



COMMONWEALTH of LEARNING

learning for development

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Changing Contours of Education: Future Trends

Brunei Darussalam

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COMMONWEALTH of LEARNING

learning for development

SIGNS OF THE TIMES: CHANGE OR BE CHANGED?

Asha Kanwar
Commonwealth of Learning





This Presentation

- Expansion and diversity of HE Institutions (HEIs)
- Rise of Crossborder HE (CBHE);
- Emergence of private provision,
- Open Education Resources (OERs)
- Advent of the 'new learner'
- To change or be changed?

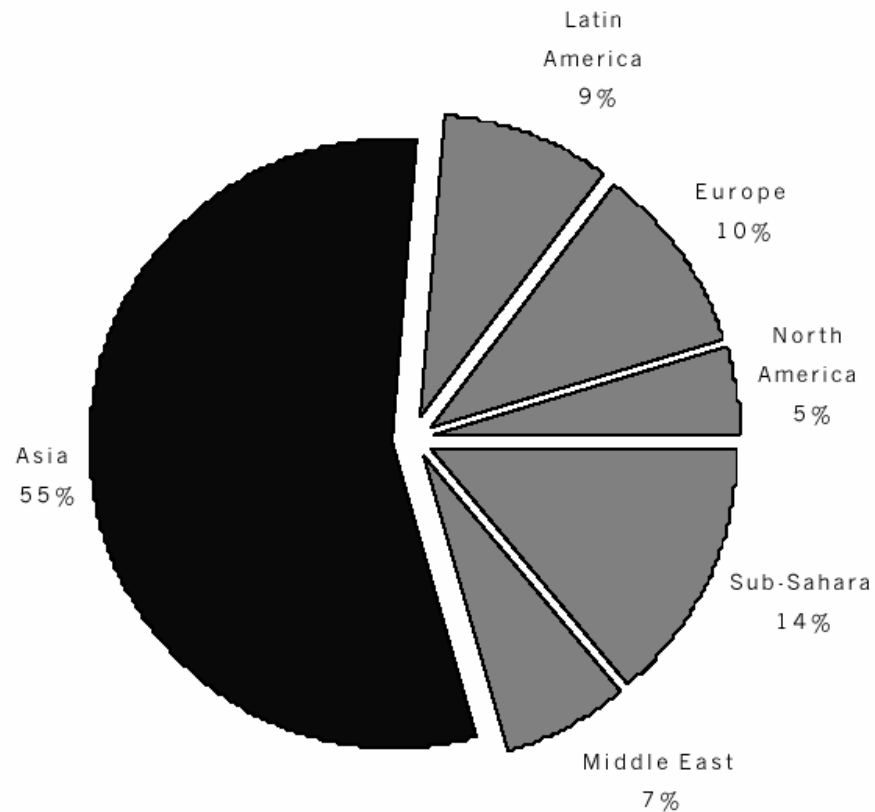


Higher Education:
from the developed to the
developing world?



Demographic Context

Figure 1. Distribution of World Population, 2025



SOURCE: McCarthy, Kevin F. (1999). *World Population Shifts: Boom or Doom?* A Rand Corporation Report, p. 16.



Higher Education Enrollment Growth

<i>(in thousands)</i>	1999	2004	Five-Year Growth
Middle East/North Africa	2,000	7,000	250%
East Asia/ Pacific	14,000	39,000	179%
SouthAsia/West Asia	6,000	15,000	150%
Latin America/Caribbean	7,000	15,000	114%
Central/East Europe	10,000	19,000	90%
<i>Developing World</i>	<u>39,000</u>	<u>94,000</u>	<u>144%</u>

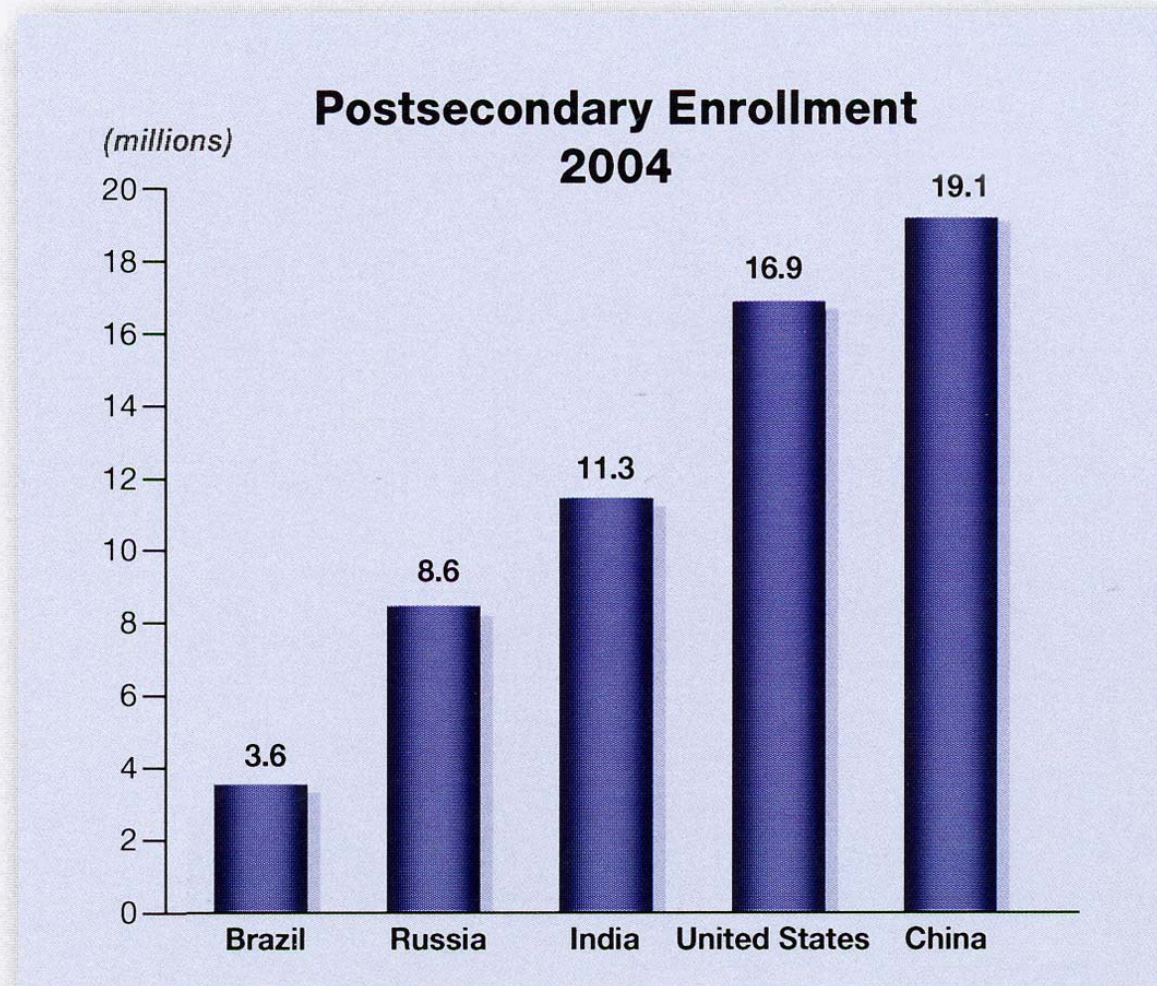
Source: The Global Education Digest 2006 (UNESCO).



Gross Enrollment Ratio

	1999	2004
North America/West Europe	61%	70%
Middle East/North Africa	19%	24%
East Asia/ Pacific	13%	23%
South Asia/West Asia	6%	11%

Source: The Global Education Digest 2006 (UNESCO).



Source: The Global Education Digest 2006 (UNESCO).



Demand for Higher Education

- Age participation rate:
 - 40% - 50% in 'north'
 - Below 10 % in many developing and emerging economies
- If ratio increases to 35%—
150 million additional HE places needed in the developing world.



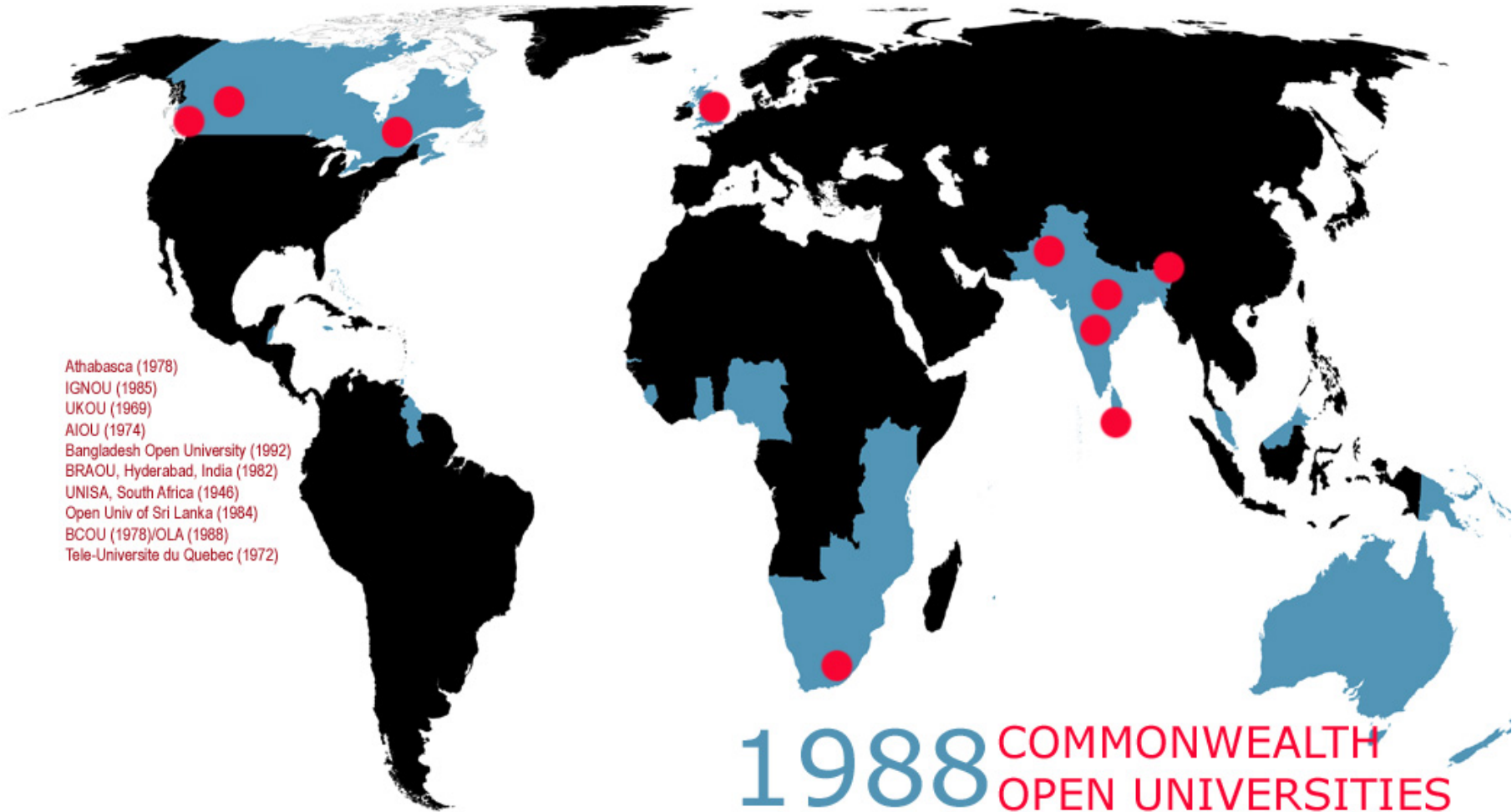
American Example

- Population 300 million:
Universities 1000; APR= 50%
- 1 University for 300,000
- Average per university: 15,000
- India: 2400 additional HEI's



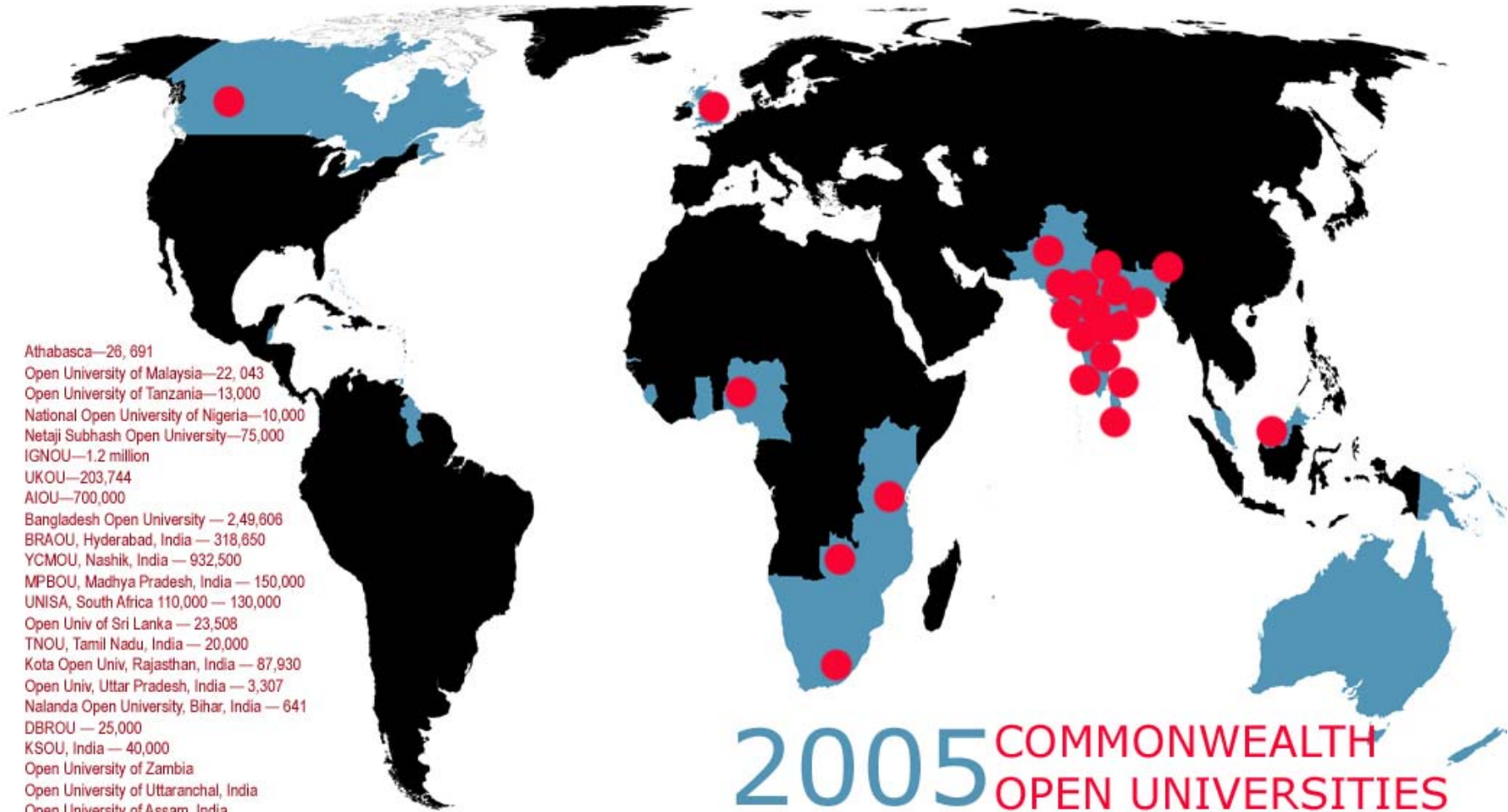
Diversity of provision

- Distance learning institutions (UKOU)
- Virtual universities (AVU)
- Franchises (Univ of Bradford/Malaysia)
- Twinning arrangements
- Branch campuses (Nottingham Univ in Malaysia)
- Corporate universities (Motorola)



Athabasca (1978)
IGNOU (1985)
UKOU (1969)
AIOU (1974)
Bangladesh Open University (1992)
BRAOU, Hyderabad, India (1982)
UNISA, South Africa (1946)
Open Univ of Sri Lanka (1984)
BCOU (1978)/OLA (1988)
Tele-Universite du Quebec (1972)

1988 COMMONWEALTH
OPEN UNIVERSITIES





Policy Implications

- Adapt models from the 'north' / create new ones?
- Universities as engines of development?
- The personal/professional/social dimension of education?



Mission of EARTH, Costa Rica

- To be a leader in university education, committed to the formation of 'agents of change' with strong ethical and human values, social and environmental consciousness, and an entrepreneurial mentality... committed to serving others.
- To be innovative and critical in the generation of knowledge which promotes the well being of the Earth's inhabitants....
- To promote the interchange, analysis, synthesis and dissemination of knowledge and skills which will lead to improvements in the quality of life....



ELEMENTS OF THE MODEL

Work experience

Entrepreneurial development

Social and community interaction

Internship

Graduation research project





Crossborder Higher Education (CBHE)



What is CBHE?

“HE programs, providers, people and services that cross national boundaries”

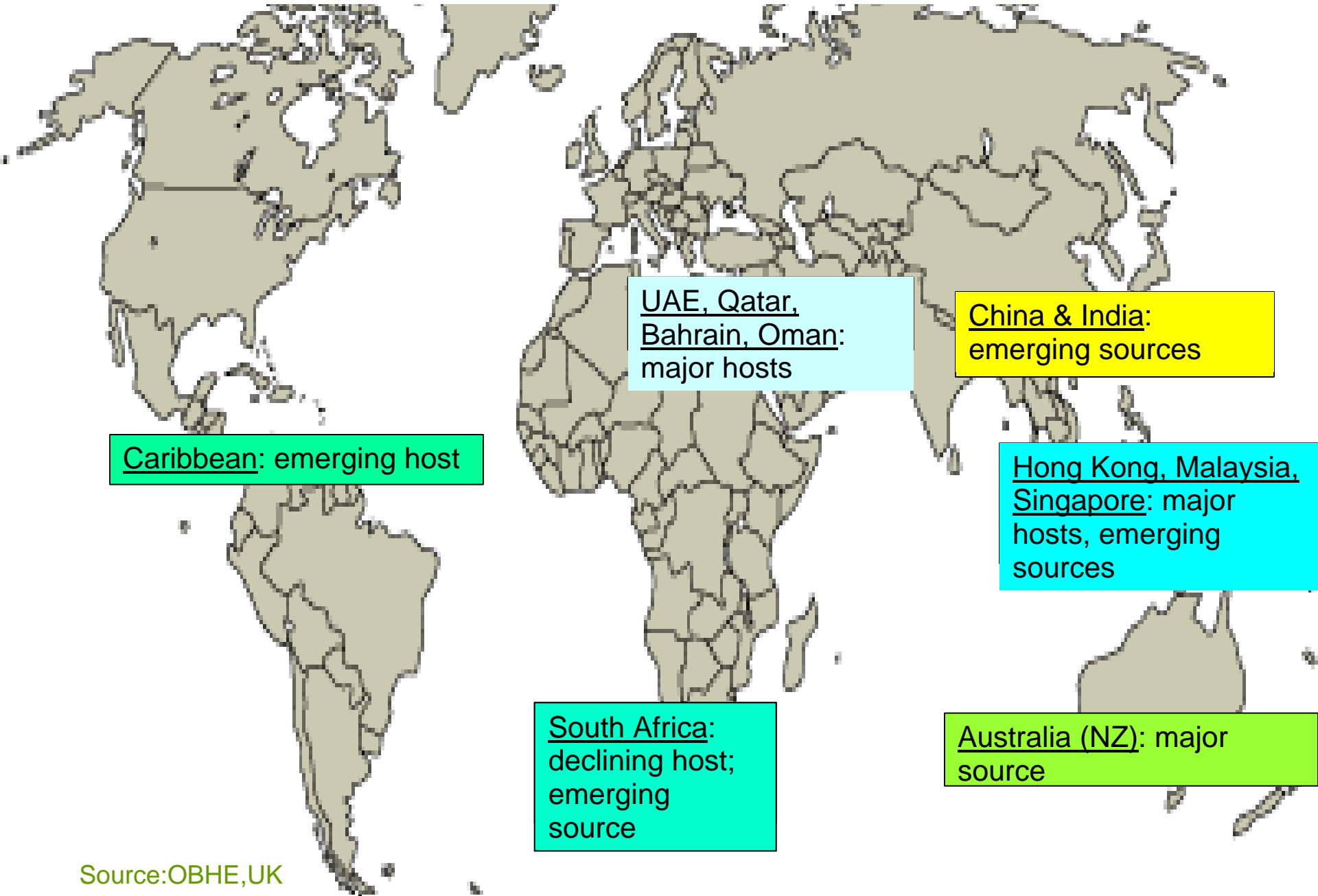
Knight, Jane. 2006



Features of CBHE

- Collaborative arrangements
- Access to technology
- Students from different cultures and languages learn same materials
- Employment-related qualifications
- Distance learning and face to face
- Mobility in a global economy

Emerging Hosts & Sources





Directions of CBHE

- North to South (vast majority)
- North to North (e.g. Charles Sturt University in Ontario, Canada)
- South to South (e.g. OUM/IGNOU in the Middle East; UNISA in Africa)



Trends

- many providers of low quality
- developing countries with strong systems of HE such as Malaysia, India and South Africa are becoming providers for diasporic populations
- growing south-south collaboration.



Trends contd...

- increase in distance education and eLearning provision.
- difficult to document and track distance education and eLearning provision within countries
- countries higher on the development index have most attracted foreign providers



UK CB Enrolments 2002-03

101,645 in 191 countries (HESA data)

Distribution

HK-SAR—26th HDI

Singapore—28th HDI

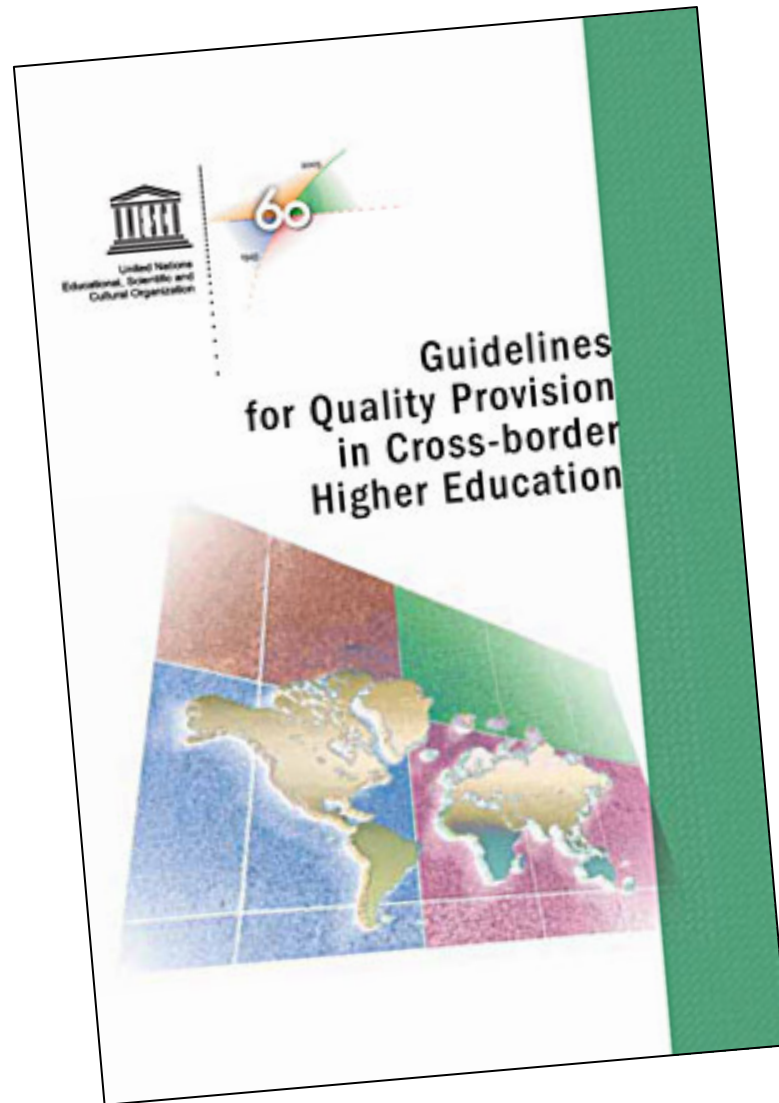
Malaysia—58th HDI

India—1203; Jamaica—777; 30 African countries (excluding SA)--less than 100



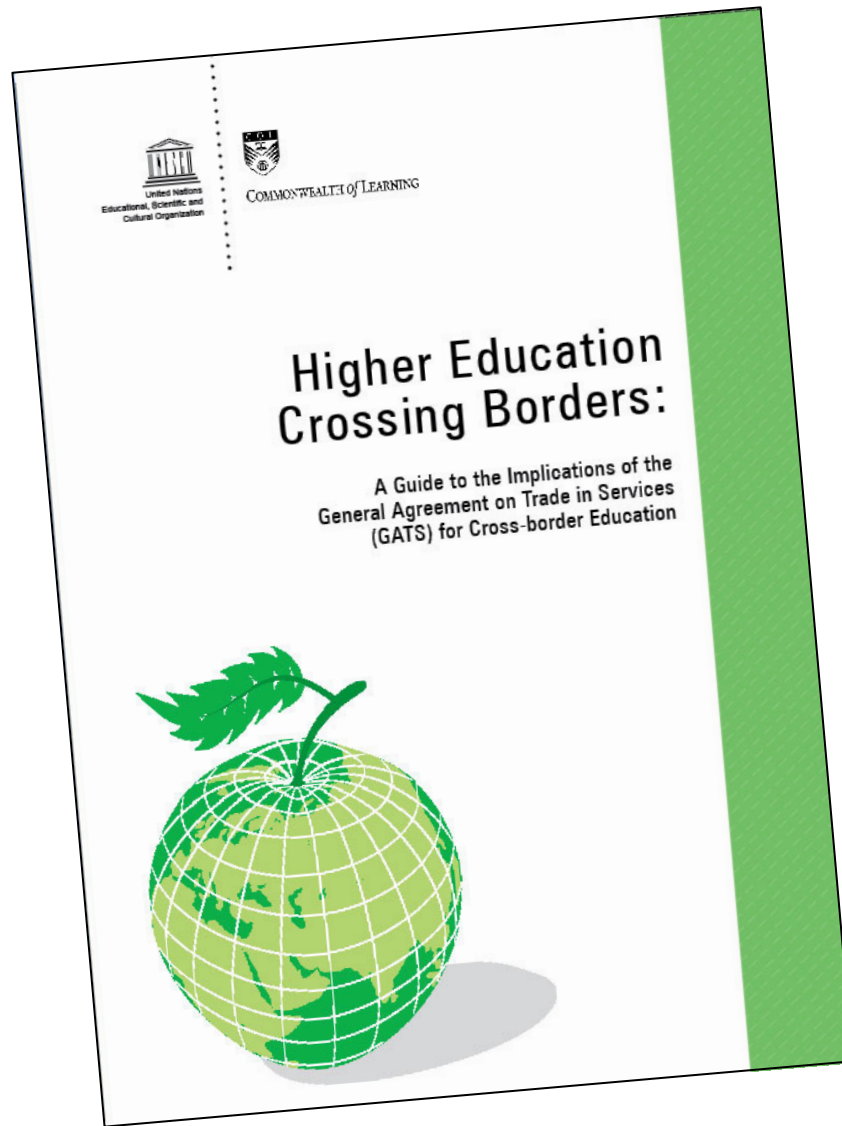
CHEA Guidelines: 2007

- identifying who these providers are;
- denying all public and private funding support;
- raising public awareness;
- pursuing legal action;
- using recognised standards to establish quality and
- forming international coalitions to contain this phenomenon





Guide for policy-makers





Implications for policy and practice

- Creative regulations
- Raise standards of local institutions
- Information-sharing
- Build indigenous capacities



The Jamaica example

- University of Technology (UTech), Jamaica, offered a joint degree with the Southern Illinois University (SIU), USA
- for the first five years the degree was offered through UTech and awarded by SIU
- now the degree is offered and awarded entirely by UTech.



Private Providers and the Public Good



A growing business

\$350 billion worldwide



The Indian example

- Of the 977 engineering and technology colleges, 764 are private.
- 1028 out of the 1349 medical and health science institutions are private

K B Power (2004)



Malaysia and Zambia

- similar levels of GNP forty years ago
- growth in opposite directions
- Malaysia invested in the development of HE with private-sector participation
- Zambia relied only on a highly subsidized public sector intervention with free tuitions.



Open University of Malaysia (OUM)

- private institution, a consortium of 11 public sector HEIs
- promotes collaboration among public-private institutions thereby pooling academic talents
- achieves economies of scale, critical to the cost-effectiveness of a DE operation;
- win-win situation as academics are business partners in a joint enterprise



Equity and social justice?

- the *mixed-loan systems* comprising private funding with government guarantees
- the *income-contingent loan systems* in which loan repayments are a fixed portion of a borrower's income
- *Levies* on industrial sector



Reaching the unreached

- four billion poor people at the bottom of the world economic pyramid,



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'

Prahalad & Hart, 2002



Emerging Models

- Whitney International University
- 90% decrease in fees
- Partnership model
- Quality courses
- Economies of scale



A New Paradigm:
Open Education Resources



“If you have an apple and I have an apple and we exchange these apples then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas”.

GB Shaw



Internet Use

Country	Population	2007 Users	%
U.S.A.	301,967,681	211,108,086	69.9%
China	1,317,431,495	137,000,000	10.4%
India	1,129,667,528	40,000,000	3.5%
Singapore	3,654,103	2,421,000	66.3%
Malaysia	28,294,120	13,528,200	47.8%
Brunei	403,500	135,000	33.5%



Open Education Resources (OERs)

- Open course content
- Open source software
- Course development & delivery tools



Milestones

1. MIT: Open Courseware
sharing information
2. UKOU: Open Content Initiative
sharing learning
3. VUSSC: Collaborative content
sharing teaching and learning



Principles: Open Source

- From elitism to mass ownership
- No centre, no hierarchy
- Inherent capability to self-organise
- Amateurs too can be producers of content
- Collaboration for the common good



Creative Commons (CC)

- The license for all works produced should be: “Creative Commons Attribution-ShareAlike 2.5”
- The “human readable version” is at: <http://creativecommons.org/licenses/by-sa/2.5/>
- The full legal code is at: <http://creativecommons.org/licenses/by-sa/2.5/legalcode>



The New Learner:
a New Teacher?



Generation Next

- Half the world's population (6.5 billion) is under 20
- 2 billion teenagers in developing world



The 'new' learner

- Digital 'natives'
- Digital 'migrants'
- From 'constructivism' to 'connectivism'?

Mark Prensky



The 'New' Learner

- seeks immediate gratification rather than delayed responses;
- prefers fun rather than suffering;
- wants education that is relevant to real life
- would rather have social relations and interactivity than isolation.

Wood and Zurcher



The 'New' Teacher?

- 'unlearn'
- collaboration in the time of competition
- find ways to cater to individual learning habits and strategies as never before.



The 'New' Teacher

- helps learners construct knowledge for themselves
- encourages multiple perspectives
- uses multiple ICT tools rather than only the printed text
- promotes creative and innovative thinking over memorisation



Implications for institutions

- Research on the 'new' learner
- Equipping the learner to be an agent of change
- Pedagogic transformations



To Change or
Not to Change ?



“Decades ago, as President of my country, I told Tanzanians that the choice before them was to change or be changed. I was wrong. There was no choice. They had to change and even so, they would still be changed”.

Julius Nyerere



Is there no choice?

- Carried away by the change around us?
- Be changed regardless?
- **Or can we actively influence and shape the course of change?**
- **What will prepare us?**



Knowledge is power

- At no time in human history have we had so much knowledge and information within such easy reach. *Knowledge* by itself is *not power*, it is *power* only when *we use it*.

Are we ready and inclined to use the knowledge of what is going on around us?



Lessons of history

- History is a valuable foundation upon which to build the edifice of the future.

How can the past illuminate the present and shape the future?



Crisis generates creativity

- The pace of change and the various shapes it takes leaves us in a constant state of crisis.

How can we look for innovative solutions and radical strategies to deal with the issues of access, equity, costs and quality?



Collaboration rather than competition

- it is clear that the future lies in partnerships, collaborations and networking.

Who can we work with to leverage our own resources and capacities?



Education or technology?

- Education and learning is at the centre of our endeavours— technology helps us to get there.

How can we make informed choices about appropriate technologies for better teaching and learning?



We do have a choice.
Let us seize it.

thank-you



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