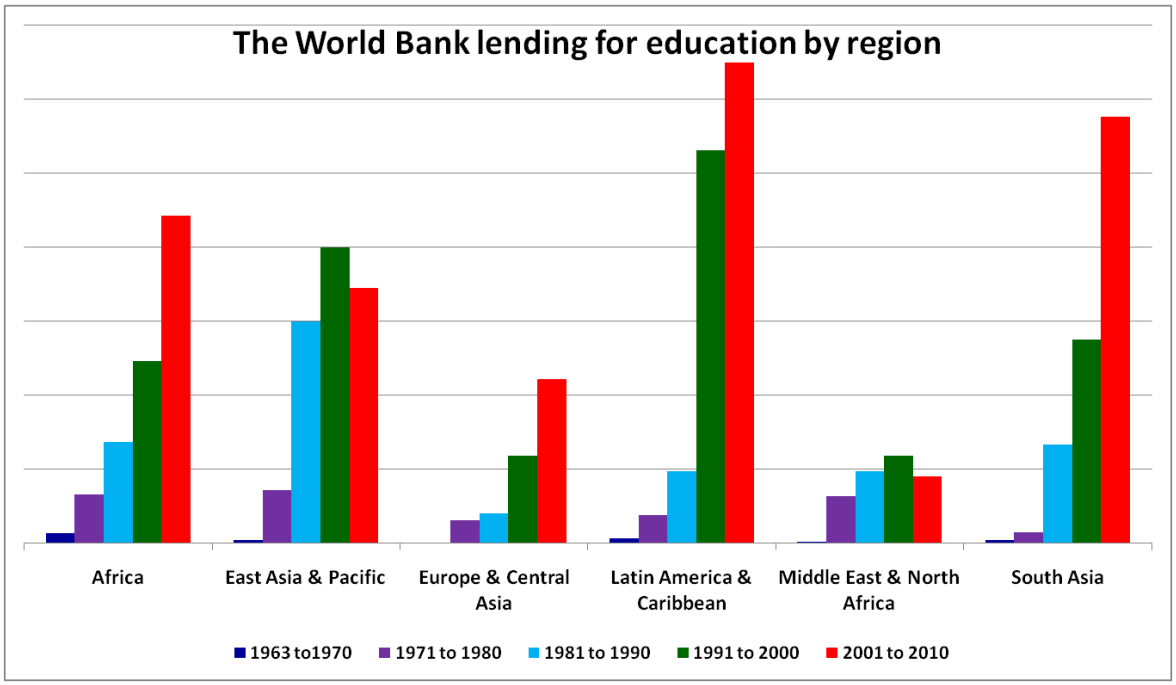


Figure 19 The World Bank lending for eudcation sector by region in the world

South Asian countries together are the biggest client of the World Bank in Asia in terms of size of loans for education and for other sectors. The World Bank country data on aggregate lending show that the Bank invested the highest amount ($9.5 billion in 43 projects) in Indian higher education while in terms of number of projects on higher education and share of education in total loans for all fields Pakistan is on the top among South Asian countries with 46 projects for higher education and 23% of the total loans went education sector. Afghanistan, in 2002, started getting loans for higher education and more the 94% of the total funding for education sector is spent on education.

The World Bank investment in the selected countries of South Asia							
Country	Type	All fields	Education	Higher education	Projects for Higher Education		
					Active	First	Last
Afghanistan	Project	114	12	5	4	Jun-02	Jun-10
	Lending	2725.19	313.5	297.7			
Bangladesh	Project	297	33	12	2	Mar-64	Mar-09
	Lending	19845.96	2931.34	755.6			
India	Project	650	43	13	0	Oct-72	Nov-02
	Lending	101063.3	9508.71	2048.1			
Nepal	Project	125	21	6	0	Feb-78	Mar-99
	Lending	3506.65	670	80.2			
Pakistan	Project	327	46	11	1	Mar-64	Mar-11
	Lending	25631.78	5965.8	1065.1			
Sri Lanka	Project	148	10	8	2	May-86	May-10
	Lending	4869.03	450.7	340.7			

Source: Table is produced by the research, data from The World Bank 2011, Lending unit is in Million

Table 21 The World Bank investment in the selected countries of South Asia

If we look at the ratio between total project in all field and the projects in education sector for each country, Nepal has the highest ratio of projects (17%) in education followed by Pakistan, 14%. Likewise Sri Lanka has the highest share of projects in higher education (80%) in total projects in educations sector among the countries of the region and then it is followed by Afghanistan and Bangladesh with 41% and 36% respectively.

The World Bank has its presence in South East Asia since early years of its inception. Among the six selected countries of this region, Indonesia is the biggest client of the Bank in terms of size of the loans and number of projects in different sectors, and as well as in education sector: The Bank has given $45.5 billion loan for 464 projects that include $9.4billion for 83 projects in

education sector where 21% of the total loans was invested. The share of higher education sub-sector in loans for education sector stands at 5% and 33% in terms of number of projects: $2.2 billion loans for 28 projects for Indonesian higher education and two projects are still active. It is followed by the Philippines where the Bank has invested $16.6 billion in 259 including $1.6 billion for education sector in 21 projects. The share of higher education in the loans stands at 3.7% ($0.57 billion) for eight projects.

The World Bank investment in the selected countries of South East Asia							
Country	Type	All fields	Education	Higher education	Projects for Higher Education		
					Active	First	Last
Indonesia	Project	464	83	28	2	Dec-78	Jul-07
	Lending	45566.57	9456.78	2274.89			
Malaysia	Project	92	15	5	0	May-82	Mar-93
	Lending	4450.6	1316.2	336.8			
Myanmar	Project	34	0	0	0	…	…
	Lending	837.4	0	0			
The Philippines	Project	259	21	8	0	Oct-64	Feb-00
	Lending	16636.06	1620.5	567.4			
Thailand	Project	170	15	4	0	May-72	Jun-96
	Lending	10058.79	738.8	128.9			
Vietnam	Project	181	33	8	3	Aug-98	Jun-10
	Lending	15256.99	3080.03	650.64			

Source: Table is produced by the research, data from The World Bank 2011, Lending unit is in Million US$

Table 22 The World Bank investment in the selected countries of South East Asia

Malaysia, Indonesia and Vietnam spent 7.5%, 4.9% and 4.2% respectively on higher education of the total loans for education sector. Here one thing is worth mentioning that there is no investment of the Bank in the education sector in Myanmar. Likewise the Bank is no investing the higher education of Malaysia, the Philippines and Thailand for the last decade or more as there is no demand from the countries (The World Bank, 2010)

The Bank is no more investing in the higher education in the selected three countries of East Asia. Two of these countries, Japan and South Korea; have graduated in 1965 and 2001 respectively as they do not need any assistance from the Bank and they stands in the donors list. Whereas in China the Bank is still investing in different fields: the Bank has invested $51.7billion in 441 projects including 4.4billion for 40 projects in education sectors, 19 of them were for the higher education sector. The Bank is no more investing in Chinese higher education; the last investment was approved in 1999 for a project named *"Higher Education*

Reform" this project ended in 2005. This shift can be attributed to a gigantic economic growth and development during the last decade. This economic boom made available sufficient budget for all sub sectors of education consequently the country has no need to go for loans to support education sector.

The World Bank investment in the selected countries of East Asia (1947 to Present)							
Country	Type	All fields	Education	Higher education	Projects for Higher Education		
					Active	First	Last
China	Projects	441	40	19	0	Jun-81	May-99
	Lending	51705.4	4459.5	1749.4			
Japan	Projects	31	0	0	0	…	…
	Lending	762.9	0	0			
South Korea	Projects	129	16	8	0	Jun-93	Feb-80
	Lending	15997.8	861.3	446.6			

Source: Table is produced by the research, data from The World Bank 2011, Lending unit is in Million US$

Table 23 The World Bank investment in the selected countries of East Asia

Central Asia comprises five countries, which became independent after the dissolution of the Soviet Union. These central Asian republics became the World Bank members in the early 1990s. Kazakhstan and Uzbekistan are the part of this research study. The first loan Kazakhstan get The World Bank has given $6.4billion for 51 Projects in Kazakhstan including $0.20 billion for 4 projects in education sector. Three of the four projects in education sector were for higher education. Two of these projects were approved in 2008 and one in 2010, all of the projects are active. In Uzbekistan the World Bank has invested $1.4billion under 34 projects that also includes $0.16billion for two projects in education sector. The Bank has made no funding for higher education sub-sector in Uzbekistan.

The World Bank investment in the selected countries of Central Asia							
Country	Type	All fields	Education	Higher education	Projects for Higher Education		
					Active	First	Last
Kazakhstan	Project	51	4	3	3	Jan-08	Jul-10
	Lending	6404.11	201.43	160.33			
Uzbekistan	Project	34	2	0	0	…	…
	Lending	1440.88	43	0			

Source: Table is produced by the research, data from The World Bank 2011, Lending unit is in Million US$

Table 24 The World Bank investment in the selected countries of Central Asia

West Asia comprises of 15 sovereign and two not fully sovereign states. Except Gaza strip, all the rest of 16 states are the members of the World Bank. Six of them are included in this study on the preset criteria of minimum two million population size. The World Bank has given a lending to Turkey of worth $36.1 billion for 208 projects including $4.6billion for 15 projects in education sector. Here four projects of worth $0.53billion were for the development of higher education sub-sector. The Bank funded $3.34billion to Yemen for 189 projects in different sectors that also include $0.90billion for 41 projects in education sector and eleven of them were related to higher education sub-sector. In Yemen and Turkey 22% and 11% respectively of the total funding for education sector was spent on higher education. Two projects in Yemen and one Turkey have active status.

The World Bank investment in the selected countries of Southwest Asia							
Country	Type	All fields	Education	Higher education	Projects for Higher Education		
					Active	First	Last
Iran	Project	54	2	0	0	…	…
	Lending	3658.1	199	0			
Iraq	Project	40	7	0	0	…	…
	Lending	1164.7	112.9	0			
Saudi Arabia	Project	0	0	0	0	…	…
	Lending	0	0	0			
Syria	Project	40	2	0	0	…	…
	Lending	660.5	35.6	0			
Turkey	Project	208	15	4	1	Mar-84	Mar-05
	Lending	36161.67	4591.9	531			
Yemen	Project	189	41	11	2	Jan-82	May-10
	Lending	3340.77	900.58	199.34			

Source: Table is produced by the research, data from The World Bank 2011, Lending unit is in Million

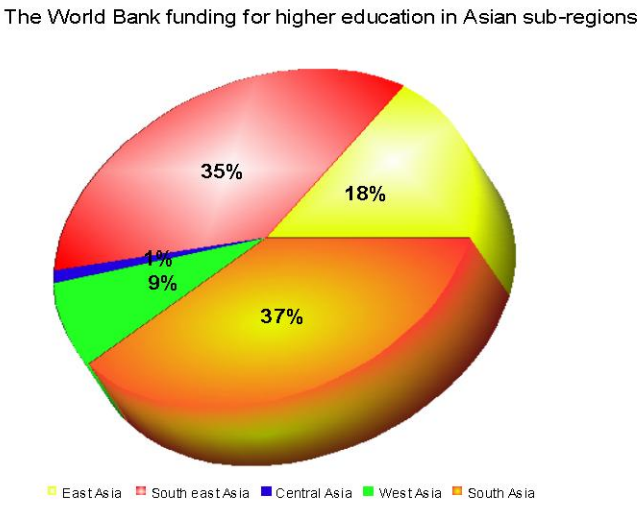
Table 25 The World Bank investment in the selected countries of Southwest Asia

In Iran the Bank has invested $3.6billion in 54 projects, in Iraq $1.1billion for 40 projects and in Syria $0.66billion in forty projects. The Bank has funded two projects both in Iran and Syria in education sector and seven in Iraq. In Iran, Iraq and Syria there is no project or program in the field of higher education, which is funded by the World Bank.

5.3.11 Review of the WB projects in Asia

In Asia, during the last five decades, the World Bank has invested an amount of 13.4 billion US dollars in 187 higher education projects, or projects with higher education components in 27

Asian countries out of total 48 countries in this continent. In terms of both the total number of projects and total lending for the Bank, Asia has the largest share in the world. It is followed by Africa where the Bank invested in higher education: in this region the Bank invested 5.5 billion US dollars in 39 countries on 147 projects, 36 of them are active. While in the rest of the world, the Bank supported 156 projects by lending 10.2 billion US dollars to 42 countries during the same period. Apart from loans for higher education the Bank also gives grants for this sub-sector. Here one thing of great importance that grants given by the Bank is only one percent of the total investment committed for higher education by the Bank. According to the Bank's past fifty years data on grants for higher education, a major share of the grants were given to Africa: 68% to African countries while 25% grant to Asian countries. (See the table 26).



Summary of the World Bank funded projects that include higher education in Asia						
Area/ region	Number of countries	Projects			WB Commitments	
		Total	Closed	Active	Total lending	Grant Amount
East Asia	2	26	25	1	2386	0
South east Asia	10	67	56	11	4764.45	21.1
Central Asia	2	4	1	3	165.33	0
West Asia	5	28	23	5	1202.61	62
South Asia	8	62	50	12	4943.1	0
Asia Total	27	187	155	32	13461.49	83.1
Africa Total	39	147	111	36	5529.41	222.06
Other regions total	42	156	126	30	10286.53	17.84
World Total	**108**	**490**	**392**	**98**	**29277.43**	**323**

Source: Table is produced by the research, data from The World Bank 2011, (Amount unit is in US$ Million)

Table 26 Summary of the World Bank funded projects that include higher education in Asia

South Asia is the only sub-region of Asian continent where the Bank is funding to all of the eight countries for their higher education: US$ 4.9 billion (37%) for 62 projects. It is followed by

South East Asia where the Bank provided US$ 4.7 billion (35%) for 67 projects to ten countries, East Asia 18%, West Asia 9% and the Central Asia has the least funding US$165 million (1%) under four projects for higher education.

5.3.12 Evaluation of the Bank's projects

The Independent Evaluation Group (IEG) is an independent unit within the World Bank Group. It was established in 1973. The IEG consists of three parts:

- IEG-World Bank- it evaluates the activities of the IBRD and IDA.
- IEG-IFC- it assesses the work of IFC.
- IEG-MIGA- it evaluates the contributions of MIGA.

The principal goals of IEG's evaluations are to learn from Bank Group's experience, to assess the achievement of set objectives and to provide an objective basis for future policies and planning. The process of evaluation helps improve the WBG performance, efficiency and effectiveness. The IEG has produced more than 1000 evaluation documents, 68 of them contains education including seven documents on higher education. Among these 68 documents, 26 of them are on Asian regions, including only two documents on Asian higher education.

5.3.12.1 Evaluation of the WB projects on higher education

IEG-World Bank has produced only two evaluation documents on Asian higher education. The evaluation documents on are:

- India: Education Sector Development in the 1990s;
- Tertiary Education: Lessons from a Decade of Lending, FY1990-2000

5.3.12.2 India: Education Sector Development in the 1990s

This paper is a background papers prepared as an input to the India Country Assistance Evaluation. Findings, presented in this paper, are based on multiple resources: a review of project appraisal and completion reports, sector reports, and other documents including Bank's documents on India and research studies on Indian education.

According to this document, until the late 1980s, the government of India strongly resisted external funding for education programs. But later on the demand for financial resources increased as the Indian government set the goal of universal elementary education

According to this document, since 1980, the Bank's investments in education in India increased by many folds: from an almost negligible amount to $2 billion until 1990. The Bank has approved four vocational and technical education and training (TVET) projects and six basic education projects (Abadzi, 2002).

More recently, investments in tertiary education have been justified in terms of their potential contribution to teacher training, a prerequisite for achieving the goals of the global Education for All (EFA) initiative and the Millennium Development Goals (MDGs) (Berk, 2002) there has been no study of the performance of the Bank's tertiary education lending or the extent to which it has contributed to fulfilling these goals in practice. To fill part of this gap,

5.3.12.3 Tertiary Education: Lessons from a Decade of Lending, FY1990-2000

This is the pioneer study of its type that evaluates Bank's lending performance in tertiary education sector. This study reviews the objectives, content, and performance of the 30 Bank-supported tertiary education projects completed between fiscal years 1990 and 2000. The key objectives of the projects were improved educational quality, expansion of enrollments, better planning and management, financial sustainability, and policy reform. Sixteen of the projects were in the East Asia and Pacific Region, seven in Africa, and seven in four other Regions. In this document no project on south Asia, Central Asia and West Asia is included. Eighteen of the 30 projects were in 10 middle-income countries and 12 were in 9 low-income countries. For these projects a $2.48 billion loan was provided by the Bank. The Operations Evaluation Department (OED) rated the outcomes of 70 percent of the projects moderately satisfactory or better (Berk, 2002). Some of the findings of this study were:

- Tertiary education projects performed poorly in low-income or poor countries.
- The completed projects did not fully address the problem of equitable access; only three out of thirty projects provided evidence of any impact on the equitable access of poor or disadvantaged students, including women.
- Most of the project on quality improvement could not help improve teaching methods, student learning, or labor market outcomes
- The projects aiming to increase enrollment were partially successful: 66% of the projects failed to achieve the goals.

- Several projects successfully improved the management and planning through establishing networks and supporting shared facility models.

5.3.13 Critics on the World Bank role

International organizations are complicated structures with bureaucratic line of hierarchy, which are usually under the influence of internal and external forces. In such a framework it is very difficult to pinpoint precisely and identify exactly a policy of an IO towards any field of its activity. Likewise the Bank's policy on education is extremely complex, complicated and changes with time. Psacharopoulos (2006) has classified the Bank's policies on education into four periods; from 1945 to 1963- No policy on education; from 1963 to 1987- focused manpower and vocational education; form 1987 to 1990 - internal debates and confused; from 1990 to 1997-Basic and general education; since 1997 to present - No clear priorities (Psacharopoulos, World Bank policy on education: A personal account., 2006). The lending trend provide a clear evidence that since the commencement of 21st century the Bank has been shifting towards *balanced policy* by giving due importance to all education sub-sectors from pre-primary to tertiary level.

Distribution of the WB lending amount by subsector (%)					
Education sub-sectors	**1963–69**	**1970–79**	**1980–89**	**1990–99**	**2000–01**
Pre-primary	0.1	0	0	1.3	4.1
Primary	2.7	12.6	18.9	35.6	45
General secondary	51.7	18.5	8.6	15.2	16.7
Vocational secondary	16.7	11.7	2.1	1.5	0
Vocational post-secondary	6	21.8	25.1	7.5	8.1
Teacher training	6.9	8.2	8.8	6.1	1.2
Higher education	13.6	17	25.5	18.2	6.9
Other	2.3	10.3	11.1	14.5	17.9
Total	100	100	100	100	10
Source: (Psacharopoulos, World Bank policy on education: A personal account., 2006), page 332					

Table 27 Distribution of the WB lending amount by subsector (%)

On the grounds of the World Bank commissioned studies, to assess the returns to investment in higher education, the Bank set a pre-condition for education sector loans to cut back the budget for higher education. Bank's this stance put the survival of higher education institutions in a difficulty. Likewise many of the aid agencies, active in the poor countries, also adopted the similar policy consequently the financial support and strategic guidance was more or less disappeared (Olsson & Mkandawire, 2009). Through 1970s and early 1980s the World Bank criticized the investment in higher education and emphasized on redirection of resources to

primary education (Banya & Elu, 2001). As a result, until early 1990s the Bank did not give due attention towards higher education sub-sector: the funding was too little, too slow, and too narrow. But later on with the advancement of theories in economics of education, the rate of return was studied profoundly. The research on the rate of return conducted during the 1960s and 1970s showed that primary education had higher social and private return as compared to tertiary education (Psacharopoulos, 1994). These scientific evidences and other factors provided sufficient ground for the support of primary education consequently states and international organizations reduced their attention and resources for higher education. Perhaps in the wake of these studies, the World Bank criticized the investment in higher education and emphasized on redirection of resources to primary education during 1970s and early 1980s (Banya & Elu, 2001). Consequently, during and after the structural adjustment period, financial and other resources for higher education were reduced in many countries. A review of 31 poverty reduction strategy papers indicated that only three governments considered higher education as a way of reducing poverty, and only two of them increased their funding for higher education (Varghese N. , 2010).

Summary

International Bank for Reconstruction and Development (IBRD) and the International Development Association (IDA) are collectively called the World Bank. These IGOs are two of the five institutions of the World Bank Group. The Bank was founded on 27 December 1945 after the ratification of the Bretton Woods agreements. Earlier the Bank was consisted of IBRD only and later on in 1960 IDA was created. The Bank has a presence in 187 countries. The principal mission of this IGO was to help Europe and Japan in the reconstruction and development process. Later on, in 1952, the Bank started supporting other regions also through financial assistance in the form of lending. But loans were given to only those projects, which had economic productivity in order to ensure repayment of loan and to secure its investment. In 1963 the Bank changed its lending policy and started investing in social services and other sectors as well, including education sector. With the passage of time, the Bank reframed its aims; now it works to reduce poverty in middle-income and creditworthy poorer countries by promoting sustainable development. The Bank is providing lending and technical assistance to its member economies in a variety of activities that ranges from policy guidelines to

infrastructure development; from economic revival to the improvement of health and education, and from poverty reduction to fighting corruption.

International Bank for Reconstruction and Development (IBRD) is a principal organ of the Bank Group. As compared to other institutions of the Group, IBRD has the largest country membership, biggest staff size, highest visibility, broadest mission and the largest volume of lending. More than half of the Bank's annual lending is given by the IBRD alone. The cumulative lending of IBRD is more than $US 420 billion. It has invested in thousands of projects in its member countries since its inception. Both wings of the Bank generate money through multiple resources: IBRD raises money through interests on the credit given to member countries, services charges and the sale of AAA-rated bonds in international financial markets while IDA receives contributions from wealthier member governments and repayments of the loans.

The World Bank provides two types of assistance for capacity building: financial assistance and technical assistance. The financial assistance is in the form of loans and grants (, which is too little for Asian countries). Usually the World Bank provides technical assistance for better outputs of the projects for, which the Bank's lending is approved. Technical assistance provided by the Bank can be of varied nature; from expert opinion to project evaluation studies; and can focus different stages from project designing to implementation and beyond of that. The principal objective of such assistance is to improve capacity and efficiency the person responsible for the project management and implementation of the project. Such type of assistance also contributes to better utilization of resources and ultimately enhances the success rate of the project. The Bank also support and encourage policy reforms in the countries pertaining to socio-economic development. The Bank uses other means as well to develop the capacities of the stakeholders both in the low and high income countries. Such initiatives include; publications, country reports, evaluation studies, conferences, workshops, research studies, data repositories, national resource centers, eLibrary, web sites and web-based analytical tools, newsletters, and dissemination of information, ideas and statistics.

The World Bank has it presence through country offices in more than one hundred member states and 30% of them are in Asia. Along with its member states, the Bank maintains working relations with IGOs as well in order to achieve its objectives. The Bank has official relations and partnerships with fourteen UN-specialized agencies, seventeen international development

agencies, four Multilateral Development Banks (MDBs), five sub-regional banks and seven Multilateral Financial Institutions (MFIs). Apart from IGOs, the Bank has working ties with many civil society organizations (CSOs) in many countries. These bodies have become a key partner of the World Bank in the process of socio-economic development. Thus CSOs with the World Bank's financial and technical assistance are playing a significant role in policy reforms, human capital development, socio-economic development and education sector in more than 60 countries. The World Bank through CSOs is engaged in many multilateral international projects. Some of are: Education for All goals (EFA), the Millennium Development Goals (MDGs), Country Assistance Strategies (CASs), Poverty Reduction Strategies (PRSPs) environment protection programs etc.

The Bank's lending policies on education have passed through many changes and reforms since its inception; 1963, 1968, 1980, 1992 and 2000. The Bank has realized very lately the importance of investment in higher education in the low and lower middle income countries. In field of higher education the Bank supports vision development, strategic planning and consensus building, finance reforms, governance and management reforms, quality improvement, institutional diversification, science and technology development. The Bank also provides assistance in the strategy development; capacity enhancement for monitoring and evaluation; reform of resource management; essential level of funding; research and technology development; and quality assurance. The World Bank Institute (WBI) also plays an important role through capacity development programs that comprises technical assistance, thematic learning programs, cabinet-level retreats, and other leadership development programs.

In education sector the World Bank has invested US$ 69 billion in more than 1,500 projects majority of them are in Asian countries. The Bank's average loans per year for education that was once less than 1%, today it is more than 8% of the total lending. During the first decade of the 21st century the average lending was approximately one billion per year. Since 1963 the World Bank has made the largest investment in Asian higher education: an amount of $US 13.4 billion in 187 higher education projects, or projects with higher education components in 27 countries. To meet the increased demand of assistance for higher education the Bank has launched *Education Strategy 2020* in spring 2011 that focuses on *an investment which is early, smart and for all*.

The Independent Evaluation Group (IEG) is a unit within the World Bank Group, responsible for the evaluation of projects and studying results and outcomes of the programs. The IEG has conducted 26 evaluation studies of the Bank's projects in different fields in Asia, only two of them are on Asian higher education. According to IEG's these evaluation reports most of the World Bank's tertiary education projects performed poorly in low-income countries: 66% of the projects failed to achieve the goals to increase enrollment. Similarly only 10% of the projects achieved the objectives of equitable access of poor or disadvantaged students and likewise most of the Bank's project on quality improvement could not help improve teaching methods, student learning, or labor market outcomes. But Bank's many projects were successful in improving the management and planning through establishing networks and supporting shared facility models.

5.4 Effect and impact

It is very difficult to assess the impact of the IGO's initiatives on any country's higher education because the level of success of an actor depends upon other factors too, as it is explained by game theory related to organizations. The performance of IGOs measured in terms of outcomes may not be appropriate when these organizations are constrained by various political and other factors, which are outside of their control; in such cases, it is difficult to link outcomes causally to the role of the international organizations (Gutner & Thompson, 2010). In this context, it is inappropriate to credit or blame solely an IGO for certain outcomes either as a result of achieving the set objectives or vice versa. However, to study the IGO's role, one should see how actively that IGO tried to track the goals and whether it efficiently played its role in its member countries through policy directions, capacity building, technical assistance, information sharing monitoring and reporting.

Despite all limitations and criticisms regarding the study of IGOs' role, it is true that IGOs are *contributing active players* in the process of development of higher education but not wholly solely responsible for developing higher education of/ in any country or region. As society and state are the key players at national level so the major responsibility lies with them to work for the development of higher education through effective initiatives including cooperation and collaboration with the IGOs that are engaged with this sub-sector.

Like in other parts of the world in Asia also, the OECD, UNESCO and the World Bank have been supporting and contributing to higher education for the last many decades through a variety of initiatives. The principal aim of their initiatives and activities is to encourage, support and create higher education friendly environment through policy and institutional reforms and assistance in capacity building that ultimately increase the participation rate, improve the quality, and enhance accessibility and acceptability.

5.4.1 Education Sector Reform Process in Asia

In most of the Asian countries, states follow functionalist and pragmatic approach while endeavoring to boost education sector for development. These countries consider education as a mean to achieve socio-economic progress. Two decade back, primary and secondary level education was the priority areas in education sector in many Asian countries. As the data on basic education show except that of Afghanistan, Bangladesh and Pakistan all rest of the Asian

countries has achieved 100% GER at primary level before the advent of the 21st century. Consequently in these countries demand for secondary education started growing very rapidly. Furthermore the industrial progress and economic development enhanced the demand for higher education as well. As a result a process of reform, restructurization and re-organization started in all parts of Asia in order to respond the changing needs and new challenges. Still the higher education in these countries is passing through the period of transition.

UNESCO responded to the changing need by designing responsive strategies; encouraged policy reform, focused the capacity building and launched different initiatives to promote quality, equity, accessibility, relevance etc. Whereas the Bank re-positioned itself by reframing lending policies towards higher education and it provided financial assistance to member states and since then Bank's investment in higher education is on the rise. In this context OECD, being a think tank, provided policy guidelines, systematic analyses, and a forum to share ideas and experiences to find innovative solutions. In addition to this, OECD also played its role in the joint programs with UNESCO and the World Bank. Though OECD does not have much presence in Asia, it is influencing this region through its innovative ideas and initiatives that have a global visibility and implication.

Likewise the process of reforms in other sectors is also pushing for reforms in the education system. To meet these challenges, multi-level reforms have been introduced that includes reforms of: educational philosophy, educational administration and management system, school system and financing system have been introduced. This has resulted in advanced curriculum, effective methodologies, decentralization of management, shared responsibility in financing education, enhancement of quality, promotion of vocational and technical education, more independence to stake holders and elevated participation of the society (IBE 2006).

According to the UNESCO statistics higher education in all Asian countries is expending very rapidly so there is need for multipronged strategy to meet the rising demand. In the following information on the reform process has been presented on different Asian regions in the selected.

5.4.1.1 East Asian countries

China

In China, the reforms in education system are driven by economic, political, scientific and technological forces. The reforms process is transforming educational philosophy, educational

management and administration systems, school system, financing system, teacher training and curriculum.

In 1994, Educational Reform and Development Plan stressed upon basic education, vocational and adult education. In 2004 *Action plan for invigorating education* supported reforms in the training of specialized professionals, strengthening of learning capacity, and enhancing quality at all levels. As a result of reforms in education English language was given more importance in education at all levels. More recently Education Reform and Development Plan, in 2009, has supported the reforms in higher education through restructuring of infrastructure, relaxing central control, more autonomy for universities, increased funding for education, enhancing the quality of higher education, strengthening teacher education, and promoting advanced research and technology based education and harnessing institutional collaboration .

Japan

Education in Japan has gone through many reforms and this process is still going in response to the changing needs of the society. As deregulation efforts started in the 1980's and 1990's, in the field of higher education as well, under the control and protection of the government, liberalization, individualization, and diversity became the central parts of the university reform (Poole 2003).

In 1980s National Council of Educational Reform formulated many proposals to make the education according to the individuals' and societal needs. During 1990s reforms were introduced to make lifelong learning relevant to various future needs of the society, to expand and provide lifelong learning opportunities at the community level, to construct Japanese higher education responsive to 21st century needs, and to face the challenges of spread of modern information media and the advancement of science and technology. In this regard to support and to adjust the reform process, not only existing educational law were amended but new laws were also introduced.

In the result of innovative reform process the boundaries of higher education is extending very rapidly new programs of studies and research are launched. Likewise many other new developments are evident in the Japanese education system: restructuring of higher education management, the establishment of vocational institutions, initiatives for quality assurance, improvement of external assessment system and enhancing the research capacity of the

universities. State and institutions are introducing reforms in their capacity to meet the international standards, to compete in the international market and ultimately to bring socio-economic development.

South Korea

In South Korea educational reform became part of a broad system of efforts to build an institutional basis for reforms in 1980s, the Presidential Commission for Education Reform was constituted in 1985 and later on it was renamed the Presidential Advisory Committee on Education Policy (IAU 2011). As a result of 1980s' reforms participation rate at all levels increased and education institutions grew at a spectacular rate. The Commission on Education proposed many reforms in education sector at all levels that were introduced and implemented during 1990s. These reforms focused restructuring the educational system, enhancing accessibility, promoting science and research, and supporting use of new information and communication technologies in education. At secondary school level ranking system based on students' quality has been abolished in public and private sectors.

In order to implement the reforms effectively different laws were carved or amended: "the Social Education Law was reformulated into the Lifelong Education Law in 1999, and the Law for Promotion of Vocational Education and Training and the Basic Qualification Law were enacted. In order to facilitate identifying gifted children who will play a vital role in national development, the Law for Promoting Education of the Gifted was promulgated in 2000. The Fundamental Law of Human Resource Development was enacted on August 2002" (IAU 2011). These legal steps helped to align education system with the socio-economic development. The major objective, behind these initiatives, was to transform the mass manufacturing system and the labor-intensive industrial structure of the past into one based on knowledge and technology, and that is responsive to the changing societal needs. These reforms resulted in a flexible, modern, autonomous and student centered system education where equity, diversity, quality, innovation, and transparency.

Recent reforms in Korea focused on the restructuring and competition through economic incentives, learner centered financing of educational institutions, linking higher education institutions with the labor market through information, strengthening the relations, networking of educational institutions and employers, internationalization of professional programs, enhanced

focused on professional education, development of world class human capital, implementation of new quality assurance system at higher education level and linking development ministries together.

5.4.1.2 Southeast Asia

Indonesia

The government of Indonesia started reform and restructuring process in 1980s to develop education sector so that it could support the industrial and economic development in the country. In 1989 the state introduced a law to provide a foundation to single national education system throughout the country covering all levels and types of education. In 993 further reforms were introduced to achieve equity, economic growth and stability through education, in this regard the National guidelines of the state policy were promulgated. As a part of reform in education, in 1994 the duration of compulsory basic education was enhanced from six to nine years. And a universal nine year of compulsory education program was launched to provide education to every citizen, irrespective of gender, religion, ethnic, social or economic background. Likewise vocational and professional education through formal and informal channels was encouraged. In the same year, in order to improve efficiency of higher education institutions and the quality of their product three new programs were launched; Development of Undergraduate Education, Quality for Undergraduate Education and University Research for Graduate Education. In the wake of growing importance of education and to meet the new challenges of the 21st century, in 1999, a comprehensive reform process of the education system was initiated that focused the development of curriculum according to children's needs, societal interest, and at higher level professional attainment.

To improve the efficiency and effectiveness of education and educational institutions, in 2001, the management and administration in education sector was devolve at local level and district/municipal governments were made responsible for the development and promotion of education at all levels whereas state role was to frame policies, to guide and supervise. In the same way, more autonomy was given to higher education institutions in resource management and other activities. In 2003 the higher education institutions (HEIs) were given further autonomy where the management of HEIs was based on autonomy, accountability, quality assurance, and transparent evaluation. The process of reform and structural adjustment of higher education is facing public resistance.

Malaysia

In Malaysia all education sector has gone through many reforms, changes and new development to implement unified national education system based on single national curriculum and the use of national language as medium of instruction in order to improve the accessibility with equity. As a result of effective reform Malaysia achieved universal primary education in 1990s. Furthermore to improve the quality of education the curriculum reforms in 1980s, 1990s and 2000s have focused content-method-outcome approach and more importance was given to science and ICT education.

In this regard, IGOs played a significant role in the development of education sector in this country through capacity building measures in: vocational education, training, human resources planning and development, management, research, and higher education. Likewise the financial assistance from the World Bank helped in accelerating the implementation process of policy reforms and institutional changes to improve the quality of education (IAU 2011). In 1990s, many reforms were introduced to upgrade the vocational and technical schools, to develop technical schools, to ensure the use of educational technologies in pedagogy, to launch new programs in science and technology and to encourage private sector to play its role in the provision of quality higher education. In response to increased market demand education policy was reformed in 2003 and bilingual education was permitted and the use of English language in teaching of science and mathematics started. To further support the higher education sub-sector in 2004 a separate ministry of higher education was created. In Malaysian nation's Vision 2020 program has further increased the importance of higher education.

Myanmar (Burma)

The rising demand for "development based education" is one of the driving forces behind the reforms in the education system at all levels and all fields in Myanmar. During the twentieth century, basic education, vocational and technical education remained the priority areas of the government to achieve socio-economic development in the country. For the last two decades, the education in Myanmar has gone through a series of reforms, restructuring and reorganization to align education with changed societal needs. In 1991 *Myanmar Naing Ngan Education Committee* was formed to work on educational policies and plans in order to improve quantitative and qualitative aspects of education. In 1992, reforms were introduced to further promote vocational education and skilled-based literacy. The 1998 education reforms focused the

creative learning, critical thinking, responsive curriculum, and enhanced role of the communities in the qualitative and quantitative development of education.

In the wake of increased importance of ICTs in education, in 2000, the Ministry of Education planned to ensure the provision of ICT education and education through ICTs from basic to higher education levels. To face the new challenges of the 21st century *Centers for Human Resource Development* at many universities, institutes, and colleges started new programs. Networking of higher education institutions particularly of universities is another important initiative towards capacity building through sharing of ideas and resources. In this regards many universities collaborate with international institutions of research. In 2005 government gave more autonomy to many higher education institutions so that these institutes could act and react more swiftly and effectively to the changing demands and needs. Ministry of Education has launched the Thirty-year Long-term Education Development Plan 2001/2030 that is being implemented in six phases covering different aspects of education from basic level to higher education.

The Philippines

In the Philippines the reforms in education sector are aimed to make the national education relevant and responsive to the rapidly changing needs of the society. During past few decades the Department of Education has taken multiple initiatives to improve the accessibility, relevance, and quality in education.

To bring the reforms in the education system the state commissioned three major studies on education; Congressional Commission on Education (EDCOM) of 1991, Philippines Education Sector Study (PESS) of 1998, and the Presidential Commission on Educational Reform (PCER) in 2000. Congressional Commission on Education in 1992 proposed different measures to improve the state of education. The creation of the Commission on Higher Education (CHED), in 1994, was a part of the reform process at higher education level. The CHED has taken initiatives to ensure the quality of inputs and programs at higher education institutions in order to assure overall quality. Teacher capacity development has been given a special attention through pre-service and in-service training programs. Likewise more autonomy and liberty has been given higher education institutions. As a result of the Presidential Commission on Educational Reform (PCER) in 2000 the education sector was further restructured and reorganized at

primary, secondary and tertiary levels. As a result the central government has decentralized the powers and responsibilities; local bodies or local governments have been given more power and authority, educational institutions have been given more autonomy, community and private sector are contributing more effectively. At the advent of the 21st century a package of policy reforms called *the Basic Education Sector Reform Agenda (BESRA)* (2005-2010) was introduced that also include the *Schools First Initiative and* the *Philippine Education For All (EFA) 2015* to improve basic education outcomes and to achieve EFA goals by 2015.

Thailand

In early 90s Thai education went under drastic reforms to serve and respond the societal needs to the face the challenges of globalization and internationalization as in 1992 National Scheme of Education was promulgated. The key motives of the reform process were; to establish knowledge society, to promote skills and competencies based learning, to improve the educational management system, to encourage decentralization, to enhance the private sector role in education, to expend and extend higher education, to support quality assurance initiatives and to mobilize more resources.

The reform of the entire education system in Thailand was recommended, in 1996, in a report of a special non-governmental Commission on Thailand's Education. In 1996 a master plan of teacher reform was approved to improve the teaching profession status and teachers quality and in 1997, Teacher Education Reform Office (TERO) launched five innovative programs: national teacher awards; special allowance for in-service training; new-generation teacher education; school rating; school visits by leading Thai professionals. In 1997 the basic education duration was increased to 12 years and policies were framed to further improve the teaching profession and to enhance the quality of education at all levels. Likewise in the higher education sector also reform were introduced to promote equality, quality, efficiency, acceptability, unity in diversity, effectiveness of system management, and decentralization of administration and management In 1999 the National Education Act was promulgated to bring reforms in teaching-learning process from basic to higher education level and structural reform in the administration to enhance the efficiency. This Act provided a framework for further education reform in all sub-sectors. In the the National Education Act, the Office of Educational Reform was established in 2000 to work on decentralized finance and administration, autonomy for individual teachers and institutions to set curricula and to mobilize resources. In October 2002, a twelve-year free basic education

scheme (6+6) was introduced and in 2004, free basic education was extended to fourteen years, including the two years of pre-primary schooling. Recently reforms in curriculum, teacher education, decentralization and devolution, and private participation have been worked out.

5.4.1.3 South Asia

Bangladesh

In Bangladesh education is seen as a transforming agent that can be helpful in transforming human resource into human capital; a more productive labor force. To achieve this objective the government has planned to promote basic and secondary education. To achieve the EFA goals the Compulsory Primary Education (CPE) Act was promulgated in 1990; it was implemented in 1992 on a limited scale and has been extended throughout the country since 1993 (IAU 2011). In 1992 Primary education has been made compulsory for age group 6 to 10 years. In 2003 the ministry was established to support and promote Primary and Mass Education. In order to establish a knowledge-based and technologically-oriented learning society *EFA National Plan of Action II 2003–2015* was launched.

To improve the access to and quality of higher education, reforms have introduced, likewise the establishment of universities in private sector is also encouraged as a result of The Non-Government Universities Act No. 34 of 1992. To make higher education available in remote and disadvantaged areas, the government established the Open University under the Act No. 38 of 1992. Further reforms in curriculum, teacher education, financing, and private sector role in higher education sector have been introduced to make education responsive to the market needs and social demands. In higher education sub-sector, administrative restructuring, adjustment of duration of degree and quality development initiatives have been introduced recently.

India

The National Education Policy 1988 stressed upon the promotion of basic education, improvement of learning outcomes, and decentralization of power and responsibilities to local administration and management. In 1990s many reforms were introduced in curriculum development, teacher education, quality, accessibility and relevance. In 1996 government reformed the policies to universalize elementary education, to increase resource allocations, to improve teacher training process, and to involve community in decision making and management of education. In order to meet the rising demand of skilled labor force the

government gave more focus to vocational education and use of educational technologies. The National Campaign for Universal Education was launched during 90s to achieve the EFA goals through improved participation at elementary level and enhancing of quality of education at all levels. As a result of reform, elementary education became a fundamental right in India since 2002.

In order to improve the standard and quality of education at school and college levels different reforms have introduced. Teachers have been given job security, financial and legal protections. More resources have been allocated to meet the rising demand of higher education. University Grants Commission (UGC) has launched introduced reforms on restructuring undergraduate courses. Since 2000, many quality assurance agencies and councils have been erected at national level to improve higher education. As a part of policy reform the government in 2004 adopted the National Common Minimum Program (NCMP) to give equal access to education to all, to improve the quality of education, curriculum and content, and to devolve administration to local level.

Nepal

After the restoration of democracy in 1990, the government started to take initiatives to reorganize and reshape national education system according to changing socio-economic needs. In 1991 the National Education Commission was put in place bring and implement policy reforms in order to bring quantitative expansion and qualitative improvement in education. The Ministry of education launched many new programs to make quality education, at least basic education, available in all parts of the country; the Primary Education Development Project (PEDP) in 1992, the Basic and Primary Education Project (BPEP) in 1993; BPEP II was launched in 1999 for five year period to improve curriculum, teaching content, teacher training and learning environment. The Secondary Education Development Project (SEDP) was started in 1993 to develop secondary education in the country. SEDP and PEDP were funded by the Asian Development Bank. As a result of new reform primary education had been given a status of compulsory education since 1997. In the following years the Participatory Management Development Program (PMDP) was launched to develop the capacity of administration and management. Through *higher secondary education act*, more administrative powers were transferred to *Higher Secondary Education Board* to develop higher secondary education. In order to improve the access to technical, vocational and higher education the number of

institutions were increased throughout the country Likewise Local Self-governance Act has been introduced to manage and monitor education at district and village level.

Pakistan

The policy reform in education sector, in Pakistan, is an integral part of a five year education plan so that education could be made more responsive and relevant to the changing needs. In 1982, Academy of Educational Planning and Management (AEPAM) was established to facilitate development and promotion of education through effective policy reform, planning, capacity building, and oversee the implementation process. The National Education Policy 1992 and the Eighth Five-year Plan (1993-1999) gave high priority to the achievement of universal primary education. In order to achieve EFA goals by 2015, the Education Sector Reforms (ESR) program was initiated in 1999. This is a long-term framework to promote policy reforms and planning in order to reduce gender gap, improve quality, accessibility and public private partnership from primary to tertiary education level. The ESR also supports relevant Millennium Development Goals (MDGs). The rising demand of skilled labor force at national and international levels led to the formation of the National Vocational and Technical Education Commission (NAVTEC) in 2005. This commission is has been given the task to help government in speeding up the process of reform in vocation education and to provide policy direction for vocational education & training. To link education with international community the Ministry of Education has introduced teaching of English as a compulsory subject from the first grade in public schools and private.

Higher Education Commission was established in 2002 to promote and develop higher education in the country. The HEC is responsible for dealing with the different matters that are related to policy designing and implementation, planning, programs development, standards setting, funds disbursement and supervise education in the country. Quality assurance agencies and cells have been put in place by the HEC to ensure quality of inputs, processing and output. Likewise, industries and universities collaboration, use of ICTs in education and presence of private sector in higher education are encouraged by the government.

The education policy 2009 stressed upon faculty development, innovation, relevance, industry-university linkages, responsive education, market oriented skills and competencies, equitable and, Extensive access to higher education through ICTs. This policy gave the clear direction to

transform the higher education sector in Pakistan to face the new challenges at domestic and global level. So, in order to develop the higher education in the country the government has introduced policy reform to enhance the gross enrolment ration up to 10% by 2015, to increase in resource allocation, to encourage lifelong learning for teachers through Continuous Professional Development (CPD) programs, to speedup external and internal quality assurance mechanism, to improve ranking system of the universities, to promote collaboration with foreign universities.

Reforms in education sector in the past decade, both at federal and provincial levels, have been introduced to improve the infrastructure, to enhance access to information and to increase enrolment in the field of science and technology at university level. More resources have been allocated to higher education sector as a result of these reforms. Also the reforms have been introduced to strengthen the governance of educational institutions. Public Private Partnership has been introduced to improve management, financing and planning at institutional level. Another key aspect of higher education reform is the improvement of Infrastructure, access to information, establishment of digital resource hub in the form of Digital Library.

Sri Lanka

Reforms have been introduced to ensure equal opportunities to quality education, to develop the capacity, restructuring of ministry of education and reorganization of school structures.

In 998 as a result of comprehensive education reforms, a competence-based curriculum was developed, tested and introduced.

Since 1998, it mandatory for all children in the age group 5-14 years to attend school

To improve the performance of students as school-based assessment system has been introduced at all stages

To uplift the teaching staff quality, teacher education and professional training has been linked with upward mobility.

As a result of 13th Amendment to the Constitution, the Central Government has devolved most of the functions and responsibilities in education sector to the Provincial Authorities. Now the Provincial Council System is responsible for education.

5.4.1.4 Central Asia

Kazakhstan

Since its independence Kazakhstan has introduced profound social, political, educational and economic reforms to face the new challenges. These reforms are driven by democracy, free choice, openness, freedom of expression and innovative ideas. In this regard new laws have been established. These laws determine the State educational policy, the objectives and principles of education, the administrative structure, and the system of private schools (IAU 2011).

Some of the reforms introduced to education sector include: system restructurization, transformation of educational programs, teacher education and curriculum reforms. Likewise, different initiatives were taken to improve the effectiveness of networks of educational institutions: higher, technical, professional and secondary education. These reforms in education sector have resulted in the decentralized administration, development of multi-sourced education system, setting new standards, alignment of curricula with societal and international demands, improvement of quality and internationalization of higher education.

Uzbekistan

In Uzbekistan the Government introduced the process of transformation and reforms to align the education system with democratic society and a free market economy, to improve the quality and effectiveness of education. In 1997 the *National Program for Personnel Training System* was launched to improve the quality, efficiency and effectiveness of the education system through capacity building of the stakeholders: teachers, trainers, managers and specialists (IAU 2011).

Furthermore restructuring and re-organization of educational bodies also introduced and new management units also created to facilitate the smooth and efficient functioning of the education institutions. Under these policy reform process Institute for the Development of Specialized Secondary and Higher Education and a Centre for Specialized Secondary Education have been established, which are responsible for the development and growth of quality education.

5.4.2 Impact on the education

The UNESCO, World Bank and other IGOs' assistance to develop education sector in the Asian countries, Jometien Conference in 1990 to pursue and push states to work for the promotion of education for all, the UNESCO World Higher Education Conference in 1998, EFA goals in Dakar World Education Forum in 2000, The World Bank report *Knowledge and Development* in 1999, Millennium Development Goals (MDGs) by UNO general assembly in 2000, the United Nations Literacy Decade (UNLD) in 2003, UN Decade of Education for Sustainable

Development (DESD) in 2005, UNESCO World Higher Education Conference in 2009, UNESCO Global Forum on University Ranking and Accountability in 2011 and many other events are a series of initiatives that are contributing to the development of education at all levels and in all parts of the world through motivating, encouraging, guiding, helping, and supporting the member countries.

In the above section it is evident that all countries in Asia are working on policy development and policy reform in order to harmonize the national education system according to national and international needs. The time series data from 1980 to 2009, on the selected Asian countries, show a positive change in all the sub-regions of the continent (see the Annex). The real pace of change varies across national systems but the direction of change appears to be similar. (Schugurensky 1999). The available data on Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) at primary, secondary and tertiary levels show an increase in all countries for both genders. But the level and pace of the growth vary from country to county. In some countries, like Iran, Saudi Arabia, the Philippines and Thailand, female participation rate has even surpassed to the male at tertiary level but in some countries, like Afghanistan, Bangladesh, and Pakistan, female participation rate at all levels is very low as compared to that of male. The Gross enrolment ratio at tertiary level is 100 in South Korea, which is the highest in Asia and even in the world, whereas Afghanistan and Pakistan have the lowest GER at tertiary level, 1.5 and 5.2 respectively. This low participation rate can be attributed to fragile political condition and low economic development in these countries for the last many decades. But in these low performing countries also a high increase in the participation rate has been witnessed in the last decade as compared to the growth during 80s and 90s at primary, secondary and tertiary levels for same indicator.

The states and the IGOs' efforts have not only resulted in an increase in the GER at all levels but also positively contributed to the School life expectancy from primary to tertiary level for both genders in all selected Asian countries except that of Iraq where for the last three decades it has been decreasing. Though state spending on education is continuously rising, in the majority of the countries per pupil public expenditure as a percent of GDP per capita is decreasing for primary, secondary and tertiary levels. Likewise pupil teacher ratio is also increasing in majority of the countries. This is due non-proportionate increase in resource allocation as compared to the rapid increase in the student enrolment at all levels.

From the data on demography, population structure, participation trends in education and economic development in the region, it is evident that recent increase in the student enrolment at higher education level is just a beginning and in the times to come countries it will increase further. According to UNESCO data 2009, only in nine Asian countries and territories the gross enrolment ratio at tertiary level is 50% or higher, where as in the countries with huge population like China, India, Indonesia, Pakistan and Bangladesh the participation rate is increasing very rapidly and every year millions of new students are entering in the HEIs of this region.

The world development indicators (WDI) show that all Asian countries are not at the equal level and stage of the development; there lies a stark difference at inter-region, inter-country and intra-country levels. There exist extreme difference in economic development and prevalence of education and institutional development. For example, the participation rate in higher education in republic of Korea has an unparallel place with a value of 98.1%, followed by Macao China 63%, Israel 60%, Japan58, Hong Kong China 56.6%, Mongolia 53% and Lebanon 52.5% while in Bangladesh, Bhutan, Cambodia, and Pakistan the participation rate at higher education level is less than 7%.

5.4.3 The development trends in Asian higher education

The development of higher education in many Asia countries is faced with two major problems: at the one hand the participation rate is low and on the other hand it is rising up at snail's pace. This problem is rooted in low economic development and limited capacity in terms of human and material resources. For such countries IGOs assistance is of great importance. While those countries that are performing well also need co-operative support from IGOs in furthering their objectives in the development of higher education sector so that they could maintain their place and position by achieving excellence at all levels, and could compete at international level.

In many countries where higher education institutions were already faced with financial constrains, a rapid increase in the student enrolment is further aggravating the situation as result either institution are compromising the quality or sharing the cost with students. In some cases such institutions are opting for a third option also; marketing their products and services to generate revenue. The last two market oriented approaches are transforming both the role of higher education institutions and the way knowledge generated and distributed.

The time series data, from 1970 to 2009, on the participation rate at tertiary level in different sub-regions of Asia show a continuous and consistent increase. The highest increase was seen in the East Asia and Pacific region whereas the lowest increase was seen in South Asia. This is the only region where participation rate is lower than the world average of 27%. The data also show that during the last two decades every regions showed an increase of more than 25% in the participation rate, the highest increase was recorded in South Asia where gross enrolment ratio increased by 30.4% followed by central Asia 28.1%.

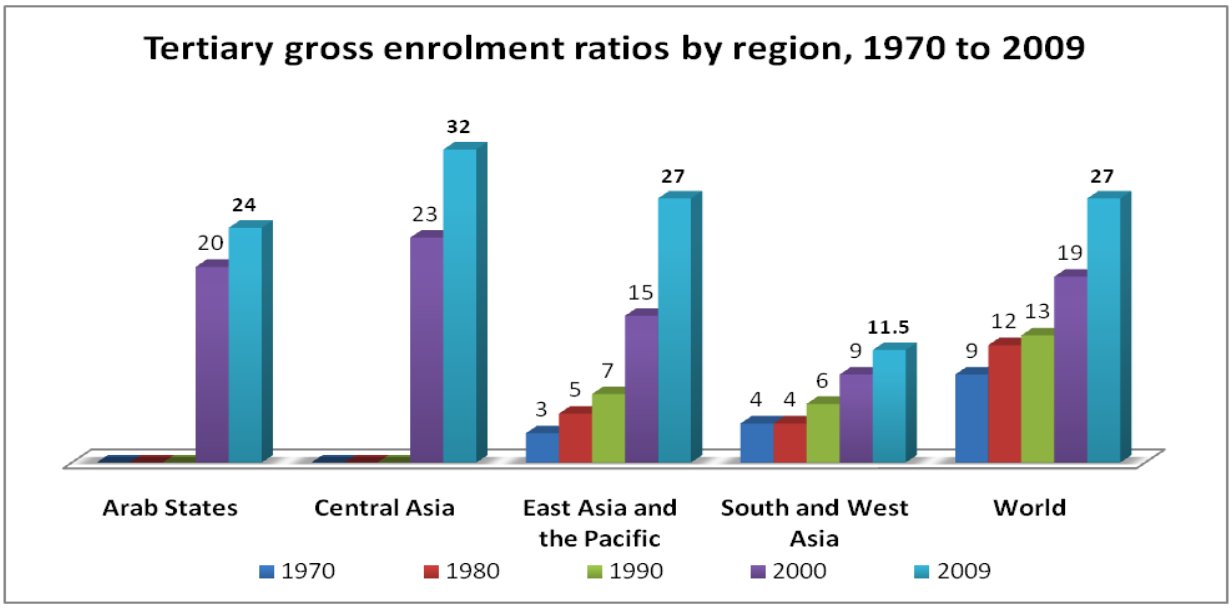
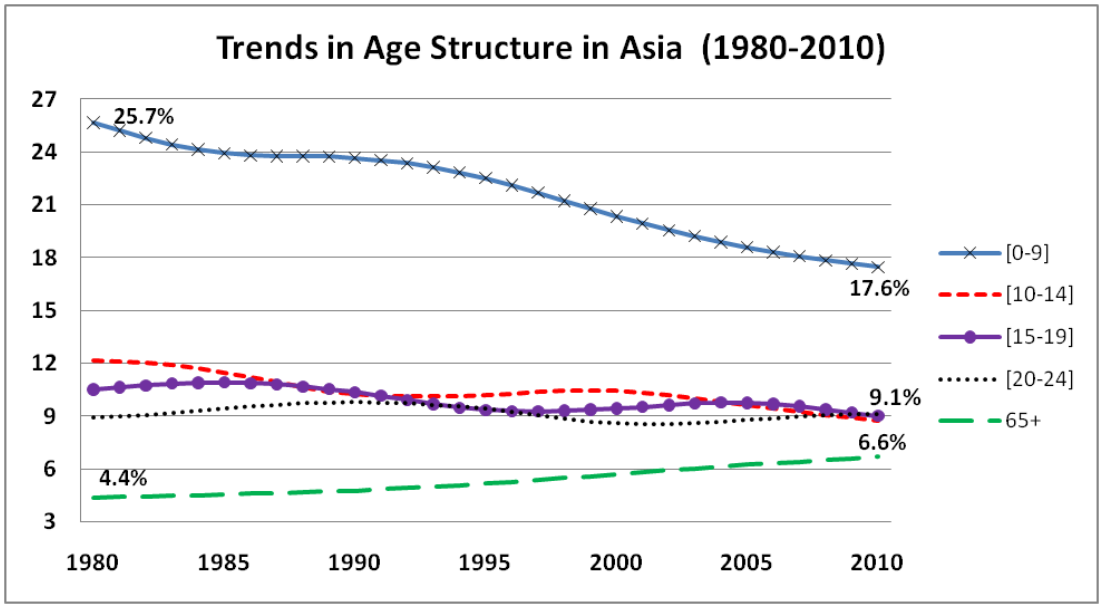


Figure 20 Change in the Gross Enrolment Ratio at tertiary level in different regions

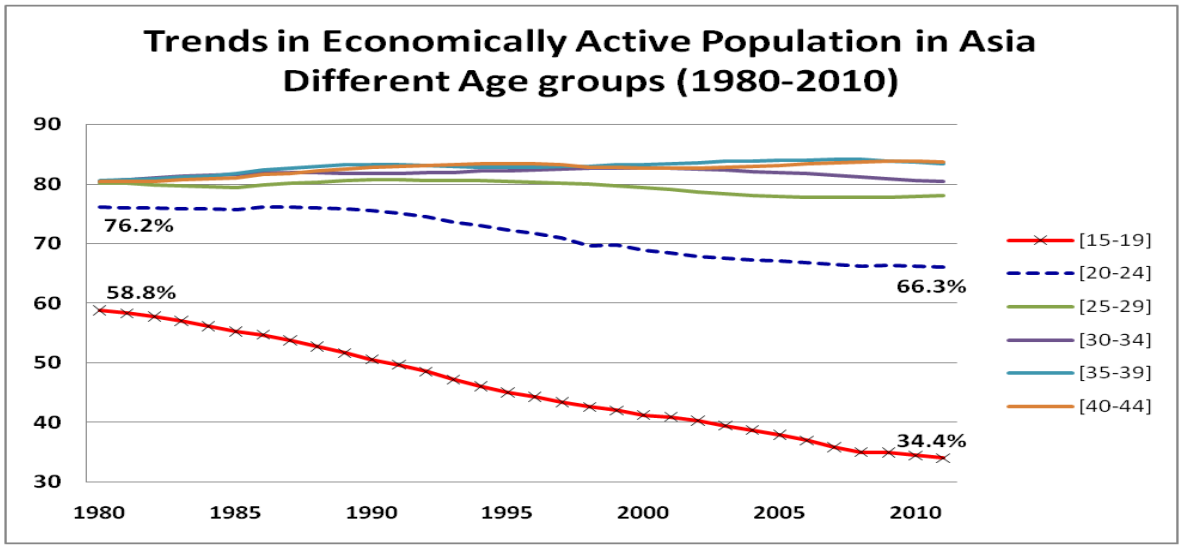
The participation rate at higher education level is continuously increasing in Asia for the last many decades while population growth rate is constantly decreasing since 1980 as shown through histograms: share of age group from 0 to 9 years has decreased from 25.7% to 17.6% during the same period. Here a question arises, increase in higher education participation rate and decrease in population rate then what was the feeding source of higher education institutions? This paradox can be explained by having a look at the trends lines of economically active population of different age cohorts.

In Asia a steep decrease in economically active population of age groups 15 to 19 years and 20 to 24 years can be seen for many years. Here we should notice that age cohort from 15 to 19 is secondary school age and 20 to 24 years age is higher education school age. From this trend lines

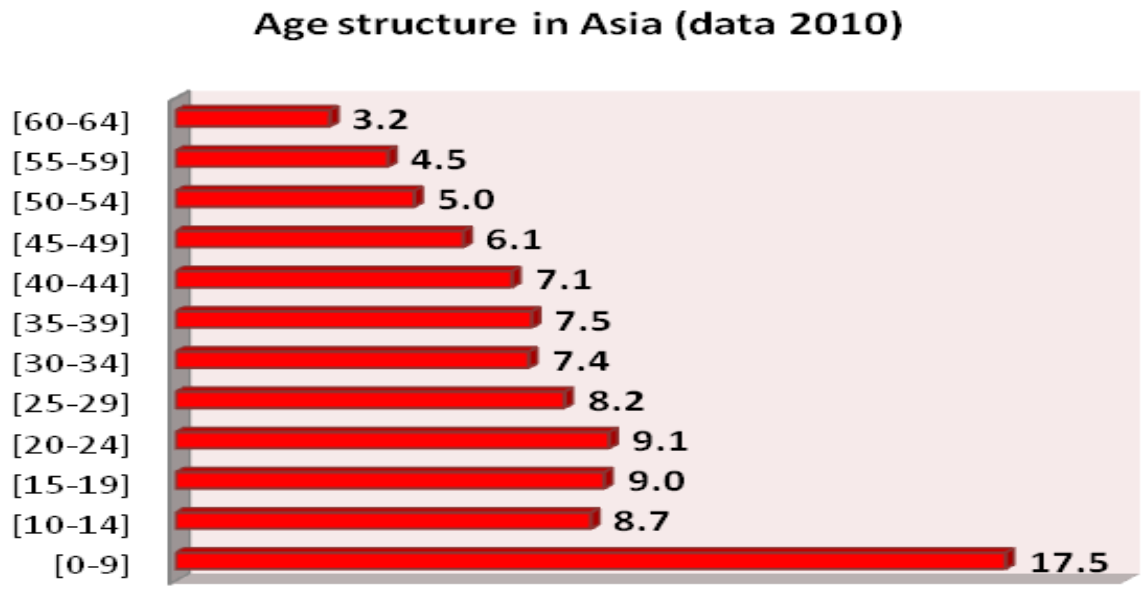
it is evident that more and more young male and female in Asia have been opting for higher education rather than entering into job market.



Obviously higher education make them eligible by giving them credentials, which is usually regarded as a passport and proof of certain level of learning and knowledge. The purpose of educational institutions is to prepare generations to serve the society, likewise higher education institutions are amid to give desired knowledge, skills and competencies that are demanded by the job market. Furthermore higher education results in other benefits that may include: enhanced social and private returns; elevated mobility, better future, diverse opportunities etc.



Present higher education system in Asia is not based on the ancient or indigenous education systems that prevailed in different Asian countries for millenniums rather current system was introduced during the ear of colonialism in the major part of Asia. Because many of these 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. After the independence many of Asian countries 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. Higher education was seen 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.



Research on the development of higher education and contribution of intergovernmental organizations (IGOs) in this sub-sector can be summarized in few points as:

- IGOs are actors in higher education and with the passage of time their presence is increasing;
- There exist limited research studies on IGOs participation in higher education; and
- IGOs do not have uniform presence in all countries.

6 Research findings

The world political structure is complex and interlinked. Furthermore cultural and economic diversity, in different parts of the world, pose challenges to the process of cooperation and interaction at international level but with the passage of time cooperation and interaction at international level is becoming a common phenomenon. So a multiple actor model has an increased acceptance in this globalized world where institutions and IGOs work together to achieve shared goals in the field of education. In this complex environment, IGOs being international actors play an important role to initiate and promote cooperation at state level. Perhaps due to this reason IGOs have grown very rapidly in the post world war period. The level of state-IGOs and sate-state cooperation varies from government to government due to multiple reasons. States establish, support and promote IGOs to protect their interests and to face international challenges. Peace, health, literacy and economic development are the major challenges faced by international community. Many IGOs are now reaching education in order to face all these challenges. So education has becoming an important component of the IGOs development assistance strategies.

6.1.1 Role in higher education: a comparison of the IGOs

The three organizations, UNESCO, OECD and the World Bank, have different organizational and bureaucratic structures. These IGOs follow different but overlapped objectives, approaches, functions and activities. OECD and the World Bank are economic organizations but very different from each other whereas UNESCO is purely a laboratory of ideas. All the three IGOs are engaged in the field of education including higher education but none of the organization considers higher education as priority area. UNESCO and the World Bank have larger presence in Asia through programs, projects memberships, and offices at regional and national levels. UNESCO is comparatively more active and visible in the region at institutional levels through UNITWIN, UNESCO Chair, ASPnet and other Programs. All three organizations work for capacity development, policy reform in the member countries through technical assistance and capacity building measures that include conferences, workshops, training programs, publications, newsletters, and data and information sharing. All three organizations work for quality assurance in the field of higher education, collaborate with other IGOs, through different means. UNESCO is the only organization that has launched degree program for capacity development, produces

toolkits for teachers and other stakeholders. It has also established decentralized field offices. UNESCO encourages students through representation and internship facilities in the organization. The World Bank provides financial assistance in the form of loans and grants but the share of grants is negligible. Among the three IGOs, only the OECD has launched a program to assess higher education learning outcomes.

Table 28 Summary table- Comparison of the three IGOs

A Comparison of the three IGOs			
Activities	**UNESCO**	**OECD**	**The WB**
Works for Education (along other fields)	✓	✓	✓
Works in the field of higher education	✓	✓	✓
Provides loans for higher education	✗	✗	✓
Engaged in higher education since its inception	✓	✓	✗
Keeps higher education as a priority	✗	✗	✗
Open membership	✓	✗	✓
Head of the IGO can be from any member country.	✓	✓	✗
Works on Policy reforms in education including HE	✓	✓	✓
Field offices cover all sub-regions of Asia	✓	✗	✓
Supports country specific projects as well	✓	✗	✓
Engaged in the development of higher education	✓	✓	✓
Activities in HE in majority of the countries in Asia	✓	✗	✓
Works for capacity building in higher education	✓	✓	✓
Quality Assurance in higher education	✓	✓	✓
Decentralized regional offices	✓	✗	✗
Net working of higher education institutions	✓	✗	✗
Conferences on higher education	✓	✓	✓
Workshops/ trainings higher education	✓	✗	✓
Provides technical assistance for higher education	✓	✓	✓
Declaration and Conventions on higher education	✓	✗	✗
Students' representation in the organization	✓	✗	✗
Promoting peer pressure in higher education	✓	✓	✓
Assessing student/ institutional performance in HE	✗	✓	✗
Publication/ reviews/ reports on higher education	✓	✓	✓
Supporting Teacher training programs in Asia	✓	✗	✓
Open Data repository on Asian higher education	✓	✗	✓
Financial Information Disclosure Policy	✗	✗	✓
Gives scholarships/ fellowships	✓	✗	✓
Internships facility	✓	✗	✓
eLibrary/ online document centre	✓	✓	✓
Degree program for capacity development	✓	✗	✗
Embarked on Transparency of information policy	✗	✗	✓
News letter on higher Education	✓	✓	✗
Produces Toolkits for teacher	✓	✗	✗
Maintains official relations with other IGOs	✓	✓	✓

6.2 Key Findings

IGOs' participation in the development and promotion of higher education is a recent phenomenon. This new change can be attributed to two main events: an increased socio-economic importance of higher education and an enhanced role of IGOs in international politics. The increased demand of higher education, at national and international levels, is putting further pressure on IGOs to play an effective role through enhanced interaction with states and other IGOs. In order to respond the changing need of the society today many IGOs have higher education in their agenda and these international bodies are engaged in its development in different way.

OECD, UNESCO and the World Bank are active in the processes of policy reforms and capacity building measures pertaining to education sector along with other sectors. As far as higher education is concerned, though these organizations have the same objective, "the development of higher education", the three organizations follow different models. Likewise the goals vary from organization to organization and are often intangible; thus the development of adequate measures of organizational effectiveness has been very difficult (Marcus and Cafagna 1965). At the same time these organizations have many commonalities in their initiatives: supporting policy reforms, consensus building among the stakeholders; providing assistance for capacity development and supporting quality initiatives. As without information development is impossible (Brosius and Garner 1997), so the IGOs under study give great importance to sharing experiences, dissemination of information through publications, reports and other documents, maintaining data repositories etc. IGOs' objectives and level of engagement in common actions point towards uniformity in their goals and convergence in their attitude as a result these international bodies are influencing international systems (Jacobson 1984). In the following section the findings of this study have been presented in the detail for each organization.

6.2.1 United Nations Educational, Cultural and Scientific Organization (UNESCO)

In Asia, UNESCO is contributing to the higher education development process through field offices, networks and official relations with other IGOs. UNESCO has produced many conventions and declarations which act as not only international legal documents in the support and promotion of higher education but also helpful in the creation of new laws and brining policy reforms in education sector. Many of the Asian countries have ratified, approved or accepted

these legal instruments. IIEP is building capacities in policy development and reforms in education sector including higher education through technical assistance, training of planners and managers; assisting in improving administrative competencies, leadership skills; promoting effective organization; foster policy forums, international co-operation and networking. UNESCO-Bangkok office and other 18 UNESCO offices in Asia produce intellectual and research material in the form of publications, reports, toolkits, guidelines, and newsletters. This material contributes to the ongoing process of policy development, effective planning and capacity development measures in the field of higher education.

The process of networking through UNESCO-Chairs and UNITWIN program promote collaboration and cooperation among higher education intuitions, enhances research capacities, encourages sharing of resources. Furthermore under the banner of UNESCO number of conferences, seminars, workshops, forums, roundtables and training camps are arranged at sub-regional and regional levels. These all initiatives contribute to higher education through the exchange of ideas, resources and knowledge sharing, induction of new schemes, training, institutional and individuals' capacity building, human capital development and through benefiting from international experiences. Likewise the programs of Education for All (EFA), the Millennium Development Goals (MDGs), the United Nations Literacy Decade (UNLD) and United Nations Decade of Education for Sustainable Development (DESD) are also contributing to the development of higher education in long terms.

UNESCO and the World Bank have launched a joint program, GIQAC, that aims to help member countries in quality assurance process in higher education. This program focus policy reforms and capacities building in quality assurance process through technical assistance and trainings.

UNESCO works to enable disadvantaged communities to participate, contribute and benefit from the pool of knowledge (Haddad 2005). The outcomes of UNESCO initiatives in Asian region are not directly measurable though the long-term impacts of UNESCO programs and projects are extensive as well as cumulative because the process of human capacity development and reforms in education sector play crucial roles in shaping the higher education in the member countries, likewise it also promotes inter-state collaboration and inter-institutional networking that enhance

social engagement among the stake holders as well as among the principal actors in higher education sector.

6.2.2 The Organization for Economic Cooperation and Development (OECD)

The transformation of the Organization for European Economic Co-operation (OEEC) resulted into the establishment of OECD in 1961. OECD is a multi-function IGO mainly represented by high income European countries. It is neither supra-national forcing and coercing body nor a political agency but it is an intellectual hub and a pool of think tanks. OECD's purpose is to provide a forum for its member governments and partners to study and formulate the best policies for promoting economic and social development. To achieve these objectives OECD supports and facilitates sharing of experiences and ideas, supports policy reforms, monitors and forecast economic trends, collects, analyzes and disseminates data and statistics, conducts peer reviews studies of member state performance, provides technical assistance through expertise, promotes innovative ideas and the philosophy of *think global, act local*.

OECD is not purely an educational organization but it works on education to bring economic development through its Directorate for Education. The directorate is achieving its goals in education through four major programs: PISA, IMHE, CELE and CERI. Furthermore it is also working on many projects with the collaboration and cooperation of 116 IGOs in 35 member and more than 100 non-member states. Policy reforms and capacity development in higher education sector are becoming major focus of OECD. The directorate for education has been contributing to the development of higher education through six major initiatives: thematic review of tertiary education; the Guidelines for Quality Provision in Cross-border Higher Education; thematic Review on Adult learning; AHELO-Assessment of Higher Education Learning Outcomes; quality teaching in higher education; the OECD Global Forums: Education.

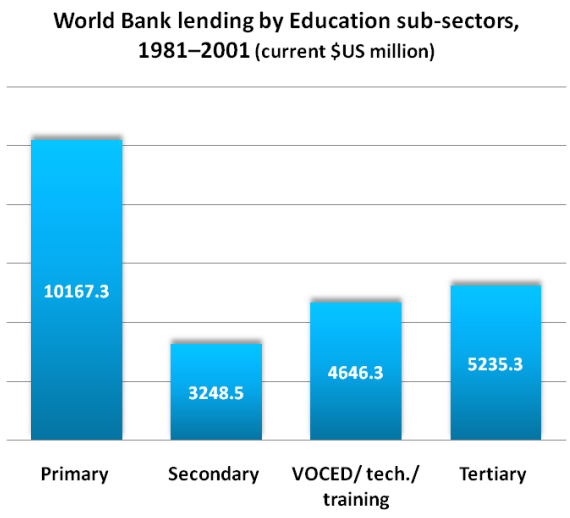
Asia has insignificant representation in the OECD when seen on full-member table; only 0.7% of the Asian population is represented by the four full-members from Asia. Likewise OECD projects on education cover only very small part of the Asian population. During the last decades, on Asian partner economies, OECD's *Directorate for Education* has produced only 123 reviews and surveys, 25 reports and 50 publications. But 80% of the documents produced were on four Asian member economies while only 20% were on the remaining seventeen OECD

partner countries in Asia and no document was produce on rest of the Asia. Similarly OECD data on Asian education is neither enriched nor covers many countries.

OECD is among those IGOS, one that performs only limited functions, such as guidelines, coordination, research and information gathering and dissemination. In such cases organizations are feeble actors and have a limited role to play so they should not be held responsible for whether the larger problem is solved (Gutner and Thompson 2010). Furthermore the OECD is more diplomatic than a political body because it relies purely on persuasion and cooperation through discussion in a politically neutral environment (Brosius and Garner 1997). So its activities are also focus only those aspects that time, resources, and political environment permit.

6.2.3 The World Bank

The World Bank consists of two IGOs; IBRD and IDA. The Bank is mainly a development institution. It gives long term loans to only developing or transition economies for the projects that contribute to economic growth. It also provides technical assistance and expertise in different sectors and policy issues as well. In the development of higher education and research different factors play an important role including monetary resources. In a centralized system, money is used as an accounting device because virtually acquisition of all other resources depends upon the availability of financial/ monetary resources (Chevaillier 2002). The Bank started lending for Education sector in 1963 but the investment in higher education sub-sector in low and lower middle income countries was not on the Bank's agenda until 1990s. The Bank's lending policies on education have passed through many changes and reforms since its inception; 1963, 1968, 1980, 1992 and 2000. For the last two decades the Bank has been giving loans to higher education sector and providing assistance in the strategy development; capacity enhancement for monitoring and evaluation; reforms in finance and governance; reforms in resource management; capacity in research and technology development; quality improvement and assurance; and



science and technology development. The Bank also contribute to the process capacity building in the field of higher education through publications, country reports, research studies, conferences, workshops, newsletters, data and information repositories at national and regional levels, and web-based analytical tools.

In education sector the World Bank has invested US$ 69 billion in more than 1,500 projects majority of them were in Asian countries. The Bank's lending for education is more than 8% of the total lending for all sectors in the world. Since 1963, as compared to other regions, the Bank has invested the largest share in Asian higher education: an amount of $US 13.4 billion in 187 higher education projects, or projects with higher education components in 27 countries.

By all accounts the Bank is a leading source of funds for higher education in developing countries (Banya and Elu 2001). The World Bank lending for higher education is constantly increasing every year: five million US$ in 1963 to 5 billion US$ in 2010, an increase by one thousand times. Likewise, the Bank has given the highest loans to higher education sub-sector after primary education: 5235 $US million and 10167 $US million respectively. The average share of education in the Bank's total loans for all sectors is also increasing: it was once less than 1% and today it is more than 8%.

World Bank lending by Education sub-sectors, 1981–200 (current $US million)									
Education adjustment	Literacy/ non-formal	Early childhood development	Distance /Tech.	Other education	Primary	Secondary	Vocational / tech./ training	Tertiary	Total
1443.2	144	128.9	4	1728.5	10167.3	3248.5	4646.3	5235.3	25866.4

Sources: (Psacharopoulos, World Bank policy on education: A personal account 2006)

Table 29 World Bank lending by Education sub-sectors

To meet the increased demand of assistance for higher education the Bank has launched *Education Strategy 2020* in spring 2011 that focuses on *an investment, which is early, smart, and for all*. Merely investing in higher education is no guarantee of success so the Bank Group also evaluates the results, outcomes and impacts of its projects and programs through *the Independent Evaluation Group (IEG).* According to IEG's evaluation reports most of the World Bank's tertiary education projects performed poorly and were unsuccessful in achieving the set goals in low-income countries in Asia. Similarly Operations Evaluation Department (OED) rated the outcomes of 70 percent of the Bank's projects moderately satisfactory or better.

6.3 Response to research questions

This study was guided by some research questions that had been framed at the beginning. These questions were;

- What is the role of the IGOs in the development of higher education in the selected Asian countries?
- What different activities are performed by the IGOs to support higher education in Asia?
- How are the IGOs contributing to strengthen national capacities in higher education?
- How are these IGOs different in their approach, functions and initiatives in the field of higher education?
- What is the importance of IGOs' initiatives for respective the selected countries?

These questions were transformed in to hypotheses in order to give a direction to this research. The detailed study, of the role of UNESCO, OECD and the World Bank in the development of higher education, enabled us to derive result and conclusions. The following table provides information on the key indicators that had been used to test the hypostheses.

Hypothesis testing						
	Hypothesis	Indicator	Sub-Indicators	Organization		
				UNESCO	OECD	The WB
H1	The IGOs support and catalyze policy reforms to encourage higher education in Asia.	Legal documents	Conventions	1*	0*	0
			Declarations	1	0	0
			Bilateral documents	1	0	1
			Conferences	1	1	1
			Seminars	1	1	1
			Forums etc.	1	1	1
H2	The IGOs have launched programs and projects in Asian countries to develop higher education sector.	Programs & Projects	Non-higher education	1	1	1
			Vocational Education	1	0	1
			Teacher Education	1	0	1
			Higher education	1	1	1
			Quality assurance	1	1	1
H3	The IGOs are working for capacity building of the member countries.	Capacity development initiatives	Training Workshops	1	0	1
			Scholarship/ fellowships	1	0	1
			Toolkits	1	0	0
			Publications	1	1	1
			Data & information	1	1	1
			Networking	1	1	1
			Technical Assistance	1	1	1
			Financial Assistance	0	0	1
			Expertise	1	1	1
H4	There is an impact of IGOs initiatives on higher education in Asia.	Change	Policy reforms	1		
			Gross Enrolment ratio	1		
			Accessibility	1		
1= Yes, 0= No						

The IGOs' policy reform initiatives have contributed positively to the change in the member countries as in the majority of the countries, for the last two decades, policy reform process has accelerated and resulted in responsive polices to serve better the needs of education sector. The IGOs' Initiatives are contributing to the development of education at all levels through motivating, encouraging, guiding, helping, and supporting the member countries. As a result, a growth in the participation rate can be seen from primary to tertiary levels in all Asian countries. The time series data on Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) at primary, secondary and tertiary levels show an increase in all countries for both genders. But the level and pace of the growth vary from country to county. Those Asian countries where literacy rate and school life expectancy at all levels are still not very high such countries also showed a high increase in the gross enrolment ratio (GER) in the last decade as compared to the growth during 80s and 90s at primary, secondary and tertiary levels for same indicators. The World Development Indicators (WDI) show that in all Asian countries the level, pace and stage of the development is not the same. So a mere increase in the participation rate at higher education level is no guarantee of socio-economic betterment of the society. It is also important that IGOs and states focus *economic productivity oriented education* at higher level.

7 Discussion

What is the role of the IGOs in the promotion and development of higher education in Asia? How are the IGOs achieving their objectives in the field of higher education? These two questions are of great importance, for all stakeholders, in today's internationalized and globalized world. There exist different approaches to respond these questions as a result there are different models that offer starkly contrasting interpretations of the role and function of intergovernmental organizations: traditional models that consider IGOs central actor whereas non-traditional models keep IGOs in a peripheral position.

7.1 Change in the value of higher education in Asia

In the early 21st century, due to the increase in the demand, higher education has become a competitive enterprise this elevated competition is helpful in producing excellence (Altbach, Reisberg et Rumbley 2009). Education in general higher education in particular acts as a fulcrum as it help to find an equilibrium between resources and needs at national and international levels: education has a capacity to produce counter balance by transforming raw human resource into high valued human capital that is a prerequisite for a better utilization of other resources. The increased demand of higher education, at national and international levels, is putting further pressure on IGOs to play effective role through enhanced interaction with states and other IGOs.

At present knowledge has become the main driving force in the development of economy so less developed countries can no longer compete through unskilled labor and simple material resources. The knowledge poverty and innovation deficit in such countries has a negative impact on the human development index (HDI) that is also evident from UNDP data on HDI. Neo-liberal market ideologies have led to the new developments and reforms in the field of higher education, as a result policy and governance framework has also transformed and it has had a great impact on the mode of finance and management of institutions (Rizvi 2004). The World Bank Group supports, promotes and propagates the neo-liberal globalization in economics and education as well this is resulting in an enhanced role of market and organizations in education particularly higher education (Jakobi 2007). IGOs are now reaching out to secondary and tertiary education, as the balance between poverty reduction and growth promotion is adjusted within development assistance strategies.

According to the *World Declaration on Higher Education for the Twenty-first Century: Vision and Action*, adopted by the World Conference on Higher Education (October, 1998), the central task of higher education is "to provide opportunities for higher learning and for learning throughout life, as well as an opportunity for individual development and social mobility" [Article, 1 (b) (UNESCO, 1998)].

Today knowledge has become a dividing line between the world economies. This knowledge divide is both deep and wide (Sanyal & Varghese, 2006). Efficient investment in the production and propagation of knowledge has become key component for socio-economic development. Higher education plays a fundamental role in the generation of intellectual capital that is a prerequisite for knowledge based economy. Many economic theories have been established to study the relationship between education and growth at the macro level and the relationship between education and employability at graduate labor market at the micro level. Research in the field of economics of education has supported economic theories and further enforced the idea that investment in education is profitable both for individual and society (Bourdon, Bydanova, & Giret, 2010). Thus the supply of and demand for higher education is growing continuously. The world indicators envisage that in the future, this trend will continue in most of the countries. In this context, the importance of the investment in higher education is growing around the world and states and institutions are allocating more and more resources to higher education.

Higher education is more than a repository of knowledge, ideas, innovation, modernity and actions. It acts as an agent of social and cultural change; it functions as an engine of economic growth; and it is a mean to achieve national and international objectives. Perhaps because of these reasons higher education has always been at a respectable place since the ancient times. In today's technology dependent life, knowledge driven society, knowledge based economic world its importance has further augmented. The world elevated interest in higher education, for the last few decades, is linked to its potentials to raise human capacity in their profession and the field of interest.

Asia is the fastest growing region when seen on economic, education, and population indicators. In this region higher education is experiencing a dramatic increase in demand and supply: the growth and expansion of higher education is unparallel in the higher education history of the region. The process of re-organization and restructurization of higher education helped in the

development of human capital, which is prerequisite for the development of all other resources. Like other parts of the world, in many less developed Asian countries acquisition and utilization of modern knowledge for the development of national capacities and capabilities remains low on government agendas, which is evident from the absence of clear policies and political regarding the importance of knowledge and its implication for sustainable development and the overall transformation of societies (Haddad, 2005). At the sometime a shift in Asia is also evident as in some countries, that are also emerging economies, now higher education is regarded as more than mere learning, due to this new shift in the role of education, today it is regarded as an investment.

The rapid expansion and growth of higher education has given birth to paradox of declining expenditure; in most of the countries of the region, per student expenditure is continuously decreasing for the last two decades because the increase in budget for higher education does not coincide with the increase in student enrolment. Although low income countries have increased the share of national income spent on education from 2.9% to 3.8% since 1999 but still some regions and countries are continued to neglect education. Among world regions, Central Asia and South and West Asia invest the least in education (UNESCO, 2011). This has raised the demand and need to enhance internal and external efficiency, adopting cost effective methods of management and teaching at higher education institutions. In this context in those countries where budget for was already too little to meet the demands of higher education there higher education institutions are facing a hard time to face the challenge of expansion and growth what to speak of quality. Consequently in such countries a majority of higher education institution focusing quantity and thus the quality remain questionable.

7.2 IGOs role and reason of existence

Realists, liberals, and others schools have long debated the utility of IGOs and a majority accepts that IGOs have some role to play in the society but there exist no consensus on what extent IGOs can/ should influence at national and international levels (Boehmer, Gartzke, & Nordstrom, 2004). Functionalists argue that IGOs are capable of transforming state preferences and promoting pacific global relations. Realists, by contrast maintain that IGOs reflect, rather than effect, world politics (Boehmer, Gartzke, & Nordstrom, 2004). Realists take IGOs as self-centered tool that serve self interests of the powerful states to implement their own power

politics more effectively and to pursue their self-interest. Neo-realists consider IGOs as ineffective and meaningless actors that work for great powers. In contrast, according to liberalists IGOs play constructive and effective role in shaping international landscape and to achieve mutual goals. On the other hand idealists consider IGOs legal platforms to achieve mutual objectives and to promote human welfare. This theory played a key role in the development of IGOs. Institutional theory explains the complex configuration and functions of organization by explaining. According to this theory states are interested in IGOs because of the possibility of higher mutual gain and Institutionalist considers IGOs-IGOs and IGOs-States cooperation as completely rational and complementary. But the behavioralist see IGOs differently, they assume that the activities of IGOs and political institutions are based on fundamental social forces so that the study of IGOs and institutions should commence with study of society, culture, and human key actors. On the other side functionalist propose the idea that IGO are designed to achieve specific goals must help to materialize the set objectives, only then it can be considered as a fully functional body. The followers of constructivism theory, IGOs are socially constructed entities that play a vital and independent role in spreading global norms, including higher education (Koremenos, Lipson, & Snidal, 2001). Rationalism and constructivism are generic theoretical orientations that are complementary on some crucial points (Katzenstein, Keohane, & Krasner, 1998).

As a result of recent developments the importance of IGOs has further increased. Globalists see IGOs as an integral tool of international cooperation to achieve economic development whereas Inter-governmentalists gives more importance to integration so they see the IGOs as a mean to integrate states to achieve common goals. According to this theory the integration and cooperation through IGOs is based upon rational self-interest of states rather than practicability and usability as seen in functionalism and neo-functionalism. But classical realists see states as the major actors in international politics where IGOs have a limited role to play d (Morgenthau & Thompson, 1985). The complex study of IGOs can be simplified when seen through Game theory. This theory helps to simplify and to solve the problem faced by international actors: the rational decision for an individual actor that can be a state or an IGO. This theory is a useful tool to study complex process of IGO-state relations and effectiveness, and to maximize outcomes of actions.

In the 1980s the differences between realism and liberalism were sharpened as neo-realists and neoliberals debated the relative merits of their contrasting analytical programs and during the same period a new debate between constructivism and rationalism has become more prominent (Katzenstein, Keohane, & Krasner, 1998). The end of the cold war removed many barriers and brought new the prospects for IOs to expand their roles, functions, and in global governance became brighter (Diehl, 2005). This also signaled a new era of open economy and enhanced globalization. These new developments led to transformation of existing theories and birth of new theories as well. After the cold war, theories and practitioners of constructivism laid more stress on sociological perspective, shared norms and values (Katzenstein, Keohane, & Krasner, 1998). Existing theories related to international organizations provide diverse approaches to study and understand the principles and purpose of international organizations. Each theory has its own importance, pace and place so better understanding on IOs demands not to stick with any one theory. Hacck and Mathiason have found that abundant theories have been developed in an attempt to study the international organization but these theories are often not tested against the realities (Haack & Mathiason, 2010).

Intergovernmental organizations functioning around the world do not have the same organizational structure, rather it depends upon the reason or purpose of their existence, nature of work, level of action, geographical area covered, type of service provided etc. So International organization can be been classified on the basis its nature, function, structure and field of action: Legal, cooperative, non-governmental, intergovernmental, national, international, social, economic, political, terrorist, religious, not for profit, humanitarian, umbrella or agency. Many IGOs perform only limited functions, such as guidelines, coordination, research and information gathering and dissemination. In such cases organizations are feeble actors and have a limited role to play so they should not be held responsible for whether the larger problem is solved (Gutner and Thompson 2010). As the goals vary from organization to organization which are often intangible in form thus development of adequate measures of organizational effectiveness has been very difficult (Marcus and Cafagna 1965).

Modern concept of IGOs-state interaction is a complex process, which is based upon different types of mutual cooperation at different levels. Similarly creating an environment of trust and cooperation among international actors is a complicated equation because of the diversity in national interests and priorities of the states. Hence it is difficult to create and apply a single

design to study the IGO-state relations and the role of IGOs in the development of higher education of a country. Due to these reasons it demands great prudence while dealing with IGOs-state relations.

International organizations are faced with many challenges that vary from one region to the other where some of the challenges are of global in nature. One of the major global challenges being faced by IOs is integrating less developed countries on various measures; peace, health, education, economics and environment. Among the other global challenges include; human rights, trade, investment, cross border higher education, intellectual property right, regionalism, pace of reforms, balance of power.

7.3 Criticism and appreciation

International organizations are criticized for overlooking and bypassing higher education sector. That is evident from their different activities in past two decades. Jomtien conference 1990 and Dakar summit 2000 advocated only "primary education for all" to guarantee socio-economic development whereas secondary and tertiary education were not considered "for all" in these events.

The 1998 UNESCO World Conference on Higher Education; the 2000, the World Bank and the UNESCO joint publication *Higher Education in Developing Countries: Peril and Promise*, a report by the independent Task Force on Higher Education and Society; the 2002, the World Bank research study on tertiary education *Constructing Knowledge Societies: New Challenges for Tertiary Education*; the 2002, the Independent Evaluation Group (IEG) reports; India*: Education Sector Development in the 1990s* and *Tertiary Education: Lessons from a Decade of Lending, FY1990-2000*; the 2004 World Bank policy paper on higher education; the 2009 UNESCO 2nd World Conference on Higher Education, all these documents stressed the importance of policy reform in higher education to make it responsive to the changing need. But the research studies have found that the process of reform and development is very slow. Likewise Bloom, Canning, and Chan (2006) have also found that higher education is good for economic and technological development, even though donor agencies including the World Bank kept it at bay for a long period (Bloom, Canning, & Chan, 2006).

The above arguments have weight and worth so one cannot deny them completely. Had IGOs followed a balanced approach by giving due importance to all education sub-sectors then

certainly today we have had a different scenario. At the same time we should not miss to see that investment in primary and secondary education has indirect positive impact on the demand, growth and development of higher education in Asia. The rapid progress towards EFA and increasing demand for skilled labor contributed to an expansion of education at all levels (Varghese N. , 2010)

UNESCO is not the only stakeholder that is responsible for the development of higher education in Asia. As far as the UNESCO role is concerned we should see whether it efficiently played its role in its member countries through policy directions, capacity building, technical assistance, information sharing and monitoring, and reporting. This approach will enable us to learn about the IGOs' role in process of development of higher education. There is possibility that in some cases UNESCO has performed well and properly fulfilled its functions but the results and outcomes were little. In such cases, as we saw in Game Theory, the cooperation from both sides can only produce the desired results.

The IGOs initiatives of strengthening primary education sub-sector through the *Education For All* (EFA) program launched in early 1990s led to an increase in the enrolment at secondary level and subsequently resulted in the expansion of higher education (Varghese N. , 2004). Consequently the GER at tertiary level has increased significantly in all Asian countries during the last the first decade of this century and it is further on the rise. Further UNESCO through different initiatives prepared the ground for the future development of education particularly in the low income and lower-middle income countries. UNESCO initiatives are helpful in facilitating disadvantaged communities to participate, contribute and benefit from the pool of knowledge (Haddad 2005).

In Asia, before 1980s, though the size of higher education was not so large, it was expanding continuously in many countries according to the UNESCO data. However the economic crisis in 1980s had resulted in resources cutbacks for higher education that put a negative impact on its growth. During this period student enrolment in the most of the countries declined (Altbach P. , 1984). The rate of return studies of the 1970s which showed lower returns to investment in higher education in comparison with primary levels, and increased political support for basic education in the 1980s, contributed to a shift in investment priorities in favor of primary education (Varghese N. , 2010). The World Bank studies, in early 1980s, to analyze the rate of

return provided strong theoretical and empirical support and evidence to advocate higher education resources *cut-back-management* policies at state and organizational levels. These policies led to resource starvation of higher education institutions. Such structural adjustment programs, in most of the countries, shifted the focus of attention from higher to primary education and this shift in policy substantially affected the capacity, availability and quality of higher education and research (Sanyal & Varghese, 2006).

But in the later years the scenario started changing rapidly in the favor of higher education because of factors: increase in the literacy and basic education rate, enhanced GER at secondary level, industrial growth, technological development and dawning of digital age. The OECD-UIS cross national analysis of the world indicators shows that education has a significant positive impact on the earnings: with each additional level of education income increases in most countries. This study also found that rate of returns, both for men and women, in terms of individual earning are higher for tertiary education as compared to primary and secondary education in all parts of the world. According to this study tertiary education as compared to upper secondary education has higher positive impact on the men's earnings that ranges from 82% in Indonesia to approximately 300% in Paraguay whereas for women these values range from 55% in Indonesia to 179% in Brazil. In Asia the variation in earning is low with the increase of level of education for both genders. (OECD-UIS, 2002)

OECD, UNESCO and the World Bank are performing diverse and overlapping activities to promote and develop higher education. These organizations are assisting countries in educational policy reforms and formation; in consensus building among the stakeholders; in providing assistance for capacity development, and in supporting quality initiatives and guidelines for cross border higher education. IGOs' objectives and level of engagement in common actions point towards uniformity in their goals and convergence in their attitude as a result these international bodies are influencing international systems (Jacobson 1984). The countries or sub-regions , that are performing well also need co-operative support from IGOs in furthering their objectives in the development their higher education sector so that they could maintain their place and position by achieving excellence in at all levels. As there exists diversity in socio-political structure, culture, education systems and administrative pattern in all countries so IGOs need to adopt diversified and decentralized policies.

7.4 A shift in IGOs' stance

A shift in the IGOs' approach towards higher education is more prominent since the last decade: higher education role in economic development is being accepted globally and an enhanced engagement of world organizations and governments is evident in low income and high income countries but the level and intensity is different (Bloom, Canning, & Chan, 2006).

The World Bank Group supports, promotes and propagates the neo-liberal globalization in economics and education as well this is resulting in an enhanced role of market and organizations in education particularly higher education (Jakobi, 2007). The World Bank commissioned and published a series of research studies to explore the link between higher education and development. The World Bank report *Knowledge and Development* that was published in 1999, presented studied the relation of knowledge and income in the developing countries. This report found that knowledge, not capital, is the key to human well being and economic growth. It stressed upon need of extension and expansion of teacher training through distant and open universities by using ICTs in the developing countries (The World Bank, 1999).

To explore the future of higher education in the developing countries, the World Bank and UNESCO, convened a *Task Force on Higher Education and society* that gave its report in March 2000, titled *Higher Education and Developing Countries: Peril and Promise*. This report found that higher education is essential as it contributes to socio-economic development of the developing countries in this era of knowledge based economy. In most developing countries higher education exhibits severe deficiencies: the problem of insufficient scientific capacity is acute; traditional ways of running higher education systems; and inadequate resources, both physical and human.

According to this report, despite of unprecedented progress in higher education the developing countries are falling further behind industrial countries in terms of their science and technology capacities and achievements because of inadequate attention. There is a need of policy reforms to protect and promote the public interest in higher education and as well as a strong international sustained intellectual and financial support for strengthening the scientific capacity. The Task Force stressed upon effective efforts from higher education institutions, policy makers and international donors (The World Bank, 2000). Policymakers in education are responsible for developing a vision and strategy for educational development, and mobilizing support and

cooperation for implementing the vision and strategy from a wide range of constituencies (Mingat, 2003).

Another report from the World Bank in year 2002, *Constructing Knowledge Societies: New Challenges for Tertiary Education.* Although this report supported the Bank's stance on primary and secondary education but it also stressed the role higher education in capacity building. This report also argued that each country should mobilize its available resources to support higher education in doing so only rate of returns to investment in higher education should not be focused but other social benefits must be consider (The World Bank, 2002).

Education has a capacity to produce counter balance by transforming raw human resource into high valued human capital that is a prerequisite for a better utilization of other resources. So education in general higher education in particular acts as a fulcrum as it helps to find equilibrium between needs and resources. At present knowledge has become the main driving force in the development of economy so less developed countries can no longer compete through unskilled labor and simple material resources. The knowledge poverty and innovation deficit in low income countries has a negative impact on the human development index (HDI) that is also evident from UNDP data on HDI.

"Higher education institutions can and do make a significant contribution to regional, economic, social and cultural development. However, failures of communication between regional stakeholders and higher education institutions reduce the effectiveness of their teaching, research and public service efforts and limit the understanding at the local level of their impact. These communication failures are often due to weak or unclear policy signals and conflicting agendas" (Marmolejo & Puukka, 2006). The institutional culture of the Bank is influenced by neo-classical economics where man is considered a rational actor to maximize preferences. When this model is applied on education then more preference is given to cognitive knowledge- science, mathematics, communication- and little importance to aesthetic education. Similarly, due to the dominant influence of human capital theory, the Bank considers education as an investment in the future. This investment results in lifetime returns both private and social returns; income gain, upward mobility, social status, higher productivity, better life style, good health, enhanced societal adjustment, and good governance (Lauglo, 1996). Higher education institutions are centers of learning, knowledge generation and research. The importance of research is on the rise

as responsive and high quality research is of great utility for the society thus in higher education institutions it always at the central position. Furthermore research contributes to knowledge generation, innovation and inventions. Supporting higher education and research in and by less developed countries is imperative for smooth global development but very little international development research funding has addressed this need in a systematic way as mostly the research allocations focus on projects designed to address specific problems rather than to research capacity building (Olsson & Mkandawire, 2009).

In all countries of this region enrolment at secondary level is substantially increasing and as a result the demand for higher education is also increasing rapidly. Since the advent of 21st century, a majority of the countries has seen an unprecedented increase in participation rate in higher education. There are several and varied factors that contribute to high demand for higher education in Asia, it includes: higher competition in the job market, expansion of the services sector, a shift towards knowledge and information based economy, demand for high order skill and competencies due new technological development, graduation as a prerequisite for upper jobs in public and private sectors, concept of graduate job market where higher education helps to unlock the doors that lead to services and industrial sector, prevalence of the paradigm that better education means better opportunities, high regard for superior education in the society and at workplace, external influence due to internationalization of ideas and culture through media, communication and education, economic globalization, inter-regional and inter-continental competition, new trends in high developed countries like in western Europe and north America, higher education a mean of mobility and culture of higher education. From the data on participation rate at primary and secondary level it is evident that this trend of "flooding higher education institutions" is likely to continue in the decades to come. To meet the rising demand for higher education, governments are erecting policies and making strategies in the light of their priorities, available resources.

The need for and demand of education type and level depend upon any country's societal needs, which are related to its economic and technological development. The ground factors are decisive in defining and determining the importance of different types and levels of education. No matter how low the economic and technological development is in a country, the importance of higher education cannot be ignored. Education and economic growth are complementary, as both go hand in hand: investment in education likely to impact positively on the economic

development. This causal link is evident in the emerging knowledge based economies, i.e. China, South Korea (Bubtana, 2005). Higher education is a societal need because it is a must to develop education, to improve quality of education, to build and develop human capital, to explore and exploit natural resources, to promote and preserve the culture and to develop the economy. Above of all higher education is desired because it is helpful in running state machinery by providing personnel and power of mind.

Institutions of higher education, particularly universities and research centers not only function as seats of higher learning but also as repositories and generators of knowledge. As the frontiers of knowledge is expanding, new fields of studies are emerging, advanced educational technologies are spreading so the structure and role of higher education is also transforming. Present economic development and technological advancement have its roots in universities because these centers of learning provide the knowledge environment and research opportunities (Yusuf, 2007). This new orientation of higher education is helpful in responding to changing dimension of society, culture, economics, politics and science. For these reasons, all countries in Asian region are working for development higher education with assurance quality despite limited resources and capacities.

The World Bank lending share in public spending on education 2008				
	Total GDP ($US Million)	Public spending on Education ($US Million)	The WB Lending for education sector	Lending as % of public spending on education
Afghanistan	15600	…	43.2	…
Bangladesh	105000	2415	115	4.7
India	1538000	46140	554	1.2
Indonesia	706000	21180	736.7	3.4
Kazakhstan	138400	3183.2	80.15	2.5
Pakistan	174800	4719.6	673	14.2
Turkey	741800	29672	1134.7	3.8
Vietnam	104600	1882.8	376.3	19.8
Yemen	25100	1305.2	76.4	5.8

Source: UNESCO & the World Bank year 2010

Table 30 The World Bank lending share in public spending on education

Bank' share in the development of education of any country can assessed from the projects, assistance to develop capacity and the lending volume as compared to total public spending on

education. The following table present country data on the public spending on education and the share of Bank's landing. According to this data in the majority of the Bank's lending share was less than five percent while 95% of the spending on education came from national or other sources. So one can conclude that as the Bank's share in the total spending is too low so the Bank alone cannot be given credited or blame for the positive or negative change and development in education sector.

7.5 Implications

- Though Asia is the largest UNESCO region in terms of population and this region has the biggest size of higher education in the world, there is no UNESCO-Centre for Higher Education so there is a need to develop one in this region as well.
- Likewise Asia is under represented in terms of UNITWIN/ UNSCO Chairs in higher education sector.
- The World Bank lending is the highest for South Asia but the grants for education sector are the least for this sub-region, even though more than 40% of poor population lives in this part and a big majority of it is illiterate. There is need to support this region.
- In the countries where the participation rate at tertiary level is the lowest in Asia, the IGOs should launch special programs to help and assist them to overcome the problems.
- An increase in the participation rate at higher education level is no guarantee of socio-economic betterment of the society. It is also important that IGOs and states focus on *economic productivity oriented education* at higher level.
- OECD is more an *elite countries' forum* than an organization working for the global development -as it claims- so OECD should go one step forward and let *poor countries* as well to benefit from it.
- OECD has very low presence in Asia, in terms of number of member countries, particularly in central and west Asia. In order to further its agenda of global development OECD should include countries from all regions.

Conclusions

The increased number of International Organizations and other international actors has made the world political structure complex. Furthermore recent socio-economic development and cultural changes pose new challenges to the process of collaboration and cooperation at international level. In this complex environment, IGOs being international actors play an important role to initiate and promote cooperation at international level. The level and nature of state-IGOs and sate-state interaction vary from one government to other. In this regard, it is very interesting to explore how, when and why these international actors act, react and cooperate to achieve mutual objectives in different sector including education. The available evidence indicates that IGOs are active players in the education sector for the last many decades but their active participation in the development and promotion of higher education is a recent phenomenon and with the passage of time their presence is increasing. This shift in IGOs stance can be attributed to two main factors: the increased importance of higher education in human capital development and the enhanced role of IGOs in socio-economic development. Today many IGOs have higher education in their agenda and these international bodies are playing an active role in its development and promotion in Asia as well.

The development of higher education is a complex phenomenon and, when many actors and factors are involved in the process of development, studying the impact of any program or to identify or assess the share of any one IGO in the process of change, is very difficult. However, to examine the role of an IGO, it is more appropriate to study how efficiently an IGO played its role in its member countries through policy directions, capacity building measures, technical and financial assistance, information sharing, monitoring, and reporting. This approach enabled us to study the IGOs role in depth.

This research was based on explanatory study of three IGOs, which are engaged in the development of higher education: OECD, UNESCO and World Bank. The major focus of this research was to investigate into the role of the selected IGOs in the development of higher education through outlining the background of the IGOs involvement in higher education, studying different initiatives, and exploring the result and outcomes of these initiatives and activities. To study the role of IGOs, in Asian higher education, two major pointers were used; the first was related to process of policy reform in the member states, restructuring of education

system, decentralization and devolution of power at local level and more autonomy to higher education institutions. Whereas the second pointer was associated with the increase in the enrolment at post secondary level, increase in the school life expectancy form primary to tertiary level, and quality development and enhancement initiatives.

The three organizations, UNESCO, OECD and the World Bank, follow three different models; it is evident from their structure, function and initiatives. Though these IGOs have different objectives but their agenda are overlapping in nature: the change and development through cooperation. The uniformity in the IGOs' goals and convergence in their attitude is evident from their objectives, action and initiatives. OECD and the World Bank are economic organizations but very different from each other: OECD is an intellectual hub and think tank that contribute to economic development in high income countries through policy guidelines and analyses; the World Bank is lending agency contribute to the socio-economic development in poor countries through financial and technical assistance. In contrast, the UNESCO is has its presence both in high and low income countries and it has comparatively a bigger network; broader agenda and diverse roles: a laboratory of ideas, standard-setter, capacity-builder, and catalyst organization.
All the three IGOs are engaged in the field of education including higher education but none of them considers higher education as priority area. In Asia, UNESCO is reaching and working through more than 42 national commissions and nineteen field offices including Bangkok regional office for education; the Bank has more than thirty country-offices in member states while OECD has only one office that is located in Japan. Comparatively both UNESCO and the World Bank have larger presence in Asia in terms of programs, projects memberships, and offices at regional and national levels. But UNESCO is more active and visible in the region at institutional levels through UNESCO Chair and UNITWIN, ASPnet and other Programs. UNESCO has produced many conventions and declarations, which act as not only international legal documents but also helpful in the creation of new laws and brining policy reforms in education sector in the member countries whereas the Bank also encourage policy reform but achieve this through technical assistance and sometime links it with loan.

The outcomes of IGOs initiatives, in Asian region, are not directly measurable as the long-term impact of their assistance and initiatives is extensive as well as cumulative. But IGOs' role can be observed from the pace and direction of change in the member countries. The IGOs' policy reform initiatives have contributed to the change in the member countries as in the majority of

the countries, for the last two decades, policy reform process has accelerated and resulted in more appropriate education polices and legal instruments to serve better the needs of education sector. Likewise an unprecedented increase in the Gross Enrolment Ratio (GER) at primary, secondary and tertiary levels has been seen.

UNESCO is the only organization that has launched a degree program for capacity development, produces toolkits for teachers and other stakeholders. It has also established decentralized field offices. UNESCO-Bangkok regional office works for the development of higher education in Asia and Pacific region. UNESCO encourages students through representation and internship facilities in the organization. All three organizations are playing their role in Asia to develop higher education in the member countries through capacity development, policy reform in the member countries through technical assistance and capacity building measures that include conferences, workshops, training programs, publications, newsletters, and data and information sharing. All three organizations work for quality assurance in the field of higher education, collaborate with other IGOs, through different means. The World Bank provides financial assistance in the form of loans and grants but the share of grant is negligible for Asian countries. UNESCO and the World Bank has launched joint program *Global Initiative for Quality Assurance Capacity (GIQAC)* that aims to help member countries in quality assurance process in higher education. Among the three IGOs, only the OECD has launched a program to assess higher education learning outcomes.

In the UN family, UNESCO is the only agency, which has a mandate to work for and on higher education. UNESCO has emerged as a leading international organization that is contributing to the development of higher education in the world. In order to achieve its objectives effectively it has given a place on its platform to a wide variety of stakeholders that include: students, teachers, researchers, professionals, publishers, educational institutions, community members, intergovernmental and non-governmental organizations, financial organizations, social, industrial and business organizations and parliamentarians.

In Asia, UNESCO has been working on different programs; Education for All (EFA), the Millennium Development Goals (MDGs), the United Nations Literacy Decade (UNLD) and United Nations Decade of Education for Sustainable Development (DESD). These initiatives are also contributing to the development of higher education in the long terms.

The World Bank

The World Bank is a leading source of funds for higher education in Asia. For the last two decades it has become a prominent actor in the field of higher education and it is implementing and supporting hundreds of projects at national and sub-regional, and regional levels in Asia. These projects in higher education are of wide variety and scope that include: capacity development, technical assistance, quality development and assurance, information sharing, internationalization and cross border education, research cooperation and collaboration, outcome assessment and financing higher education sub-sector.

The Bank has been investing in higher education in Asia for many decades and, as compared to other regions, it has made the largest investment in Asian higher education in more than 125 projects. But the share of the Bank's funding, in the majority of the countries, is less than five percent of the total budget that is allocated by the government to education sector including higher education sector. So it is evident that the present development and growth in higher education in this region cannot solely be attributed the Bank's investment in this sub-sector. It is very difficult to see the impact of any single program of an IGO in isolation or separately in a country or region. At the same time we should not ignore the Bank's role as "*source of change*" through inducing peer pressure, boosting competition among states and encouraging the education for development.

OECD

OECD is not purely an educational organization but it works on education to bring economic development. OECD acts as a forum for its member governments and partners to study and formulate the best policies for promoting economic and social development. OECD is contributing to the higher education in many ways; it supports and facilitates sharing of experiences and ideas, supports policy reforms, monitors and forecast economic trends, collects, analyzes and disseminates data and statistics, conducts peer reviews studies of member state performance, provides technical assistance through expertise, promotes innovative ideas.

OECD has launched six major initiatives to that directly and indirectly contribute to the development of higher education in its member states. These initiatives are: thematic review of tertiary education; the Guidelines for Quality Provision in Cross-border Higher Education; thematic Review on Adult learning; AHELO-Assessment of Higher Education Learning

Outcomes; quality teaching in higher education; the OECD Global Forum on Education. To promote and support higher education, OECD is working directly and very actively in its member countries but in non-member Asian countries it has no considerable programs but it is influencing indirectly through its analytical studies and reports, and innovate ideas.

The OECD, as compared to UNESCO and the World Bank, perform only limited functions function for the development of higher education in the member countries, such as assessment of learning outcomes, provision of guidelines, coordination, and information gathering and dissemination.

The IGOs' policy reform initiatives have contributed effectively to the process of change as in the majority of the countries, for the last two decades, policy reform process has accelerated and resulted in responsive national polices from the member states to serve better the needs of education sector. As a result an increase in the participation rate has been seen from primary to tertiary levels in most of the countries. There is a possibility that, in some cases, IGOs tried actively to track the goals and efficiently played its role in its member countries through policy directions, capacity building, technical assistance and information sharing but the change remained too slow. This can be due to the some missing links at any level. In such cases, as we saw in Game Theory, the cooperation from both sides can only produce the desired results.

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Annexes

Annex I - Definitions

Adult literacy rate is the percentage of population aged 15 years and over who can both read and write with understanding a short simple statement on his/her everyday life.

Capacity building is planned development of or an increase in knowledge, skills, competencies, abilities, efficiencies, and other capabilities of people, communities or organization through acquisition, incentives, technology, and/or training.

Gross enrolment ratio in tertiary education is the number of pupils enrolled in the tertiary level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education. For the tertiary level, the population used is the five-year age group following on from the secondary school leaving age.

Higher education it means all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments which are approved as institutions of higher education by the competent State authorities.

Internationalization is a variety of policies and programs that universities and governments implement to respond globalization that may include sending students to study abroad, setting up a branch campus overseas, or engaging in some type of inter-institutional partnership (Altbach, Reisberg et Rumbley 2009).

International organization mean institutions that have a formal system of rules, objectives, and administrative structure, and, which have an involvement of, interaction between individuals, groups, other organizations or nations, generally beyond national boundaries.

Intergovernmental Organizations or IGOs are formal, continuous structure established by agreement between members states, whether governmental representatives from sovereign states work to pursue common interest of the member countries.

Literacy is the ability to read and write with understanding a simple statement related to one's daily life. It involves a continuum of reading and writing skills, and often includes also basic arithmetic skills (numeracy).

Net enrolment ratio in primary education is the number of pupils of the theoretical school-age group for primary education, expressed as a percentage of the total population in that age group. Qualification in higher education means any diploma, degree or other qualifying certificate that

is awarded by an institution of higher education, or another appropriate authority, that establishes that the holder has successfully completed a course of study and qualifies him or her either to continue to a further stage of study or to practice a profession not requiring further special preparation.

Partial studies means any homogeneous fraction of a course at the first stage or at more advanced stages of higher studies that has been evaluated and authenticated and, while not a complete course in itself, can be equated with a significant acquisition of knowledge or skill.

Policy reform is a process in which changes are made to the formal "rules of the game" – including laws, regulations and institutions – to address a problem or achieve a goal such as economic growth, environmental protection or poverty alleviation. (OECD)

Poor countries are those countries which have GNI per capita below US$1,165 (for 2011) are called poor countries. (The World Bank)

Program: A program is a set of multiple projects that are managed and coordinated as one unit with the objective of achieving (often intangible) outcomes and benefits for the organization.

Project: A project is a temporary entity established to deliver specific (often tangible) outputs in line with predefined time, cost and quality constraints.

Recognition' of a foreign qualification in higher education means its acceptance by the competent authorities of the State concerned (whether they be governmental or non-governmental) as entitling its holder to be considered under the same conditions as those holding a comparable qualification awarded in that State and deemed comparable, for the purposes of access to or further pursuit of higher education studies, participation in research, the practice of a profession if this does not require the passing of examinations or further special preparation, or all the foregoing, according to the scope of the recognition.

Recognition' of a foreign certificate of secondary education for the purpose of undertaking studies at the higher level means its acceptance by the competent authorities of the State concerned as entitling its holder to be considered for admission to its higher education institutions under the same conditions as the holder of a comparable qualification or certificate awarded in that State.

Recognition' of a foreign qualification or of a foreign certificate of partial studies of higher education means acceptance by the competent authorities of the State concerned that the holder is entitled to be considered for further studies at its higher education and research institutions

under the same conditions as those pertaining to the holder of a comparable qualification or certificate awarded in that State.

Recognition' of a foreign qualification in higher education with a view to the practice of a profession means acceptance by the competent authorities of the professional preparation of the holder for the practice of the profession concerned, without prejudice, however, to the legal and professional rules or procedures in force in the States concerned and provided the holder would be entitled to practice the same profession in the State in which the professional preparation and qualification had been obtained; such recognition does not exempt the holder of the foreign qualification from complying with any other conditions for the practice of the profession concerned that may be laid down by the competent governmental or professional authorities in the States concerned.

School life expectancy from primary to tertiary is the number of years a four-year old girl or boy is expected to spend in education from primary to tertiary level, including years spent on repetition. Data are disaggregated by sex.

Secondary education means studies of any kind that follow primary, elementary or basic education and are a prerequisite for admission to higher education.

Technical assistance

Technical assistance is defined as “the transfer or adaptation of ideas, knowledge, practices, technologies, or skills to foster economic development. The purposes of Bank technical assistance are classified as follows: (a) Policy development, (b) Institutional development, (c) Capacity building, and (d) Project or program support" (McMahon, 1997).

Technical assistance is the delivery of programmatic expert, professional and management advice, suggestions, instructions, skills training, knowledge sharing services to governments, organizations and communities to support the socio-economic development.

Technical Assistance (The World Bank definition)

“Technical assistance is professional technical advice from the Bank that supports legal, policy, management, governance and other reforms needed to reach a country's economic, social and poverty reduction goals. It falls under the category of non-lending” (The World Bank, 2010).

Technical assistance (ADB definition)

Technical assistance is a vital element of ADB's development strategy. Through its technical assistance operations, ADB assists its developing member countries in

identifying, formulating, and implementing projects

improving the institutional capabilities of governments and executing agencies

formulating development strategies

promoting the transfer of technology

fostering regional cooperation

ADB has several technical assistance instruments which it finances with grants and loans:

Project preparatory technical assistance for the preparation of feasibility studies and detailed engineering for bankable projects

Project implementation technical assistance covering consulting services for project implementation and initial operation, including the training of project personnel

Advisory technical assistance supporting institutional strengthening, sector and policy studies, and non-project-related human resource development (Asian Development Bank, 2010).

Tertiary education is education provided at ISCED level 5 and 6, usually at university. Programs at these levels require completion of entrance education and at the end of the program degree is awarded. The duration of tertiary education can range from one year to several years.

Society

The definition of civil society is the subject of much debate. In the context of EFA, civil society can be understood as all non-governmental and non-profit groups and associations involved in the education for all drive. It embraces NGOs and campaign networks, teacher unions and religious organizations, community associations and research networks, parents 'associations and professional bodies, student groups, social movements and others.

Youth literacy rate is the number of persons aged 15 to 24 years who can both read and write with understanding a short simple statement on their everyday life, divided by the population in that age group. Generally, ‘literacy’ also encompasses ‘numeracy’, the ability to make simple arithmetic calculations.

Regions :

Arab region (22 states)

Algeria	Libyan Arab	Somalia
Bahrain	Jamahiriya	Sudan
Djibouti	Malta	Syrian Arab Republic
Egypt	Mauritania	Tunisia

Iraq	Morocco	United Arab Emirates
Jordan	Oman	Yemen
Kuwait	Qatar	
Lebanon	Saudi Arabia	

Asia and Pacific region (49 states and teritories)

Afghanistan	Kiribati	Russian Federation
Australia	Kyrgyzstan	Samoa
Bangladesh	Lao PDR	Singapore
Bhutan	Malaysia	Solomon Islands
Brunei Darussalam	Maldives	Sri Lanka
Cambodia	Marshall Islands	Tajikistan
China	Mongolia	Thailand
Cook Islands	Myanmar	Timor-Leste
Korea, DPR	Nauru	Tonga
Korea, Republic of	Nepal	Turkey
Fiji	New Zealand	Turkmenistan
India	Niue	Tuvalu
Indonesia	Pakistan	Uzbekistan
Iran	Palau	Vanuatu
Japan	Papua New Guinea	Viet Nam
Kazakhstan	Philippines	
Associate Members:	Macao (China)	Tokelau

Annex II- List of the UNESCO-APEID Conferences

1995: Partnerships in Teacher Development for a New Asia

1996: Re-engineering Education for Change: Educational Innovation for Development

1997: Educational Innovation for Sustainable Development

1998: Secondary Education and Youth at the Crossroads

1999: Reforming Learning, Curriculum and Pedagogy: Innovative Visions for the New Century

2000: Information Technologies and Educational Innovation for Development: Interfacing Global and Indigenous Knowledge

2001: Using ICT for Quality in Teaching, Learning and Effective Management

2002: Innovations in Secondary Education: Meeting the Needs of Adolescents and Youth in Asia and the Pacific

2003: Educational Innovations for Development in Asia and the Pacific

2006: Learning Together for Tomorrow: Education for Sustainable Development

2007: Reinventing Higher Education: Toward Participatory and Sustainable Development

2009: Quality Innovations for Teaching and Learning (postponed from 2008)

2009: ICT Transforming Education

2010: Education for Human Resource Development 21-23 October 2010 , Bangkok, Thailand

Higher and Distance Education Workshops

2010

Regional Seminar on ICT in HE and Impact of Economic Crisis on HE, UNESCO BANGKOK, Bangkok (Thailand), June 30-July 2

See here for the presentations of the Impact of Economic Crisis on HE

Regional Seminar on Diversification of Post-Secondary Education and the Employability of University Graduates, UNESCO Bangkok, Bangkok (Thailand),

2009

Regional Meeting on UNESCO Portal on Higher Education Institutions, UNESCO, Bangkok (Thailand), December 3-4

Consultation Meeting on The Impact of the Economic Crisis on Higher Education in Asia and the Pacific, UNESCO, Bangkok (Thailand), October 22 - 23

Expert Meeting on Utilization of ICT Research and Education Networks for Higher Education in Asia and the Pacific, UNESCO/Udayana University, Bali (Indonesia), 25-26 June 2009

Tenth Session of the Regional Committee Meeting for the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific in conjunction with the Workshop on the Recognition of Higher Education Qualifications in the Asia-Pacific Region, UNESCO Bangkok/Commission of Higher Education Philippines/Department of Education, Employment and Workplace Relations Australia, Manila (Philippines), May 6-8

2008

Asia-Pacific Sub-regional Preparatory Conference for the 2009 World Conference on Higher Education, APEID-UNESCO Bangkok and the Government of the Macao SAR of PRC, Macao SAR, September 24 - 26

2007

Fourth Session of the Regional Follow-up Committee for the 1998 World Conference on Higher Education, Macao (Macao SAR), July 17-19

Ninth Session of the Regional Committee of the Regional Convention of the Recognition of Studies, Diplomas and Degrees in the Asia and Pacific, Seoul (RO Korea), May 22 - 23

Workshop on Greater Mekong Sub-regional Virtual University (GMS-VU) Project on Tourism: Open Educational Resources (OERs), Nonthaburi (Thailand), March 12-13

2nd session of the Regional WCHE Follow-up Committee, February 2003; for review of progress made in implementation of the declaration of 1998 WCHE and preparation for the 2003 WCHE+5

2006

GUNI-AP 2006 Conference: “University-Industry Linkages”, UNESCO/UNU/Zhejiang University, Bangkok (Thailand), November 9-11 Nov 2006

20th AAOU Annual Conference: Reflections on and Future Prospects for Choice and Use of New Technologies in ODL-Strategies, Cost-Effectiveness and Impacts, YNRTVU, Kunming (China), October 11 – 14

Workshop on GMS Virtual University Tourism Program 2006

2005

GUNI-AP 2005 Conference, Kuala Lumpur, Malaysia

Regional Seminar on Situation Analysis of Higher Education in Southeast Asian Countries

8th Session of the Regional Committee for the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific

2003

7th Session of the Regional Committee for the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific

Training Workshop for Policy Makers on Open and Distance Learning (ODL) on Higher Education Knowledge Bases and Information Systems, 3-7 November 2003, Shanghai, China

World Summit of Mega-Universities, 6-7 November 2003, Shanghai, China

2002

Expert Meeting on Formulation of Pilot Project for GMS Tourism Programme On Line, Kunming, China, 6 – 9 January 2002

2001

International Conference on Learning and Teaching On-line – Practices, Challenges and Prospects, 9-11 January 2001, Guangzhou, China

International Seminar on Mutual Recognition of Qualifications in cooperation with NIER, Japan, 29 January to 8 February 2001, Tokyo, Japan

Sub Regional Seminar on Possibility of Establishment of GMS Virtual University, Bangkok, Thailand, 1 - 4 August 2001

Second Regional Seminar on Private Higher Education: Its Roles in Human Resources Development in a Globalized Knowledge Economy, Bangkok, Thailand, 20 – 22 June 2001

2000

National Workshop on DOL, 31 March – 3 April 2000, Hanoi/Ho Chi Minh City

National Workshop on Quality Assurance in Higher Education, 4-7 April 2000, Dalat University, Viet Nam

The Second Seminar-cum Workshop on Women Leadership in Higher Education in Asia, 30 October - 4 November 2000

First Session of the Regional FU Committee to World Conference on Higher Education, 2 - 3 November 2000, Kuala Lumpur, Malaysia

International Conference on Quality Assurance in Higher Education, 8 - 10 November, Bangkok, Thailand, in parallel with the Sixth Session of Regional Committee for Regional Convention on Recognition of Studies, Diplomas and Degrees in Higher Education

1999

National Workshop on Higher Education and Knowledge Economy, 3-6 May 1999, Yantai, China, in collaboration with China Higher Education Society

The Organizational Meeting of BIMP-EAGA University Network for co-operation between universities among the Philippines, Indonesia and Malaysia, 23-27 May 1999, Cagayan de Oro City, the Philippines

The National Brainstorming Session on Thailand’s Action Plan to Follow-up WCHE, 24-25 June 1999, Nakhon Ratchasima, Thailand

1997-1998

Regional Conference on Higher Education, Tokyo, Japan, 8- 1 0 July 1997

Shanghai Symposium on the Role of Distance and Open Learning (DOL) in Building Life-Long Education and Learning Society in the 21st Century, Shanghai, China, 15-17 April 1998

Regional Conference on University-Industry Partnership in Asia and the Pacific, Kunming, China, 20-23 October 1998

Regional Workshop on Quality Assurance in Higher Education in Asia and the Pacific, Bangkok, 24-26 November 1998

National Seminar-cum-Workshop on Higher Education in the 21st Century, 17-18 August 1999, Katmandu, Nepal

AAOU 13th Annual Conference on Open and Distance Education Systems and Models facing 21st Century's Information and learning Society, 13-17 October 1999, Beijing, China

Symposium on Higher Education Reform in the 21st Century, 3-4 November 1999, Peradeniya, Sri Lanka

Seminar-cum- Workshop on Asian Women Leaders in Higher Education - Management Challenges for New Millennium, 15-20 November 1999, National Universiti Kebangsaan Malaysia

Annex III- Data Tbles

Gross enrolment ratio. Primary. Female				
	1980	1990	2001	2009
Afghanistan	16.2	21.5	-	83.0
Bangladesh	46.4	65.6	...	97.2
Cambodia	...	95.6	95.1	112.7
China	105.5	122.1	113.8	115.1
India	66.8	78.8	85.8	...
Indonesia	105.5	116.4	110.8	118.8
Iran (Islamic Republic of)	...	99.0	105.7	102.3
Iraq	99.1	90.8	85.0	...
Japan	99.9	99.4	100.3	102.3
Kazakhstan	...	...	97.7	108.9
Myanmar	87.0	92.1	102.5	114.8
Nepal	50.9	81.7	103.7	...
Pakistan	...	...	55.8	77.2
Philippines	108.9	108.0	110.1	109.1
Republic of Korea	105.6	106.6	100.0	103.4
Saudi Arabia	45.0	...	...	97.0
Sri Lanka	96.1	109.3	106.8	97.1
Thailand	95.2	99.6	93.0	90.1
Turkey	87.5	95.4	93.2	98.0
Uzbekistan	107.8	109.3	99.1	90.8
Viet Nam	106.6	...	103.5	...
Gross enrolment ratio. Primary. Total				
Year	1980	1990	2001	2009
Afghanistan	43.1	30.5	21.9	103.9
Bangladesh	61.7	72.0	...	95.1
Cambodia	180.0	93.9	102.2	116.5
China	113.7	128.9	112.1	112.7
India	83.6	93.0	94.1	116.9
Indonesia	112.5	118.7	112.7	120.8
Iran (Islamic Republic of)	93.5	105.6	108.8	102.8
Iraq	107.3	100.1	94.0	...
Japan	99.8	99.3	100.3	102.3
Kazakhstan	111.7	114.4	97.1	108.8
Myanmar	88.4	95.2	103.4	115.8
Nepal	87.9	109.6	117.9	...
Pakistan	...	...	69.3	85.1
Philippines	107.1	109.1	110.2	110.1
Republic of Korea	105.2	106.0	100.8	104.3
Saudi Arabia	58.9	...	...	98.9
Sri Lanka	98.5	111.5	107.5	96.9
Thailand	96.3	100.1	94.2	91.1
Turkey	94.6	98.8	97.5	99.3
Uzbekistan	109.9	110.1	99.3	91.8
Viet Nam	109.4	103.3	106.4	...

Source: Table is based on the data from UIS 2011

Gross enrolment ratio. Secondary. All program- Female				
	1980	1990	2001	2009
Afghanistan	7.7	10.6	-	28.5
Bangladesh	8.6	12.0	44.4	44.8
Cambodia	...	...	12.7	...
China	43.3	32.6	61.1	80.9
India	18.9	27.0	38.1	56.0
Indonesia	23.7	43.7	54.8	79.1
Iran (Islamic Republic of)	...	43.5	78.3	80.8
Iraq	32.4	34.8	27.9	...
Japan	94.0	97.3	102.1	101.1
Kazakhstan	...	...	93.9	93.7
Myanmar	...	19.6	39.4	53.7
Nepal	8.6	19.1	29.0	...
Pakistan	8.8	11.7	...	29.1
Philippines	69.2	71.9	77.7	86.1
Republic of Korea	70.6	90.4	96.7	95.3
Saudi Arabia	20.4	...	...	89.7
Sri Lanka	58.3	74.4	...	...
Thailand	...	29.9	62.4	78.9
Turkey	23.7	35.2	59.6	76.9
Uzbekistan	...	...	86.3	103.0
Viet Nam	...	...	61.6	...
Gross enrolment ratio. Secondary. All program- Total				
Year	1980	1990	2001	2009
Afghanistan	16.1	11.0	12.7	43.8
Bangladesh	17.5	18.0	44.0	42.3
Cambodia	...	25.3	18.0	...
China	51.5	38.5	61.1	78.2
India	29.1	37.4	46.2	60.0
Indonesia	29.0	48.0	56.2	79.5
Iran (Islamic Republic of)	...	52.1	81.5	83.1
Iraq	51.5	44.9	36.7	...
Japan	93.0	96.1	101.5	101.0
Kazakhstan	93.3	99.7	93.0	94.9
Myanmar	21.8	20.3	38.4	53.1
Nepal	20.9	31.9	35.0	...
Pakistan	16.5	20.1	...	33.1
Philippines	65.2	70.7	74.3	82.5
Republic of Korea	76.8	92.6	97.2	97.2
Saudi Arabia	27.5	...	...	96.8
Sri Lanka	54.7	71.6	...	...
Thailand	26.9	29.1	63.2	75.6
Turkey	35.4	46.7	70.5	82.0
Uzbekistan	105.5	101.5	87.6	103.5
Viet Nam	42.5	35.5	64.6	...

Source: Table is based on the data from UIS 2011

Net enrolment rate. Primary. Female				
	1980	1990	2001	2009
Afghanistan	...	...	-	...
Bangladesh	47.6	59.1	...	89.9
Cambodia	...	...	83.5	86.7
China	...	...	...	...
India	...	...	72.4	...
Indonesia	87.9	...	92.6	94.4
Iran (Islamic Republic of)	...	87.7	91.1	...
Iraq	87.1	81.6	79.7	...
Japan	99.9	99.4	...	...
Kazakhstan	...	...	87.8	89.0
Myanmar	...	...	...	...
Nepal	...	...	64.0	...
Pakistan	...	...	45.8	60.2
Philippines	91.1	96.6	90.0	92.7
Republic of Korea	98.0	...	98.3	98.2
Saudi Arabia	32.3	...	...	85.0
Sri Lanka	...	...	99.8	95.4
Thailand	...	...	...	89.4
Turkey	...	...	88.4	93.6
Uzbekistan	...	...	...	86.1
Viet Nam	...	...	91.4	...
Net enrolment rate. Primary. Male				
	1980	1990	2001	2009
Afghanistan	...	...	...	...
Bangladesh	69.3	69.6	...	82.9
Cambodia	...	...	91.0	90.4
China	...	...	...	...
India	...	...	85.8	...
Indonesia	96.4	...	95.9	97.0
Iran (Islamic Republic of)	...	95.9	94.1	...
Iraq	97.9	93.5	92.1	...
Japan	99.8	99.3	...	...
Kazakhstan	...	...	86.7	89.7
Myanmar	...	...	...	...
Nepal	...	...	77.9	...
Pakistan	...	...	67.5	72.1
Philippines	92.7	98.6	89.9	90.7
Republic of Korea	97.9	...	99.8	99.7
Saudi Arabia	56.1	...	...	87.6
Sri Lanka	...	...	99.4	94.6
Thailand	...	...	...	90.7
Turkey	...	...	96.0	95.8
Uzbekistan	...	...	...	88.4
Viet Nam	...	...	96.5	...

Source: Table is based on the data from UIS 2011

Net enrolment rate. Secondary. All program- Female				
	1980	1990	2001	2009
Afghanistan	...	...	-	...
Bangladesh	...	...	41.4	...
Cambodia	...	...	11.7	...
China	...	...	...	...
India	...	...	...	...
Indonesia	...	37.1	48.4	68.4
Iran (Islamic Republic of)	...	40.2	...	...
Iraq	...	...	25.0	...
Japan	...	...	100.0	98.6
Kazakhstan	...	...	88.1	86.5
Myanmar	...	...	35.1	50.0
Nepal	...	...	...	...
Pakistan	...	...	...	28.7
Philippines	...	...	52.0	66.1
Republic of Korea	64.9	84.7	93.4	93.9
Saudi Arabia	...	...	...	...
Sri Lanka	...	...	...	...
Thailand	...	...	...	76.7
Turkey	...	...	54.8	70.3
Uzbekistan	...	...	...	90.7
Viet Nam	...	...	...	...
Net enrolment rate. Secondary. All program- Total				
	1980	1990	2001	2009
Afghanistan	...	...	...	...
Bangladesh	...	...	41.0	...
Cambodia	...	...	16.2	...
China	...	...	...	...
India	...	...	...	...
Indonesia	...	39.6	49.7	69.0
Iran (Islamic Republic of)	...	47.0	...	...
Iraq	...	...	31.6	...
Japan	...	...	99.4	98.4
Kazakhstan	...	...	87.0	86.9
Myanmar	...	...	34.3	49.6
Nepal	...	...	...	...
Pakistan	...	...	...	32.7
Philippines	...	...	49.8	60.7
Republic of Korea	69.7	85.2	93.8	95.8
Saudi Arabia	...	...	...	...
Sri Lanka	...	...	...	...
Thailand	...	...	...	72.2
Turkey	...	40.5	61.7	73.9
Uzbekistan	...	...	...	91.7
Viet Nam	...	...	61.1	...

Source: Table is based on the data from UIS 2011

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Gross enrolment ratio. ISCED 5 and 6. Female				
	1980	1990	2001	2009
Afghanistan	0.6	1.4	...	1.4
Bangladesh	0.8	1.3	3.2	5.6
Cambodia	...	...	1.0	4.9
China	0.6	...	...	25.4
India	2.7	4.1	7.5	...
Indonesia	...	...	12.9	23.0
Iran (Islamic Republic of)	...	3.3	16.3	37.7
Iraq	5.3	9.3	8.2	...
Japan	20.5	22.8	43.8	55.0
Kazakhstan	...	...	30.6	48.8
Myanmar	3.7	...	...	...
Nepal	...	2.4	2.3	...
Pakistan	1.2	2.1	...	4.8
Philippines	25.9	...	31.8	31.8
Republic of Korea	6.0	23.5	58.1	81.5
Saudi Arabia	3.7	9.8	26.0	36.2
Sri Lanka	2.1	2.1	...	...
Thailand	...	...	39.6	49.5
Turkey	3.0	8.2	18.8	33.6
Uzbekistan	...	...	11.8	8.0
Viet Nam	1.6	...	8.0	...
Gross enrolment ratio. ISCED 5 and 6. Total				
	1980	1990	2001	2009
Afghanistan	1.8	2.1	...	3.6
Bangladesh	2.8	3.9	4.9	7.9
Cambodia	-	0.6	2.1	7.0
China	1.1	3.1	7.8	24.5
India	5.0	6.0	9.6	...
Indonesia	3.5	8.7	14.8	23.5
Iran (Islamic Republic of)	...	5.9	17.8	36.5
Iraq	8.4	11.9	11.8	...
Japan	30.9	29.1	47.7	58.6
Kazakhstan	33.5	39.1	28.2	41.0
Myanmar	3.7	5.1	11.1	...
Nepal	2.7	5.0	4.1	...
Pakistan	2.2	3.1	...	5.2
Philippines	24.1	24.3	28.4	28.7
Republic of Korea	12.8	36.8	78.3	100.0
Saudi Arabia	6.4	9.7	21.8	32.8
Sri Lanka	2.8	3.3	...	...
Thailand	10.3	16.1	36.7	44.6
Turkey	6.1	12.0	23.2	38.4
Uzbekistan	...	17.0	13.0	9.8
Viet Nam	2.6	2.8	9.6	...

Source: Table is based on the data from UIS 2011

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School life expectancy (years). Primary to tertiary. Female				
	1980	1990	2001	2009
Afghanistan	...	...	...	6.8
Bangladesh	3.0	4.2	...	...
Cambodia	...	...	6.6	...
China	7.5	...	...	11.9
India	4.8	6.0	7.3	...
Indonesia	...	...	11.0	13.0
Iran (Islamic Republic of)	...	8.5	11.6	12.6
Iraq	8.4	8.1	7.2	...
Japan	12.7	12.9	14.3	15.0
Kazakhstan	...	...	12.6	15.4
Myanmar	...	...	...	...
Nepal	...	5.2	7.5	...
Pakistan	...	...	...	6.2
Philippines	10.8	...	11.7	12.1
Republic of Korea	10.9	13.0	14.7	15.8
Saudi Arabia	4.4	...	...	13.2
Sri Lanka	10.1	11.6	...	...
Thailand	...	...	11.5	12.6
Turkey	5.9	7.3	9.2	11.2
Uzbekistan	...	...	10.6	11.3
Viet Nam	...	...	9.9	...
School life expectancy (years). Primary to tertiary. Total				
	1980	1990	2001	2009
Afghanistan	...	2.6	2.2	9.1
Bangladesh	4.4	5.0	...	...
Cambodia	...	6.1	7.5	...
China	8.3	8.9	9.9	11.6
India	6.5	7.6	8.4	...
Indonesia	8.7	10.4	11.2	13.2
Iran (Islamic Republic of)	...	9.5	12.2	12.7
Iraq	10.3	9.5	8.5	...
Japan	13.1	13.2	14.5	15.1
Kazakhstan	11.6	12.4	12.3	15.0
Myanmar	5.9	6.2	8.1	...
Nepal	4.0	7.3	8.8	...
Pakistan	...	...	...	6.9
Philippines	10.2	10.7	11.4	11.9
Republic of Korea	11.6	13.7	15.8	16.9
Saudi Arabia	5.8	...	...	13.7
Sri Lanka	10.0	11.5	...	...
Thailand	7.9	8.6	11.5	12.3
Turkey	7.1	8.4	10.3	11.8
Uzbekistan	...	11.3	10.8	11.4
Viet Nam	8.6	7.8	10.3	...

Source: Table is based on the data from UIS 2011

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Educational expenditure by nature of spending as a % of total educational expenditure on public institutions. Tertiary. Total current expenditure				
	1980	1990	2001	2009
Afghanistan	...	...	...	...
Bangladesh	...	...	...	86.6
Cambodia	...	...	...	...
China	...	...	77.6	...
India	...	...	98.8	...
Indonesia	...	...	...	...
Iran (Islamic Republic of)	...	...	84.0	...
Iraq	...	...	...	...
Japan	...	...	79.2	87.7
Kazakhstan	...	...	...	...
Myanmar	...	...	...	...
Nepal	...	...	...	...
Pakistan	...	...	...	...
Philippines	...	...	95.4	86.5
Republic of Korea	...	...	68.5	84.5
Saudi Arabia	...	...	...	...
Sri Lanka	...	...	...	...
Thailand	...	...	...	...
Turkey	...	...	78.5	...
Uzbekistan	...	...	...	...
Viet Nam	...	...	...	...

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Educational expenditure by nature of spending as a % of total educational expenditure on public institutions. Tertiary. Other current expenditure				
	1980	1990	2001	2009
Afghanistan	...	...	...	...
Bangladesh	...	...	...	13.4
Cambodia	...	...	...	...
China	...	...	41.9	...
India	...	...	0.3	...
Indonesia	...	...	...	...
Iran (Islamic Republic of)	...	...	...	...
Iraq	...	...	...	...
Japan	...	...	27.7	39.2
Kazakhstan	...	...	...	...
Myanmar	...	...	...	...
Nepal	...	...	...	...
Pakistan	...	...	...	...
Philippines	...	...	23.6	18.2
Republic of Korea	...	...	20.7	39.8
Saudi Arabia	...	...	...	...
Sri Lanka	...	...	...	...
Thailand	...	...	...	...
Turkey	...	...	19.0	...
Uzbekistan	...	...	...	...
Viet Nam	...	...	...	...
Source: Table is based on the data from UIS 2011				

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Educational expenditure by nature of spending as a % of total educational expenditure on public institutions. Tertiary. Salaries				
	1980	1990	2001	2009
Afghanistan	...	...	...	...
Bangladesh	...	...	...	73.2
Cambodia	...	...	...	...
China	...	...	35.7	...
India	...	...	98.5	...
Indonesia	...	...	...	...
Iran (Islamic Republic of)	...	...	...	...
Iraq	...	...	...	...
Japan	...	...	51.5	48.5
Kazakhstan	...	...	...	...
Myanmar	...	...	...	...
Nepal	...	...	...	...
Pakistan	...	...	...	...
Philippines	...	...	71.8	68.3
Republic of Korea	...	...	47.8	44.7
Saudi Arabia	...	...	...	...
Sri Lanka	...	...	...	...
Thailand	...	...	...	...
Turkey	...	...	59.5	...
Uzbekistan	...	...	...	...
Viet Nam	...	...	...	...

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Public expenditure on education as % of total government expenditure				
	1980	1990	2001	2009
Afghanistan	...	...	...	...
Bangladesh	...	...	15.0	14.0
Cambodia	...	...	14.7	...
China	...	...	13.0	...
India	...	...	12.7	...
Indonesia	...	...	11.5	17.9
Iran (Islamic Republic of)	...	...	18.3	20.9
Iraq	...	...	...	...
Japan	...	...	10.5	9.4
Kazakhstan	...	...	12.1	...
Myanmar	...	...	8.7	...
Nepal	...	...	13.2	19.5
Pakistan	...	...	...	11.2
Philippines	...	...	13.9	16.9
Republic of Korea	...	...	13.1	15.8
Saudi Arabia	...	...	22.7	19.3
Sri Lanka	...	...	...	...
Thailand	...	...	31.0	20.3
Turkey	...	...	...	...
Uzbekistan	...	...	...	...
Viet Nam	...	...	...	19.8
Source: Table is based on the data from UIS 2011				

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Public expenditure per pupil as a % of GDP per capita. Primary				
	1980	1990	2001	2009
Afghanistan	...	...	...	...
Bangladesh	...	...	...	10.7
Cambodia	...	...	5.9	...
China	...	...	...	...
India	...	...	14.5	...
Indonesia	...	...	...	11.0
Iran (Islamic Republic of)	...	...	9.1	15.1
Iraq	...	...	...	...
Japan	...	...	21.6	21.5
Kazakhstan	...	...	...	...
Myanmar	...	...	...	...
Nepal	...	...	10.3	17.6
Pakistan	...	...	...	...
Philippines	...	...	12.8	...
Republic of Korea	...	...	18.4	19.4
Saudi Arabia	...	...	...	...
Sri Lanka	...	...	...	...
Thailand	...	...	17.8	24.0
Turkey	...	...	9.8	...
Uzbekistan	...	...	...	...
Viet Nam	...	...	...	19.6
Source: Table is based on the data from UIS 2011				

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Public expenditure per pupil as a % of GDP per capita. Secondary				
	1980	1990	2001	2009
Afghanistan	...	...	...	...
Bangladesh	...	...	11.5	14.9
Cambodia	...	...	6.3	...
China	...	...	11.5	...
India	...	...	24.8	...
Indonesia	...	...	...	12.5
Iran (Islamic Republic of)	...	...	9.9	21.0
Iraq	...	...	...	...
Japan	...	...	21.2	22.3
Kazakhstan	...	...	...	...
Myanmar	...	...	6.9	...
Nepal	...	...	11.6	11.3
Pakistan	...	...	...	...
Philippines	...	...	11.0	...
Republic of Korea	...	...	15.7	23.2
Saudi Arabia	...	...	...	...
Sri Lanka	...	...	...	...
Thailand	...	...	15.9	9.1
Turkey	...	...	9.6	...
Uzbekistan	...	...	...	...
Viet Nam	...	...	...	17.2
Source: Table is based on the data from UIS 2011				

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Public expenditure per pupil as a % of GDP per capita. Tertiary				
	1980	1990	2001	2009
Afghanistan	...	...	...	-
Bangladesh	...	...	45.9	...
Cambodia	...	...	43.6	...
China	...	...	90.0	...
India	...	...	95.0	...
Indonesia	...	...	...	16.2
Iran (Islamic Republic of)	...	...	34.8	22.2
Iraq	...	...	...	...
Japan	...	...	17.7	20.9
Kazakhstan	...	...	...	...
Myanmar	...	...	28.0	...
Nepal	...	...	141.6	55.5
Pakistan	...	...	...	...
Philippines	...	...	15.4	...
Republic of Korea	...	...	8.4	10.1
Saudi Arabia	...	...	...	...
Sri Lanka	...	...	...	...
Thailand	...	...	36.0	22.3
Turkey	...	...	33.5	...
Uzbekistan	...	...	...	...
Viet Nam	...	...	...	61.4
Source: Table is based on the data from UIS 2011				

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Annex IV- Legal instruments

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Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean. Mexico City, 19 July 1974			
	States	Date of deposit of instrument	Type of instrument
1	Panama	10/03/1975	Ratification
2	Mexico	14/05/1975	Ratification
3	Chile2	07/01/1976	Ratification
4	Venezuela	07/09/1976	Ratification
5	Colombia	23/02/1977	Ratification
6	Cuba	23/02/1977	Ratification
7	El Salvador	02/05/1977	Ratification
8	Ecuador	24/06/1977	Ratification
9	Brazil3	18/08/1977	Ratification
10	Netherlands	06/10/1977	Acceptance
11	Holy See	30/11/1977	Acceptance
12	Suriname	10/06/1982	Ratification
13	Nicaragua	26/04/1983	Ratification
14	Slovenia	05/11/1992	Notification of succession
15	Peru	17/02/1994	Ratification
16	The former Yugoslav Republic of Macedonia	30/04/1997	Notification of succession
17	Serbia	11/09/2001	Notification of succession
18	Bolivia (Plurinational State of)	17/06/2005	Ratification
19	Montenegro	26/04/2007	Notification of succession

Table is based on UNESCO data 2011

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Arab and European States Bordering on the Mediterranean

Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States Bordering on the Mediterranean 1976			
	States	Date of deposit of instrument	Type of instrument
1	Algeria	20/02/1984	Ratification
2	Bosnia and Herzegovina	12/07/1993	Notification of succession
3	Croatia	06/07/1992	Notification of succession
4	Egypt	17/01/1978	Accession
5	Italy	14/04/1981	Ratification
6	Malta	22/01/1986	Ratification
7	Montenegro	26/04/2007	Notification of succession
8	Morocco	25/05/1979	Ratification
9	Serbia	11/09/2001	Notification of succession
10	Slovenia	05/11/1992	Notification of succession
11	The former Yugoslav Republic of Macedonia	30/04/1997	Notification of succession
12	Turkey	02/03/1989	Ratification

Table is based on UNESCO data 2011

Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States. Paris, 22 December 1978			
	States	Date of deposit of instrument	Type of instrument
1	Iraq	16/05/1980	Ratification
2	Morocco	07/07/1981	Ratification
3	Egypt	23/09/1981	Ratification
4	United Arab Emirates	07/12/1981	Ratification
5	Libyan Arab Jamahiriya	20/01/1982	Ratification
6	Jordan	31/03/1982	Ratification
7	Oman	10/06/1982	Ratification
8	Qatar	19/05/1983	Ratification
9	Kuwait	23/12/1983	Ratification
10	Algeria	20/02/1984	Ratification
11	Tunisia	22/11/1985	Ratification
12	Saudi Arabia	03/12/1987	Ratification
13	Bahrain	09/11/1990	Ratification
14	Sudan	21/01/1991	Ratification

Table is based on UNESCO data 2011

Asia and the Pacific

Regional Convention on the Recognition of Studies, Diplomas, and Degrees in Higher Education in Asia and the Pacific. Bangkok, 16 December 1983			
	States	Date of deposit of instrument	Type of instrument
1	China	25/09/1984	Approval
2	Australia	23/09/1985	Acceptance
3	Sri Lanka	10/01/1986	Acceptance
4	Turkey	28/04/1988	Ratification
5	Korea DPR	26/04/1989	Approval
6	Republic of Korea	29/08/1989	Acceptance
7	Nepal	02/11/1989	Ratification
8	Maldives	14/05/1990	Acceptance
9	Russian Federation	16/11/1990	Ratification
10	Mongolia	19/10/1991	Acceptance
11	Tajikistan	28/08/1993	Notification of succession
12	Armenia	05/09/1993	Notification of succession
13	Azerbaijan	24/04/1995	Accession
14	Holy See	10/07/1995	Accession
15	Kyrgyzstan	07/11/1995	Notification of succession
16	Turkmenistan	04/06/1996	Notification of succession
17	Kazakhstan	14/03/1997	Notification of succession
18	India	02/08/2000	Ratification
19	Lao People's Democratic Republic	02/01/2003	Ratification
20	Philippines	26/11/2003	Ratification
21	Indonesia	30/01/2008	Ratification

Table is based on UNESCO data 2011

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Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Lisbon, 11 April 1997			
	States	Date of deposit of instrument	Type of instrument
1	Azerbaijan	10/03/1998	Ratification
2	Switzerland	24/03/1998	Signature without reservation as to ratification
3	Estonia	01/04/1998	Ratification
4	Kazakhstan	07/10/1998	Ratification
5	Lithuania	17/12/1998	Ratification
6	Romania	12/01/1999	Ratification
7	Austria	03/02/1999	Ratification
8	Norway	29/04/1999	Ratification
9	Slovakia	13/07/1999	Ratification
10	Latvia	20/07/1999	Ratification
11	Slovenia	21/07/1999	Ratification
12	Republic of Moldova	23/09/1999	Ratification
13	France	04/10/1999	Ratification
14	Georgia	13/10/1999	Ratification
15	Czech Republic	15/12/1999	Ratification
16	Liechtenstein	01/02/2000	Accession
17	Hungary	04/02/2000	Ratification
18	Ukraine	14/04/2000	Ratification
19	Bulgaria	19/05/2000	Ratification
20	Russian Federation	25/05/2000	Ratification
21	Luxembourg	04/10/2000	Ratification
22	Holy See	28/02/2001	Ratification
23	Iceland	21/03/2001	Ratification
24	Sweden	28/09/2001	Ratification
25	Portugal	15/10/2001	Ratification
26	Cyprus	21/11/2001	Ratification
27	Belarus	19/02/2002	Accession
28	Albania	06/03/2002	Ratification
29	Croatia	17/10/2002	Ratification
30	Australia	22/11/2002	Ratification
31	The former Yugoslav Republic of Macedonia	29/11/2002	Ratification
32	Denmark	20/03/2003	Ratification
33	United Kingdom of Great Britain and Northern Ireland	23/05/2003	Ratification

34	Bosnia and Herzegovina	09/01/2004	Ratification
35	Finland	21/01/2004	Ratification
36	Serbia	03/03/2004	Ratification
37	Ireland	08/03/2004	Signature without reservation as to ratification
38	Kyrgyzstan	09/03/2004	Accession
39	Poland	17/03/2004	Ratification
40	Armenia	07/01/2005	Ratification
41	Malta	16/11/2005	Ratification
42	Turkey	08/01/2007	Ratification
43	Montenegro	06/06/2007	Notification of succession
44	Israel	12/07/2007	Ratification
45	Germany	23/08/2007	Ratification
46	New Zealand	04/12/2007	Accession
47	Netherlands	19/03/2008	Accession
48	Andorra	22/04/2008	Accession
49	Belgium	22/07/2009	Ratification
50	Spain	28/10/2009	Ratification
51	Italy	01/10/2010	Accession

Table is based on UNESCO data 2011

UNESCO-Bangkok office publications from 1991 to 2010											
Period	Education						Science	Culture	Info	others	Total
	Training	General	Primary	Sec.	Tech./ Voc.	Higher					
1991-95	25	97	3	2	22	10	8	9	6	24	206
1996-99	18	49	8	7	16	9	3	3	3	18	134
2000-02	14	38	2	1	1	4	3	3	17	2	85
2003	3	9	0	0	0	8	0	0	5	1	26
2004	6	16	0	0	1	4	0	2	10	0	39
2005	4	18	1	0	0	8	1	1	7	4	44
2006	9	15	0	0	0	3	0	3	5	6	41
2007	3	16	0	3	0	1	2	2	9	2	38
2008	9	21	0	4	1	2	5	6	3	5	56
2009	3	13	0	7	0	1	0	1	6	3	34
2010	1	12	0	4	0	1	4	1	1	7	31
Total	**95**	**304**	**14**	**28**	**41**	**51**	**26**	**31**	**72**	**72**	**734**

Table is produced by author and it is based on data from UNESCO-Bangkok Office

Higher education

UNESCO-Bangkok office Capacity Development initiatives 1991 to 2010							
Period	**Level**	**Conferences**	**Workshops**	**Seminars**	**Forums**	**Other***	**Publications**
2005-10	Non HE	4	6	3	0	12	228
	HE	2	0	1	0	1	16
2000-04	Non HE	6	5	1	1	2	134
	HE	3	0	0	0	0	16
1996-99	Non HE	7	6	3	0	5	125
	HE	2	0	1	0	0	9
1991-95	Non HE	0	61	5	11	7	196
	HE	1	0	1	0	2	10
1991-2010	**Total**	**25**	**78**	**15**	**12**	**29**	**734**

HE means Higher Education Non-HE mean other than higher education
* It include symposiums, roundtables, meetings etc. Table is based on data from UNESCO Bangkok office

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	Country	Population (million)	GDP (PPP) (US$ million) 2007
	Asia (Total)	3882,329	22345908
1	Afghanistan	27,1	21500
2	Bangladesh	158,6	209200
3	Cambodia	14,4	25790
4	China	1322,5	7043000
5	India	1131	2965000
6	Indonesia	231,6	837800
7	Iran	71,2	753000
8	Iraq	28,9	100000
9	Japan	127,7	4305000
10	Kazakhstan	15,4	177000
11	Malaysia	27,5	357900
12	Myanmar	48,7	67963
13	Nepal	28,1	30660
14	Pakistan	161,9	446100
15	Philippines	88,7	298900
16	Saudi Arabia	24,7	572200
17	South Korea	48,5	1206000
18	Sri Lanka	19,2	83210
19	Syria	19,9	86590
20	Thailand	62,8	519900
21	Uzbekistan	27,3	71618
22	Vietnam	87,3	222500
23	Yemen	20,7	52610

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Annex V -Country Tables

A glance at education in China	
Total population (million)	1337.4
GDP per capita (PPP) US$	6194.7
Combined GER (ISCED 1 to 6)	68.7
School life expectancy (years). Primary to tertiary. Total	11.6
Duration of compulsory education	9.0
Adult (15+) literacy rate (%). Total	94.0
Youth (15-24) literacy rate (%). Total	99.4
GER. Secondary. All programs. Total	78.2
GER. Upper secondary. All programs. Total	65.7
GER. Tertiary (ISCED 5 and 6). Total	24.5
Expenditure in primary as % of total educational expenditure	n.a.
Expenditure in secondary as % of total educational expenditure	n.a.
Expenditure in tertiary as % of total educational expenditure	n.a.
Public expenditure per pupil as a % of GDP per capita. All levels	n.a.
Public expenditure per pupil as a % of GDP per capita. Primary	n.a.
Public expenditure per pupil as a % of GDP per capita. Secondary	n.a.
Public expenditure per pupil as a % of GDP per capita. Tertiary	n.a.
Table is based on the data from UNESCO 2010	
GER= Gross Enrolment Ratio n.a. = Data not available	
ISCED= International Standard Classification of Education	

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A glance at education in Japan	
Total population (million)	**127.3**
GDP per capita (PPP) US$	**33798.9**
Combined GER (ISCED 1 to 6)	**87.5**
School life expectancy (years). Primary to tertiary. Total	**15.1**
Duration of compulsory education	**9.0**
Adult (15+) literacy rate (%). Total	**...**
Youth (15-24) literacy rate (%). Total	**...**
GER. Secondary. All programs. Total	**100.9**
GER. Upper secondary. All programs. Total	**100.9**
GER. Tertiary (ISCED 5 and 6). Total	**100.1**
Expenditure in primary as % of total educational expenditure	**1033774.0**
Expenditure in secondary as % of total educational expenditure	**35.5**
Expenditure in tertiary as % of total educational expenditure	**37.6**
Public expenditure per pupil as a % of GDP per capita. All levels	**18.4**
Public expenditure per pupil as a % of GDP per capita. Primary	**20.3**
Public expenditure per pupil as a % of GDP per capita. Secondary	**21.7**
Public expenditure per pupil as a % of GDP per capita. Tertiary	**22.4**

A glance at education Republic of Korea	
Total population (million)	**48.2**
GDP per capita (PPP) US$	**26874.6**
Combined GER (ISCED 1 to 6)	**99.8**
School life expectancy (years). Primary to tertiary. Total	**16.8**
Duration of compulsory education	**9.0**
Adult (15+) literacy rate (%). Total	**...**
Youth (15-24) literacy rate (%). Total	**...**
GER. Secondary. All programs. Total	**97.2**
GER. Upper secondary. All programs. Total	**95.5**
GER. Tertiary (ISCED 5 and 6). Total	**98.1**
Expenditure in primary as % of total educational expenditure	**31.9**
Expenditure in secondary as % of total educational expenditure	**42.4**
Expenditure in tertiary as % of total educational expenditure	**14.2**
Public expenditure per pupil as a % of GDP per capita. All levels	**17.8**
Public expenditure per pupil as a % of GDP per capita. Primary	**17.0**
Public expenditure per pupil as a % of GDP per capita. Secondary	**22.2**
Public expenditure per pupil as a % of GDP per capita. Tertiary	**9.0**
Table is based on the data from UNESCO 2010	

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A glance at education in Indonesia	
Total population (million)	**227.3**
GDP per capita (PPP) US$	**4000.5**
Combined GER (ISCED 1 to 6)	**77.6**
School life expectancy (years). Primary to tertiary. Total	**13.2**
Duration of compulsory education	**9.0**
Adult (15+) literacy rate (%). Total	**92.2**
Youth (15-24) literacy rate (%). Total	**99.5**
GER. Secondary. All programs. Total	**79.5**
GER. Upper secondary. All programs. Total	**65.7**
GER. Tertiary (ISCED 5 and 6). Total	**23.5**
Expenditure in primary as % of total educational expenditure	**50.7**
Expenditure in secondary as % of total educational expenditure	**35.6**
Expenditure in tertiary as % of total educational expenditure	**11.2**
Public expenditure per pupil as a % of GDP per capita. All levels	**11.5**
Public expenditure per pupil as a % of GDP per capita. Primary	**11.0**
Public expenditure per pupil as a % of GDP per capita. Secondary	**12.5**
Public expenditure per pupil as a % of GDP per capita. Tertiary	**16.2**
Table is based on the data from UNESCO 2010	
GER. Gross Enrolment Ratio n.a. Data not available	
ISCED. International Standard Classification of Education	

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A glance at education in Malaysia	
Total population (million)	**27.0**
GDP per capita (PPP) US$	**14224.2**
Combined GER (ISCED 1 to 6)	**70.3**
School life expectancy (years). Primary to tertiary. Total	**12.6**
Duration of compulsory education	**6.0**
Adult (15+) literacy rate (%). Total	**92.5**
Youth (15-24) literacy rate (%). Total	**98.5**
GER. Secondary. All programs. Total	**97.2**
GER. Upper secondary. All programs. Total	**95.5**
GER. Tertiary (ISCED 5 and 6). Total	**98.1**
Expenditure in primary as % of total educational expenditure	**31.9**
Expenditure in secondary as % of total educational expenditure	**42.4**
Expenditure in tertiary as % of total educational expenditure	**14.2**
Public expenditure per pupil as a % of GDP per capita. All levels	**17.8**
Public expenditure per pupil as a % of GDP per capita. Primary	**17.0**
Public expenditure per pupil as a % of GDP per capita. Secondary	**22.2**
Public expenditure per pupil as a % of GDP per capita. Tertiary	**9.0**
Table is based on the data from UNESCO 2010	
ISCED. International Standard Classification of Education	

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A glance at education in Myanmar	
Total population (million)	**49.6**
GDP per capita (PPP) US$	**...**
Combined GER (ISCED 1 to 6)	**56.5**
School life expectancy (years). Primary to tertiary. Total	**9.2**
Duration of compulsory education	**5.0**
Adult (15+) literacy rate (%). Total	**92.0**
Youth (15-24) literacy rate (%). Total	**95.7**
GER. Secondary. All programs. Total	**68.7**
GER. Upper secondary. All programs. Total	**49.7**
GER. Tertiary (ISCED 5 and 6). Total	**36.5**
Expenditure in primary as % of total educational expenditure	**39.1**
Expenditure in secondary as % of total educational expenditure	**28.2**
Expenditure in tertiary as % of total educational expenditure	**28.1**
Public expenditure per pupil as a % of GDP per capita. All levels	**15.0**
Public expenditure per pupil as a % of GDP per capita. Primary	**14.3**
Public expenditure per pupil as a % of GDP per capita. Secondary	**12.4**
Public expenditure per pupil as a % of GDP per capita. Tertiary	**34.0**
Table is based on the data from UNESCO 2010	
ISCED. International Standard Classification of Education	

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A glance at education Philippines	
Total population (million)	90.3
GDP per capita (PPP) US$	3518.2
Combined GER (ISCED 1 to 6)	80.0
School life expectancy (years). Primary to tertiary. Total	11.9
Duration of compulsory education	7.0
Adult (15+) literacy rate (%). Total	95.4
Youth (15-24) literacy rate (%). Total	97.8
GER. Secondary. All programs. Total	33.1
GER. Upper secondary. All programs. Total	24.9
GER. Tertiary (ISCED 5 and 6). Total	6.4
Expenditure in primary as % of total educational expenditure	n.a.
Expenditure in secondary as % of total educational expenditure	n.a.
Expenditure in tertiary as % of total educational expenditure	n.a.
Public expenditure per pupil as a % of GDP per capita. All levels	11.4
Public expenditure per pupil as a % of GDP per capita. Primary	n.a.
Public expenditure per pupil as a % of GDP per capita. Secondary	n.a.
Public expenditure per pupil as a % of GDP per capita. Tertiary	n.a.
Table is based on the data from UNESCO 2010	
GER. Gross Enrolment Ratio n.a. Data not available	
ISCED. International Standard Classification of Education	

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A glance at education Thailand	
Total population (million)	67.4
GDP per capita (PPP) US$	8099.3
Combined GER (ISCED 1 to 6)	71.4
School life expectancy (years). Primary to tertiary. Total	12.2
Duration of compulsory education	9.0
Adult (15+) literacy rate (%). Total	...
Youth (15-24) literacy rate (%). Total	...
GER. Secondary. All programs. Total	75.6
GER. Upper secondary. All programs. Total	61.5
GER. Tertiary (ISCED 5 and 6). Total	44.6
Expenditure in primary as % of total educational expenditure	46.1
Expenditure in secondary as % of total educational expenditure	15.6
Expenditure in tertiary as % of total educational expenditure	19.3
Public expenditure per pupil as a % of GDP per capita. All levels	18.3
Public expenditure per pupil as a % of GDP per capita. Primary	24.0
Public expenditure per pupil as a % of GDP per capita. Secondary	9.1
Public expenditure per pupil as a % of GDP per capita. Tertiary	22.3
Table is based on the data from UNESCO 2010	
ISCED. International Standard Classification of Education	

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A glance at education Viet Nam	
Total population (million)	89.2
GDP per capita (PPP) US$	2791.7
Combined GER (ISCED 1 to 6)	...
School life expectancy (years). Primary to tertiary. Total	...
Duration of compulsory education	9.0
Adult (15+) literacy rate (%). Total	92.8
Youth (15-24) literacy rate (%). Total	96.9
GER. Secondary. All programs. Total	66.9
GER. Upper secondary. All programs. Total	47.3
GER. Tertiary (ISCED 5 and 6). Total	9.7
Expenditure in primary as % of total educational expenditure	29.4
Expenditure in secondary as % of total educational expenditure	35.8
Expenditure in tertiary as % of total educational expenditure	22.2
Public expenditure per pupil as a % of GDP per capita. All levels	21.7
Public expenditure per pupil as a % of GDP per capita. Primary	19.7
Public expenditure per pupil as a % of GDP per capita. Secondary	17.3
Public expenditure per pupil as a % of GDP per capita. Tertiary	61.7
Table is based on the data from UNESCO 2010	
ISCED. International Standard Classification of Education	

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A glance at education in Bangladesh	
Total population (million)	160.0
GDP per capita (PPP) US$	1337.3
Combined GER (ISCED 1 to 6)	48.7
School life expectancy (years). Primary to tertiary. Total	8.1
Duration of compulsory education	5.0
Adult (15+) literacy rate (%). Total	55.9
Youth (15-24) literacy rate (%). Total	75.5
GER. Secondary. All programs. Total	42.3
GER. Upper secondary. All programs. Total	31.5
GER. Tertiary (ISCED 5 and 6). Total	7.9
Expenditure in primary as % of total educational expenditure	45.3
Expenditure in secondary as % of total educational expenditure	39.6
Expenditure in tertiary as % of total educational expenditure	13.3
Public expenditure per pupil as a % of GDP per capita. All levels	13.6
Public expenditure per pupil as a % of GDP per capita. Primary	10.7
Public expenditure per pupil as a % of GDP per capita. Secondary	14.9
Public expenditure per pupil as a % of GDP per capita. Tertiary	39.8
Table is based on the data from UNESCO 2010	
GER. Gross Enrolment Ratio n.a. Data not available	

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A glance at education in India	
Total population (million)	1181.4
GDP per capita (PPP) US$	3031.6
Combined GER (ISCED 1 to 6)	62.6
School life expectancy (years). Primary to tertiary. Total	10.3
Duration of compulsory education	9.0
Adult (15+) literacy rate (%). Total	...
Youth (15-24) literacy rate (%). Total	...
GER. Secondary. All programs. Total	60.0
GER. Upper secondary. All programs. Total	47.1
GER. Tertiary (ISCED 5 and 6). Total	13.5
Expenditure in primary as % of total educational expenditure	35.4
Expenditure in secondary as % of total educational expenditure	42.5
Expenditure in tertiary as % of total educational expenditure	20.3
Public expenditure per pupil as a % of GDP per capita. All levels	12.3
Public expenditure per pupil as a % of GDP per capita. Primary	8.6
Public expenditure per pupil as a % of GDP per capita. Secondary	15.7
Public expenditure per pupil as a % of GDP per capita. Tertiary	53.2
GER. Gross Enrolment Ratio n.a. Data not available	
ISCED. International Standard Classification of Education	

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A glance at education in Nepal	
Total population (million)	28.6
GDP per capita (PPP) US$	1106.1
Combined GER (ISCED 1 to 6)	...
School life expectancy (years). Primary to tertiary. Total	...
Duration of compulsory education	.
Adult (15+) literacy rate (%). Total	59.1
Youth (15-24) literacy rate (%). Total	82.0
GER. Secondary. All programs. Total	53.1
GER. Upper secondary. All programs. Total	38.0
GER. Tertiary (ISCED 5 and 6). Total	10.7
Expenditure in primary as % of total educational expenditure	n.a.
Expenditure in secondary as % of total educational expenditure	27.0
Expenditure in tertiary as % of total educational expenditure	26.4
Public expenditure per pupil as a % of GDP per capita. All levels	7.6
Public expenditure per pupil as a % of GDP per capita. Primary	2.6
Public expenditure per pupil as a % of GDP per capita. Secondary	6.9
Public expenditure per pupil as a % of GDP per capita. Tertiary	28.0
Table is based on the data from UNESCO 2010	
ISCED. International Standard Classification of Education	

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A glance at education Pakistan	
Total population (million)	177.0
GDP per capita (PPP) US$	2542.5
Combined GER (ISCED 1 to 6)	42.0
School life expectancy (years). Primary to tertiary. Total	6.9
Duration of compulsory education	5.0
Adult (15+) literacy rate (%). Total	55.5
Youth (15-24) literacy rate (%). Total	71.1
GER. Secondary. All programs. Total	43.5
GER. Upper secondary. All programs. Total	24.2
GER. Tertiary (ISCED 5 and 6). Total	5.6
Expenditure in primary as % of total educational expenditure	63.0
Expenditure in secondary as % of total educational expenditure	23.5
Expenditure in tertiary as % of total educational expenditure	12.0
Public expenditure per pupil as a % of GDP per capita. All levels	n.a.
Public expenditure per pupil as a % of GDP per capita. Primary	17.6
Public expenditure per pupil as a % of GDP per capita. Secondary	11.3
Public expenditure per pupil as a % of GDP per capita. Tertiary	55.5
Table is based on the data from UNESCO 2010	
GER. Gross Enrolment Ratio n.a. Data not available	
ISCED. International Standard Classification of Education	

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A glance at education Sri Lanka	
Total population (million)	20.1
GDP per capita (PPP) US$	4571.2
Combined GER (ISCED 1 to 6)	66.0
School life expectancy (years). Primary to tertiary. Total	12.7
Duration of compulsory education	9.0
Adult (15+) literacy rate (%). Total	90.6
Youth (15-24) literacy rate (%). Total	98.0
GER. Secondary. All programs. Total	87.0
GER. Upper secondary. All programs. Total	71.7
GER. Tertiary (ISCED 5 and 6). Total	n.a.
Expenditure in primary as % of total educational expenditure	n.a.
Expenditure in secondary as % of total educational expenditure	n.a.
Expenditure in tertiary as % of total educational expenditure	n.a.
Public expenditure per pupil as a % of GDP per capita. All levels	n.a.
Public expenditure per pupil as a % of GDP per capita. Primary	n.a.
Public expenditure per pupil as a % of GDP per capita. Secondary	n.a.
Public expenditure per pupil as a % of GDP per capita. Tertiary	n.a.
Table is based on the data from UNESCO 2010	
GER. Gross Enrolment Ratio n.a. Data not available	
ISCED. International Standard Classification of Education	

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A glance at education in Afghanistan	
Total population (million)	27.2
GDP per capita (PPP) US$	1104.6
Combined GER (ISCED 1 to 6)	60.2
School life expectancy (years). Primary to tertiary. Total	9.1
Duration of compulsory education	9.0
Adult (15+) literacy rate (%). Total	n.a.
Youth (15-24) literacy rate (%). Total	n.a.
GER. Secondary. All programs. Total	43.8
GER. Upper secondary. All programs. Total	23.9
GER. Tertiary (ISCED 5 and 6). Total	3.6
Expenditure in primary as % of total educational expenditure	n.a.
Expenditure in secondary as % of total educational expenditure	n.a.
Expenditure in tertiary as % of total educational expenditure	n.a.
Public expenditure per pupil as a % of GDP per capita. All levels	n.a.
Public expenditure per pupil as a % of GDP per capita. Primary	n.a.
Public expenditure per pupil as a % of GDP per capita. Secondary	n.a.
Public expenditure per pupil as a % of GDP per capita. Tertiary	n.a.
Table is based on the data from UNESCO 2010	
GER. Gross Enrolment Ratio n.a. Data not available	
ISCED. International Standard Classification of Education	

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A glance at education in Iran (Islamic Republic of)	
Total population (million)	73.3
GDP per capita (PPP) US$	11328.1
Combined GER (ISCED 1 to 6)	69.9
School life expectancy (years). Primary to tertiary. Total	12.7
Duration of compulsory education	8.0
Adult (15+) literacy rate (%). Total	85.0
Youth (15-24) literacy rate (%). Total	98.7
GER. Secondary. All programs. Total	83.1
GER. Upper secondary. All programs. Total	73.5
GER. Tertiary (ISCED 5 and 6). Total	36.5
Expenditure in primary as % of total educational expenditure	25.4
Expenditure in secondary as % of total educational expenditure	49.4
Expenditure in tertiary as % of total educational expenditure	22.0
Public expenditure per pupil as a % of GDP per capita. All levels	19.4
Public expenditure per pupil as a % of GDP per capita. Primary	15.1
Public expenditure per pupil as a % of GDP per capita. Secondary	21.0
Public expenditure per pupil as a % of GDP per capita. Tertiary	22.2
Table is based on the data from UNESCO 2010	
GER. Gross Enrolment Ratio n.a. Data not available	
ISCED. International Standard Classification of Education	

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A glance at education in Iraq	
Total population (million)	30.1
GDP per capita (PPP) US$	3438.6
Combined GER (ISCED 1 to 6)	60.8
School life expectancy (years). Primary to tertiary. Total	9.8
Duration of compulsory education	6.0
Adult (15+) literacy rate (%). Total	78.1
Youth (15-24) literacy rate (%). Total	82.7
GER. Secondary. All programs. Total	51.5
GER. Upper secondary. All programs. Total	38.6
GER. Tertiary (ISCED 5 and 6). Total	15.5
Expenditure in primary as % of total educational expenditure	n.a.
Expenditure in secondary as % of total educational expenditure	n.a.
Expenditure in tertiary as % of total educational expenditure	n.a.
Public expenditure per pupil as a % of GDP per capita. All levels	n.a.
Public expenditure per pupil as a % of GDP per capita. Primary	n.a.
Public expenditure per pupil as a % of GDP per capita. Secondary	n.a.
Public expenditure per pupil as a % of GDP per capita. Tertiary	n.a.
Table is based on the data from UNESCO 2010	
GER. Gross Enrolment Ratio n.a. Data not available	
ISCED. International Standard Classification of Education	

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A glance at education Saudi Arabia	
Total population (million)	25.2
GDP per capita (PPP) US$	23546.8
Combined GER (ISCED 1 to 6)	81.6
School life expectancy (years). Primary to tertiary. Total	13.7
Duration of compulsory education	6.0
Adult (15+) literacy rate (%). Total	86.1
Youth (15-24) literacy rate (%). Total	97.6
GER. Secondary. All programs. Total	96.8
GER. Upper secondary. All programs. Total	91.2
GER. Tertiary (ISCED 5 and 6). Total	32.8
Expenditure in primary as % of total educational expenditure	37.6
Expenditure in secondary as % of total educational expenditure	33.4
Expenditure in tertiary as % of total educational expenditure	n.a.
Public expenditure per pupil as a % of GDP per capita. All levels	19.7
Public expenditure per pupil as a % of GDP per capita. Primary	18.4
Public expenditure per pupil as a % of GDP per capita. Secondary	18.3
Public expenditure per pupil as a % of GDP per capita. Tertiary	n.a.
Table is based on the data from UNESCO 2010	
Table is based on the data from UNESCO 2010	
GER. Gross Enrolment Ratio n.a. Data not available	
ISCED. International Standard Classification of Education	

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A glance at education Syrian Arab Republic	
Total population (million)	21.2
GDP per capita (PPP) US$	4589.9
Combined GER (ISCED 1 to 6)	66.4
School life expectancy (years). Primary to tertiary. Total	11.3
Duration of compulsory education	9.0
Adult (15+) literacy rate (%). Total	84.2
Youth (15-24) literacy rate (%). Total	94.4
GER. Secondary. All programs. Total	74.7
GER. Upper secondary. All programs. Total	36.1
GER. Tertiary (ISCED 5 and 6). Total	n.a.
Expenditure in primary as % of total educational expenditure	42.8
Expenditure in secondary as % of total educational expenditure	35.9
Expenditure in tertiary as % of total educational expenditure	21.3
Public expenditure per pupil as a % of GDP per capita. All levels	18.6
Public expenditure per pupil as a % of GDP per capita. Primary	18.3
Public expenditure per pupil as a % of GDP per capita. Secondary	15.5
Public expenditure per pupil as a % of GDP per capita. Tertiary	n.a.
Table is based on the data from UNESCO 2010	
ISCED. International Standard Classification of Education	

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A glance at education Turkey	
Total population (million)	73.9
GDP per capita (PPP) US$	14068.4
Combined GER (ISCED 1 to 6)	74.1
School life expectancy (years). Primary to tertiary. Total	11.8
Duration of compulsory education	9.0
Adult (15+) literacy rate (%). Total	90.8
Youth (15-24) literacy rate (%). Total	97.8
GER. Secondary. All programs. Total	82.0
GER. Upper secondary. All programs. Total	72.5
GER. Tertiary (ISCED 5 and 6). Total	38.4
Expenditure in primary as % of total educational expenditure	38.6
Expenditure in secondary as % of total educational expenditure	32.9
Expenditure in tertiary as % of total educational expenditure	27.9
Public expenditure per pupil as a % of GDP per capita. All levels	14.1
Public expenditure per pupil as a % of GDP per capita. Primary	12.8
Public expenditure per pupil as a % of GDP per capita. Secondary	11.0
Public expenditure per pupil as a % of GDP per capita. Tertiary	31.0
Table is based on the data from UNESCO 2010	
ISCED. International Standard Classification of Education	

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A glance at education Yemen	
Total population (million)	22.9
GDP per capita (PPP) US$	2411.7
Combined GER (ISCED 1 to 6)	54.4
School life expectancy (years). Primary to tertiary. Total	8.6
Duration of compulsory education	9.0
Adult (15+) literacy rate (%). Total	62.4
Youth (15-24) literacy rate (%). Total	84.1
GER. Secondary. All programs. Total	45.7
GER. Upper secondary. All programs. Total	39.8
GER. Tertiary (ISCED 5 and 6). Total	10.2
Expenditure in primary as % of total educational expenditure	n.a.
Expenditure in secondary as % of total educational expenditure	n.a.
Expenditure in tertiary as % of total educational expenditure	n.a.
Public expenditure per pupil as a % of GDP per capita. All levels	47.0
Public expenditure per pupil as a % of GDP per capita. Primary	n.a.
Public expenditure per pupil as a % of GDP per capita. Secondary	n.a.
Public expenditure per pupil as a % of GDP per capita. Tertiary	n.a.
Table is based on the data from UNESCO 2010	
ISCED. International Standard Classification of Education	

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A glance at education in Kazakhstan	
Total population (million)	15.5
GDP per capita (PPP) US$	11352.9
Combined GER (ISCED 1 to 6)	91.8
School life expectancy (years). Primary to tertiary. Total	15.0
Duration of compulsory education	11.0
Adult (15+) literacy rate (%). Total	99.7
Youth (15-24) literacy rate (%). Total	99.8
GER. Secondary. All programs. Total	99.5
GER. Upper secondary. All programs. Total	74.1
GER. Tertiary (ISCED 5 and 6). Total	41.1
Expenditure in primary as % of total educational expenditure	n.a.
Expenditure in secondary as % of total educational expenditure	n.a.
Expenditure in tertiary as % of total educational expenditure	13.9
Public expenditure per pupil as a % of GDP per capita. All levels	10.0
Public expenditure per pupil as a % of GDP per capita. Primary	n.a.
Public expenditure per pupil as a % of GDP per capita. Secondary	n.a.
Public expenditure per pupil as a % of GDP per capita. Tertiary	7.9
Table is based on the data from UNESCO 2010	
GER. Gross Enrolment Ratio n.a. Data not available	

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Annex VI – List of the UNESCO Chairs

China 20

- UNESCO Chair in Cultural Management (411), established in 1998 at the Southeast University (China)
- UNESCO Chair on Continuing Engineering Education (429), established in 1999 at The School of Continuing Education, Tsinghua University (China)
- UNESCO Chair in Higher Education (461), established in 1999 at Peking University (China)
- UNESCO Chair in Copyright and Neighbouring Rights (552), established in 2001 at Renmin University (China)
- Toyota/UNESCO Chair in Environmental Management (557), established in 2001 at Nankai University (China)
- UNESCO-UNU Chair in Plant Biotechnology (62), established in 1992 at Peking University (China)
- UNESCO Chair on University-Industry Partnership for National Development (63), established in 1994 at Beijing National Institute of Educational Research (China)
- UNESCO/UNIDO Chair in Clean Coal Technology (65), established in 1997 at The Clean Coal Engineering and Research Centre of Coal Industry (CCMRI),Central Coal Mining Research Institute (China)
- UNESCO/SHIMANO Chair in Cold Forging Technology (612), established in 2003 at Shanghai Jiao Tong University (China)
- UNESCO/ EOLSS Chair in Science and Technology Policies (633), established in 2001 at Zhongshan (Sun Yat-Sen) University, Guangzhou (China)
- UNESCO/SHELL Chair in Coal Gasification (620), established in 2003 at the Institute of Coal Chemistry, Chinese Academy of Sciences, Taiyuan, Sahanxi (China)
- UNESCO Chair in Teacher Education (664), established in 2004 at the East China Normal University, Shanghai (China)
- UNESCO Chair on Cooperation Between Higher Engineering Education and Industries (672), established in 2005 at the Beijing Jiao-Tong University, Beijing (China)
- UNESCO Chair in Media and Gender (690), established in 2005 at the Communication University of China, within the framework of ORBICOM Network(China)
- UNESCO/COUSTEAU Ecotechnie Chair (709), established in 2005 at Yunnan University (China)
- UNESCO Chair in Sustainable Water Management (710) established in 2005, at Hohai University (China)
- UNESCO/FRAUNHOFER Society Chair on Information Technologies for Industry and Environment (757), established in 2007 at The Northeastern University, Shenyang, Liaoning Province (China)
- UNESCO Chair on Literacy and Adult Education for Training of Personnel in Rural Areas (64), established in 1995 at The Agriculture University of Hebei (China)
- **UNITWIN Network in Distance and Open Learning (337), established in 1997 at Shanghai TV University (China)**
- **UNESCO Chair in Cultural Heritage Resource Management (782), established in 2007 at the University of Hong Kong (China)**

Fiji 1

- UNESCO Chair in Teacher Education and Culture (301), established in 1998 at the University of the South Pacific, (Fiji)

India 6

- UNESCO Chair in Cultural Development (105), established in 1994 at Indira Gandhi National Centre for the Arts, (India)
- UNESCO Chair in Peace, Human Rights and Democracy (106), established in 1998 at Maharashtra Academy of Engineering and Educational Research, (India)
- UNESCO Chair in Teacher Education through Distance Mode (107), established in 1996 at Indira Gandhi National Open University (IGNOU), (India)
- UNESCO Chair in Biotechnology (508), established in 2000 at the Indian Institute of Science, (India)
- UNESCO Chair for the Promotion of the Culture of Peace and Non-Violence (520), established in 1999 at Manipal Academy of Higher Education, (India)
- UNESCO-Cousteau Ecotechnie Chair (104), established in 1996 at M.S. Swaminathan Research Foundation (India)

Indonesia 1

- HIJ-UNESCO Chair in Ear Health Education and Training (435), established in 1999 at Jakarta Centre for Ear care and Communicative Disorders, University of Indonesia (Indonesia)

Iran (Islamic Republic of) 4

- UNESCO Chair in Biology (110), established in 1992 at the University of Tehran, (Iran)
- UNESCO Chair in Health Education (646), established in 2004 at the Tehran University of Medical Sciences and Health Services (Iran)
- UNESCO Chair in human rights, peace and democracy studies (442), established in 2001 at the Shahid Beheshti University (Islamic Republic of Iran)
- UNESCO Chair in Management, Planning, and Quality Assurance in Higher Education (822), established in 2008 at the Institute for Research and Planning in Higher Education (Islamic Republic of Iran)

Japan 7

- UNESCO Chair on Environmental Management and Infrastructure Development Engineering (115), established in 1997 at Saitama University, (Japan)
- UNESCO Chair on Naval Architecture and Ocean Engineering (116) established in 1997 at Hiroshima University, (Japan)
- **A.P.D.E.M. Asia-Pacific Distance and Multimedia Education Network (350),** established in 1999 (Japan)
- **UNITWIN-UNESCO/KU/ICL Landslides Risk Mitigation for Society and Environment Cooperation Programme at Kyoto University (605),** established in 2003 at Kyoto University, (Japan)

- **UNITWIN Network on emergency preparedness and responses (704), established in 2005 at Waseda University, Tokyo (Japan)**

- UNESCO Chair on Cultural Heritage and Risk Management (742), established in 2006 at the Ritsumeikan University, Research Center for Disaster Mitigation of Urban Cultural Heritage (Japan)

- UNESCO Chair in Research and Education for Sustainable Development (773), established in 2007 at the Okayama University, Okayama (Japan)

Kazakhstan 5

- UNESCO Chair in Journalism and Communication (122), established in 1996 within the framework of ORBICOM, at Kazakh State University (Kazakhstan)

- UNESCO Chair on Educational Science and Teacher Training (419), established in 1999 at Abai State University (Kazakhstan)

- UNESCO Chair in Music (616) , established in 2003 at the Kazakh National Academy of Music (Kazakhstan)

- UNESCO Chair in Sciences and Spirituality (667), established in 2004 at the Institute For Oriental Studies, Almaty (Kazakhstan)

- UNESCO Chair in Continuing Environmental Education in Central Asia (503), established in 2000 at The International Academy of Ecology and Humanities (Kazakhstan)

Korea (Republic of) 5

- UNESCO Chair in Russian as a Foreign Language (613), established in 2003 at the Keimyung University (Republic of Korea)

- **UNITWIN Network on Capacity Building of Sustainable Development in Developing countries in the Asian Region (764), established in 2007 at Handong Global University (Republic of Korea)**

- UNESCO Chair in the Social Sustainability of Historical Districts (829), established in 2008 at the Yonsei University (Republic of Korea)

- UNESCO Chair in Philosophy (129), established in 1997 at Seoul National University (Republic of Korea)

- UNESCO Chair in Communication Technology for Women (536), established in 1998 at Sookmyung Women's University, within the framework of ORBICOM Network (Republic of Korea)

Kyrgyzstan 5

- UNESCO Chair on Ecological Education (130), established in 1996 at Kyrgyz State National University (Kyrgyzstan)

- UNESCO Chair on Gender Policy and Human Rights (418), established in 1997 at Kyrgyz-Russian Slavic University (Kyrgyzstan)

- UNESCO Chair for the Study of Culture and Religion (464), established in 1999 at the Kyrgyz-Russian Slavic University (Kyrgyzstan)

- UNESCO Chair in Democracy in Multi-Ethnic and Multicultural Society (606), established in 2001 at the Academy of Management (Kyrgyzstan)

- UNESCO Chair in Sustainable Mountain Development (623), established in 2003 at the International University of Kyrgyzstan (Kyrgyzstan)

Mongolia 2

- UNESCO/DAISAN KIKAKU Chair in Small and Medium Size Enterprises of Japan (661), established in 2004 at the National University of Mongolia, Ulaanbattar (Mongolia)

- UNESCO Chair in Sustainable Groundwater Management (783), established in 2007 at the University of Tsukuba, Ibaraki (Japan) and the Institute of Geo-ecology, Mongolian Academy of Sciences, Ulaanbaatar (Mongolia)

Nepal 1

- UNESCO Chair in Teacher Education (299), established in 1997 at Katmandu University (Nepal)

Pakistan 1

- UNESCO Chair in Distance Education (161), established in 1995 at Allama Iqbal Open University (Pakistan)

Papua New Guinea 1

- UNESCO Chair in Freedom of Expression (562), established in 2001 at Divine Word University (Papua New Guinea)

Philippines 2

- UNESCO Chair in Integrated Management and Sustainable Development in Coastal Regions and in Small Islands (515), established in 2000 at the University of the Philippines (Philippines)

- UNESCO-TOYOTA Chair in Children's Environmental Education (558), established in 2001 at the University of the Philippines Los Baños (UPLB)(Philippines)

Tajikistan 2

- UNESCO Chair in "Intercultural Dialogue In The Modern World" (663), established in 2004 at The Russian-Tajik (Slavonic) University, Dushanbe (Tajikistan)

- UNESCO Chair "Museum of Archaeology and Fortification" (677), established in 2004 at Khujand State University named after B.G.Gafurov, (Tajikistan)

Thailand 9

- NKK/UNESCO Chair in Metallurgical Engineering (254), established in 1996 at Chulalongkorn University (Thailand)

- KUBOTA/UNESCO Chair in Agricultural Machinery Engineering (256), established in 1998 at Kasetsart University (Thailand)

- UNESCO Interdisciplinary Chair in the Rational Use of Drugs (340), established in 1992 at Chulalongkorn University (Thailand)

- **UNITWIN Network in Distance Education for Development (Greater Mekong Subregional and South-Eastern Asia) (30),** established in 1998 at Sukhothai Thammathirat Open University (Thailand)

- **UNITWIN Network on Economics Teaching and Training for the Greater Mekong Sub-region (308),** established in 1998 at SEAMEO Regional Center for Higher Education and Development (Thailand)

- UNESCO-Obayashi Chair in Civil Engineering (496), established in 2000 at the University of Chulalongkorn (Thailand)

- Toyota/UNESCO Chair in Environmental Management (556), established in 2001 at the Prince of Songkla University (Thailand)

- UNESCO Chair in Peace and Conflict Studies (833), established in 2008 at Prince of Songkla University (Thailand)

Uzbekistan 10

- UNESCO-Ulugbek Chair of Physics and Astronomy (298), established in 1998 at Tashkent State University (Uzbekistan)

- UNESCO Chair in Human Rights, Peace, Democracy, Tolerance and International Understanding (361), established in 1998 at the University of World Economy and Diplomacy (Uzbekistan)

- UNESCO Chair in civics and values education (372), established in 1999 at Tashkent State Pedagogical University (Uzbekistan)

- UNESCO Chair in Traditional Medicine (506), established in 2000 at Bukhara State Medical Institute (Uzbekistan)

- UNESCO Chair in Automated Information Technologies (538), established in 1999 at Samarkand Cooperative Institute (Uzbekistan)

- UNESCO Chair in the Comparative Study of World Religions (579), established in 1999 at Tashkent Islamic University (Uzbekistan)

- UNESCO Chair in Green Chemistry (627), established in 2003 at the Uzbekistan National University (Uzbekistan)

- UNESCO Chair in Arts Management and Marketing (655), established in 2004 at the Uzbekistan National Institute of Arts and Design, Tashkent (Uzbekistan)

- UNESCO Chair in Knowledge Economy (735), established in 2006 at the Westminster International University of Tashkent (Uzbekistan)

- UNESCO Chair in the Preservation and Management of Historic Centres (493), established in 1999 at Samarkand State Architectural and Civil Engineering Institute Mirzo Ulugbek (Uzbekistan)

Viet Nam 4

- UNESCO-Cousteau Ecotechnie Chair in Environmental Education (285), established in 1995 at Vietnam National University (Viet Nam)

- UNESCO-NATURA Chair in Extension Strategies for Rural Development: Gender Sensitive Approaches(286), established in 1992, at Can Thôt University, within the framework of NATURA Network (Viet Nam)

- UNESCO/MHI Chair in Engineering of Automation of Thermal Power Plants and Environmental Protection Equipment (288), established in 1997 at the Technical University of Hanoi (Viet Nam)

- UNESCO/HUT/MHI Chair in Clean Coal Technologies and Environmental Protection (615), established in 2003 at the Hanoi University of Technology (Viet Nam)

List of UNITWINs in Asia Pacific

- **International Network for Quality Assurance Agencies in Higher Education (INQAAHE) (421),** established in 1999, (Australia)
- **UNITWIN Network in Distance and Open Learning (337), established in 1997 at Shanghai TV University (China)**
- **UNESCO Chair in Cultural Heritage Resource Management (782), established in 2007 at the University of Hong Kong (China)**
- **A.P.D.E.M. Asia-Pacific Distance and Multimedia Education Network (350),** established in 1999 (Japan)
- **UNITWIN-UNESCO/KU/ICL Landslides Risk Mitigation for Society and Environment Cooperation Programme at Kyoto University (605),** established in 2003 at Kyoto University, (Japan)
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Major higher education UNESCO partners

- Agence universitaire de la francophonie
- AIESEC
- All Africa Students Union
- Asian Students Association
- Association des Etats Généraux des Etudiants de l'Europe
- Association Européenne des Enseignants
- AHED Academics for Higher Education and Development **(New partner)**
- Association internationale de pédagogie universitaire
- Association of African Universities
- Association of Arab Universities
- Association of Commonwealth Universities
- Association of Southeast Asian Institutions of Higher Learning
- Association of Universities of Asia and the Pacific
- Communauté des universités méditerranéennes
- Council on International Educational Exchange
- Education International
- European Association for International Education
- European Confederation of Junior Enterprises
- European Democrat Students
- European Law Students Association
- European Lifelong Learning Initiative
- European University Association
- Fédération internationale des femmes des carrières juridiques
- Fédération internationale syndicale des enseignants
- General Arab Students Union
- INCORVUZ XXI
- Inter-American Organization for Higher Education
- International Association for Counselling
- International Association for Educational and Vocational Guidance
- International Association for Educational Assessment

- International Association of Dental Students
- International Association of Students in Agriculture and Related Sciences
- International Association of Universities
- International Association of University Presidents
- International Association of University Professors and Lecturers
- International Council for Distance and Open Education
- International Council for Engineering and Technology
- International Council for Science
- International Council of Jewish Women
- International Council of Nurses
- International Federation of Business and Professional Women
- International Federation of Catholic Universities
- International Federation of Medical Students Associations
- International Federation of University Women
- International Forestry Students Association
- International Movement of Catholic Students
- International Pharmaceutical Students Federation
- International Union of Architects
- European Confederation of Junior Enterprises
- International Youth Catholic Students
- National Unions of Students in Europe
- Organización Continental Latinoamericana y Caribena de Estudiantes
- Programme de Recherche et de liaison universitaire pour le développement
- Society for Research into Higher Education
- Soroptimist International
- Union of Latin American Universities
- World Confederation of Teachers
- World Federation for Medical Education
- World Student Christian Federation
- World University Service
- Zonta International

Amjad Ali Arain

Résumé

L'augmentation du nombre d'organisations internationales intergouvernementales (OIGs) et d'autres acteurs internationaux a rendu plus complexe la structure du monde politique. De plus, les récents développement socio-économiques et changements culturels posent de nouveaux défis au processus de collaboration et de coopération au niveau international. Dans cet environnement complexe, les OIG, en tant qu'acteurs internationaux, jouent un rôle important pour initier et promouvoir la coopération au niveau international. Le niveau et la nature des interactions entre les états et les OIG et entre les états eux-mêmes varient d'un pays à l'autre. Pour cette raison, il est très intéressant d'explorer comment, quand et pourquoi ces acteurs internationaux agissent, réagissent et coopèrent pour atteindre des objectifs communs dans différents secteurs dont l'éducation. Les données disponibles indiquent que les OIG ont été actives dans le secteur de l'éducation pendant de nombreuses décennies, mais leur participation au développement et à la promotion de l'enseignement supérieur est un phénomène récent et, avec le passage du temps, leur présence est en augmentation.

La culture des organisations internationales (OI) s'étend dans toutes les régions du monde. Durant les dernières décennies, les OI sont devenus un élément important de la politique internationale et du développement ; elles ont démontré une influence accrue et la capacité de façonner les politiques publiques mondiales (Banque mondiale, 2010). Au fil du temps, ce facteur s'intensifie et se manifeste par la croissance rapide et la présence accrue à la fois des organisations intergouvernementales (OIG) et des organisations non gouvernementales (ONG) aux niveaux régional et mondial. Selon le Yearbook of International Organizations, le nombre d'organisations internationales (OI) est passé de 6.000 en 1990 à plus de 64 000 en 2010 (UIA, 2010). Selon les estimations de l'OCDE, depuis 2006, ces organisations ont fourni plus de 15 milliards de dollars d'aide internationale. Ces chiffres attestent de l'importance de leur rôle dans l'aide au développement à travers le monde. Ainsi l'étude de l'organisation internationale, tout comme la gouvernance internationale elle-même, devient de plus en plus sophistiquée et doit se fonder sur des méthodes plus scientifiques (Thompson & Snidal, 2000).

La population des seules OIG est passée de 23 à 3000 au cours du 20e siècle (UIA, 2010). Certaines de ces organisations intergouvernementales sont engagées dans le domaine de l'éducation. Les OIG travaillant pour l'éducation canalisent une énorme quantité de capitaux et de ressources humaines dans le but de développer et de promouvoir l'éducation à tous les niveaux,

dans toutes les régions et pour tous. A l'heure actuelle, dans le seul domaine de l'enseignement supérieur, des centaines de programmes et de projets ont été lancés par des organisations intergouvernementales, à la fois dans les pays moins développés et plus développés du monde. Bien que beaucoup de ces organisations mènent des études internes pour évaluer l'impact ou les résultats de leurs programmes ou projets, rares sont les études comparatives donnant une vision globale du rôle des organisations intergouvernementales dans le développement de l'enseignement supérieur en particulier en Asie.

Dans le monde globalisé d'aujourd'hui, la communauté internationale est tellement interdépendante que le développement socio-économique ne peut être réalisé de manière isolée. Les développements de la science et de la technologie ont eux aussi conduit à une interaction et une interdépendance accrue au niveau international. Les nouvelles TIC annoncent l'ère numérique et de l'économie du savoir. Les connaissances d'aujourd'hui deviennent de plus en plus mobiles ; les informations et les idées novatrices ne sont plus limités aux frontières politiques d'un pays mais circulent en permanence dans toutes les régions du monde. Dans ce contexte l'importance de l'éducation, surtout de l'enseignement supérieur, a encore augmenté et elle est en développement et en expansion dans toutes les régions. L'expansion rapide et l'extension de l'enseignement supérieur, dans ce monde globalisé, dépendront des efforts collectifs des différentes parties prenantes au niveau de chaque pays et au niveau international. Dans ce contexte, des politiques et des efforts purement nationaux ne sont pas suffisants pour développer pleinement l'enseignement supérieur et l'adapter aux besoins nationaux et internationaux d'une société. Ainsi, pour faire face à ces nouveaux défis, l'organisation internationale, et en particulier les organisations intergouvernementales (OIG), jouent un rôle actif d'un grand nombre de manières.

La participation active d'acteurs multiples, aux niveaux national et international, et leurs contributions multiformes dans le domaine de l'éducation, y compris l'enseignement supérieur, ont donné aux OIG des rôles dynamiques et changeants à jouer. Ces organismes internationaux sont en train de devenir une partie intégrante de la société internationale et le cercle de leurs activités est en expansion continue. Ces dernières années, une exigence croissante d'une mesure de l'efficacité des OIG est apparue pour trois raisons majeures: le nombre d'OIG est en constante augmentation, d'énormes quantités de ressources sont versées à ces organismes et plusieurs des objectifs fixés par les OIG n'ont pas pu être atteints. À cet égard, il est très important d'explorer

comment, quand et pourquoi ces acteurs internationaux agissent, réagissent et coopèrent les uns avec les autres.

Dans la plupart des pays Asiatiques, l'éducation s'est développée à tous les niveaux à un rythme sans précédent au cours de la dernière décennie et le processus est toujours en cours. Plusieurs niveaux des forces socio-économiques, politiques et internationales animent ce développement rapide dans le secteur de l'enseignement supérieur. Dans la région de l'Asie, l'importance de l'enseignement supérieur croit pour deux raisons principales : la croissance économique rapide et la présence de vastes ressources humaines et naturelles. En Asie, nombre d'OIG sont engagées dans le processus de développement et de promotion de l'enseignement à tous les niveaux, du pré-primaire à l'enseignement supérieur.

Le développement de l'enseignement supérieur est un phénomène complexe et quand de nombreux acteurs et facteurs sont impliqués dans le processus de développement, il est très difficile d'étudier l'impact de tout programme et d'identifier ou d'évaluer la part de chaque OIG dans le processus de changement. Toutefois, afin d'examiner le rôle d'une OIG, il est plus approprié d'étudier avec quelle efficacité une OIG a joué son rôle dans ses pays membres, à travers des orientations politiques, des mesures de renforcement des capacités, l'assistance technique et financière, le partage d'information, de suivi et de rapports.

Cette recherche est une tentative pour en apprendre davantage sur le rôle des organisations intergouvernementales en matière d'éducation par l'étude de leurs activités et de leur engagement pour le développement de l'enseignement supérieur en Asie. Cette recherche a été conçue pour établir des données quantitatives et qualitatives sur les activités de l'Organisation des Nations Unies pour l'éducation, la science et la culture (UNESCO), de l'Organisation de coopération et de développement économiques (OCDE) et de la Banque mondiale de 1990 à 2010, dans le domaine de l'éducation en général et de l'enseignement supérieur en particulier. Son objectif principal est d'étudier, sur la base de preuves empiriques, le rôle des OIG dans le développement de l'enseignement supérieur en Asie.

Dans cette étude, le rôle des OIG sélectionnées dans le développement de l'enseignement supérieur a été étudié en exposant le contexte de l'implication des organisations intergouvernementales dans l'enseignement supérieur, en étudiant les différentes initiatives, et en explorant les résultats de ces initiatives et activités. Cette recherche est de nature «explicative» car elle tente d'expliquer le rôle de l'OIG »en répondant aux questions quoi, comment et

pourquoi? Cette recherche est de nature plus extensive qu'intensive du fait qu'elle met en oeuvre de multiples variables et différentes sources de données. Ce travail s'appuie également sur différentes propositions théoriques qui fonctionnent comme des principes directeurs de l'étude. Pour étudier le rôle des organisations intergouvernementales, dans l'enseignement supérieur en Asie, deux pointeurs majeurs ont été utilisés : le premier a trait au processus de réforme politique dans les états membres, restructuration du système éducatif, décentralisation et déconcentration du pouvoir au niveau local et plus grande autonomie donnée établissements d'enseignement. Le second est associé à l'augmentation de la scolarisation au niveau post-secondaire, à l'augmentation de l'espérance de vie scolaire, du primaire au tertiaire, et aux initiatives d'amélioration et de développement de la qualité.

Le modèle de recherche pour cette étude n'est ni purement quantitatif ou ni purement qualitatif, mais une conception mixte qui se fonde sur deux types d'informations et de données : des chiffres et des statistiques ainsi qu'observations systématiques pour expliquer le rôle des OIG dans le développement de l'enseignement supérieur en Asie. Des études de cas visent à étudier et explorer des données de manière systématique et, à la différence des recherches statistiques, leur but est de généraliser à des propositions théoriques, non à la population. On s'est efforcé de se concentrer sur le problème en limitant la portée de l'étude et en faisant apparaître de manière logique les liens possibles entre les différents phénomènes.

Les trois organisations, l'UNESCO, l'OCDE et la Banque mondiale, correspondent à trois modèles différents ; c'est visible dans leur structure, leur fonction et leurs initiatives. Ces OIG ont des objectifs différents mais leurs programmes d'action, le changement et le développement par la coopération, se recouvrent de par leur nature. L'uniformité des buts de ces OIG et la convergence dans leur attitude saute aux yeux dès qu'on examine leurs objectifs, leurs actions et leurs initiatives. L'OCDE et la Banque mondiale sont des organisations économiques, mais sont cependant très différentes l'une de l'autre : l'OCDE est un centre de réflexion qui contribue au développement économique dans les pays à revenu élevé grâce à des directives politiques et des analyses : la Banque mondiale est une agence de financement dont les prêts contribuent au développement socio-économique des pays pauvres grâce à une assistance financière et technique. En revanche, l'UNESCO, présente à la fois dans les pays à revenu élevé et faible, a un réseau relativement plus étendu, des missions plus larges et des rôles plus variés, à la fois un

laboratoire d'idées, un producteur de normes, un soutien au renforcement des capacités et un catalyseur.

L'UNESCO

L'UNESCO est l'héritier de l'Institution internationale de Coopération intellectuelle. Il a été créé en 1946 pour promouvoir la paix et la sécurité grâce à la collaboration internationale dans l'éducation, la science, la culture et désormais également la communication. La structure organisationnelle de l'UNESCO se compose de trois organes principaux : la Conférence générale, le Conseil exécutif et le secrétariat. Ces organes sont liés les uns aux autres et chaque organe exerce des fonctions spécifiques. L'UNESCO n'est pas la seule agence des Nations unies qui travaille pour l'éducation : il y a neuf autres agences liées directement et indirectement au secteur de l'éducation. Mais dans le sous-secteur de l'enseignement supérieur, l'UNESCO est la seule agence des Nations Unies qui a pour mandat de travailler au renforcement des capacités dans l'enseignement supérieur dans les états membres.

Depuis sa création, l'UNESCO a travaillé pour la promotion et le développement de l'enseignement dans le monde à tous les niveaux, y compris l'enseignement supérieur. L'UNESCO a des relations officielles avec 87 organisations intergouvernementales (OIG), 335 organisations non gouvernementales (ONG), 319 ONG internationales, 19 fondations et 16 organisations du système des Nations Unies. Par ailleurs l'UNESCO a 4000 clubs, centres et associations dans quelque 100 pays, 7900 écoles associées dans 176 pays. Les chaires UNESCO et les réseaux UNITWIN sont impliqués dans la formation, la recherche, le partage d'informations et d'activités de sensibilisation dans de nombreux programmes parmi lesquels l'éducation, les sciences, la culture, la communication et les TIC. Aujourd'hui, il ya plus de 715 Chaires UNESCO et 69 réseaux UNITWIN qui sont actifs dans 131 pays. Le siège de l'UNESCO est à Paris mais l'organisation est physiquement présente dans toutes les régions du monde grâce à ses 56 bureaux extérieurs (17 en Afrique, 16 en Asie, 14 en Amérique latine, 10 dans les pays arabes et 5 en Europe). Outre ces bureaux, l'UNESCO dispose également de six instituts et huit centres dans les différentes parties du monde qui aident à atteindre ses objectifs.

L'UNESCO soutient et travaille sur les quatre initiatives qui ont été lancés par les Nations Unies : l'éducation pour tous, les Objectifs du Millénaire pour le développement, la Décennie des Nations Unies pour l'alphabétisation et la Décennie des Nations Unies pour l'éducation au développement durable.

L'UNESCO a de nombreuses activités pour développer l'enseignement supérieur dans ses pays membres, allant du soutien aux réformes politiques au renforcement des capacités, à travers l'établissement de chaires UNESCO et des réseaux, la promotion de l'assurance qualité, le partage d'informations et de données. Outre cela, l'UNESCO est également engagée dans l'encouragement au dialogue sur les politiques éducatives, l'amélioration de la qualité et le développement des capacités dans la recherche, la production de connaissances et de partage des connaissances. Par ailleurs, l'UNESCO joue un rôle dans la mise en place des systèmes d'enseignement supérieur par les mesures suivantes: soutien au renforcement des capacités nationales, à la formation des enseignants et à l'élaboration des diverses politiques concernant la recherche, l'usage des TIC dans l'éducation et la formation continue.

L'UNESCO, en tant qu'organisation chef de file du système des Nations Unies dans l'enseignement supérieur, a joué un rôle important de producteur de réglementation internationale en rédigeant, en adoptant et en facilitant plus de dix-huit instruments juridiques, conventions, recommandations, traités et accords au niveau international, régional et sous-régional. Ces instruments juridiques de l'UNESCO sur l'enseignement supérieur sont au service des élèves, des enseignants, des institutions et des autres parties prenantes, y compris les états. L'UNESCO atteint ses objectifs dans l'enseignement supérieur par le biais de conférences internationales et fut parmi les premiers organismes de l'ONU ou organisations intergouvernementales a organiser des conférences mondiales sur l'enseignement supérieur comme scelles de 1998 et de 2009.

L'UNESCO est présente en Asie à travers ses seize bureaux de terrain mais le bureau UNESCO à Bangkok a une position centrale. C'est le Bureau régional principal pour l'Asie et le Pacifique (PROAP). Le bureau de l'UNESCO à Bangkok est également bureau régional pour l'éducation. Il agit comme organe technique consultatif pour tous les bureaux et les états membres de la région et comme site des programmes régionaux dans la plupart des domaines couverts par le secteur de l'éducation. Le bureau de l'UNESCO à Bangkok a lancé onze programmes majeurs dans l'éducation, les réformes politiques, l'innovation, le développement durable, le VIH, les sciences sociales, l'océanographie, la communication, l'information et les statistiques. L'un des programmes est le « Programme Asie-Pacifique pour l'innovation éducative pour le développement » (APEID) qui est actif dans 47 pays d'Asie et du Pacifique, membres de l'UNESCO. Ce programme se concentre sur l'éducation au développement, y compris l'enseignement supérieur et les TIC dans l'éducation par une dizaine de projets et de réseaux

différents. Le bureau de Bangkok soutient les initiatives de l'UNESCO pour l'enseignement supérieur, mais il apporte également ses propres contributions à l'enseignement supérieur du sous-secteur à travers le développement des capacités et des réformes politiques. APEID contribue à l'enseignement supérieur en Asie à travers différents projets centrés sur la promotion de la mobilité, la formation des enseignants, l'enseignement technique et professionnel et l'utilisation des technologies d'information et de communication. Le document intitulé « Ligne directrice sur l'enseignement supérieur transnational » est une autre initiative de l'APEID pour soutenir et promouvoir l'enseignement supérieur.

L'UNESCO et la Banque mondiale ont lancé l'initiative conjointe du « programme mondial pour la capacité d'assurance qualité » (GIQAC) pour aider les pays membres dans le développement des processus d'assurance qualité dans l'enseignement supérieur en aidant à des réformes politiques et en développant leurs capacités. Pour ce faire, le programme GIQAC a mis sur pied un centre international d'information sur l'assurance qualité, a créé des groupes de travail mondiaux, organisé des séminaires régionaux sur l'assurance qualité, aidé à la formation des évaluateurs externes et encouragé les échanges de personnel. Toues ces initiatives sont mises en œuvre par le biais d'un réseau de partenaires mondiaux et régionaux et d'organisations intergouvernementales, notamment le réseau international des organismes d'assurance qualité dans l'enseignement supérieur (INQAAHE), Association des Universités Africaines (AUA), le Réseau arabe pour l'assurance qualité dans l'enseignement supérieur (ANQAHE), Le Réseau Qualité Asie-Pacific (APQN) et La Red Iberoamericana para la Calidad de la Acreditación de la Educación Superior (RIACES)

L'OCDE

L'Organisation de coopération et de développement économiques (OCDE) comprend 35 pays membres titulaires et de cinq pays dits « d'engagement renforcé ». Les quarante pays membres d'Organisation comptent pour 80% du commerce et l'investissement mondial et plus de la moitié de la population mondiale. Elle est également présente dans plus de cent pays non-membres. L'OCDE est une organisation intergouvernementale, un centre intellectuel et un groupe de réflexion. Il agit également comme un forum pour ses gouvernements membres et permet aux partenaires de partager leurs expériences et de travailler ensemble afin d'étudier et de formuler les meilleures politiques pour promouvoir le développement économique et social. Pour atteindre son objectif, l'OCDE entretient des relations officielles avec 116 organisations

intergouvernementales (OIG) et organisations internationales dont l'UNESCO et la Banque mondiale. L'OCDE a été travaillée et coopéré avec ces organismes internationaux à travers des projets conjoints.

Une grande partie des activités de l'OCDE consiste à rassembler, analyser et diffuser l'information. L'OCDE utilise ses publications comme principal outil de présentation et de diffusion de ses travaux de recherche et de production intellectuelle pour soutenir et encourager les réformes politiques et le développement économique. Dans le domaine de l'éducation, l'organisation atteint ses objectifs à travers quatre grands programmes: PISA, IMHE, CELE et CERI. Dans le domaine de l'enseignement supérieur, l'OCDE est engagée dans de nombreuses activités et prend aujourd'hui des dispositions qui lui permettront d'apporter un changement dans le futur.

Parmi ces initiatives de l'OCDE, on trouve :

- L’examen thématique de l'enseignement supérieur
- Les lignes directrices pour des prestations de qualité dans l'enseignement supérieur transfrontalier
- L’examen thématique de l'apprentissage pour adultes
- Le programme « évaluation des résultats d'apprentissage de l'enseignement supérieur » (AHELO)
- Qualité de l'enseignement dans l'enseignement supérieur
- Forum mondial OCDE pour l'éducation

En Asie, l'OCDE est peu présente et peu visible car elle n’a que quatre membres à part entière sur ce continent: Israël, le Japon, la Corée et la Turquie. Ces pays membres ne représentent que 0,7% de la population asiatique. Bien que trois pays à engagement renforcé et quinze pays non-membres soient présents sur le Forum de l'OCDE, à l'exception des quatre pays membres, aucun pays asiatique n’est représenté dans les conseils, comités, forums, réseaux et groupes de travail de l'OCDE. Les pays asiatiques non membres et même des pays ayant un statut d’engagement renforcé ont une présence très faible ou nulle dans ces organes, y compris dans le secteur de l'éducation.

L'OCDE recueille, analyse, et diffuse une grande quantité de données et d'informations sur les économies partenaires chaque année, mais l'information disponible sur l'Asie est comparativement très limitée. Sur les économies asiatiques partenaires, depuis l'an 2000

Direction de l'Education de l'OCDE a produit seulement 123 commentaires et surveys, 25 rapports et 50 publications. La majorité de ces documents a concerné les quatre pays membres asiatiques.

L'OCDE gère des bases de données, accessibles sous trois formes (Extraits OECD.Stat, OECD.Stat et statistique de A à Z). Ces bases ne sont pas entièrement accessibles au public. Bien que ces bases soient très riches, les données disponibles sur l'éducation sont limités tant pour le nombre de variables que pour le nombre de pays non-membres couverts: *Extraits OECD.Stat* fournit des données sur seulement 12 variables et 30 pays. En outre, cette base ne couvre pas tous les pays membres de l'OCDE et aucun pays partenaires non membres. De même les programmes de l'OCDE ont une représentation limitée des pays asiatiques.

La Banque mondiale

La Banque internationale pour la reconstruction et le développement (BIRD) et l'Association internationale de développement (IDA) sont appelées collectivement Banque mondiale. Ces deux organisations intergouvernementales sont deux des cinq institutions du Groupe de la Banque mondiale. La Banque a été fondée le 27 Décembre 1945 après la ratification des accords de Bretton Woods. Au début, la Banque ne comprenait que la BIRD et l'IDA fut créée plus tard, seulement en 1960. La Banque est présente dans 187 pays. Initialement, la mission principale de cette OIG a été d'aider l'Europe et le Japon dans le processus de reconstruction et de développement, après la seconde guerre mondiale. A partir de 1952 la Banque a commencé à soutenir d'autres régions par une aide financière sous forme de prêt. Mais les prêts étaient accordés uniquement aux projets dont la productivité économique permettait d'assurer le remboursement du prêt et de sécuriser les investissements. En 1963, la Banque a modifié sa politique de prêts et a commencé à investir dans les services sociaux et d'autres secteurs dont l'éducation. Au fil du temps, la Banque a recadré ses objectifs, et travaille actuellement à réduire la pauvreté en favorisant le développement durable dans les pays solvables, à revenu intermédiaire ou pauvres. La Banque fournit des prêts et une assistance technique à ses pays membres dans une variété d'activités : conseil sur les politique à mettre en œuvre, développement des infrastructures, relance économique, amélioration de la santé et de l'éducation, réduction de la pauvreté et lutte contre la corruption.

La Banque internationale pour la reconstruction et le développement (BIRD) est l'organe principal du Groupe de la Banque Mondiale. Par rapport à d'autres institutions du Groupe, la

BIRD a le plus grand nombre de pays membres, le personnel le plus nombreux, une visibilité plus grande, une mission plus étendue et un volume de prêts plus élevé. Plus de la moitié des prêts annuels de la Banque vient de la seule BIRD. Le montant cumulé des prêts de la BIRD est supérieur à 420 milliards de dollars US. Depuis sa création, elle a financé des milliers de projets dans ses pays membres. Les ressources des deux composantes de la Banque ont plusieurs origines : la BIRD perçoit des intérêts sur les crédits accordés aux pays membres, facture ses services et vend des obligations (cotées AAA) sur les marchés financiers internationaux tandis que les ressources de l'IDA proviennent des contributions de gouvernements des pays membres les plus riches et des remboursements des prêts.

La Banque mondiale fournit deux types d'aide pour le renforcement des capacités : une aide financière et assistance technique. L'aide financière prend la forme de prêts et de subventions (assez peu dans le cas des pays asiatiques). Habituellement, la Banque mondiale fournit une assistance technique pour assurer la réussite des projets pour lesquels des prêts de la Banque ont été approuvés. L'assistance technique fournie par la Banque peut être de nature très variée allant de l'expertise aux études d'évaluation des projets. Elle peut concerner différentes étapes des projets, de la conception à la mise en œuvre et au-delà. L'objectif principal de cette assistance est d'améliorer la capacité et l'efficacité des personnes chargées de la gestion et de la mise en œuvre des projets.

Ce type d'assistance contribue aussi à une meilleure utilisation des ressources et accroît le taux de réussite des projets. La Banque soutient et encourage aussi les réformes politiques concernant le développement socio-économique des pays. La Banque utilise également d'autres moyens pour développer les capacités des parties prenantes, tant dans les pays à revenu élevé qu'à faible revenu. Parmi ces moyens, on trouve les publications, les rapports par pays, les études d'évaluation, des conférences, des ateliers, des travaux de recherche, des bases de données, des centres nationaux de ressources, une bibliothèque numérique, les sites Web et des outils analytiques utilisant le Web, des bulletins et la diffusion des informations, des idées et des statistiques.

La Banque mondiale est présente à travers des bureaux nationaux dans plus de cent pays membres dont 30% sont en Asie. Conjointement avec ses états membres, la Banque entretient également des relations de travail avec les organisations intergouvernementales afin d'atteindre ses objectifs. La Banque a des relations officielles et des partenariats avec quatorze agences

spécialisées de l'ONU, dix-sept agences internationales de développement, quatre banques multilatérales de développement (BMD), cinq banques sous-régionales et sept institutions financières multilatérales (IFM). Mis à part les OIG, la Banque a des liens de travail avec de multiples organisations de la société civile (OSC) dans de nombreux pays. Ces organismes sont devenus des partenaires-clés de la Banque mondiale dans le processus de développement économique et social. Ainsi les OSC, avec l'assistance financière et technique de la Banque Mondiale, jouent un rôle important dans les réformes politiques, le développement du capital humain, développement économique et social et celui du secteur de l'éducation dans plus de 60 pays. La Banque Mondiale, à travers les OSC, est engagé dans de nombreux projets internationaux multilatéraux, parmi lesquels « éducation pour tous » (EPT), les Objectifs du Millénaire pour le développement (OMD), stratégies d'assistance pays (SAP), stratégies de réduction de la pauvreté (DSRP), programmes de protection de l'environnement etc.

La politique de prêt de la Banque au secteur de l'éducation, a subi de nombreuses inflexions et transformations en 1963, 1968, 1980, 1992 et 2000. La Banque a réalisé tout récemment l'importance des investissements dans l'enseignement supérieur dans les pays à faible revenu et à revenu moyen inférieur. Dans le domaine de l'enseignement supérieur, la Banque aide à l'élaboration d'une vision à long terme, à la planification stratégique et à la recherche de consensus, à la réforme des financements, de la gouvernance et de la gestion, à l'amélioration de la qualité, à la diversification institutionnelle, au développement scientifique et technologique. L'Institut de la Banque Mondiale (WBI) joue également un rôle important à travers la formation, par des programmes de développement des capacités qui comprennent une assistance technique, des programmes de formation par thèmes, des séminaires de formation pour les ministres et d'autres programmes de développement du leadership.

Dans le secteur de l'éducation, la Banque mondiale a investi 69 milliards de dollars dans plus de 1500 projets dont la majorité concerne les pays asiatiques. La moyenne annuelle des prêts de la Banque pour l'éducation qui était autrefois de moins de 1%, est aujourd'hui il est plus de 8% du total des prêts. Pendant la première décennie du 21ème siècle, le montant moyen était d'environ un milliard de dollars par an. Depuis 1963, c'est dans l'enseignement supérieur en Asie que la Banque mondiale a fait le plus gros investissement : un montant de 13,4 milliards US $ dans 187 projets d'enseignement supérieur, ou dans des projets ayant une composante d'enseignement supérieur, dans 27 pays. Pour répondre à la demande accrue d'assistance à l'enseignement

supérieur, la Banque a lancé au printemps 2011 la « Stratégie 2020 pour l'éducation » qui se concentre sur un investissement « précoce, intelligent et pour tous ».

Au sein du Groupe de la Banque Mondiale, Le Groupe d'évaluation indépendante (GEI) est l'unité responsable de l'évaluation des projets et des réalisations et des résultats des programmes. L'IEG a réalisé 26 études d'évaluation des projets de la Banque dans les différents domaines en Asie, dont seulement deux sur l'enseignement supérieur. Selon les rapports d'évaluation de l'IEG, la plupart des projets de la Banque mondiale dans l'enseignement supérieur ont des résultats médiocres dans les pays à faible revenu : 66% des projets n'ont pas réussi à atteindre l'objectif d'accroître le nombre d'inscrits. De même, 10% seulement des projets ont atteint leur objectif d'un accès plus équitable des étudiants pauvres ou défavorisés. La plupart des projets de la Banque portant sur l'amélioration de la qualité ne sont pas parvenus à améliorer les méthodes d'enseignement, l'apprentissage des élèves ou l'insertion sur le marché du travail. Mais de nombreux projets de la Banque ont réussi à améliorer la gestion et la planification grâce à l'établissement de réseaux et au soutien à des modèles de partage des installations.

Conclusion

Les données montrent que l'UNESCO, l'OCDE et la Banque mondiale sont engagés dans le domaine de l'éducation, y compris l'enseignement supérieur, mais aucune de ces organisations ne considère l'enseignement supérieur comme un domaine prioritaire. En Asie, l'UNESCO opère à travers plus de 42 commissions nationales et 19 bureaux extérieurs, y compris le Bureau régional de Bangkok pour l'éducation. La Banque a plus de trente bureaux nationaux dans les pays membres tandis que l'OCDE n'a qu'un seul bureau situé au Japon. Comparativement, l'UNESCO et la Banque mondiale ont plus grande présence en Asie en termes de programmes, de participation aux projets et de bureaux aux niveaux régional et national, mais l'UNESCO est plus actif et visible dans la région au niveau institutionnel grâce aux chaires UNESCO, aux réseaux UNITWIN et à d'autres programmes. L'UNESCO a élaboré de nombreuses conventions et déclarations qui agissent non seulement comme documents juridiques internationaux, mais jouent également un rôle dans les changements de législation et de politique du secteur de l'éducation dans les pays membres. La Banque elle aussi encourage les réformes, mais surtout par le biais de son assistance technique et parfois à travers la conditionnalité des prêts qu'elle consent.

Les résultats des activités des organisations intergouvernementales en Asie ne sont pas directement mesurables du fait que l'impact à long terme de leur aide et de leurs initiatives est diffus autant que cumulatif. Mais le rôle des organisations intergouvernementales peut être observé à travers le rythme et la direction des changements qui se produisent dans les pays membres. Les initiatives des OIG en faveur des réformes des politiques nationales ont contribué à ce changement dans les pays membres : dans la plupart des pays, au cours des deux dernières décennies, le processus de réforme politique s'est accéléré et a abouti à des politiques d'éducation et à des instruments juridiques plus adéquats aux besoins du secteur de l'éducation. De même une augmentation sans précédent du taux brut de scolarisation (TBS) aux niveaux primaire, secondaire et tertiaire a pu être observée.

L'UNESCO est la seule organisation qui a lancé un programme universitaire de développement des capacités, produit des boîtes à outils pour les enseignants et autres intervenants. Elle a également établi un peu partout des bureaux décentralisés. Le bureau régional de Bangkok de l'UNESCO travaille au développement de l'enseignement supérieur en Asie et Pacifique. L'UNESCO encourage les étudiants à travers sa politique de stage dans l'organisation. Les trois organisations jouent un rôle similaire en Asie dans le développement de l'enseignement supérieur des pays membres par le biais du renforcement des capacités, du soutien aux réformes par une assistance technique et l'organisation de conférences, d'ateliers, des programmes de formation, au moyen de publications et en promouvant le partage de l'information et des données. Toutes trois travaillent pour l'assurance qualité dans le domaine de l'enseignement supérieur et collaborent de diverses manières avec d'autres OIG.

La Banque mondiale, quant à elle, accorde des soutiens financiers sous forme de prêts et de subventions, mais la part de la subvention est négligeable pour les pays asiatiques. Elle a lancé, avec l'UNESCO l'Initiative intitulée « programme conjoint mondial pour les capacités d'assurance qualité » (GIQAC) qui vise à aider les pays membres dans la mise en œuvre du processus d'assurance qualité dans l'enseignement supérieur. Parmi les trois OIG, seule l'OCDE a lancé un programme pour évaluer les résultats d'apprentissage supérieur de l'éducation.

UNESCO

Parmi les diverses organisations des Nations Unies, l'UNESCO est la seule agence à avoir reçu mandat de travailler pour et sur l'enseignement supérieur. L'UNESCO est devenu l'organisation internationale de référence en matière de développement de l'enseignement supérieur dans le

monde. Afin d'atteindre ses objectifs efficacement, il a fait participer une grande variété d'intervenants, étudiants, enseignants, chercheurs, professionnels, éditeurs, établissements d'enseignement, des membres du public, des organisations intergouvernementales et non gouvernementales, les organisations financières, sociales, industrielles et des parlementaires.

En Asie, l'UNESCO a animé différents programmes : Education pour Tous (EPT), Objectifs du Millénaire pour le développement (OMD), Décennie des Nations Unies pour l'alphabétisation (DNUA) et Décennie des Nations Unies pour l'éducation au développement durable (DEDD). Ces initiatives contribuent également au développement de l'enseignement supérieur dans le long terme.

La Banque mondiale

La Banque mondiale est une source importante de fonds pour l'enseignement supérieur en Asie. Pour les deux dernières décennies, elle est devenue un acteur de premier plan dans le domaine de l'enseignement supérieur en mettant en œuvre et en soutenant des centaines de projets au niveau national, sous-régional et régional. Ces projets dans l'enseignement supérieur sont d'une grande variété et de portée différente. Ils concernent le développement des capacités, l'assistance technique, le développement de l'assurance qualité, le partage de l'information, l'internationalisation et de l'éducation transfrontalière, la coopération et la collaboration en matière de recherche, l'évaluation des résultats et du financement du sous-secteur de l'enseignement supérieur.

La Banque a investi dans l'enseignement supérieur en Asie durant de nombreuses décennies et, par rapport aux autres régions, son investissement dans l'enseignement supérieur en Asie est le plus important, avec plus de 125 projets. Mais la part du financement de la Banque, dans la majorité des pays, est inférieure à cinq pour cent du budget total alloué par les gouvernements au secteur de l'éducation, y compris l'enseignement supérieur. Il est donc évident que le développement actuel et la croissance de l'enseignement supérieur dans cette région ne peuvent être attribués aux seuls investissements de la Banque dans ce sous-secteur. Il est très difficile de voir l'impact de tout programme unique d'une OIG dans l'isolement ou séparément dans un pays ou une région. Dans le même temps nous ne devons pas ignorer le rôle des organisations intergouvernementales comme «source de changement» en ce qu'elles induisent la pression des pairs sur les pays, stimulent la concurrence entre eux et en encouragent l'éducation pour le développement.

L'OCDE

OCDE n'est pas purement une organisation éducative, mais elle utilise l'éducation comme vecteur du développement économique. L'OCDE agit comme un forum pour les gouvernements de ses pays membres et partenaires pour étudier et formuler les meilleures politiques de promotion du développement économique et social. Elle contribue à l'enseignement supérieur à bien des égards, en soutenant et facilitant le partage d'expériences et d'idées, en appuyant les réformes politiques, en surveillant les tendances et en fournissant des prévisions économiques, en recueillant, analysant et diffusant des données et des statistiques, en procédant à des examens par les pairs des performance des États membres, en fournissant son assistance technique et son expertise et en promouvant les idées innovantes.

L'OCDE a lancé six initiatives principales qui, directement et indirectement, contribuent au développement de l'enseignement supérieur dans ses pays membres. Ces initiatives sont les suivantes: l'examen thématique de l'enseignement supérieur, les lignes directrices pour des prestations de qualité dans l'enseignement supérieur transfrontalier, l'examen thématique de l'apprentissage des adultes, AHELO, l'évaluation des résultats de l'enseignement supérieur, l'enseignement de qualité dans l'enseignement supérieur et le Forum mondial sur l'éducation. Pour promouvoir et soutenir l'enseignement supérieur, l'OCDE travaille directement et de façon très active dans ses pays membres, mais, dans les pays non membres d'Asie où il n'a pas de programmes considérables, elle exerce une influence indirecte par l'intermédiaire de ses analyses, de ses rapports et de ses études sur l'innovation. L'OCDE, par rapport à l'UNESCO ou à la Banque mondiale, limite son influence sur le développement de l'enseignement supérieur dans les pays membres à l'évaluation des résultats d'apprentissage, à la rédaction de directives pour améliorer la coordination et par la collecte et la diffusion de l'information.

Notre analyse empirique a montré que les initiatives des trois Organisation internationales en matière de soutien aux réformes des politiques nationales ont contribué à un changement dans les pays membres comme dans la plupart des pays : dans les deux dernières décennies, les réformes se sont accélérées et ont abouti à des politiques d'éducation et à des instruments juridiques plus adéquats aux besoins du secteur de l'éducation. Cela s'est traduit par une augmentation sans précédent des taux brut de scolarisation (TBS) aux niveaux primaire, secondaire et tertiaire.

On peut regretter que le rôle de ces organisations n'ait pas obtenu autant d'effet qu'il aurait pu dans un grand nombre de pays et que le changement soit resté trop lent. Toutes les articulations

nécessaires n’ont sans doute pas été trouvées et seul un renforcement des coopérations permettra d’atteindre les objectifs fixés.

Author's introduction

Mr. Amjad ALI obtained his doctorate degree at the Institute of Research in the Sociology and Economics of Education (IREDU), Burgundy university France. He did M.Sc. in Education and M.Sc. in Economics in France. He also has a M.Ed. degree from Pakistan. He further gained international experience through an internship at UNESCO Bangkok office Thailand in 2010. He also participated in a program for quantitative analysis in education at Geneva University, Switzerland in 2009. He has published many research articles and has presented his research work in many countries. For his good practices in the development of education, he was nominated for International WISE Awards in 2009. Before proceeding to France, in 2007, he was a civil servant in Pakistan. He also has administrative experience at school level and teaching experience at college and university level.

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