

The Business of Education: Competition, Innovation and Edupreneurship



A Public Lecture by:
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ronny@radhikarya.com



at the:
Institute of Technology Sepuluh Nopember (ITS)



February 25, 201r
Surabaya, Indonesia
Organized by:
Institute of Technology Sepuluh Nopember (ITS)
and
Wismar Univ., Germany



Caveats & Biases

- **GLOCAL** Perspective: **GLO**bal Vision/Trends - **LoCAL** Action
 - **Normative >> Adaptive**
- A “DEVIL’s ADVOCATE” views, ideas & suggestions
- **Basic Principles & Expected Assumptions:**
 - to be “EXTRA-ORDINARY”, not just ORDINARY
 - to move from “GOOD” to “GREAT”: Follower -> Innovator/Leader
 - Creating NOT only Results/Changes but a **LEGACY**
 - 1st & **LAST Miles** are important, but the **EXTRA MILE** is essential
 - LEARN, **UN**-LEARN, and **RE**-LEARN



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The Context

**The Leader/
Organization**

**The Client/
Constituent**

- What Is Going On???
- What Does This Mean??

• Are We Making the Same Mistake?



The Competitor

(Adhikarya, 2003)



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The Context

- Unsatisfied clients or constituents
- Unaware of what competitors are up to
- Bored clients/constituents
 - **NEEDED:**
 - better clients service
 - “spy” the competitors
 - offer “niche” services or products
 - continuous innovation to ensure relevance



(Adhikarya, 2003)



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The Millennium Environment



The 21st Century GLOBAL Business Marketplace

- **Spoiled, sought after clients**: who want everything for nothing
- Lean, mean and hungry competitors offering **basically the same programs & services**
- And a **wide-ranging, dynamically-changing** environment.

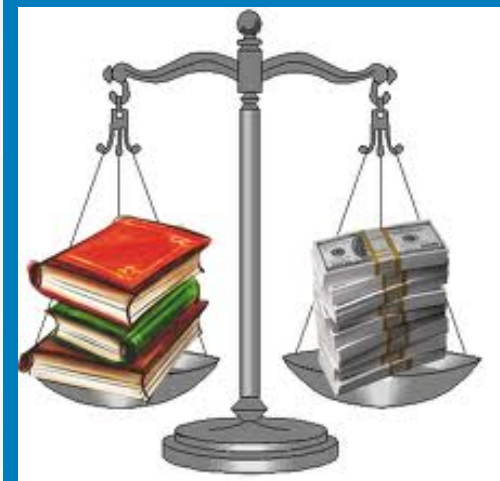


THE
BUSINESS
— *of* —
HIGHER
EDUCATION



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?

\$tudent\$

The New Ca\$h Crop of Corporation\$

?



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WHAT DO THESE HAVE IN COMMON?



CORPORATE UNIVERSITIES:

Provider of **TACIT** Knowledge



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THEY MAY BE SOME OF YOUR COMPETITORS:

- They **SHAPE** the FUTURE of EDUCATION BUSINESS
- They are **CHANGING** the **PARADIGM** of Education **PROCESS & METHODS**
- They will make the **majority** of Educ. Institutions into:



- They will **DEMOCRATIZE** Education Process & Access by **Reducing COSTS**, **Increasing COVERAGE & Improving QUALITY & RELEVANCE** w/TACIT Knowledge



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NEW RULE
in K-Based Society Age:
“TACIT” Knowledge”
(and NOT “Explicit Knowledge”)
is the NEW CURRENCY of EDUCATION
due to, among others:

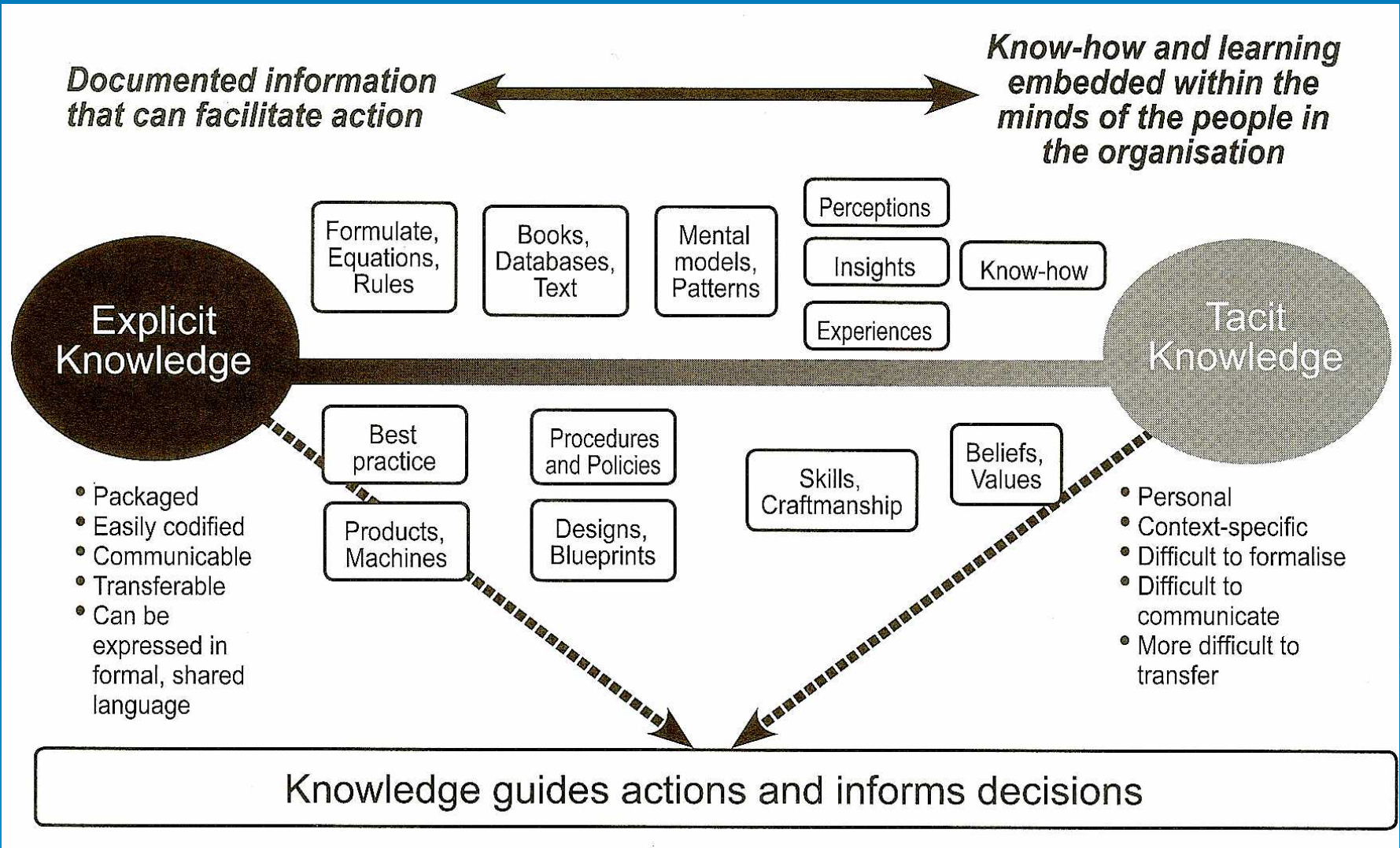


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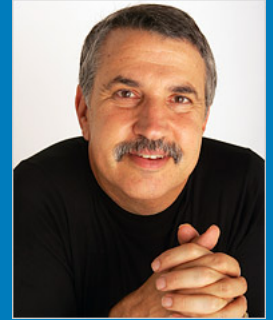
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“TACIT” KNOWLEDGE IS THE CURRENCY for the K-Based ECONOMY & SOCIETY



FRIEDMAN's FORMULA for INDIVIDUAL SUCCESS

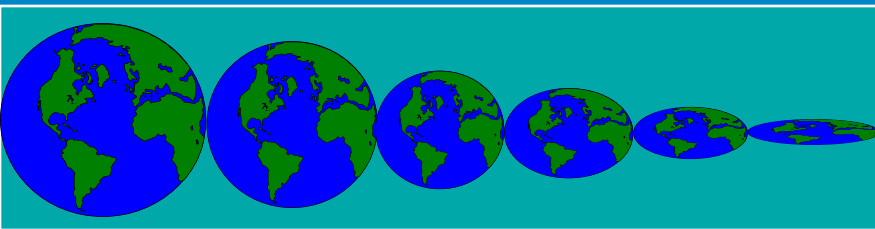
(*The World is Flat*, 2006)



➤ In a Flat World:

$$\text{CQ} + \text{PQ} = > \text{IQ}$$

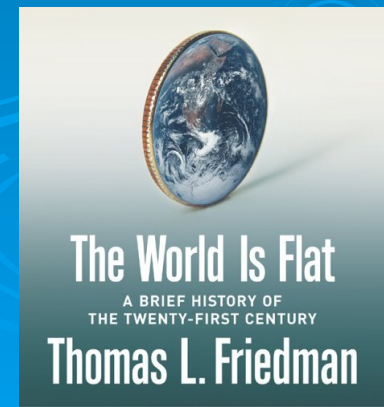
➤ Curiosity Quotient + Passion Quotient =
> Intelligence Quotient



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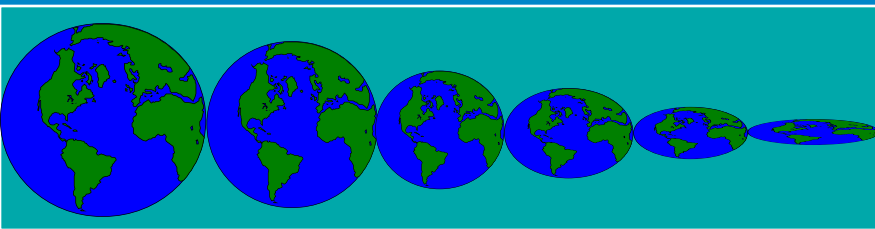


FRIEDMAN's FORMULA for INDIVIDUAL SUCCESS

(*The World is Flat*, 2006)



- **CQ + PQ = > IQ**
- **Curiosity** Quotient + **Passion** Quotient = **>Intelligence** Quotient
- **Curiosity** and **Passion** (& perseverance) are **more important** to **individual success** than **Basic Intelligence**.



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The World Is Flat

A BRIEF HISTORY OF
THE TWENTY-FIRST CENTURY

Thomas L. Friedman

NEW RULE in K-based Society & Economy:

LEARNING IS LITERACY

(Thomas Friedman, N.Y. Times, Sep. 8, 2012).

ILLITERACY will not be defined by
those who cannot read & write,
but by
those who cannot LEARN & RELEARN.

**The ILLITERATES of the 21st century are not
those who cannot read & write, but
those who cannot Learn, UN-Learn, & RE-Learn.**

(Source: Alvin Toffler, in Future Shock)



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CRITICAL CONTEXTUAL CHANGES:

PARADIGM SHIFT in KNOWLEDGE MANAGEMENT Mastery:

- > **CORPORATE Universities vs. ACADEMIC Universities**
(Peer-based, Experiential & Discovery-based Learning vs. “Guru-Knows-Best”, Top-Down, Linear Learning).
- > Understanding Business **“CULTURAL NORMS & VALUES”**:
Influences of Group/Community **Attitudes**, Personal **Mind-Sets**, and **Local Wisdom** on work ethics, business practices, investment/asset risk-management, financial matters, etc.
- > Focus on Learning: **“HOW TO LEARN”**,
“UNLEARN”, and
“RELEARN”



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EDUCATION PAYS ?? : ... At What Cost??



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IS COLLEGE WORTH IT?

- **College benefits oversold
Grads earnings overstated**
- **Few students taught by
tenure-track professors**
- **Tuition dollars wasted**



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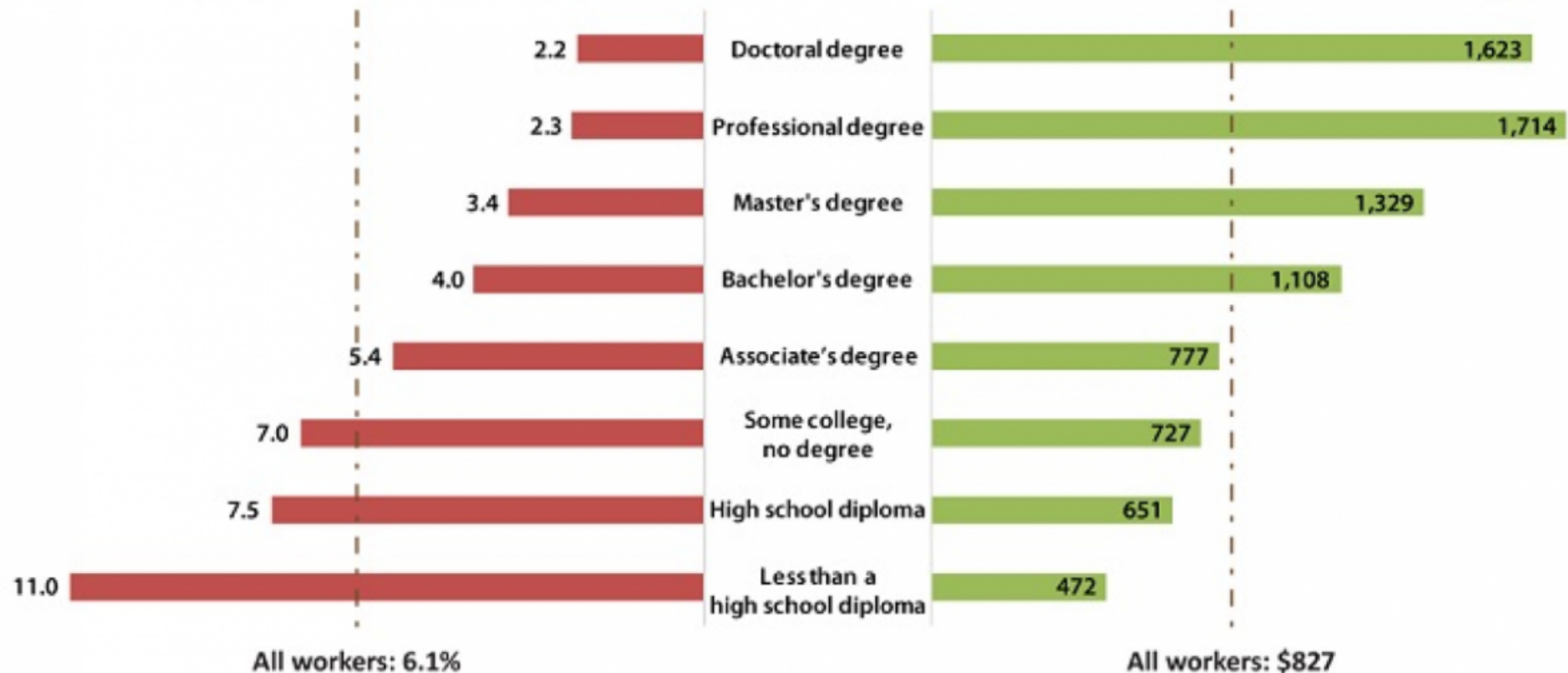
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EDUCATION PAYS ??: ... At What Cost??

Earnings and unemployment rates by educational attainment

Unemployment rate in 2013 (%)

Median weekly earnings in 2013 (\$)



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor



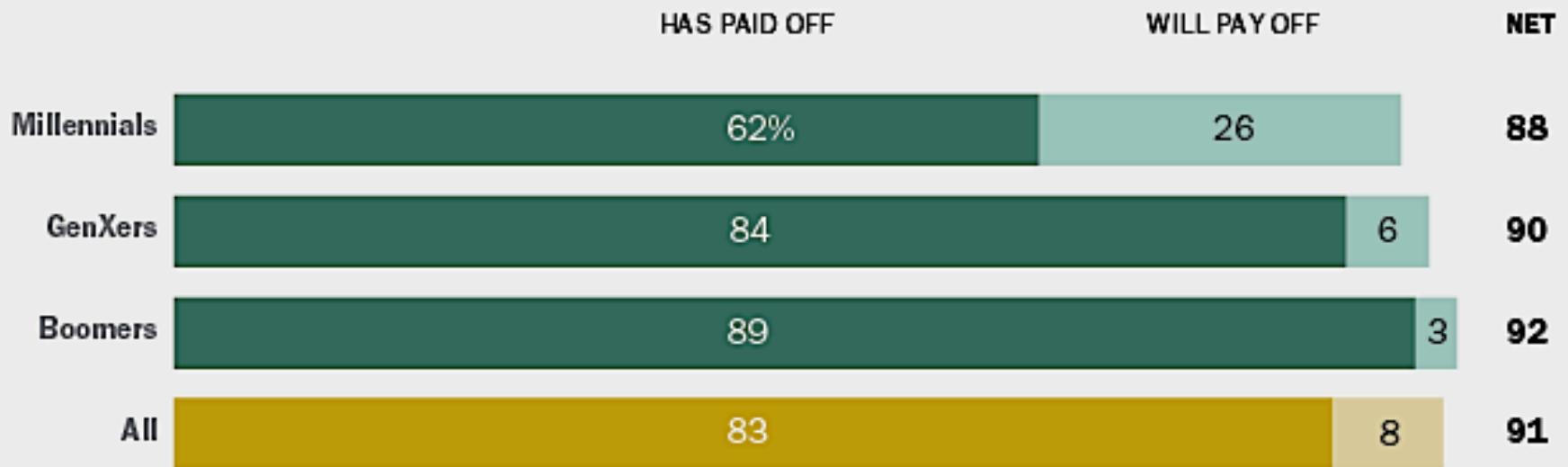
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EDUCATION PAYS ?? : ... At What Cost??

Percent of college graduates in each generation who say that considering what they and their family paid for their undergraduate education, it ...



Source: Pew Research Center survey, Oct. 7-27, 2013, N=2,002

PEW RESEARCH CENTER

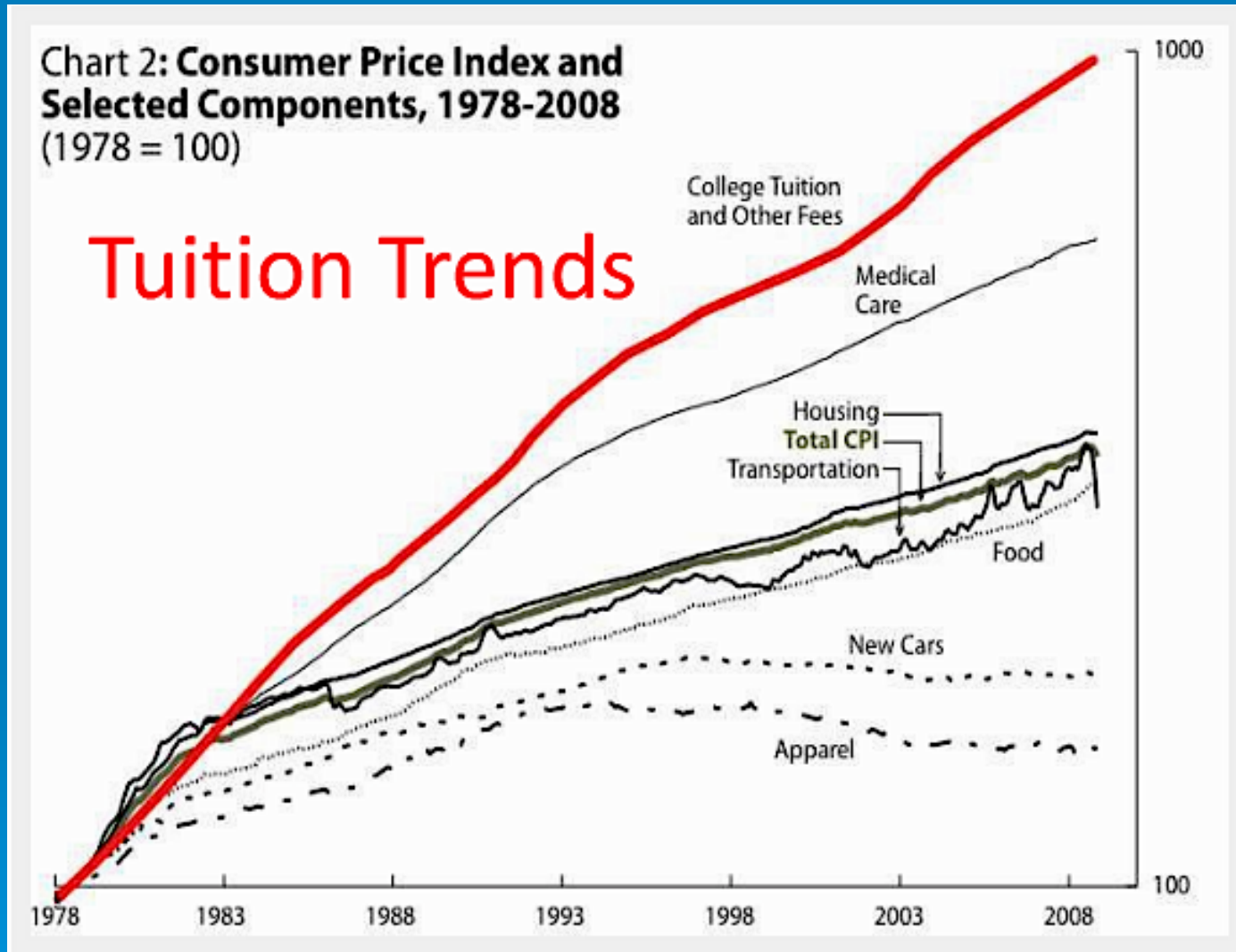


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EDUCATION PAYS ?? : ... At What Cost??



Source: <http://sowhatfaith.com/2011/07/10/high-cost-of-college/>

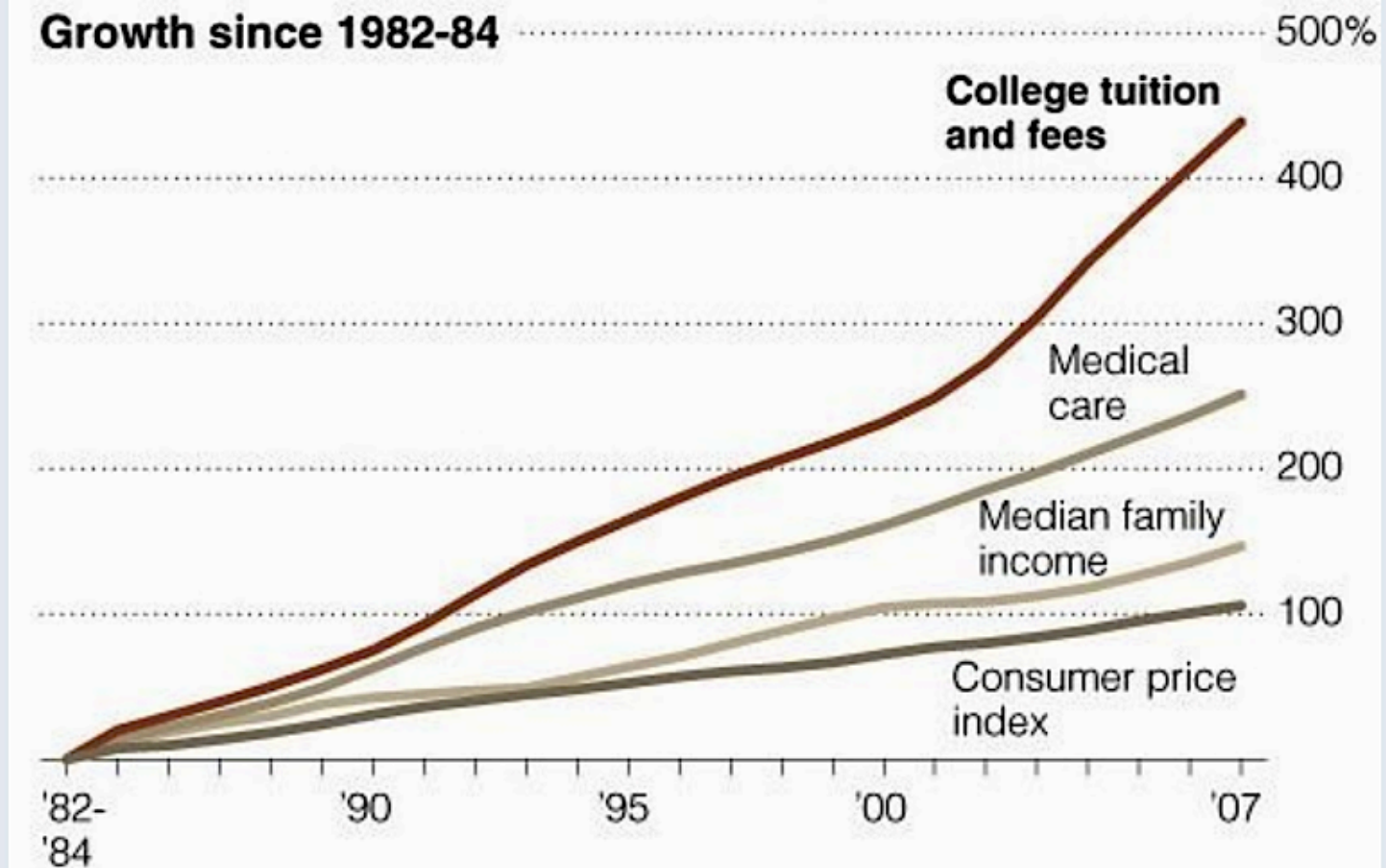


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EDUCATION PAYS ??: ... At What Cost??



Source: My Budget 360



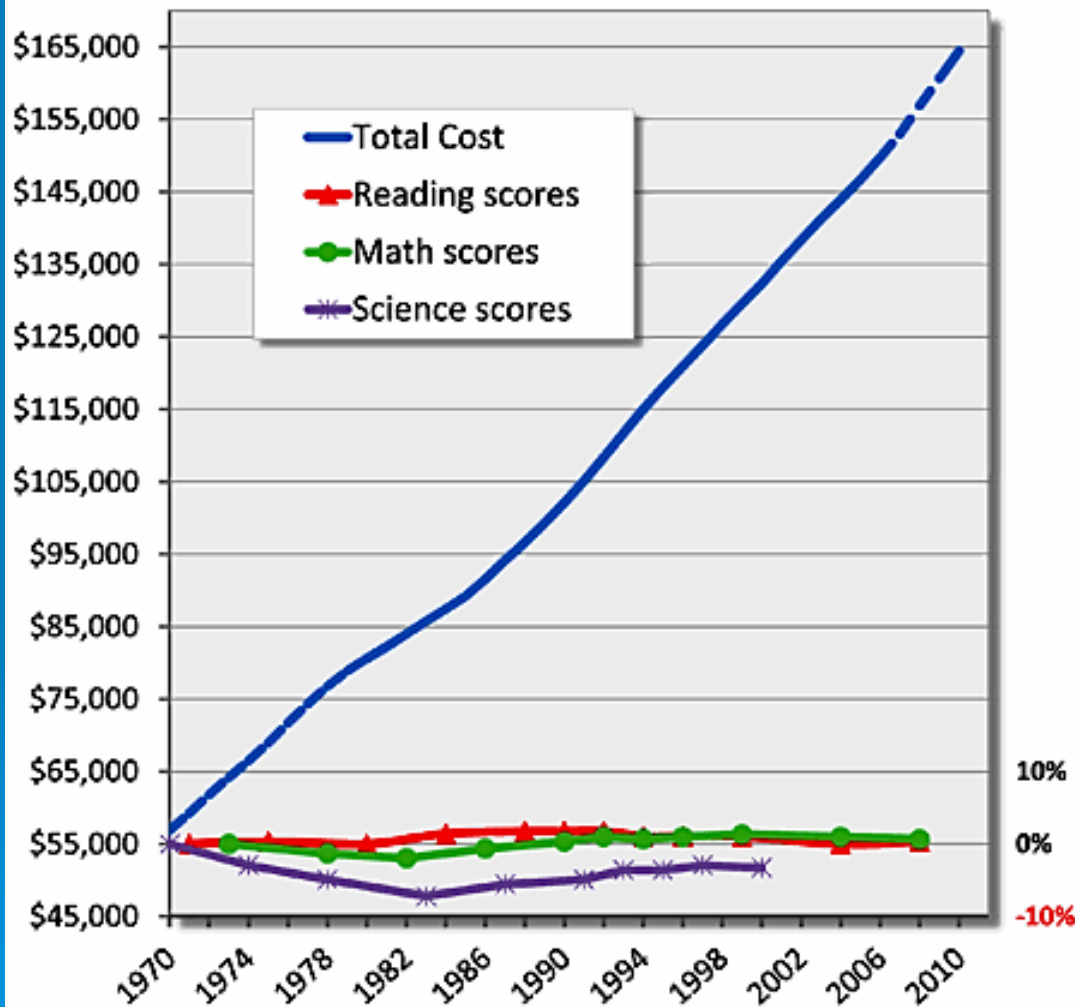
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EDUCATION PAYS ?? : ... At What Cost??

Trends in inflation-adjusted cost of a complete K-12 public education (\$ scale), and achievement of 17-Year-Olds (% scale)



Cato Institute

"Total cost" is the whole amount spent on the K-12 education of a student graduating in the given year.

Data sources

(test scores): NAEP, *Long Term Trends* reports, U.S. Department of Education
(cost): *Digest of Education Statistics 2011*, Table 191, U.S. DOE, CPI adjusted to constant 2012 \$. Missing values linearly interpolated or extrapolated.

Prepared Sept. 2012 by:

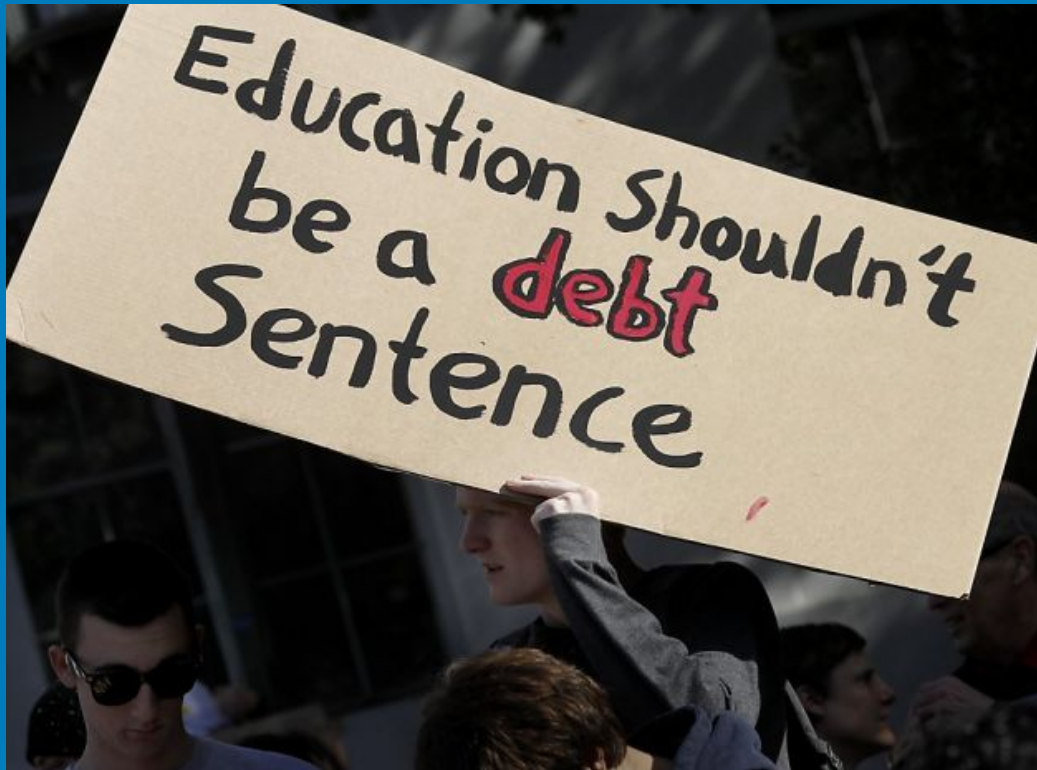
Andrew J. Coulson,
Director, Cato Institute
Center for Educational
Freedom



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EDUCATION PAYS ?? : ... At What Cost??



A DEGREE SHOULDN'T BE A
DEBT SENTENCE

SIGN OUR PETITION

WWW.ALP.ORG.AU/DEBTSentence

#ABBOTTDEBTSentence



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Authorised by B Shorten, Suite 1A, 12 Hall Street, Moonee Ponds, VIC 3039

HIGH QUALITY EDUCATION IS EXPENSIVE: WHO PAYS ???

EDUCATION
~~IS A LUXURY~~
~~IS A MORTGAGE~~
~~IS A BUSINESS~~
IS A RIGHT

OR

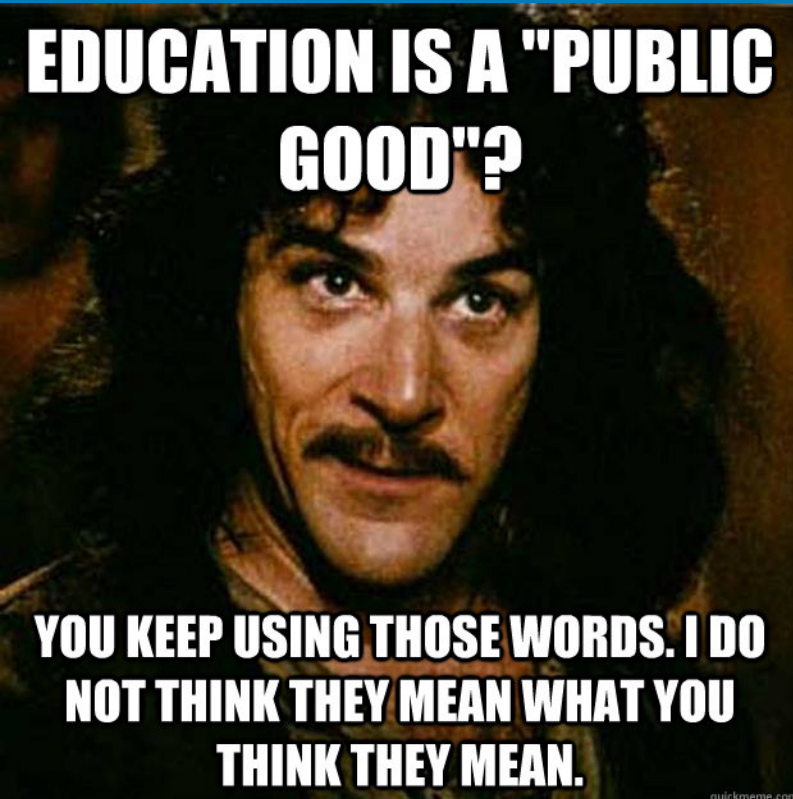


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IS EDUCATION A **PRIVATE GOOD** ???: and ... WHO PAYS ???



OR

PRIVATIZATION AND THE PUBLIC GOOD

PUBLIC UNIVERSITIES
IN THE BALANCE

MATTHEW T. LAMBERT

FOREWORD BY PATRICK M. CALLAN

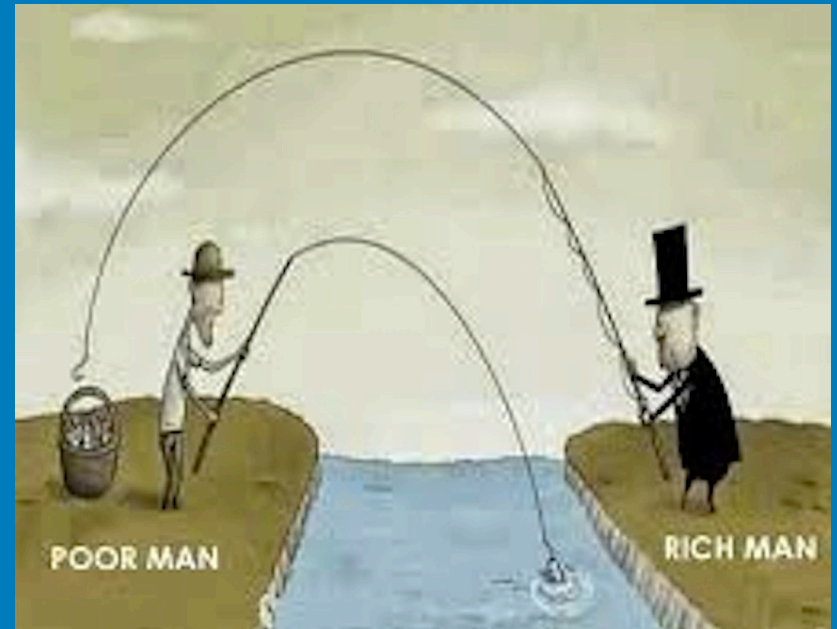
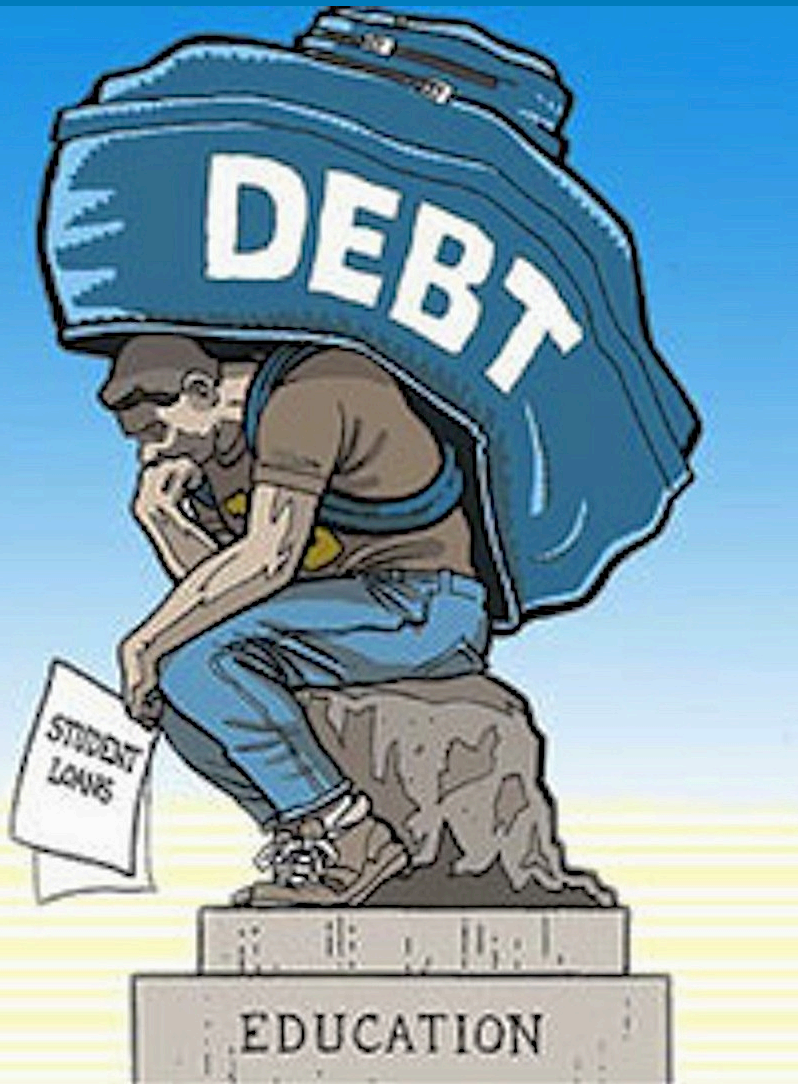


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EDUCATION PAYS ?? : ... At What Cost??



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PEEPING @ FUTURE TRENDS: The PESSIMISTS' SOLUTION: US\$ 100,000 REWARD to DROP-OUT of COLLEGE



Peter Thiel, a co-founder of PayPal, and “angel capitalist” who invested in & reaped billions from FaceBook, Linked-In, Zynga, offered:

an **annual Fellowship that offered \$100,000** to 20 budding entrepreneurs (ages 14 -20), who would **DROP-OUT** from College to focus on their ventures.

“the brightest young minds should strike out on their own and start companies rather than take on crushing debt to pursue a college degree”.

http://thechoice.blogs.nytimes.com/2012/03/13/peter-thiel-who-sees-college-as-a-waste-will-teach-at-stanford/?_r=0

<http://supercraftymonkey.blogspot.com/2012/08/i-never-heard-of-this-thiel-fellowship.html>



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QUO VADIS: EDUCATION for ENTREPRENEURS??

US\$ 100,000 REWARD
to DROP-OUT of COLLEGE



2012 Thiel Finalists

Congratulations to all of the 2012 Thiel Finalists! Each one of them is dedicated to making a positive impact on society and we look forward to following their progress.



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QUO VADIS: EDUCATION for ENTREPRENEURS??

US\$ 100,000 REWARD
to DROP-OUT of COLLEGE



**This Year's Thiel Fellows
Include A Fashion
Designer, A Poet, And A
Harvard Dropout**



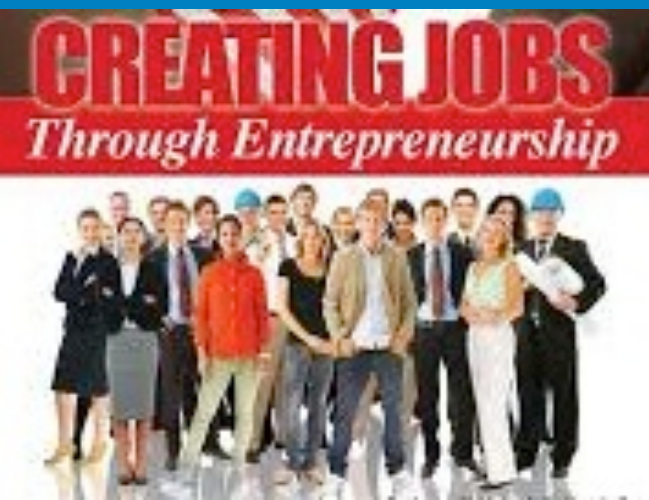
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MOST SIGNIFICANT CHANGE IN EDUCATION'S GOAL:

NOT TO PREPARE GRADUATES FOR A JOB
BUT
TO CREATE JOBS



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QUO VADIS: EDUCATION for ENTREPRENEURS and JOB CREATORS

**THE NEW
SHARING
ECONOMY**

**ARE WE READY TO PRODUCE “EDUPRENEURS”
FOR A NEW ERA OF WEB.3.0 ??**

Era of Internet/Web 3.0: a Collaborative Life
An Age Where Access Trumps Ownership
An Age Where Openness Becomes the Norm

- 1.0 - The **Information Age**: connecting people to **content**
- 2.0 - The **Social Age**: connecting people **together online**
- 3.0 - The **Third Age of Internet**: connecting people **online**
to **share** (stuff, experiences) and **collaborate off-line**.



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CRITICAL CONCEPTUAL CHANGES:

PARADIGM SHIFT in LEARNING METHODS & STRATEGIES

- > DYNAMIC COGNITIVE DEVELOPMENT through:**
 - > Peer-based, Participatory & Self-Discovery Learning
 - > Interactive & Collaborative Learning
 - > Best/Poor Practices of “Real-Life” Lessons Learned
- > CONSCIENTIZATION & SELF-ACTUALIZATION through:**
 - > Learning from Role-Models
 - > Coaching, Mentoring & Internship Opportunities
- > ANTICIPATORY & TRENDS FORECASTING ANALYSIS**
 - > Strategic Thinking and Sensitivity/Creative Learning



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CRITICAL TECHNOLOGICAL CHANGES:

PARADIGM SHIFT in MOBILE & iCLOUD-Based LEARNING

> MULTI-DIRECTIONAL & ASYNCHRONOUS LEARNING:

- > The “FLIPPED CLASSROOM”
- > “BLENDED” Distance Learning
- > “KHAN ACADEMY” Model

> FREE “Massive Open Online Courses” (MOOC):



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- Provides **FREE** high-quality education **to anyone, anywhere, at anytime**. Total courses delivered (Sep. 2006-Sep. 2012): **194 million**; Up to May 2013: **260 million**; **> 1 Billion Exercises**
- Total Registered Students: **85 Million** (May 2013) in **29,000 Classrooms** in **216 Countries**
- **Founder/CEO**: Salman “Sal” KHAN (MIT, Harvard)
Large Variety of Courses & You-Tube Videos offered e.g.: mathematics, healthcare, biology, astronomy, computer sci., physics, macroeconomics, logic, history, art history, etc.



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- Has eclipsed MIT's OpenCourseWare (OCW) in terms of videos viewed:
KA channel: 283 million (May'12) << 175 million (Sep'11) (+72%)
MIT's OCW: 52 million (May'12) << 40 million (Sep'11) (+30%)
- Access through: <http://www.khanacademy.org> and/or YouTube, FaceBook, Google & other participating partners and video distribution to rural areas in Asia, Latin America & Africa.
- See also: <http://www.youtube.com/watch?v=oMK5aoSVCiw>



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Started by:
**Daphne Koller and
Andrew Ng**
at Stanford Univ. in April 2012
http://en.wikipedia.org/wiki/Coursera#cite_note-17



- “Massive Open Online Courses,” (or MOOCs), -- **FREE** for anyone with an internet connection
- In < 6 months since its founding in 2012, it has **1.35 million** students, and as of **18Sep13 @ 8:09 pm**: **4,796.306 students** (+ 255% in 1 year) from **190 countries** have registered for **447 Courses**
- **240,000 Students** enrolled in the Most Popular Class
- In July 2013, it received **\$ 43 million Funding** from the **World Bank**, in addition to previous **\$ 22 million funding** from **Silicon Valley Venture Capitalists**.

<http://techcrunch.com/2013/07/10/coursera-gets-43m-from-the-world-bank-yuri-milner-more-to-go-big-on-global-and-mobile-growth/>



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Started by:
Daphne Koller and
Andrew Ng
of Stanford Univ. in April 2012

<https://www.coursera.org>



➤ As of Sep 2013, **87 top-class Univ from 16 countries joined** :
(in Sep. 2012: only **33 Universities** joined) offering courses in
English, Spanish, French, Chinese, Arabic, German, and Italian

- Princeton
- **U of Penn**
- Stanford
- **Colombia**
- Brown
- **Duke**
- Berkeley
- **Yale**
- Tokyo Univ.
- **CalTech**
- Johns Hopkins
- **Univ. of Melbourne**
- Univ. of Toronto
- **Univ. of London**
- Univ. of Edinburg
- **Tech Univ Munchen**
- Univ. of Amsterdam
- **Univ. of Zurich**
- Mount Sinai School of Medicine,,
- **Berklee College of Music,**
- Univ. of British Columbia,
- **Indian Inst. of Tech (IIT),**
- Hebrew Univ. of Jerusalem,
- **Hong Kong Univ. of Sci. & Tech.,**
- **École Polytechnique Fédérale (EPF)**
de Lausanne
- **Peking University**



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FORBES of 13AUG13 article
by Jeanne Meister:



How MOOCs Will Revolutionize Corporate Learning and Development

“ ... Far from being limited to higher education reform, the new learning style’s **most important legacy** could be its **impact** on the world of **corporate training** – which is a **\$150 billion industry** ... ”

In a recent *Future Workplace* Survey of 195 Corporate Learning & HR professionals, 70% said they want to integrate MOOCs into their Company’s Learning Programs.

<http://www.forbes.com/sites/jeannemeister/2013/08/13/how-moocs-will-revolutionize-corporate-learning-development/>



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**EDUCATION can become
a BIG (& PROFITABLE) BUSINESS
and
a Rapidly Expanding
KNOWLEDGE SERVICES INDUSTRY
in a “M-C” Tech & K-Economy Century**



- **IF....:**
- It offers **VALUE, QUALITY & RELEVANCE**
- It Strategically **Markets “Niche”** Products and **not “More of the Same”** Learning Services
- It offers innovative **demand-driven services** based on **future-oriented** market needs.



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The BUSINESS of EDUCATION: Indicative Trends



- Mushrooming of private & corporate universities
- Proliferation of International Joint-Venture Education and Global “Franchising” of Universities
- Increased funding: CSR & HRD & Philanthropy
- Democratization of education & knowledge sharing/management: easy access to public-domain resources



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The BUSINESS of EDUCATION: Indicative Trends



- Society's felt-needs for Learning Organizations & Continuous/Life-Long Learning (incl. In-Service Training)
- ICT and Mobile & Cloud Tech help reach new “non-traditional” educational clients’ segments & locations.
- Univ. as an “Incubation” Center and “Venture” Capitalist or “Angel” Investor for its staff & student entrepreneurs
- Increased Fund-Raising efforts: Alumni Club’ Drives, “Naming” Rights, Endowment Funds, etc.



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- **FREE (even PAID) EDUCATION**
@ the WORLD's BEST SCHOOLS:
(Mercury News, 20 Feb., 2008; Los Angeles Times, 21 Feb., 2008)

The Case of Stanford University (starting Fall' 2008)

- **Free** Tuition Fee (worth **\$ 36,000/year**)
for family with income < \$ 100,000/year
- **Additional \$ 11,000/year** in grant/allowance for
those with parents with < \$ 60,000/year
(thus total **free education grant of \$ 47,000/year**)
- Offering **"Free" MOOC** to MILLIONS of Students
WORLD-WIDE through **COURSERA** programs, etc.



PEEPING @ FUTURE TRENDS: **The OPTIMISTS' SOLUTION:**

➤ **FREE (even PAID) EDUCATION @ the WORLD's BEST SCHOOLS:** (Mercury News, 20 Feb., 2008; Los Angeles Times, 21 Feb., 2008)

- Harvard, Yale, Princeton also recently made **education and living costs free** to students from households earning less than \$60,000
- M.I.T. offers **free courses & curricula/materials online** to anybody, anywhere, anytime.
- **edX**, a joint venture of Harvard and the Massachusetts Inst. of Tech. (MIT), and U.C. Berkeley also **offer MOOCs to MILLIONS** of students globally.



➤ **FREE EDUCATION @ the WORLD' s BEST SCHOOLS:** (Mercury News, 20 Feb., 2008; Los Angeles Times, 21 Feb., 2008)



➤ **Why ...?**

- Get the **World' s “Crème de la Crème”** regardless of income!
- **Tuition** Fee is **only a part** of Educ. Inst. income
- **Income:** research projects, patents, consultancies, profit centers, investment, etc
- **Endowment Funds:**
Stanford raised a world-record of \$ 1 BILLION in 2012
(i.e, **\$ 56,000** for each of its 18,500 students)
Total: \$ 18.7 Billion as of Aug. 2013





STANFORD IN TRANSITION ??



“... At Stanford, If You Haven't Started a Company
by Graduation, You're A Failure ...”

<http://www.businessinsider.com/stanford-startup-culture-2011-9#comments>

Is Stanford Still a University?

The *Wall Street Journal* recently reported that more than a dozen students have left school to work on a new technology start-up called CLINKLE.



- > Faculty members have invested in Clinkle
- > Ex-dean of Stanford's Business School is on Clinkle's Board,
- > Professors now own Clinkle's shares.
- > Clinkle's Founder was an advisee of Stanford Univ. President

<http://www.newyorker.com/online/blogs/elements/2013/04/silicon-valley-start-ups-and-the-end-of-stanford.html>



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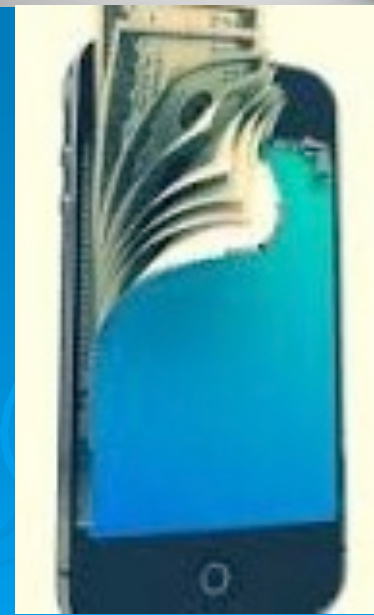
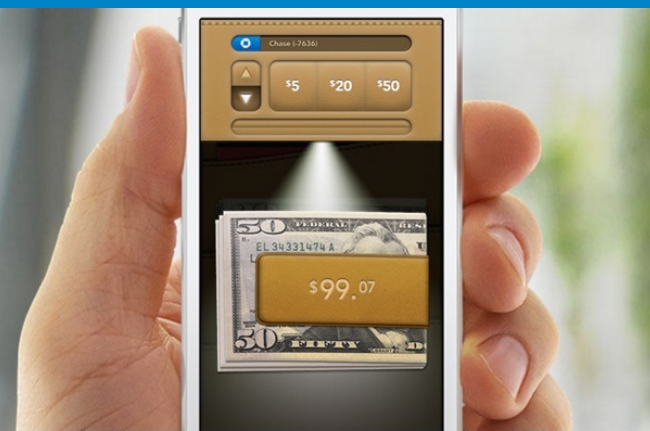
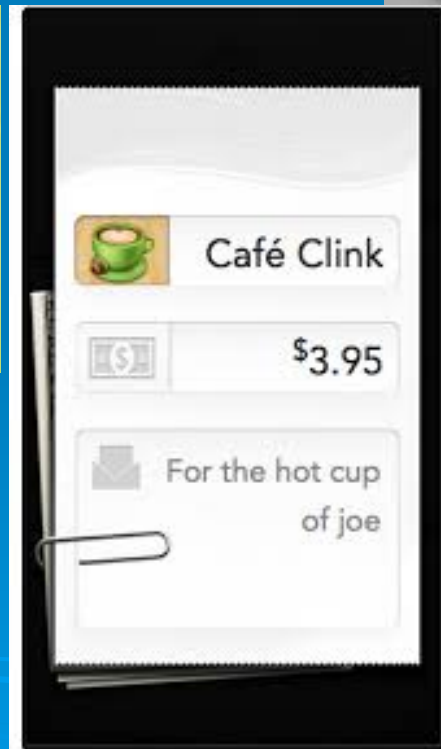
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CLINKCLE's NICHE BUSINESS

financialmôbility

WHERE FINANCIAL SERVICES, PREPAID AND THE MOBILE APP CONVERGE



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SUCCESSFUL UNIVERSITY's ROLE in ENTREPRENEURSHIP DEVELOPMENT

- Sharing & Simulating “TACIT” KNOWLEDGE based on “Best/Poor Practices & Lessons Learned
- Provide INCUBATION Opportunities & “BizDev” Acumen
- Select, develop & focus on “NICHE” INNOVATIONS and its MONETIZATION Strategies with students/professors
- Involve as a “Business” PARTNER and “Angel” INVESTOR in students/graduates/professors’ enterprises
- Negotiate a “WIN-WIN” Partnership Arrangements with Students/Graduates/Professors re. Intellectual Rights, Patents & Royalties



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TRENDS in CREATIVE “**ROBIN-HOOD**” FINANCING: **EDUPRENEUR's NICHING:**



➤ In-Service Professional Development

■ Corporate Clients:

e.g., Banks, Hospitals, Hotels, Insurance, Restaurants, Waste Management, Mass Rapid Transport System, Energy/Utilities & Internet/ Mobile Tech providers, Construction Workers, etc.

■ Development Organizations' Clients:

e.g., agri. extension staff, health educators, water sanitationists, environment impact assessors, tourist guides, food inspectors, teachers, etc.



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PEEPING @ FUTURE TRENDS: The OPTIMISTS' SOLUTION:

innovation FOR THE PUBLIC GOOD

A Case Study of US Education

THE GREAT UNIVERSITY GAMBLE



AND THE FUTURE OF HIGHER EDUCATION

ANDREW McGETTIGAN



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IF QUALITY EDUCATION IS EXPENSIVE: WHO SHOULD PAY FOR IT ???:



- The STUDENT (or the Family or the Employer)?? and ... **Revenue only from Tuition Fees??**
- Finding **Win-Win FINANCING Alternatives** by **Universities**:
 - Offering **Demand-Driven** and/or **NICHE** Curricula/Progr.
 - Innovative/Creative “OPM” Solution:
 - **Other People’s Money (OPM) Strategies e.g.,:**
Cross-subsidy, Sponsorships, Endowments, CSR, etc.
 - Leveraging & Monetizing Assets, Resources, and Brand-Equity: **Unconventional Revenue Generation**
 - Investing as **Venture Capitalist** or **Angel Investor** in Staff & Students’ **Intellectual Properties**.



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TRENDS in CREATIVE “**ROBIN-HOOD**” FINANCING: **EDUPRENEUR’s PARTNERSHIPS:**

➤ Strategic INSTITUTIONAL ALLIANCES and/or Piggy-Backing “**BRAND EQUITY**”:

- Position as “**One-Stop Shop**” **EDUC. OUTSOURCING Partner** for Corporations & Organizations requiring continuous & integrated HRD/Staff Training
- Develop “**Co-BRANDING**” and “**Cross-MARKETING**” Agreements/Arrangements with Corporations/Organizations, esp. those which can provide beneficial “**Brand-Equity**” marketing value
- Work-out “**BARTER**” arrangements for obtaining Corporate Professionals/Executives as Resource Persons/Professors, in return for Staff Training & Educational Services.



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TRENDS in CREATIVE “**ROBIN-HOOD**” FINANCING: **EDUPRENEUR’s NICHING:**

➤ “**Ahead-of-the-CURVE**” Curricula Offering, e.g.:

- GREEN/Clean & Renewable Energy and Technology
- BLUE/“MARITIME” Technology & Industry (Ocean-based Resource Dev. & Mgmt.).
- Applied ROBOTICS Technology
- Preventive Health, (incl. Food Safety & Environmental Health)
- “Senior-Citizen” Services (incl. Sunset Community-Assisted Living)
- Personal Wealth Cultivation & Risk-Management (Investment Firms, Insurance Companies, etc.)



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“INDONESIA’s MARITIME FEVER”

Political Elite’s Fever in Positioning MARITIME as a Priority Development Strategy is CONCEPTUALLY SOUND

(see: <http://www.brookings.edu/research/articles/2014/11/indonesia-maritime-liow-shekhar> and <http://www.thejakartapost.com/news/2014/11/09/jokowi-world-stage-first-stop-beijing.html> and <https://www.americanprogress.org/issues/ext/2014/09/02/96346/jokowis-big-maritime-plans-for-indonesia-need-international-support/>).

- Majority Indonesians need better practical understanding and concrete examples on why & how maritime-based programs, industries and employment will affect the nation and welfare of Indonesian communities.
- Public Education program is needed by demonstrating the practical applications of various maritime approaches to development, including marine/ocean-based resources management
- How they can participate and contribute to maritime development and benefit from the new paradigm of the "BLUE" Economy, Technology & Employment in Indonesia.



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MARITIME SILK ROAD

The social and material conditions necessary for the development of maritime trade from the Han Dynasty



“EDUPRENEURIAL & INNOVATIVE” Solutions: Intermediate, Medium-Term Action Suggestions

MARITIME & MARINE INCUBATION LEARNING PARK:

- **An Educational & Entertainment (“EduTainment”) Center:**
(OCEANARIUM: a “DISNEY”-style theme park, multi-media communication, exhibition & recreation center)
- **A Consortium of International Organizations/Corporations to support:**
 - **Applied Research & Incubation Laboratory for Maritime Industry & Marine Technologies**
 - **Maritime-based Entrepreneurial Learning Center**



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“EDUPRENEURIAL & INNOVATIVE” Solutions: Intermediate, Medium-Term Action Suggestions

MARITIME & MARINE INCUBATION LEARNING PARK:



➤ Rationale/Objectives:

- “Piggy-back” on the MOMENTUM of the Maritime FEVER & “POLITICAL CAPITAL” to support Maritime-based industries, development and employment in Indonesia
- Help and demonstrate (if possible, lead & coordinate) the “Operationalization” of Maritime “Concept” into meaningful/practical action-oriented programs and applied-based activities.
- Contribute to wide public understanding & support on useful/practical Maritime & Marine-based industry, and help prepare the needed human resources development.



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“EDUPRENEURIAL & INNOVATIVE” Solutions: Intermediate, Medium-Term Action Suggestions

MARITIME & MARINE INCUBATION LEARNING PARK:

➤ Approach:

- **OCEANARIUM’s “EduTainment” Role & Function:**
 - public education, esp. for parents & children/youth, to demonstrate & show-case prospects of Maritime & Marine-based resources development for future job & career opportunities.



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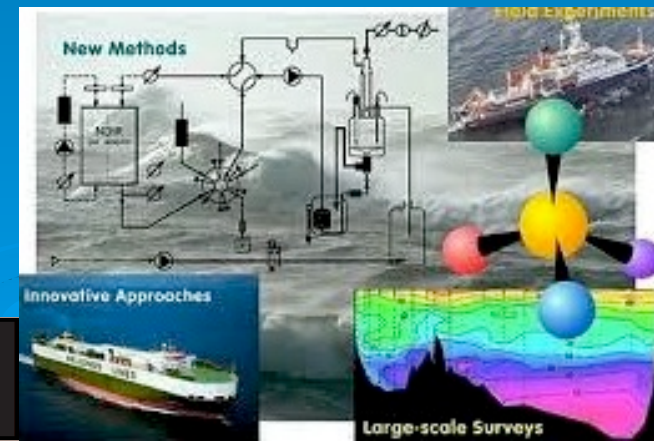
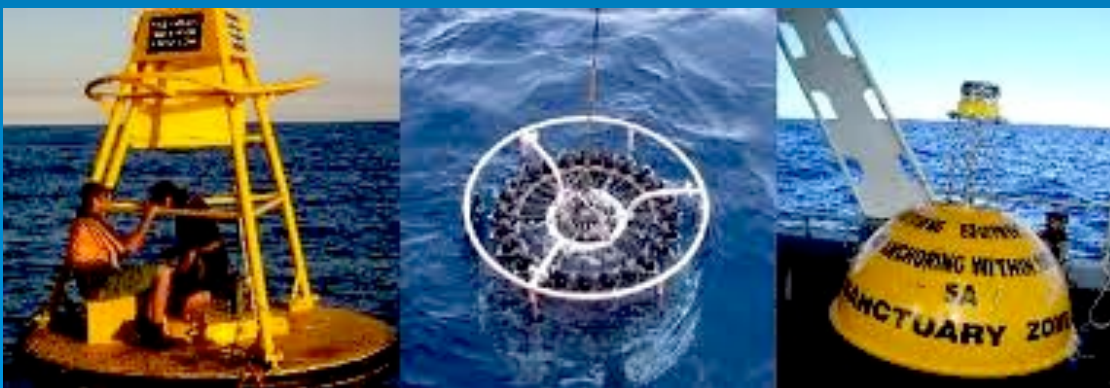
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“EDUPRENEURIAL & INNOVATIVE” Solutions: Intermediate, Medium-Term Action Suggestions

MARITIME & MARINE INCUBATION LEARNING PARK:

➤ Approach:

- **Applied Research & Incubation Laboratory:**
 - Conduct commissioned studies and experiments on Maritime Industry & Marine Technologies for market-use & demand-driven applications.
 - Develop Maritime & Marine Technology Incubation Park for Relevant International Companies & Research Centers



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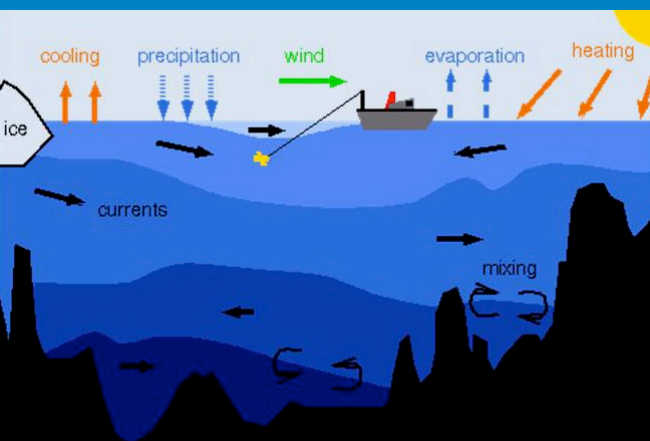
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“EDUPRENEURIAL & INNOVATIVE” Solutions: Intermediate, Medium-Term Action Suggestions

MARITIME & MARINE INCUBATION LEARNING PARK:

➤ Approach (con't.):

- **Maritime-based Entrepreneurial Learning Center:**
 - Entrepreneurial training/professional development for maritime-based & marine development practitioners
 - In-service training for maritime/marine supporting industries
 - “Tacit” Knowledge Management & Sharing “market-place” for Maritime & Marine Industry Entrepreneurship



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“EDUPRENEURIAL & INNOVATIVE” Solutions: Intermediate, Medium-Term Suggestions

MARITIME & MARINE INCUBATION LEARNING PARK:

➤ **Business Model & Monetization Strategies:**

■ **OCEANRIUM:**

- Admission Fee-based
- Concessions Fees: Merchandizing, Entertainment, Recreation and Restaurant/F&B Outlets
- Corporations' CSR Sponsorships & Exhibition Fees

■ **Applied Research & Incubation Laboratory:**

- Research grants, Contractual fees, etc.
- IP Cash-cows: Patents & Royalties, Consultancies, etc.
- Start-ups & commercialized products
- Fees and benefits from Corporations @ Incubation Park



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“EDUPRENEURIAL & INNOVATIVE” Solutions: Intermediate, Medium-Term Suggestions

MARITIME & MARINE INCUBATION LEARNING PARK:

➤ **Business Model & Monetization Strategies:**

- **Maritime-based Entrepreneurial Learning Center:**
 - Training/Workshop Fees
 - Conference//Training/Meeting Facilities Rental Fees
 - “Tacit” Knowledge Mgmt. Brokering & Sharing Fees
e.g., case-studies, research findings, publications, etc.
 - Resource Persons Consulting Service Fees



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“EDUPRENEURIAL & INNOVATIVE” Solutions: Intermediate, Medium-Term Action Suggestions

MARITIME & MARINE INCUBATION LEARNING PARK:

➤ International Consortium Prospects:

(Initial Personal Contacts made as of Dec. 8, 2014)

- Wismar University, Germany
- Oceanography Dept., Univ. of Hawaii-Manoa
- Hawaii Ocean Education Academy (HOEA)
(@ Windward Community College) on:
 - Safe Handling of Ocean & Recreation Environment (SHORE):
Beach/Coastal Eco-Maintenance, Cleanliness & Safety Prog.
- Sustainable Coastlines & Surfrider Foundation, Hawaii
- National Energy Laboratory of Hawaii Authority (NELHA),
e.g., on Ocean Thermal Energy Conversion (OTEC) Prog.
- Singapore Maritime Academy (SMA)



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TRENDS in CREATIVE “**ROBIN-HOOD**” FINANCING: EDUPRENEUR’s NICHING:

- “**Ahead-of-the-CURVE**” Curricula Offering, e.g.:
 - eCommerce, including web-based marketing & trading
 - “Creative” & “Shared” Economy Enterprises, etc.
 - Leisure & Hospitality Industry (incl. Culinary Arts Enterprises)
 - Sustainable “Eco-Tourism” Development
 - Fitness & Beauty Industry
 - Heritage and Cultural Preservation, Conservation & Dev.



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TRENDS in CREATIVE “**ROBIN-HOOD**” FINANCING: **EDUPRENEUR’s NICHING:**

➤ Continuing/Life-Long Education

- **Typologies of Clients:**
e.g., Senior Citizens, New Immigrants, Recently Unemployed Workers, Housewives/husbands, etc.
- **“Status” Enhancing Skills :**
e.g., Music, Dance, & Arts/Painting for Kids, Computer Programming or Robotics for Youth, Culinary Arts for Amateur Chefs, “Elite” Sports (e.g., Golf, Squash, Tennis, Equestrian, etc.)



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TRENDS in CREATIVE “**ROBIN-HOOD**” FINANCING: **EDUPRENEUR’s NICHING:**

- **Increasing COST-EFFECTIVENESS & EFFICIENCY of Learning Process/Methods:**
 - **Incorporating Alternative “i-Cloud” Learning Methods:** e.g., **Licensing** & Using **MOOC**-type Learning Modules (e.g., from Coursera, edX, Khan Academy, etc.).
 - Optimize **COACHING, MENTORING & INTERNSHIP** system and programs.
 - “**Piggy-back**” with Corporate Partners’ Learning Acts.
 - Increase the use of “Peer-Based” Learning Methods and Virtual “Community of Practices” (CoPs) to complement F2F in a “**BLENDED**” Learning Process.



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TRENDS in CREATIVE “**ROBIN-HOOD**” FINANCING: **EDUPRENEUR’s PARTNERSHIPS:**

➤ Strategic INSTITUTIONAL ALLIANCES and/or Piggy-Backing “**BRAND EQUITY**”:

▪ **TWINNING ARRANGEMENTS & JOINT-PROGRAMS:**



- Stanford Univ. & National Univ. of Singapore
In Aug. 2014 → 2 weeks: US\$ 17,000 (TUITION ONLY!)

- **Global/International Partnerships** in offering programs for:
 - > “DOUBLE”-Degrees,
 - > Study-Abroad,
 - > Executives’ “Study-Tours”
 - > Guided Internship, etc.



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TRENDS in CREATIVE “**ROBIN-HOOD**” FINANCING: **EDUPRENEUR’s PARTNERSHIPS:**

- Strategic INSTITUTIONAL ALLIANCES and/or Piggy-Backing “**BRAND EQUITY**”:
 - TWINNING ARRANGEMENTS & JOINT-PROGRAMS:



The University of Hong Kong



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



SciencesPo.



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TRENDS in CREATIVE “**ROBIN-HOOD**” FINANCING: EDUPRENEUR’S ASSETS MONETIZATION:

➤ Leveraging and Investing in Faculty and Students’ “Intellectual Properties”:

- University as a Venture Capitalist or Angel Investor
(inputs: cash, research facilities, brand, staff-time, etc.)
 - Equity shares/holdings
 - Patents rights/royalties
- Undertaking Contractual Research Projects:
 - Overhead Costs
 - Staff-time fees
 - Monetization of research results
- Provision of Consulting & Advisory Services:
 - Revenue-sharing arrangements w/staff
 - Commission-based arrangements w/staff



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TRENDS in CREATIVE “**ROBIN-HOOD**” FINANCING: **EDUPRENEUR’s PARTNERSHIPS:**

FINANCIAL & MANAGEMENT STRATEGIES:

- Integrate Learning Objectives w/Real-Life, Actual **Business Development & Operations Partnerships**
- Offer **Business Partnership** Opportunities with Students, Graduates and/or Staff/Professors leveraging the Educational Institutions’ resources
- Develop/establish “**Venture Capital**” Business Unit to provide “**Seed Money**” and/or Joint-Venture Funding and serve **as Corporate Partner** and/or **Investor**.
- Seek Private/Corporate Sector **Sponsorships** and **Partnerships** in R&D and in Business Dev. & Operations



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TRENDS in CREATIVE “**ROBIN-HOOD**” FINANCING: **EDUPRENEUR’S ASSETS MONETIZATION:**

- **Applying “**SHARED ECONOMY**” Concept** (e.g., AirB&B, UBER, etc.): increase inefficiency of Under-Utilized Assets or Resources:
 - **Ad-hoc Renting of Univ. Facilities for Public Events**
 - Weddings, Parties, Sport events, Museum/arts exhibitions, Musical/Cultural performances, etc.
 - Visitors’ accommodation & food facilities
 - Non-Univ. Training, Seminars, Conferences, Recruitment events
 - **Outsourcing & Concession of Univ. Facilities/Brand:**
 - Food & Beverages outlets
 - Book-store & other educational supplies outlets
 - Campus-life supporting outlets, e.g., retail shops, gas-stations, supermarkets, etc.
 - Leasing of space/facilities for Industrial or R&D Incubation Parks
 - Innovative & Creative Merchandizing: B&M and online shopping



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TRENDS in CREATIVE “**ROBIN-HOOD**” FINANCING: **EDUPRENEUR’s ASSETS MONETIZATION:**

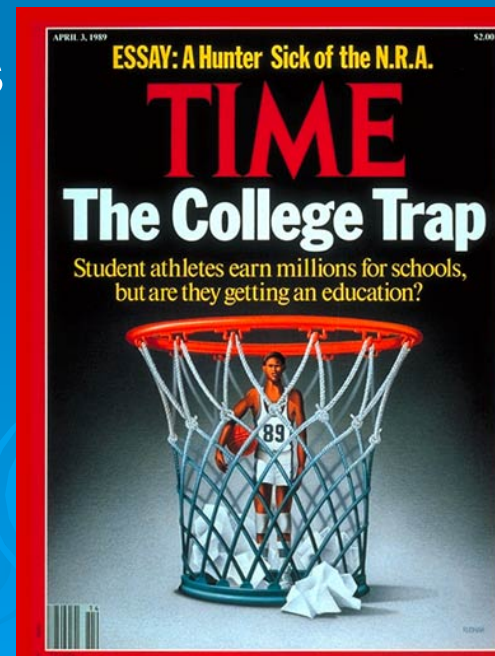
➤ **Leveraging and Investing in Faculty & Students’ “PHYSICAL Talents”:**

- **Why do Univ.’s SPORT COACHES’ salaries are much higher than its President or even Nobel Laureate Professors?**
 - University Sport Teams generate LOTS of \$\$\$
 - TV Coverage Rights & Corporate Sponsorships
 - Admission Fees & VIP Boxes in Sport Stadium & Facilities
- Sport SCHOLARSHIPS & Coaching Expenses can result in:
 - > **“Profitable” INVESTMENT**
(high RoI > Revenue Generation)
 - > **“Free Publicity & Marketing Opportunities**
 - > **Brand-Equity & Image Improvement**
 - Wide-media Coverage



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TRENDS in CREATIVE “**ROBIN-HOOD**” FINANCING: **EDUPRENEUR’s ASSETS MONETIZATION:**

➤ **Strategic & Regular FUND RAISING Drives**

- **Developing & Mobilizing ALUMNI Clubs/Associations & Events:**
 - Home-Coming & Reunion Events
 - Facilitate Virtual/Online Communities of Practice (COP)
 - Thematic Alumni Activities & Fund-Raising Programs
 - Offer “Mentoring” Program Opportunities
- **Alumni & Corporate (Tax-Deductible) GIFTING & SPONSORSHIP Programs (e.g., Stanford’s Record: \$ 1 Billion/year in 20xx)**
 - Endowment Funds & Unrestricted Donations
 - Naming Rights on Buildings, Facilities, Rooms, etc.
 - Inheritance Gifting & Trust Fund Programs
- **Corporate Sponsorship & CSR Programs, e.g., :**
 - NIKE’s Sport Development Programs
 - APPLE or ACER’s Computer Laboratory



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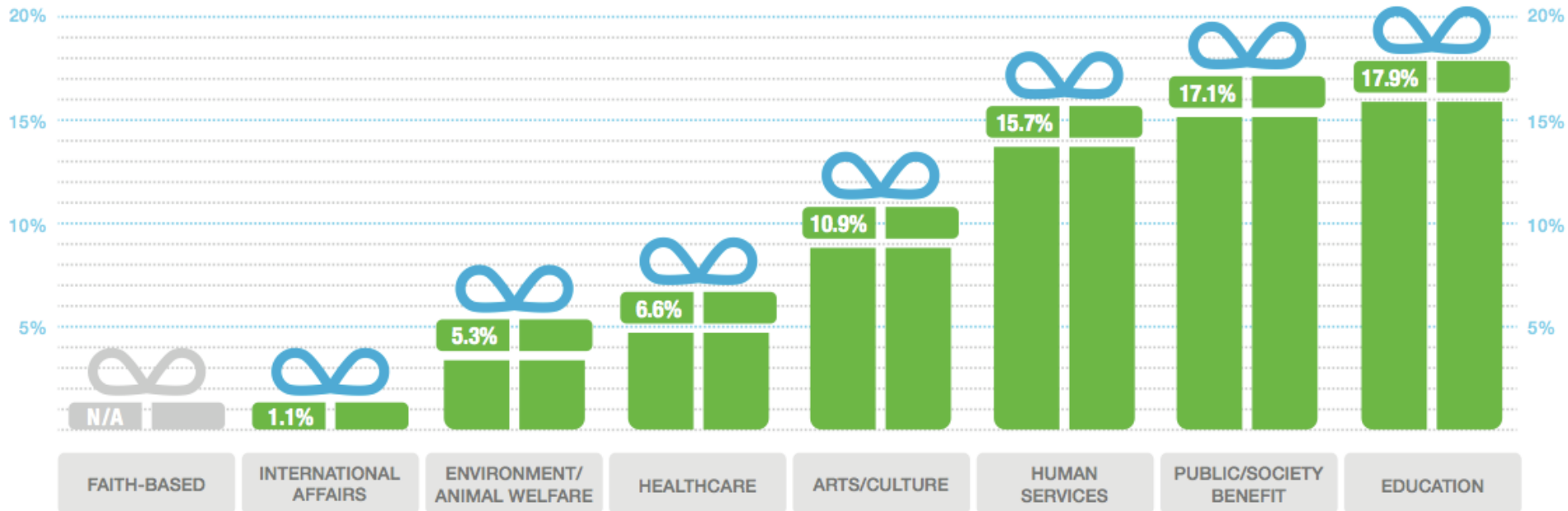
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PEEPING @ FUTURE TRENDS:

The OPTIMISTS' SOLUTION:

2012 ONLINE GIVING TRENDS BY SECTOR



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**The Educational/Training
Value-Chain/LADDER**

Franchising

F-up Consultancy

Corp./Org. Learning

Distance Learning Prog.

Self Instructional Trn. Materials (?)

Continuing/Exec./Prof. Dev. Prog.

Private-sector Basic/Higher Educ. Degree Prog.

Public-sector In-service Training Program

Public-sector Basic/Higher Education Degree Program



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(Adhikarya, 2000)

STRATEGIC CAPACITY BUILDING to INCREASE COMPETITIVENESS of KNOWLEDGE ORGANIZATIONS:

A Holistic Conceptual Framework

Adapted from:
Ronny Adhikarya (WBIKL, World Bank, 2000)

SPPM:
STRATEGIC PLANNING,
PARTNERSHIP and
MANAGEMENT

&
IMAC:
INNOVATIVE
MARKETING
& ADVOCACY
COMM.

COMPETITIVE GLOBAL MARKET PLACE:
Competitors & Collaborators

Strategic
Planning,
Partnership, Mgmt.,
Marketing & Advocacy

Learning
Process,
Methods & Tech.
for Delivery

MARKET DEMAND and CLIENTS' NEEDS & WANTS

Quality
Client Care &
Customer
Service

**Demand-Driven,
Client-Oriented,
Relevant/Appropriate,
& Well-Tested
TECHNICAL/
SUBJECT MATTER
CONTENTS or PROGS.
and
Knowledge
Champions &
Advocates**

ORGANIZATIONAL BUSINESS & BEST PRACTICES & LEADERSHIP
(Strategic Programming, Management & Operations)

IKMQ
Workshops

IKMQ:
IMPROVING KNOWLEDGE MANAGEMENT,
SYNTHESIS, TRANSFER, SHARING and
UTILIZATION QUALITY

EOCS:
ENHANCING
PROGRAMME IMPACT
THROUGH QUALITY
CUSTOMER SERVICE:
Caring for Clients,
Before, During & After
Projects/Programs
Implementation

**SPPM &
IMAC**
Workshops

EQCS
Workshops



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THE BOTTOM LINE:

(Sorry, some of you may not like to hear this)

Lessons Learned from several **Academically & Financially Successful Universities** (e.g., : Nat. Univ. of Singapore, INSEAD, Stanford, Asian Inst. of Management, Hong Kong Univ. of Sci. & Tech, etc.):

- Universities should be run/managed by ...
(Creative/Innovative) **Entrepreneurs** or **Business Developers** ...
and NOT by ...
Academicians of Educators !!
- In the US, it is the **PROVOST** who is responsible for
Academic-/Research & Curricula/Learning Quality Services
- **The President/Rector** is mainly responsible for “**Lobbying**”,
Fund-Raising, and Business Development & Partnerships.



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***) Dr. Ronny Adhikarya** has retired after almost 40 years of professional career in international development assistance, mainly dealing with education, training and communication sectors worldwide. He served the United Nations agencies in many countries, and was last appointed as Representative of the FAO/United Nations in Pakistan, and also was a Program Manager at the World Bank, Washington D.C. He received his M.P.S. degree from Cornell and his Ph.D. from Stanford.

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