

A New Roadmap for Higher Education in Poland and India: Opportunities and Challenges

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ABSTRACT

Globally the practices of higher education is changing. The demands of higher educational institutions as well as students are different then it use to be in the past decades. Practices of traditional approaches for the higher educational system were based on “institution-centric education” or, “faculty-centric education”, which is outdated and getting replaced by “student-centric educational system”. In past it was seller’s market but present is about the buyer’s market.

Considering Polish and Indian educational system which allows both the entities to establish a new roadmap for present and future cooperation in educational sector. Polish universities are use to run courses in local language (in Polish), and few in different languages focusing foreign students (mostly from EU or neighbouring countries). Now, when Polish Educational Institutions are facing demographic problems and financial strain which will be increasing more and more in coming years; government of Poland as well as individual institutions are desperate to bring changes in order to get maximum international students to run their institutions without making any specific changes in their internal structures. Those changes lead educational system towards quantitative education rather than qualitative education; and largely affects educational institutions as well as students in Poland. By realising such changes the Government of Poland is open for internationalisation of higher education and looking forward for foreign collaborations.

In other hand, the pace of Indian population growth and growing middle-class with huge appetite for education is in the position to expand up to \$15000 - \$20000 per year for higher education study programs. With over 600 million people in India under 25 years old, the system is under tremendous pressure to expand. By 2020, India will have the largest tertiary-age population in the world and will have the second largest graduate talent pipeline globally, following China and ahead of the USA.

Keywords: Globalisation, Policies, Poland, India, Higher education

1. Introduction

As educational institutions are the main source of producing citizens, it is very important to consider what we practice and where we need to bring changes in our educational system and institutional structures in order to make better world. The future of world society depending upon the young generation participating with their learned knowledge ready to take tomorrow's challenges with active participation in global events with full responsibilities.

Around the globe when most of the developed countries are facing demographic problems, developing or under developing countries are getting over populated. The question is in terms of sharing knowledge and educating people- how developed and developing nations may create their demand and supply model of cooperation in education sector? How Poland-India can be a potential partners?

In this regard Poland-India can play a bigger role by addressing each-other's needs in the changing global scenarios by minimising the risk and maximising the opportunities, which will help them to maintain the glimpse of long traditions for tomorrow. This research paper is focused on the educational system and practices in Poland as well as in India. Research also identify the kinds of on going practices at the higher educational institutions and suggest required changes in those structures as per today's need.

2. Global Norms and Changing Demands of Higher Education

For many developing countries- education has been seen as an important tool for the economic growth and playing a role of cultivator for social and political development. The benefit of education for the development and social changes have long been contemplated from the colonial era to the contemporary world, and emerged as a method for the modernisation of societies, where people believes 'better education creates a better world'. Education Plays a key role in the ability of emerging economies to absorb modern technology and to develop the capacity for self-sustaining growth and development. So, it is very important for local/national governments to bring policies for economic development by utilising educational system for educating people with necessary skills to be useful economic growth.

Nobel Laureate Amartya Sen's word (Development as Freedom, 1999)- "*education can add the value of production in the economy and also to the income of the person who has been educated. But even with the same level of income, a person may benefit from education- in reading, communication, arguing, in being able to choose in a more informed way, in being taken more seriously by*

others and so on]". Thus, its education which is playing a crucial role to create a productive societies and generate sustainable economic growth for the nations.

A. Changing Educational Demands

Higher education has crossed many boundaries and changed in the past 5 decades. In late 1960s-70s, the scope of higher education was very limited and not accessible to everyone. Educational universities were only accessible to elite. Universities were based on purely academic endeavour, not necessarily relevant to the local communities demands. Only universities were known for the higher education as a place for 'true education', and vocational training programs were not been considered as up to the university level. So all vocational training programs comes only under the government policies to trained people by developing their skills and utilise them for the economic development of the nation.

In 1980s- 90s, the importance of higher education get less attention for economic growth and social changes. Academic institutions and systems have faced pressure from the communities requirements. Traditional universities started to get less attentions and face financial constrain due to following reasons¹ -

- 1. **Less result productive-** universities failed to produce the results that were expected of them in much of the developing world.*
- 2. **Failed to address local issues-** many higher educational institutes were not concerned with local, regional, or national issues and problems. The content and style of education was often divorced from the reality that surrounded them and sometimes exacerbated inequalities.*
- 3. **Low rate of return-** due to a highly economic view of development and the resulting methods of measuring the impact of higher education institutes's was considered to have a "low rate of return".*

In recent years, the relations between higher education and the norm for social-economic development has changed. The role of higher education has been reconsidered for the social and economic changes. The expectations from the academic institutions have increased but system and institutions are facing pressure to increase numbers of students under demographic changes. Demands of practical/vocational courses become as a part of regional and global requirements which also increased the accountability of students and institutions. Changing traditional class rooms and the impact of new technologies are creating new environment at educational institutions and connecting regional supply for global demands.

¹http://www.ghfp.org/Portals/ghfp/publications/thomson_hei_role_dev.pdf

B. Global Higher Education Sector Today

Today, higher education sector is much more broader and open towards internationalisation. Over the last decade, the number of students traveling to another country in pursuit of higher education increased from 2.1 million students in 2000 to over 4.1 million students globally in 2013 (UNESCO, 2016)². In the year 2009, global tertiary enrolments reached 170 million (UNESCO institute for Statistics, referred to hereafter as UIS). Only Four countries- China, India, US and Russia have combined share of 45 per cent of total global tertiary enrolments. Other emerging economies with significant numbers of tertiary enrolments include: Brazil (6.2 million), Indonesia (4.9 million), Iran (3.4 million), South Korea (3.3 million) and Turkey (3.0 million)³.

Going abroad for higher education is not new incident, but the increasing number of students in recent years are very significant which has been seen as an impact of globalisation and on global economy. The fast paced growth in global education sector has also effecting world trade growth and helping to increase national income of many countries being as the host country. As students mobility is increasing and bringing direct capital flow to the host country- education became as priority agenda of many country's to bring new strategies for attracting international students, scholars and investors. Recently, Poland has launched new rules and regulations in order to make Polish education system and educational institutions more internationalised in order to attract foreign students & scholars to Poland. Polish universities were use to receive 10,000 PLN (approximately) per Polish students enrolment for full study program (bachelor/master) as grant from the government. Now by new law- every Polish university will be receiving 30,000 PLN (approximately)⁴ for one International student's enrolment which is 3 times higher then a Polish student's grants. Government is also supporting short and long term mobility of students, scholars and staffs. New regulations are applicable from 1st January 2017⁵.

²<http://www.iie.org/Research-and-Publications/Project-Atlas/About#.WJ-nPBiZOuU>

³https://www.britishcouncil.org/sites/default/files/the_shape_of_things_to_come_-_higher_education_global_trends_and_emerging_opportunities_to_2020.pdf

⁴ Gazeta Prawna, Urszula Mirowska-Łoskot, 22.12.2016, <http://serwisy.gazetaprawna.pl/edukacja/artykuly/1004732,finansowanie-uczelni-studenci-zagraniczni.html>

⁵POLSKA Thursday, 22 December 2016 (06:45)
<http://fakty.interia.pl/polska/news-dgp-student-z-azji-wart-wiecej-niz-ten-z-polski,nId,2326758>.

3. Need of Student-Centric-Education System?

Long tradition of practices under higher educational institutions has been maintained based on institutions-centric-education, in fact that traditions are the glory of these organisations and they do have reasons to celebrate them. But it seems that in the beginning of 21st century, the long practices of institution-centric-educational system is not attractive for students in the age of changing educational system in information technology world and online platforms. Students are not willing to get education only because university/institute has long history, but they are more concern about the education they are providing and the impact of that education or courses to their future carriers. If that gained knowledge or certificates from such universities are helpful to get their *dream jobs*? Most of these universities are getting failed to do so. The interest of students are to get the courses or the university/institute where they'll be developing dynamically, and prepare themselves for today's requirements of industries. Not to just get a piece of paper as certificate.

Thus, today's educational system must be based on students interest or student-centric. By realising such requirements - all educational system must be modified with course outcomes as per the today's need which will fulfil student's and industries requirements. When educational institution operates with student-enteric education, students are learning more important communicative and collaborative skills, and improve their own learning methods. They learn how to complete tasks independently that helps them to fulfil today's demand of industries to get in. Ans also give industries a ready employees.

4. Demand of Higher Education by 2020

Changing world scenario indicates that global economy is going to be influenced by a combination of demographic drivers and tertiary skill education. Rapid expansion of tertiary education capacity will reshape the global higher education landscape by 2020. Based on demography statics- India, China, USA and Indonesia, will account for over half of the world's 18-22 population by 2020, and Pakistan, Nigeria, Brazil, Bangladesh, Ethiopia, Philippines, Mexico, Egypt and Vietnam will be rapidly growing populated countries .

The rapid growth of population indicates the importance of economic growth and future of tertiary education demand, which is establishing a strong relationship between GDP per capita at purchasing power parity (PPP) and gross tertiary enrolment ratios. And the correlation statical ration is very positive and significant for thesis emerging economies specially for India.

China and India use to be dominating countries globally for tertiary enrolments (2002-2009) accounting for 26 million of the overall increase of 55 million. But the forecast for combined

growth for the period 2011–20 declines to 12 million, with growth in tertiary enrolments in China falling from 17 million (2002–09) to five million (2011–20). India’s tertiary enrolment growth (in absolute terms) is forecast to outpace China’s growth between now and 2020. Following China and India, other emerging economies with significant forecast growth in tertiary enrolments over the next decade will include Brazil (+2.6 million), Indonesia (+2.3 million), Nigeria (+1.4 million), Philippines (+0.7 million), Bangladesh (+0.7 million), Turkey (+0.7 million) and Ethiopia (+0.6 million)⁶.

5. Poland and India- Supply and Demand Model

In current scenario when Poland is facing huge demographic problem and not getting enough number of qualified students for their well established educational institutions; India has the largest youngest population in the world and looking forward to go abroad for higher education due to lack of well qualified universities in India. In this regard India-Poland can apply very successfully *supply-demand model for students and Institutions*, which will be win-win situation for both the entities.

A. Poland Perspective

Poland is a country of 38.5 million people (as per 12th February 2017)⁷ and day by day this number is decreasing (demographic problems). About 501 universities are in Poland, including 131 government funded and 326 privately owned, and accommodating about 1, 500, 000 students. Out of this total number of students, about 57 119 international students are studying in Poland, which is 10,000 more than a year ago. Currently international students make up 4.1% of the total student body in the country (ten years ago the figure was only 0.6%, in 2015 - 3.1%)⁸. Increasing number of international students to the Polish universities are not an accident but it is an effects of being more global and internationalised. By launching more English medium courses, Polish universities are trying to attract more foreign students which can be supplementary to the left vacate places by insufficient number of Polish students. In the academic year 2015/16 total 1,405,133 people were studying at the Polish universities – over 64,254 students are less than in the previous year, and over

⁶The goal of Project Atlas is to collect and report accurate, timely and comprehensive data on global student mobility. More details are available at:
www.iie.org/Research-and-Publications/Project-Atlas/About

⁷<http://www.worldometers.info/world-population/poland-population/>

⁸Perspektywy Education Foundation 2016. available: <http://www.studyinpoland.pl/en/index.php/news/43-over-57-119-international-students-in-poland>

200,000 lower than three years ago⁹. It means- in coming years Polish universities need to get more & more foreign students otherwise they wont be able to run many classes, faculties, departments or even universities. Many private schools/universities are facing such problems and getting closed due to insufficient number of students and lack of funds. Public universities started to get similar problems and in order to avoid it they are wiling to be more internationalised by accommodating more foreign students¹⁰. But the problem is that maximum Polish universities run programs only in Polish languages, and very few academic institutions and universities are running programs thought in English medium. Many private and public universities are willing to receive international students but not able to make their internal institutional changes.

B. The bilateral trade figures for the last few years are below

Table 1 & 2. Four years Bilateral trade between India and Poland

Trade data	2013	2014	2015	2016
India's exports	1465	1722	1747	2094
India's imports	491	556	465	669
Trade turnover	1956	2275	2212	2763

Source: Central Statistical Office of Poland (GUS)¹¹ (in US\$ Million)¹²

Indian Statistics

Trade data	2013- 2014	2014- 2015	2015- 2016	2016
Exports	996	1051	1009	1100
Imports	623	636	560	654
Total	1618	1686	1568	1754

Source: DGCI, Kolkata/Ministry of Commerce (In US\$ Million)¹³

⁹<http://www.studyinpoland.pl/en/index.php/news/43-over-57-119-international-students-in-poland>

¹⁰P.Kumar, *ASM Business Review*, the Bi-annual Refereed Journal, *Business Strategies Practices and Innovations*, Vol. 6, No. 1, January 2017, ISSN No. 0974-9136, Pune, India. Pp.7-19.

¹¹https://www.mea.gov.in/Portal/ForeignRelation/India_Poland_Relation_31_5_2016.pdf

¹²http://www.indianembassywarsaw.in/eoi.php?id=Pol_rel

¹³https://www.mea.gov.in/Portal/ForeignRelation/Romania_Dec_2016.pdf

C. India Education Sector

India is a home country of 1.34 billion¹⁴ people (2nd highest in the world), and has largest education system in the world in terms of the number of institutions and the number of students. With a median age- India has over 550 million people below the age of 25 years¹⁵. According to Census figures, over 32 per cent of the 1.34 billion population is between the age group 0- 14. This means that the number of people in India needing primary and secondary education alone exceeds the entire population of the USA¹⁶. Since these students will be seeking higher education in India over the next decade it illustrates the sheer size of the Indian education market. Based on 2014 available data (MHRD- Government of India Ministry of Human Resource Development), the number of higher education institutions are very limited- universities 760, institutions offering degree & diplomas 50 774 are offering education for millions of students¹⁷. As per today India has 26 million students enrolled in tertiary education, by illustration it would need another 800 universities and over 40000 colleges in the next eight years to provide the planned additional 14 million places. The indicators shows that by 2020, India needs 40 million university places¹⁸ (an increase of 14 million), and 500 million skilled workers.

6. Why Indian Students Goes abroad for Higher Education?

India as 2nd largest population and fastest economy in the world is also recognised as fastest growing income middle-class in the world. About 25 million households in next 5 year will be in the position to pay \$15000 as fee for their higher education¹⁹. Financial strength allowing middle class people to get better education. Indian society has good appetite for higher education and looking forward to get admission at well recognised universities around the globe. Because for the general and average students to get admission at pioneer Indian universities/institutes is not so easy due to limited seats availability and less numbers of such universities and institutes in India. The successful selection ratio is 1:250 students at IIMs (Indian Institute on Management) and IITs (Indian Insti-

¹⁴<http://www.indiaonlinepages.com/population/india-current-population.html>

¹⁵ India-Higher Education Sector, Opportunities for Private Participation, 2012. Available:<https://www.pwc.in/assets/pdfs/industries/education-services.pdf>

¹⁶<https://www.pwc.in/assets/pdfs/industries/education-services.pdf>

¹⁷http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/ESG2016_0.pdf

¹⁸40 million by 2020: preparing for a new paradigm in Indian higher education', Ernst & Young (2011)

¹⁹Rivers of Innovation: NESTA (2012). available: https://www.britishcouncil.org/sites/default/files/understanding_india_report.pdf

tute of Technology), which is much ore tougher than MIT, Oxford or Cambridge whose selection ratio is 1:10, 1:2 or 1:1 . As an option foreign universities are mush favourable due to low expenses degree programs and high quality education- e.g. low tuition fee and low leaving costs in comparison to the local private/government universities are attracting students to abroad for higher education.

7. Income Factor for Higher Education- India perspective

Table 3. The number of Households within the top three income brackets (2011 vs 2022)²⁰

Household Income	No. of Households (2012)	No. of Households (2022)
Over \$ 20K	2.5m	7m
\$10k to 20k	4m	19m
\$ 5k to \$ 10k	34m	81m

Source: McKinsey & Company 2012²¹

It is not only about the growth of population but also changing dynamism of households incomes in Indian society. Table 3, shows that by 2022, about 40-45 million, Indian household will be in the position to expend \$5,000 - \$15,000, for their higher education, when more than 50% of India's population is under the age of 25 years²². By 2020, India will have one of the youngest populations in the world, with an average age of 29 years²³.

Table- 4. Expected Spend on Higher Education

Source of Investment	2012	2022 Estimate
Public	\$7bn	\$50bn
Private	\$13bn	\$50bn
Total	\$20bn	\$65bn

Source: McKinsey & Company 2012.

²⁰McKinsey & Company 2012

²¹Estimates and projections of the economically active population: 1990-2020', International Labour Organisation (2011)

²²Rivers of Innovation: NESTA (2012)

²³Estimates and projections of the economically active population: 1990-2020', International Labour Organisation (2011)

Table 4, shows the picture of estimated expenditure from public and private sectors. In the year 2012 public investment is lower than private investment and predictions shows that government is taking initiative to increase public investment up to \$50 billion by 2022, which will be equal to private investment. It means Private sectors are more actively participating in Higher education system then the Public sector.

8. New Roadmap for Poland-India Model of Cooperation

The entire economic development is based on *demand-supply* policy. In case of India-Poland *demand-supply* policy is very much applicable. Poland is going through the process of internationalisation of higher education and demanding number of qualified students from foreign countries, and India has the largest skilled human capital ready to go abroad for higher education *vice-versa* India is lacking number of universities. In recent years, the interest of Indian students towards Polish universities has increased. And the total number of Indian students studying in Poland rises up to 3500 (latest number through IEEF, not verified data by official records yet, including 2017-18 academic year) from 209 (2014)²⁴. As number of students are increasing between India and Poland, bilateral trade is also growing from the 2014 level of USD 2.3 billion has crossed 3 billion in 2016 and expecting to cross USD 5 billion by the year 2018²⁵. Indian exports presently account for 1% of global Polish imports. And bilateral trade has grown by 25% in the year 2016, as compared to the previous year.

Increasing number of Indian students to Polish universities and growing bilateral trade between India-Poland is a matter of concern for new strategies in order to create a new roadmap for both the countries.

Conclusion

Despite of average growth rate of over 7.5 % in the last decade, India's GER in higher education is very low. By some estimates, even if India succeeds in its target of 30% GER by 2020, 100 million qualified students will still not have places at university. India needs to drastically increase the number of places at universities and enrolment through distance learning programmes.

Therefore it is much easier for Indian students to get overseas higher education than in india. According to presented data by Industry chamber, 450,000 Indian students spend over USD 13 bil-

²⁴Perspektywy Education Foundation, 2016, Study in Poland.

²⁵ A. Bisaria, Ambassador of India in Poland and Lithuania, "We Plan to Double Indo-Polish Trade & Investment, for Economic Magazine "Polish Market" Special Edition, No. 252/2016, p.8.

lion each year in acquiring higher education overseas. Thus, this huge potential market is open for foreign cooperations with unlimited opportunities. It depend on the readiness of the foreign countries for the acceptance of number of students. Poland and Polish educational institutions realising their own needs must set up a new strategies for higher education and ties with business co-operation with India. Policymakers must consider these factors in order to create a new roadmaps for educational institutions and business establishments.

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