



COMMONWEALTH *of* LEARNING



Higher Education: Towards a Borderless Community

Sir John Daniel
Commonwealth of Learning

Malaysia
3 April 2006

Higher Education in Malaysia

- Resolute expansion

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- Private sector

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- International outlook

Higher Education in Malaysia

- Resolute expansion
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- 21st century Open University

Challenges and Innovations

in

Open and Distance Learning

Professor Asha Kanwar

Vice-President, COL

7 April 2006

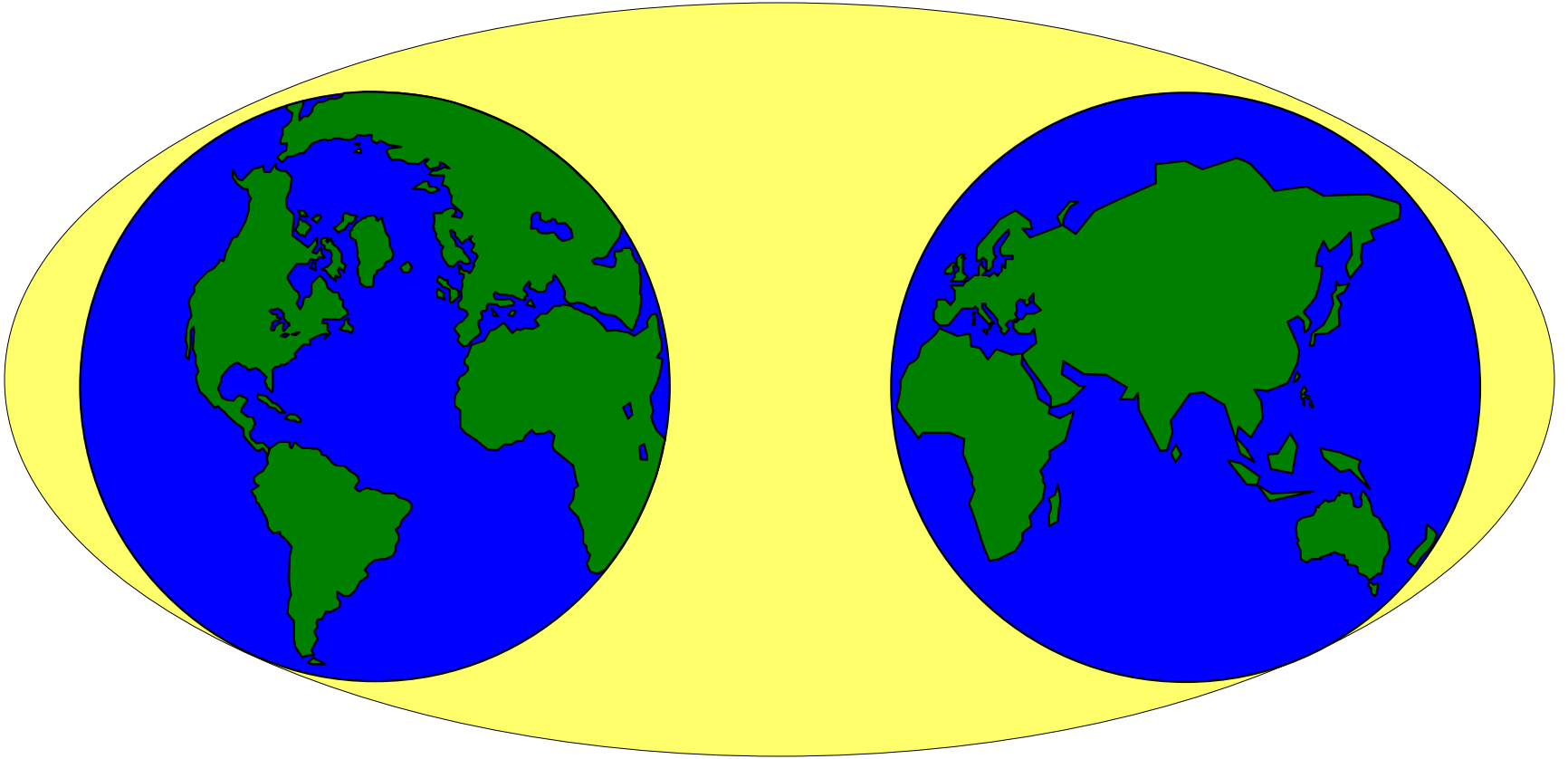
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Higher Education in Malaysia

- Resolute expansion
- Private sector
- International outlook
- 21st century Open University

*= Leader in the Global Borderless
Higher Education Community*

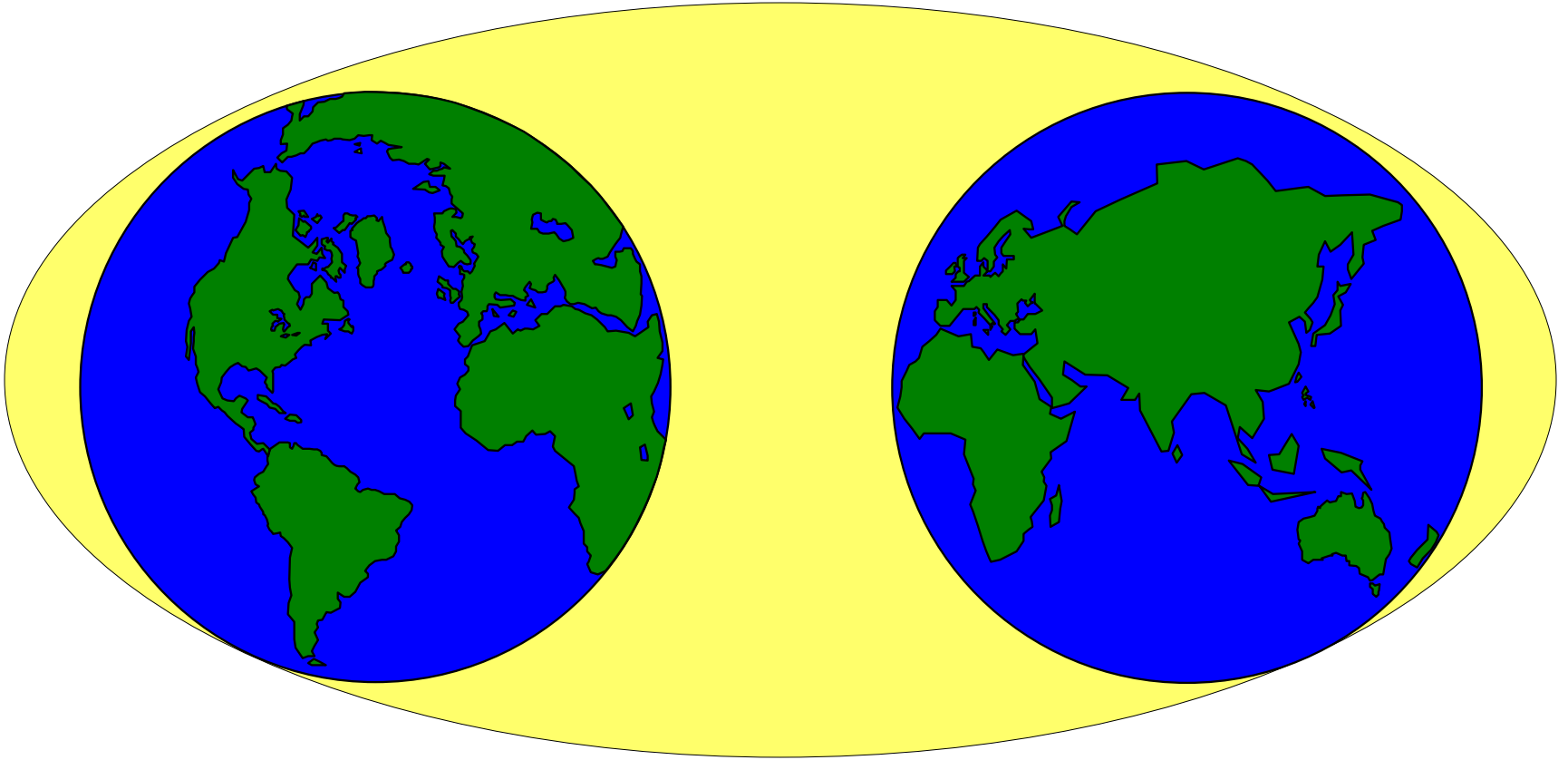
MALAYSIA



EXPORTER & IMPORTER

What is Cross-border HE?

Can cross-border higher education



help developing countries develop their HE systems?

What is Cross-border HE?

Can it help developing countries develop their HE systems?

- *Accessibility*
- *Availability*
- *Affordability*
- *Accreditation*

The Challenge

UNESCO

World Conference on HE (1988)

WCHE + 5 (2003)

The reality of cross-border HE in:

-- India

-- Jamaica

-- Sierra Leone

“to judge from these cases, cross-border HE is today making a negligible contribution to the provision of higher education that is accessible, available and affordable in developing countries”.

C.K.Prahalad

The Fortune at the Bottom of the Pyramid

**Calls for cross-border HE
radically to change its cost
structures and logistics**

HOW?

- Electronic delivery
- Open source software

Quality assurance

HOW?



Higher Education Crossing Borders:

A Guide to the Implications of

GATS for Crossborder Education

What is Cross-border HE?

‘Cross-border higher education includes higher education that takes place when students follow a course or programme of study that has been produced, and is continuing to be maintained, in a country different from the one in which they are residing. Cross border higher education may include higher education by private and/or for-profit providers.’

UNESCO/OECD Guidelines

Which implies recognition of:

- The reality of borders
- National sovereignty
- Authority over HE

Reinforced by the:

General Agreement on Trade in Services
(GATS)

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4 modes of trade:

- Consumption abroad

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General Agreement on Trade in Services
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4 modes of trade:

- Consumption abroad
- Presence of natural persons

Reinforced by the:

General Agreement on Trade in Services
(GATS)

4 modes of trade:

- Consumption abroad XXX
- Presence of natural persons XXX

Reinforced by the:

General Agreement on Trade in Services
(GATS)

4 modes of trade:

- Consumption abroad XXX
- Presence of natural persons XXX
- Cross-border supply (= distance learning)
- Commercial presence (= branch campus)

**Who is afraid of
cross-border
higher education**

—

and why?

What is the reality?

- Developing world HE priorities?
- Contribution of cross-border HE?

Developing world HE priorities

WCHE (1998); WCHE + 5 (2003)

*World Declaration on Higher
Education
for the 21st Century*

*Framework for Priority Action for
Change and Development in Higher
Education*

The Challenge

1. Demography:

7-8 billion (50% young) in
developing world by 2025

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7-8 billion (50% young) in
developing world by 2025

2. Discrepancy:

Developed = APR 40% plus

Developing = APR 10% minus

Can cross-border HE
help developing
countries address the
challenge of rising
demand?

The Reality

Cross-border HE in:

-- India

-- Jamaica

-- Sierra Leone

INDIA

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- 40% in DE by 2010

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- APR of 10% by 2007-08

INDIA

Cross-border HE:

2000: 27 c-b providers

2004: 114 c-b providers

INDIA

Cross-border HE:

2000: 27 c-b providers

2004: 114 c-b providers

60 twinning arrangements

JAMAICA

- APR = 15% (region = 18%)
- Target to double by 2010 thru':
 - distance education
 - franchising from UWI
 - cross-border: 32 providers

SIERRA LEONE

- APR = 2% (Africa = 4%)
- University (4 colleges) 5,500
- Other tertiary (6 instits.) 5,400

SIERRA LEONE

- APR = 2% (Africa = 4%)
- University (4 colleges) 5,500
- Other tertiary (6 instits.) 5,400
- Cross border: a few

Common features

- Need to expand access
- Cross-border providers active, but:
 - * low quality
 - * expensive

Enrolments

(taking UK as an example)

2002/03: 101,645 cross-border
in 191 countries

(HESA data)

Enrolments

(taking UK as an example)

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in 191 countries

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Look at the distribution

Enrolments

(taking UK as an example)

c-b enrolments correlate with HDI

e.g. HK-SAR (26th HDI)

Singapore (28th HDI)

Malaysia (58th HDI)

Enrolments

(taking UK as an example)

2002/03: 101,645 cross-border

Of which:

- | | |
|----------------------------------|------|
| - India | 1203 |
| - Jamaica | 777 |
| - Africa (30 countries – not SA) | 100 |

“cross-border enrolments in countries with low rankings on the Human Development Index are minimal. Indeed, given the unmet demand in those countries, they are practically negligible.”

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Can cross-border HE do better?

South-south activity is encouraging:

- UNISA across Africa
- IGNOU in the diaspora

Accessibility

Access to higher education also requires access to the technology and allied infrastructure through which education is delivered.

Affordability

Needed:

A cost model that can reach
beyond the elite to the masses

Availability

Needed:

- Awareness of local priorities
- Cultural awareness
- Local partnerships

C.K.Prahalad

The Fortune at the Bottom of the Pyramid

‘for companies with the resources and persistence to compete at the bottom of the world economic pyramid, the prospective rewards include growth, profits and incalculable contributions to humankind’

C.K.Prahalad

The Fortune at the Bottom of the Pyramid

‘if the four billion people at the bottom of the world economic pyramid achieved an APR in HE of 35%, that would represent 150 million students’

C.K.Prahalad

The Fortune at the Bottom of the Pyramid

‘radical innovations in technology and business models’

‘an ideal of highly distributed small scale operations married to world-scale capabilities’

C.K.Prahalad

The Fortune at the Bottom of the Pyramid

‘helping people improve their lives by producing and distributing products and services in culturally sensitive, environmentally sustainable and economically profitable ways’

Communication links are altering dramatically the way that poor villages in the developing world function.

C.K.Prahalad

The Fortune at the Bottom of the Pyramid

‘We have proved to the world that if you build a market for the rich, the poor wouldn’t participate. If you build a market for the poor, the rich would participate’

New Technologies for
Cross-Border Education

eLEARNING

+

RE-USABLE LEARNING
OBJECTS

New Technologies for
Cross-Border Education

CONNECTIVITY

+

FREE OPEN SOURCE
SOFTWARE

New Technologies for
Cross-Border Education

See:

<http://www.col.org/lor/index.htm>

New Technologies for
Cross-Border Education

CONNECTIVITY

+

OPEN EDUCATION
RESOURCES

Accreditation

Needed:

- National QA systems
- International agreements

The Future of Quality Assurance in Cross-Border Higher Education

Many developing countries lack quality assurance mechanisms. Where they do exist... they are not properly equipped to cope with cross-border provision.

Above all...

A QUALITY CULTURE

The challenge:

A GLOBAL RESPONSE
TO DIVERSE NEEDS

The UNESCO-OECD Guidelines
(with COL participation)

Adapt the
Regional Conventions
to new realities

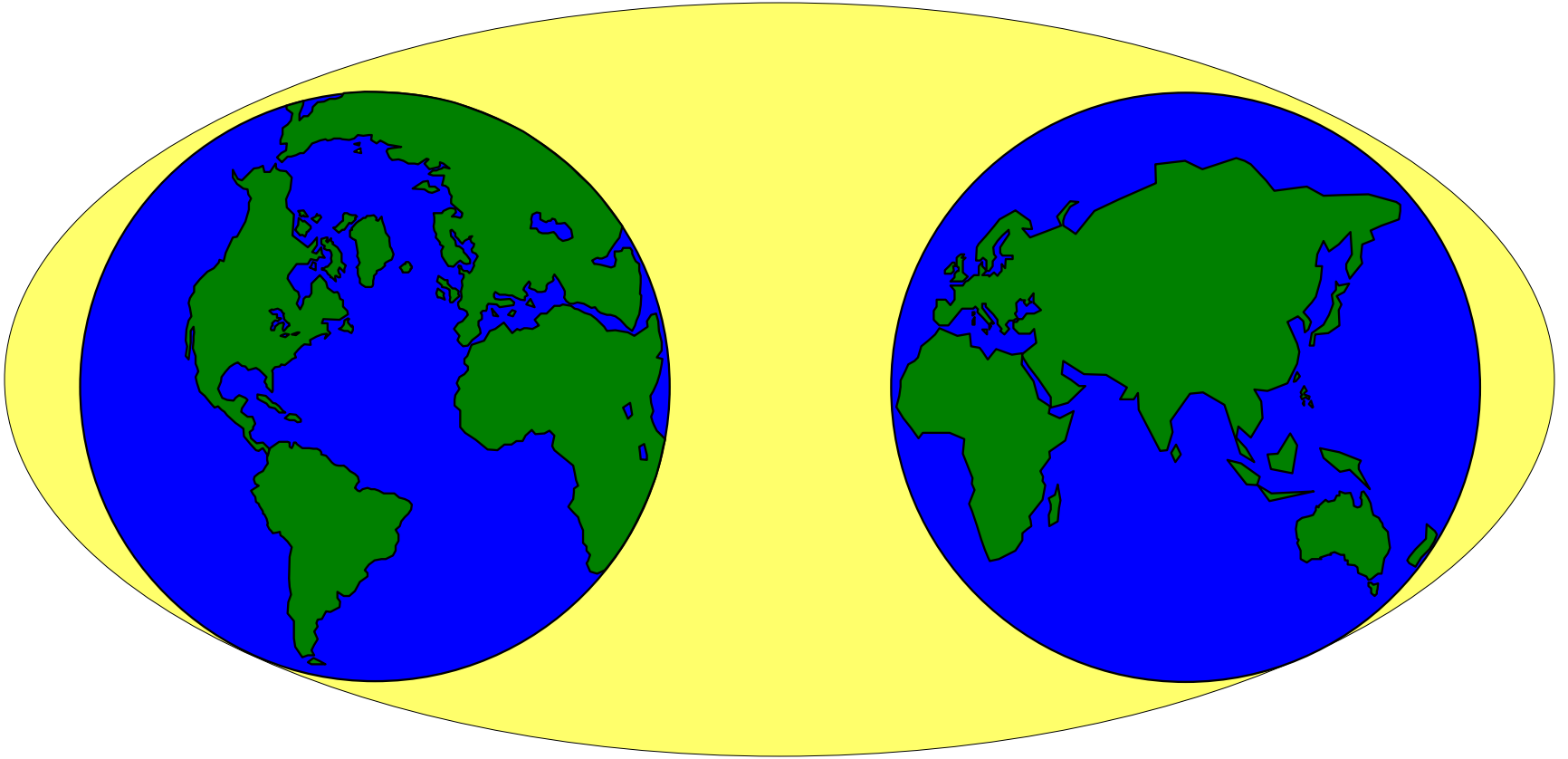
The UNESCO-OECD Guidelines (with COL participation)

- Importance of national authority
- HE a national asset
- Address all stakeholders
- Examples of good practice

The UNESCO-OECD Guidelines (with COL participation)

Their effectiveness
largely depends on
strengthening the capacity
of national systems to
assure the quality of
higher education.

HIGHER EDUCATION: TOWARDS



A BORDERLESS COMMUNITY



COMMONWEALTH *of* LEARNING

