2ND WORLD SUMMIT OF MEGA-UNIVERSITIES

IGNOU, New Delhi
25 September 2005
1st WORLD SUMMIT OF MEGA-UNIVERSITIES

Shanghai TVU, China
7-9 November 2003
Mega-universities = Mega-impact on access, cost and quality
2\textsuperscript{ND} WORLD SUMMIT OF MEGA-UNIVERSITIES

IGNOU, New Delhi
25 September 2005

Cross Border Delivery: Experiences of Mega-universities
MEGA-UNIVERSITIES

= MEGA QUALITY?

MEGA-UNIVERSITIES

= MEGA-IMPACT ON ACCESS, COST AND QUALITY
MEGA-UNIVERSITIES
=
MEGA QUALITY?

John Daniel
Asha Kanwar
Stamenka Uvalić-Trumbić
Can cross-border higher education help developing countries respond to HE demand?
- Accessibility
- Availability
- Affordability
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
HOW?

Do you assure quality in cross-border HE?
Quality in Mega-universities
Leadership for quality in mega-universities
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)**
Reinforced by the:

**General Agreement on Trade in Services (GATS)**

4 modes of trade:

- Consumption abroad
Reinforced by the:

**General Agreement on Trade in Services**  
(GATS)

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
- Presence of natural persons
- Cross-border supply (= distance learning)
- Commercial presence (= branch campus)
Who is afraid of the mega-universities crossing borders — 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
The Challenge

1. Demography:
   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

- APR = 7%
- APR = 7%

- 23% in DE (11 open universities; 102 dual)

- 40% in DE by 2010
INDIA

- APR = 7%
- 23% in DE (11 open universities; 102 dual)
- 40% in DE by 2010
- 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)

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

(HESA data)

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.”
Who is afraid of cross-border higher education?
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.
‘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
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.
INDIA

- National Assessment and Accreditation Council
- National Board of Accreditation
- Distance Education Council
- All-India Council for Technical Education
- Accreditation/recognition requirements
- Partnership requirements
- University Grants Commission – to come
JAMAICA

University Council of Jamaica

- Accredits
- Confers
- Registers
- Assesses
The Tertiary Education Council in Sierra Leone has the mandate to ensure standards.
Conclusion

the developing world still needs to develop regulatory mechanisms for protecting both systems and students
UNESCO

Is mapping needs and current initiatives for capacity building in the related domains of quality assurance, accreditation and the recognition of new types of qualifications for the labour market
UNESCO

Results:

- Concern for QA (without resources)
- Confusion of terminology
- Developing policies
UNESCO

Preconditions:

- Support from government
- Involve stakeholders
- Include new provision
- Capacity building
- LONG-TERM PERSPECTIVE
UNESCO

Regional and Global:

- Asia-Pacific:
  regional R&D node, registry

- Southern Africa:
  south-south capacity-building

- Caribbean, South-East Europe:
  regional accreditation mechanisms
UNESCO

Above all…

A QUALITY CULTURE
UNESCO

The challenge:

A GLOBAL RESPONSE TO DIVERSE NEEDS
The UNESCO-OECD Guidelines

Adapt the Regional Conventions to new realities
The UNESCO-OECD Guidelines

- Importance of national authority
- HE a national asset
- Address all stakeholders
- Examples of good practice
The UNESCO-OECD Guidelines

Their effectiveness largely depends on strengthening the capacity of national systems to assure the quality of higher education.
Quality
in
Mega-universities
Korea National Open University

Criteria for eLearning:

- Objectives and content
- Pedagogy, multi-media, management
- Formative evaluation in development
The UKOU was subject to the same processes as other UK universities for:

- Quality audit
- Research assessment
- Teaching quality assessment
Teaching Quality Assessment

Criteria: (4 points each)

- Curriculum design, content and organisation
- Teaching, learning and assessment
- Student progression and achievement
- Student support and guidance
- Learning resources
- Quality management and enhancement
BRITAIN’S TOP NINE UNIVERSITIES

Quality Rankings of Teaching

based on all subject assessments 1995-2004

*(Sunday Times University Guide 2004)*

<table>
<thead>
<tr>
<th>Rank</th>
<th>University</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CAMBRIDGE</td>
<td>96%</td>
</tr>
<tr>
<td>2</td>
<td>LOUGHBOROUGH</td>
<td>95%</td>
</tr>
<tr>
<td>3=</td>
<td>LONDON SCHOOL OF ECONOMICS</td>
<td>88%</td>
</tr>
<tr>
<td>3=</td>
<td>YORK</td>
<td>88%</td>
</tr>
<tr>
<td>5</td>
<td>THE OPEN UNIVERSITY</td>
<td>87%</td>
</tr>
<tr>
<td>6</td>
<td>OXFORD</td>
<td>86%</td>
</tr>
<tr>
<td>7</td>
<td>IMPERIAL COLLEGE</td>
<td>82%</td>
</tr>
<tr>
<td>8</td>
<td>UNIVERSITY COLLEGE LONDON</td>
<td>77%</td>
</tr>
<tr>
<td>9</td>
<td>ESSEX</td>
<td>77%</td>
</tr>
</tbody>
</table>
Quality and Numbers

UKOU students as a proportion of all students in excellent-rated programmes:

- General Engineering 48%
- Music 65%
- Geology 62%
- Social Policy 54%
- Chemistry 42%
- Business 32%
BRITAIN’S TOP FOUR UNIVERSITIES

Student Satisfaction

based on a national survey of 170,000 students
published 22 September 2005 (www.tqi.ac.uk)

1. THE OPEN UNIVERSITY 4.5 / 5
2. Birkbeck College 4.3 / 5
3. University of Leicester 4.3 / 5
4. Loughborough University 4.3 / 5
Towards a culture of quality
Mega-universities
what kind of leadership?
MEGA-UNIVERSITIES AND CROSS-BORDER HIGHER EDUCATION
New Technologies for Cross-Border Education

CONNECTIVITY

+

OPEN EDUCATION RESOURCES
Thank you!

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