Bridging the HE gap: the 3 R challenge

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Where are the challenges?

- Access and equity
- Financing and cost-efficiencies
- Governance
- Quality
- Recognition of qualifications & mobility
Massification

- Globally, age participation rates grown from 19% in 2000 to 26% in 2007

- 150.6 million tertiary students globally in 2007, 53% increase over 2000

- Low income countries: from 5% in 2000 to 7% in 2007

S Uvalic Trumbic, UNESCO, 2010
Access to Higher Education

OECD Average 40-50%

South Asia <15%

Sub-Saharan Africa <10%
HUGE DEMAND:

University of Dhaka
10,000 of 80,000

800 universities by 2020

Public universities
9,000 out of 40,000
The Three ‘R’s’?

- Reach
- Resources
- Relevance
REACH
The Rise of Open Universities

UNISA
university of south africa

The Open University

Athabasca University

IGNOU
THE PEOPLE’S UNIVERSITY
1988 COMMONWEALTH OPEN UNIVERSITIES

Athabasca (1978)
IGNOU (1985)
UKOU (1969)
AICU (1974)
Bangladesh Open University (1972)
BRAOU, Hyderabad, India (1982)
UNISA, South Africa (1946)
Open Univ of Sri Lanka (1984)
BCOU (1978)/OLA (1988)
Tele-Universite du Quebec (1972)
2008 COMMONWEALTH OPEN UNIVERSITIES
Asia has the largest number of adult ODL learners in the world, over 70 open universities!

India alone has a growing network of 14 open universities, 14 open schools and nearly 150 dual-mode institutions which collectively cater to over 7 million learners.
Costs in ODL

- Korea (KNOU): annual cost/student $186 as compared to $2880 in a campus university
- Thailand (STOU): studies show cost/learner is $226 compared to $876 for conventional learning

Open and Distance learning in the developing world – Perraton (2000)
Dual-mode provision

University of Nairobi: cost/learner of a residential B.Ed was 3 times that of an ODL programme

For dual mode systems: cost in CCIs were 15% of conventional departments

Perraton (2000)
Open and distance education in mega universities

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>INSTITUTION</th>
<th>ENROLMENT</th>
<th>% of Campus Cost*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>AIOU</td>
<td>456,126</td>
<td>22</td>
</tr>
<tr>
<td>China</td>
<td>CCRTVU</td>
<td>2,300,000</td>
<td>40</td>
</tr>
<tr>
<td>India</td>
<td>IGNOU</td>
<td>1,187,100</td>
<td>35</td>
</tr>
<tr>
<td>UK</td>
<td>OU</td>
<td>203,744</td>
<td>50</td>
</tr>
</tbody>
</table>

*Unit cost per student as a percentage of the average for other universities in the country, NKC, 2004.
THE OPEN UNIVERSITY (UK)

Quality

2003:

OUUK ranked 5\textsuperscript{th} (out of 100)
Open & Distance Learning can

- Enhance access and equity by reducing costs
- Improve quality
- Provide flexible learning opportunities
RESOURCES
World Congress on Open Educational Resources
Paris – June 20-22 – 2012

Paris Declaration
What are Open Education Resources (OERs)?

Materials that are

- Free and freely available
- Suitable for all levels
- Reusable
- Digital
OER in the global south

Sakshat

Open Resources

University of Cape Town

OpenCourseware
Saving time and money

*Academic authoring time*: 80%

*Instructional design, multimedia design, editing etc.*: 20%
Development of OER

Authoring shared among participating institutions/individuals

Mackintosh
Costs: $ 10 per teacher

- 20 teacher education programmes in 12 countries
- Materials available in 4 languages
- In 2010, 320,000 teachers benefited
3 Costs: OERU

- Athabasca University
- Otago Polytechnic
- University of Southern Queensland
The OER university concept. Adapted from Taylor (2007)

Students awarded credible degree or credential

Participating Institutions grant credit for courses

Open assessment from participating institutions

Open student support via “Academic Volunteers International”

Learners access courses based solely on OER
London School of Business & Finance

- Facebook MBA
- Students can check out program free
- Resources include 80 hrs of video content
- Pay for certification: $23,000/$ 65,000
Quality

- 509 institutions in India
  - KSS Women’s Engineering College, Andhra Pradesh
  - Maya Devi Educational Foundation, Uttarakhand
  - Bhilai Institute of Technology, Chattisgarh
OER can

- Provide quality resources
- Cut costs
- Foster collaboration
RELEVANCE
Gap: curriculum

MIND THE GAP
C21 Skills

- Cognitive
- Non-cognitive
- Technical
Skills for employability?

- **Non-cognitive skills**: leadership, communication, honesty/ethics, teamwork and flexibility
- **Cognitive skills**: analytical and critical thinking and the ability to learn

Burnett, 2012
Skills for the knowledge economy

- Intelligence
- the ability to sit still and focus
- to listen carefully
- communicate openly
- work in teams

Hanna Rosin, TED Talk
Challenges for Higher Education

- Embracing quality ODL provision
- Harnessing OER
- OER a ground-up movement: are we ready to decentralise institutional processes?
- Integrating non-cognitive skills into the curriculum
Thank you
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