SJIF Impact Factor (2023): 8.574| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 8 | Issue: 10 | October 2023 - Peer Reviewed Journal

HIGHER EDUCATION SYSTEM OF MEKONG-GANGA COOPERATION COUNTRIES: A COMPARISON

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Article DOI: https://doi.org/10.36713/epra14700
DOI No: 10.36713/epra14700

ABSTRACT

This paper compares the higher education systems of Mekong-Ganga Cooperation countries based on global competitiveness indicators. It highlights India's current status and suggests suggestions to make its higher education system more competitive. The study uses a qualitative approach and comparative research method to analyze data and make recommendations for improving India's higher education system. All six nations have begun reforming their higher education systems in the 21st century, but lack quality assurance bodies. India and Thailand have experienced faster quality change, while Myanmar ranks lower. To improve, India should adopt Cambodian PAIs, Thailand's apex body, and Vietnam's removing of line ministry system.

KEYWORDS: *Higher Education, Mekong-Ganga Cooperation, Comparative analysis.*

INTRODUCTION

Higher education plays a crucial role in sustainable social and economic development, with a massive scope for knowledge application and endless pursuit of knowledge. It is often recognized as the driving force of a country, playing a major role in the economy. International education is increasingly welcomed in the world today, with primary and secondary schools gradually turning into international schools. This concept has found presence even in regional areas within education, as primary and secondary schools are gradually turning into international schools.

The Mekong-Ganga Cooperation, established in 2000, is a multidimensional organization of an international standard that collaborates six countries for the development of international relations and mutual growth. The cooperation focuses on four main aspects: Tourism, Culture, Education, and Transport and Communication. The rivers Mekong and Ganges are major civilization rivers flowing through these countries, and they share a linkage in their cultural and commercial aspects.

This research paper is a comparative study analysing the various aspects of higher education in India and other Mekong-Ganga countries, focusing on the state of higher education in India compared to other member countries. The study also highlights the strengths and weaknesses of Indian higher education and provides an image of the higher education system based on the Global Competitive Index.

DESIGN OF THE STUDY

The paper has been broken down into several sections and then discussed to give it a proper shape. In Section 1, the objectives and the methodology of the research paper have been clearly stated. Section 2 is divided into 3 sub-sections. The first sub-section is connected to the concept of Participation in Education and it shows the Government Expenditure in education and the Gross Enrolment of the countries. The second sub-section reveals the ranks of the countries of global competitiveness in terms of higher education and training, the stages of development and in terms of Human Development Index. Third sub-section is about presenting a picture of outbound and inbound mobility of students. Section 3 states the findings of the research work and recommends the suggestions. The section 4 is the Annexure section where there are tables which are made out of the data to make the comparative study between the countries. And the last section provides the References that have been taken help of to make the research work.

SECTION 1

Objectives

1. To compare the state of Higher Education scene of India with that of the other 5 member countries of Mekong-Ganga Cooperation i.e., Cambodia, Lao PDR, Myanmar, Thailand and Vietnam.
2. To uncover the competitive advantages and the disadvantages of Indian Higher Education system and recommending plans through which the system can be modified for betterment.

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3. To propose educational reforms and explaining the critical aspects of delivering and managing superior value of higher education system in India.
4. To examine the mobility of students— both inbound and outbound for India and the other Mekong-Ganga Cooperation member countries.

Methodology

It is research work is based entirely on the comparative study approach. Secondary source is used for the numerical descriptions and data used. The theoretical concepts are presented based on the thesis, articles, journals and online documents and the states are presented with the help of resources from the Global Competitive Index, World Economic Forum and World Bank. The research work is focused on presenting a comparative study of 6 countries— India, Cambodia, Myanmar, Lao PDR, Thailand and Vietnam in terms of the elements of value based higher education. Certain parameters or indicators are taken into account here to base the comparative analysis of the countries off of. These are Education Inputs, Participation in Education, Global Competitiveness Report Rank for the Higher Education System, Human Development Index, Educational Public Expenditure, Tertiary Education: Internationally moving students by host country or economy and place of origin and the international flow of the mobile students.

SECTION 2

Indicators

1. Education inputs

It is determined through the amount of expenditure a government is willing to do. This is one important and main sources of the management of the education system. Table 1 shows the amount of expenditure on education made by the governments of 6 countries.

It is observed that in the year 2010 the expenditure per student (% of GDP per capita) by governments for tertiary education was maximum in India compared out of the 6 countries in discussion. Vietnam stayed behind India. Cambodia, with a 6.6% expenditure on higher education per student was the lowest of all the countries. At the start of 21st century for Lao PDR, the government expenditure for tertiary education per student was 85.1% but in 2014 the amount lowered to become 20.3% which is very unfortunate.

2. *Government expenditure on education*

The Table 2 shows the expenditure by the Mekong-Ganga Cooperation countries. Two other statistics— GDP percentage on Education and the Government Expenditure Percentage on Education are also precisely shown in the table. Looking at the statistics for Thailand for the GDP percentage on Education and the percentage of Government Expenditure on Education, it shows that it is higher than all 5 other countries and that the Expenditure of Myanmar is minimal. Therefore, it is in the very bottom of the table.

3. Participation in education

The factor that reflects Participation in Education the best is the Gross Enrolment Ratio (GER). It is also known as the Gross Enrolment Index (GEI), which is a statistical measure regarding the education sector, put forward by the United Nation and its Statistical department. The GER gives a rough estimation about the enrolment activities inside the UN countries based on the primary, secondary and tertiary stages of education. It is measured by taking into account the percentage of population of a country of the official school age that is enrolled in education in all 3 stages i.e., primary, secondary and tertiary irrespective of all ages.

In Table no. 3 has the statistics of the Total Enrolment in Tertiary Education (ISCED 5 to 8). It is the percentage of the entire population of 5-year-old age group following on from secondary school leaving, regardless of age.

From 2010 to 2018 Thailand is the country that has been on the top position in Gross Enrolment Ratio in Tertiary Education. Vietnam is in 2nd spot and India has been in the 3rd spot. However, there is a difference between India and Thailand when it comes to tertiary education and that is in India, there is almost a 30% chance for students to get enrolled themselves in tertiary education after passing the secondary education whereas, the chance for the students in Thailand is almost 50%. Out of the 6 six countries, Cambodia is at the lowest in this scale of comparison. This particular table is interesting for another reason which is whereas Thailand and Vietnam are able to hold their own positions in the Gross Enrolment Ratio; India is able to gradually increase the ratio percentage.

4. Rank in global competitiveness report related to higher education system

The productive potential of countries is assessed in details in The World Economic Forum. It has been doing so for the past 30 years. They bring out annual reports pointing out the indicators for the countries that are necessary to cause their national economic growth. There are detailed analyses in their reports where it shows which country is lagging behind other countries and which countries are growing faster than others. To simplify, it can be said that this forum publishes information about countries which can

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be useful for the policy makers, developers, stakeholders and businessmen of a particular country so that they can frame better policies, create new frameworks and bring about reforms for economic growth and stability. It is not an overstatement to say that this annual report is of great importance as it creates individual economic profiles for countries with exhaustive information for each of those and ranks the countries based on over 100 indicators.

The Global Economic Forum focuses on 12 pillars of competitiveness for formulating the Global Competitive Index (GCI). These 12 pillars are as follows— Pillar 1: Institutions; Pillar 2: Infrastructure; Pillar 3: Health and Primary Education; Pillar 4: Macroeconomic Stability; Pillar 5: Higher Education; Pillar 6: Goods market efficiency; Pillar 7: Labour Market efficiency; Pillar 8: Financial market sophistication; Pillar 9: Technological readiness; Pillar 10: Market size; Pillar 11: Business sophistication and Pillar 12: Innovation.

In Table 4, there is the Global Competitive Index of India, Cambodia, Lao PDR, Thailand, Vietnam and Myanmar based on the aforementioned 12 pillars that indicate the positive economic growth for the years 2013 through 2018. The relative comparative ranks of these countries are put in here as well as the individual scores of the concerned countries which range from Range 1 to 7. India had a Rank of 55 in 2015-2016 which improved in the annual year of 2017-2018 to become Rank 40. This is a great achievement for India however; Thailand enjoys a better Rank than India's. From the analysis of the previous statistics, it can be realized that the state of Myanmar is that of a concern. It even ranks towards the bottom of all countries included in the list of countries in the Global Competitive Index.

There are 3 stages of economic growth inside the Global Competitive Index. The countries advance through those stages. The first stage is called the *Factor-Driven Stage*. The nations compete against one another based on their natural resources and their unskilled labours in this stage. The companies are limited to buying and selling mostly. Wages and productivity is less in this scenario. The competitiveness revolves around well-functioning public institutions and private institutions (Pillar 1), good infrastructure (Pillar 2), stabilized macroeconomic framework (Pillar 3) and a healthy and literate workforce (Pillar 4) in this stage. The next stage of development comes into play when the quality of product and the productivity increases and the wages also go up. At that time, it develops into an *Efficiency-Driven Stage*. The factors in effect at this stage are— Higher Education and Training (Pillar 5), Efficiency Goods Markets (Pillar 6), well-functioning labour market (Pillar 7), sophisticated financial markets (Pillar 8), big domestic and/or foreign market (Pillar 10) and the ability of utilizing the technology available (Pillar 9).

In the end, there is the *Innovation-Driven Stage*. A country reaches this stage of development when the production and the quality of production is high, the country has high wages for the labours and can sustain the growth. At this stage, the country exhibits its expertise in making innovative and unique products and adopting new strategies. Two Pillars of competitiveness are at work in this stage i.e., Business sophistication (Pillar 11) and Innovation (Pillar 12).

It needs to be pointed here that these stages of development are connected to the main index. Again, a stage of development is made out of few policies that are applicable to that particular stage. It is therefore clear that in one way or the other the 12 pillars are responsible for framing the index for a country. The pillars play their part by coming together in numbers, depending on the current stage of development the country is in. Based on this concept the pillars are organized into 3 sub-indexes showed in Table 5— *Basic Requirements Sub-index, Efficiency Enhancers Sub-index* and *Innovation and Sophistication Factors Sub-index*. The pillars that the *Basic Requirement Sub-index* encompasses are responsible in developing the Factor Driven Stage. The pillars necessary for Efficiency-Driven Stage go into *Efficiency Enhancers Sub-Index* and the pillars that are found in the Innovation Driven Stage make the *Innovation and Sophistication Factor Sub-index*. Figure 1 represents the Three Sub-indexes. In Table 6, the specific values attributed to each sub-index in different stages of development are presented.

Countries that are in the middle of two stages of development out of the three stages are regarded as countries that are in-transition. The development of such countries occurs by shifting weights. The main objective for showing the transition between two stages is to recognise the fact that it is important to put more weight to the areas that are more important for a country. This enables a country to increase its quality in being competitive. There are countries that do not take any steps to achieve growth and such countries are penalized in the index. The Table 7 shows the classification of the stages of development.

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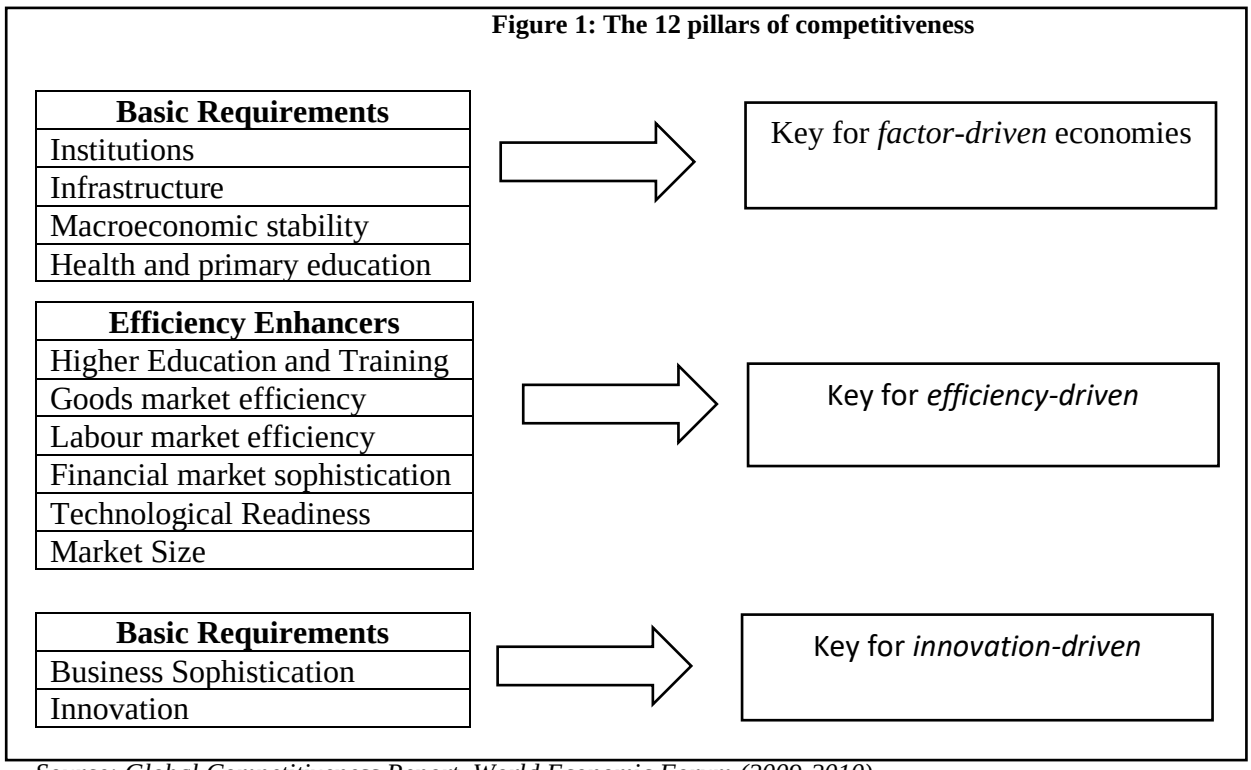
Figure 1: The 12 pillars of competitiveness



Source: Global Competitiveness Report, World Economic Forum (2009-2010).

5. Human development index

It is an index where 3 factors are taken into consideration— life-expectancy (the amount of time in years that a person lives), education (the average years that it takes to complete schooling and the number years of schooling after entering into the education system) and the indicators of per capita income of a country. Hence, it is a statistic based composite measuring index. The *Human Development Index* or *HDI* ranks countries based on the four tiers of human development. To rank high in the HDI, a country has to have a good life span for its citizens, high education level and a high *Gross National Income (GNI)* or per capita income. The *United Nations Development Programme (UNDP)* manages the HDI today to measure the development of a country. It is an annual release where the UNDP publishes the *Human Development Index Report* each year and also ranks the countries according to criterion. It combines the chief economic and social indicators of a country which are vital for economic growth and furthers helps a country improve its position to make the road to growth in future easier.

The matters of HDI related to education are Adult Literacy Rate and the combined ratio for gross enrolment for primary, secondary and tertiary schooling. These are the educational components of HDI. Adult Literacy Rate is given more weight here. The table 9 below shows Human Development Index statistics for the 6 countries side by side and compares them. From 2000 to 2018, the index of Thailand has been always at the top, closely followed by Vietnam which is almost neck-in-neck with that of Thailand. India remained at the 3rd spot. The table also shows how India has been relentlessly trying to improve their HDI. HDI of Cambodia and Myanmar is relatively low.

6. International flow of mobile students

The international flow of the mobile students is one of the major features of the tertiary or higher education. The primary and secondary stages of education lack this feature. This is one aspect of education that bears the torch of an international society. In Table 10, the flow of mobile students for the 6 countries in focus is shown. It is found that Indian students go abroad for studies for higher education more than the other 5 countries. In second place there is Vietnam. For Lao PDR, the number of students going to other countries is remarkably lower compared to the other nations.

7. International flow of inbound students by the hosted countries and region of origin.

It can be found in Table 10 the number of students in total that are from another country studying in those particular countries for tertiary educational purpose. It is evident from the Table that India is way ahead of others in discussion when it comes to the number of students coming in from abroad. Myanmar has a low number of higher education students coming from abroad.

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SECTION 3

Results

1. Based on the data of the 2010 of the World Development Indicator of the World Bank, the government expenditure on tertiary education per student was 71.5% /9percentage of GDP per capita) which actually was the highest among all the member countries of the ***Mekong-Ganga Cooperation***. However, it is lower in Rank compared to countries such as USA, UK, China and Australia.
2. The ***Human Development Index (UNDP, 2021)*** shows that in 2018 India moved down to the third position among the Mekong-Ganga countries after Thailand and Vietnam.
3. It is good to note that the tendency of Indian students to go abroad for studies is relatively better. The number of total mobile students abroad according to the Global flow of Tertiary-Level Students (UNESCO UIS, 2021) is 4,61,792. They students are inclined towards going to countries of the West for getting degrees from more so than going to oriental countries.
4. Lao PDR and Myanmar hosts the least number or students coming in from abroad (international or mobile students) for tertiary education which indicates that the standard of education in all aspects in those countries are not quite up to the international standards.
5. The Gross Enrolment Ration in tertiary education for India is lower than expected. For the years 2016, 2017 and 2018 the ration for both sexes have been respectively 26.8%, 27.4% and 28.1%. For a comparison, in 2016 the Gross Enrolment Ration for both the sexes for Thailand and Vietnam has been 49.3% and 20.5% respectively.
6. The Global Competitive Report analyses all aspects of different countries around the world and provides exhaustive reports on those countries. It mainly aims at bringing to the surface the strengths and weaknesses of a country. The rank of India based on this Report is improving gradually. India ranked 60 in the Global Competitiveness Report of 2013-2014 and it improve to become Rank 40 in 2017-2018. For the countries within the Mekong-Ganga Cooperation, India is behind Thailand which ranked 34th in 2017-2018.
7. The Rank of India in Global Competitiveness has increased fast from the last 2 years. Ranks in most of the pillars specifically have gone up a few ranks which include infrastructure (60th, up by two), higher education and training (75th, up by six) and technological readiness (107th, up by three). Among the ICT indicators, India has improved in performances in internet bandwidth per user, internet access in schools and broadband and mobile phone subscriptions.
8. When it comes to the three stages (i.e., Factor-Driven Stage, Efficiency-Driven Stage and Innovation-Driven Stage of economic growth. India is still in the Factor-Drive stage whereas; Thailand and Lao PDR have moved a step ahead into the Efficiency-Driven Stage. It means, India still takes help of its unskilled labour and natural resources for competing against world economy.

In other words, staying at this stage of development means the country depends on its well-functioning public and private institutions (1st pillar), good infrastructure (2nd pillar), stable macroeconomic atmosphere (3rd pillar) and a literate and healthy workforce (4th pillar).

Suggestions

1. India must prioritize the quality and quantity of higher education, maintain and sustain it through proper formulation and application of committees and policies.
2. The Government should do more expenditure in higher education along with primary and secondary education. The Gross Enrolment for higher education should be increased highly.
3. The government should focus on international affairs and provide appropriate scholarships to increase the number of outbound students.
4. For increasing the number of inbound students, India should enhance its higher education institutes to the international standards. More and more branches of the higher education institutes are to be established abroad.
5. India needs to expand its higher education system, promoting international standards through seminars, workshops, and conferences to foster foreign ideas and concepts.
6. Arranging guidance and counselling for the opportunity, perspectives and availability of higher education.
7. The digital divide needs to be immediately removed and the entire higher education sector has to be digitalized.

Conclusion

Comparative analysis is crucial in understanding the positive and negative aspects of topics. The Mekong-Ganga Cooperation aims to achieve mutual development and progress among participating nations. This research examines the current state of higher education in these countries compared to other countries and their progress. Despite free primary and secondary education, only 50% of students who finish school get into higher education. India has seen improvement in its education environment, but it is not enough compared to the world. Myanmar needs immediate reforms and a modern educational system, which can be achieved through international meetings or conferences. Resolving diplomatic complications between these nations is essential for a healthy environment and strong bond between nations.

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SECTION 4

ANNEXURE

Table 1: Education Inputs

Countries	Government expenditure per student, Tertiary % of GDP per capita				
	2002	2006	2010	2014	2018
Cambodia	...	…	6.6	…	…
India	…	56.9	71.5	…	…
Lao PDR	85.1	…	14.7	20.3	…
Myanmar	…	…	…	…	16.7
Thailand	…	27.1	16.0	…	…
Vietnam	…	…	32.4	…	…

Source: World Development Indicators, World Bank (2021)

Government expenditure per student is the average general government expenditure (current, capital, and transfer) per student in the given level of education, expressed as a percentage of GDP per capita.

Table 2: Government Expenditure on Education

Year	Country	Cambodia	India	Lao PDR	Myanmar	Thailand	Vietnam
2002	% of GDP	1.7	…	2.8	…	3.9	…
	% of government expenditure	10.1	…	15.3	…	16.2	…
2006	% of GDP	…	3.1	3.0	…	4.1	…
	% of government expenditure	…	11.7	17.8	…	22.0	…
2010	% of GDP	1.5	3.4	1.7	0.9	3.5	5.1
	% of government expenditure	7.3	11.8	7.2	7.5	16.2	17.1
2014	% of GDP	1.9	…	2.9	1.9	3.7	…
	% of government expenditure	8.8	…	11.8	7.5	16.9	…
2018	% of GDP	2.2	…	…	1.9	3.1	4.2
	% of government expenditure	9.4	…	…	10.4	14.5	16.1

Source: Global Education Report, UNESCO (2021)

General government expenditure on education (current, capital, and transfer) is expressed as a percentage of GDP. It includes expenditure funded by transfer from international sources to government. General government usually refers to local, regional and central governments.

General government expenditure on education (current, capital, and transfer) is expressed as a percentage of total general government expenditure on all sectors (including health, education, social services, etc.). It includes expenditure funded by transfer from international sources to government. General government usually refers to local, regional and central governments.

Table 3: Participation in Education

Country	Tertiary Education –Gross Enrolment Ratio [both sexes (%)]								
	2010	2011	2012	2013	2014	2015	2016	2017	2018
Cambodia	14.0	14.9	…	…	…	13.1	…	13.1	13.7
India	17.8	22.8	24.3	23.8	25.4	26.8	26.8	27.4	28.1
Lao PDR	16.6	17.8	17.7	19.0	18.4	18.2	17.3	15.7	15.0
Myanmar	…	14.2	13.5	…	…	…	…	…	18.8
Thailand	50.4	52.3	50.7	49.9	50.2	…	49.3	…	…
Vietnam	22.8	24.9	25.2	25.2	30.7	29.1	28.5	…	…

Source: World Development Indicators, World Bank (2010-2018).

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Total enrolment in tertiary education (ISCED 5 to 8), regardless of age, expressed as a percentage of the total population of the five-year age group following on from secondary school leaving.

Table 4: Global Competitiveness Index

Region	2013-2014 Rank and Score (out of 148 Countries)	2014-2015 Rank and Score (out of 144 Countries)	2015-2016 Rank and Score (out of 144 Countries)	2016-2017 Rank and Score (out of 140 Countries)	2017-2018 Rank and Score (out of 137 Countries)
Cambodia	88(4.01)	95(3.89)	90(3.94)	89(3.98)	94(3.93)
India	60(4.28)	71(4.21)	55(4.31)	39(4.52)	40(4.59)
Laos	81(4.08)	93(3.91)	83(4.00)	93(3.93)	98(3.93)
Myanmar	139(3.23)	134(3.24)	131(3.32)	…	…
Thailand	37(4.54)	31(4.66)	32(4.64)	34(4.64)	32(4.72)
Vietnam	70(4.18)	68(4.23)	56(4.30)	60(4.31)	55(4.36)

Source: Global Competitiveness Report, World Economic Forum (2017-2018)

Values without parentheses are representing rank of the countries and scores within parentheses are representing the scores ranging from 1 to 7.

Table 5: Weights of the three main sub-indexes at each stage of development

Sub index	Stage 1: Factor-driven (%)	Transition from stage 1 to stage 2 (%)	Stage 2: Efficiency-driven (%)	Transition from stage 1 to stage 2 (%)	Stage 3: Innovation driven (%)
Weight for basic requirements	60	40-60	40	20-40	20
Weight for efficiency enhancer	35	35-50	50	50	50
Weight for innovation and sophistication factors	5	5-10	10	10-30	30

Source: Global Competitiveness Report, World Economic Forum (2017-2018).

Table 6: Income Thresholds for stages of development

Stages of development	GDP per capita (US$) thresholds
Stage 1: Factor-driven	<2,000
Transition from stage 1 to stage 2 (%)	2,000-2,999
Stage 2: Efficiency-driven (%)	3,000-8,999
Transition from stage 2 to stage 3 (%)	9,000-17,000
Stage 3: Innovation driven (%)	>17,000

Source: Global Competitiveness Report, World Economic Forum (2017-2018).

Table 7: Global Competitiveness Index- The Efficiency Enhancers

Country/ Economy	Stage of Development	Efficiency Enhancers				Higher Education and Training			
		Rank (out of 140)		Score (1-7)		Rank (out of 137)		Score (1-7)	
		2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018
Cambodia	Factor-driven	97	96	3.69	3.73	124	124	2.88	2.88
India	Factor-driven	46	42	4.41	4.47	81	75	4.12	4.31
Lao PDR	Efficiency-driven	104	97	3.63	3.71	106	105	3.40	3.47
Myanmar	…	…	…	…	…	…	…	…	…
Thailand	Efficiency driven	37	35	4.56	4.62	62	57	4.54	4.56
Vietnam	Transition from 1 to 2	65	62	4.15	4.24	83	84	4.11	4.07

Source: Global Competitiveness Index, World Economic Forum (2017-2018)

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Table 8: 5th Pillar Higher Education and training: Country Ranks

Country/ Economy	X-1		X-2		X-3		X-4		X-5		X-6		X-7		X-8	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Cambodia	119	117	104	108	87	79	113	111	128	123	108	101	115	117	100	84
India	102	97	93	88	29	26	44	37	43	41	74	51	55	49	30	34
Laos	112	106	102	101	54	53	91	88	85	80	103	96	94	95	75	74
Myanmar	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…
Thailand	84	8	55	59	67	65	81	83	77	78	51	48	93	90	54	47
Vietnam	70	68	83	84	76	71	78	85	122	120	71	77	110	108	70	71

Source: Global Competitiveness Index (2016-2017, 2017-2018), World Economic Forum.

Table 8 explains that there are various factors which have great effects on higher education and training in a country. These are as follows-

1. Secondary enrolment X-1
2. Tertiary enrolment X-2
3. Quality of the educational system X-3
4. Quality of math and science education X-4
5. Quality of management school X-5
6. Internet access in schools X-6
7. Local availability of research and training service X-7
8. Extent of staff training X-8

Table 9: Human Development Index 2000-2018

Rank	Countries/ Regions	2000	2003	2006	2009	2012	2015	2018
144	Cambodia	0.424	0.470	0.506	0.528	0.552	0.570	0.585
131	India	0.495	0.518	0.546	0.569	0.597	0.624	0.642
137	Laos	0.471	0.494	0.514	0.545	0.575	0.598	0.609
147	Myanmar	0.414	0.442	0.471	0.504	0.533	0.557	0.579
79	Thailand	0.625	0.677	0.697	0.722	0.737	0.749	0.772
117	Vietnam	0.586	0.611	0.632	0.659	0.676	0.688	0.700

Source: Human Development Index, UNDP 2021.

Table 10: International flow of mobile students

Key Indicators		Countries					
		Cambodia	India	Laos	Myanmar	Thailand	Vietnam
Students Abroad	Total number of mobile students abroad*	6983	461792	8234	12818	32607	126059
	% of total mobile students*	0.1	7.6	0.1	0.2	0.5	2.1
	Outbound mobility ratio*	3.1	1.3	8.1	1.1	…	6.4
Students Hosted	Total number of mobile students hosted*	…	49348	543	459	25086	8646
	% of total mobile students*	…	0.8	0.0	0.0	0.4	0.1
	Inbound mobility rate*	…	0.1	0.6	0.1	…	0.4

Source: Global flow of Tertiary-Level Students, UNESCO UIS, 2021.

Students Abroad:

*Total number of mobile students abroad: Total number of students from the given country studying abroad

*% of total mobile students: Number of students from the given country studying abroad, expressed as a percentage of global number of mobile students.

*Outbound mobility ratio: Total number of tertiary students from the given country studying abroad, expressed as a percentage of total tertiary enrolment in that country.

Students Hosted:

*Total number of mobile students hosted: Number of international/mobile students hosted, total number of tertiary students from abroad studying in the given country

SJIF Impact Factor (2023): 8.574| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 8 | Issue: 10 | October 2023 - Peer Reviewed Journal

*% of total mobile students: % of hosted mobile students. Total number of tertiary students from abroad studying in the given country, expressed as a percentage of global number of mobile students.
*Inbound mobility rate: Inbound mobility rate. Total number of tertiary students from abroad studying in the given country, expressed as a percentage of total tertiary enrolment in that country.

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