

Higher Education in the BRICS

The role played by different stakeholders

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COUNTRY TEAMS

Brazil	China	Russia	S.Africa
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What is a stakeholder?

- "...any group or individual who can affect or is affected by the achievement of the organisation's objectives."
(Freeman 2010: 46)

Stakeholder attributes

- (a) stakeholder's **power** to influence the organisation;
 - (b) the **legitimacy** of the stakeholder's relationship with the organisation;
 - (c) the **urgency** of the stakeholder's claim on the organisation
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- ***Stakeholder salience***: 'latent'/low, 'expectant'/moderate & 'definitive'/high

(Jongbloed et al. 2008)

Types of Stakeholders

Internal

- Academics, administrators, students, management, councils, senate, etc.

External

- Government, funding agencies, industry, unions, NGOs, parents, etc.

BRAZIL

Table 1: Internal Stakeholders in Brazilian Higher Education

Type of stakeholder	Relevant issues	Influence
Professional oligarchy	Protect the autonomy of the internal 'Foundations' they are associated with, and the shared interests of the profession.	Strong – regional & federal professional boards with influence over curricula (Medicine, Engineering & Law)
Scientific community	Limits on autonomy by outsiders (including funding agencies). Graduate programme rankings (peer evaluations)	Strong – as an integral part of peer review committees (funding agencies). As policy-advisors.
Unionized lecturers	Keep the egalitarian ethos intact. Intrinsic rewards like 'being a good teacher'	Strong (academic unions) – internal governance structures & communication channels (local authorities & media)
Private sector academics	Contractual conditions & classroom autonomy	Weak

Brazil – Internal Stakeholders (II)

• **Student unions:**

- Have gradually lost power & influence in the last 20 years, but are involved with partnerships with academic and employees' unions (elections & action)
- Maintain tuition-free HE; expand public investments & democratic governance (= employees' unions/weak)

• **Central administration:**

- Composed of members from the scientific community
- Keen to stress performance-related issues in the realms of research and graduate education (getting stronger)

Influential external stakeholders

- **NGOs & Grass-Root movements** – equity/access (quotas for racial minorities)
- **Judiciary** - interpret legal framework. Protect the public character of HE and restrict the use of public funds, including industry collaborations
- **Ministries** – Education; Science; Technology & Innovation: strategic concentration of funds (e.g. consolidated research groups and networks)
- **Flagship universities** (S.Paulo)- high autonomy, define models for graduate education & research

CHINA

Chinese stakeholders

- Internal:
 - **Academics** @ prestigious institutions play an important role in stability (keep status quo)
 - **Central administration**: Getting stronger (more top-down), particularly regional institutions
- External:
 - **State** – major funder/employer - plays a dominant role in the system. Resorted to market
 - **Industry** – «free ride». Large benefits (graduates) w/ little contribution. Science Parks.

Russia

Key Stakeholders (I)

- **HEIs** (relatively weak)
 - Preservation of student body, faculty & state funds
 - Diversity funding sources
 - Only 8% R&D. Academy sciences as key players
 - Major barriers as an industry partner (joint projects)
- **State** (strong)
 - Influential role as chief regulator & funder
 - Promoted the research function universities (World Class) and university-industry collaborations
 - Signaling that 'lagging' institutions must improve

Key Stakeholders (II)

- **Students**

- More empowered (as consumers) given the introduction of private sector

South Africa

Two main phases

- **Participative model** (early 90s-early 2000s)
 - **Various stakeholders:** HEIs, State, Council on HE, Institutional Forums (civil society).
 - **Aim** = re-dress apartheid policies (racial equity)
- **Rise of Managerialism** (early 2000s-today)
 - Contestation by academics, students & unions
 - Senior leadership structures (steering core)
 - Decline role of IF, Councils & Senate
 - Students = consumer and not governance partners

Conclusion

- Different constelations of stakeholder interests & alliances at different historical periods
- General ('mixed') picture (Jongbloed et 2007)
 - **Power**: Central steering core at the expense of internal groups, yet academics still have some weight (e.g. Brasil, China)
 - **Legitimacy**: External group representation in internal affairs; yet, industry (still) plays weak role
 - **Urgency**: State (funder & regulator) continues to play key role in enacting internal reforms