



COMMONWEALTH *of* LEARNING

Bridging the HE gap: the 3 R challenge

Professor Asha Kanwar

President & CEO, Commonwealth of Learning

August 29, 2012

18 CCEM
MAURITIUS
28 - 31 August 2012



Where are the challenges?

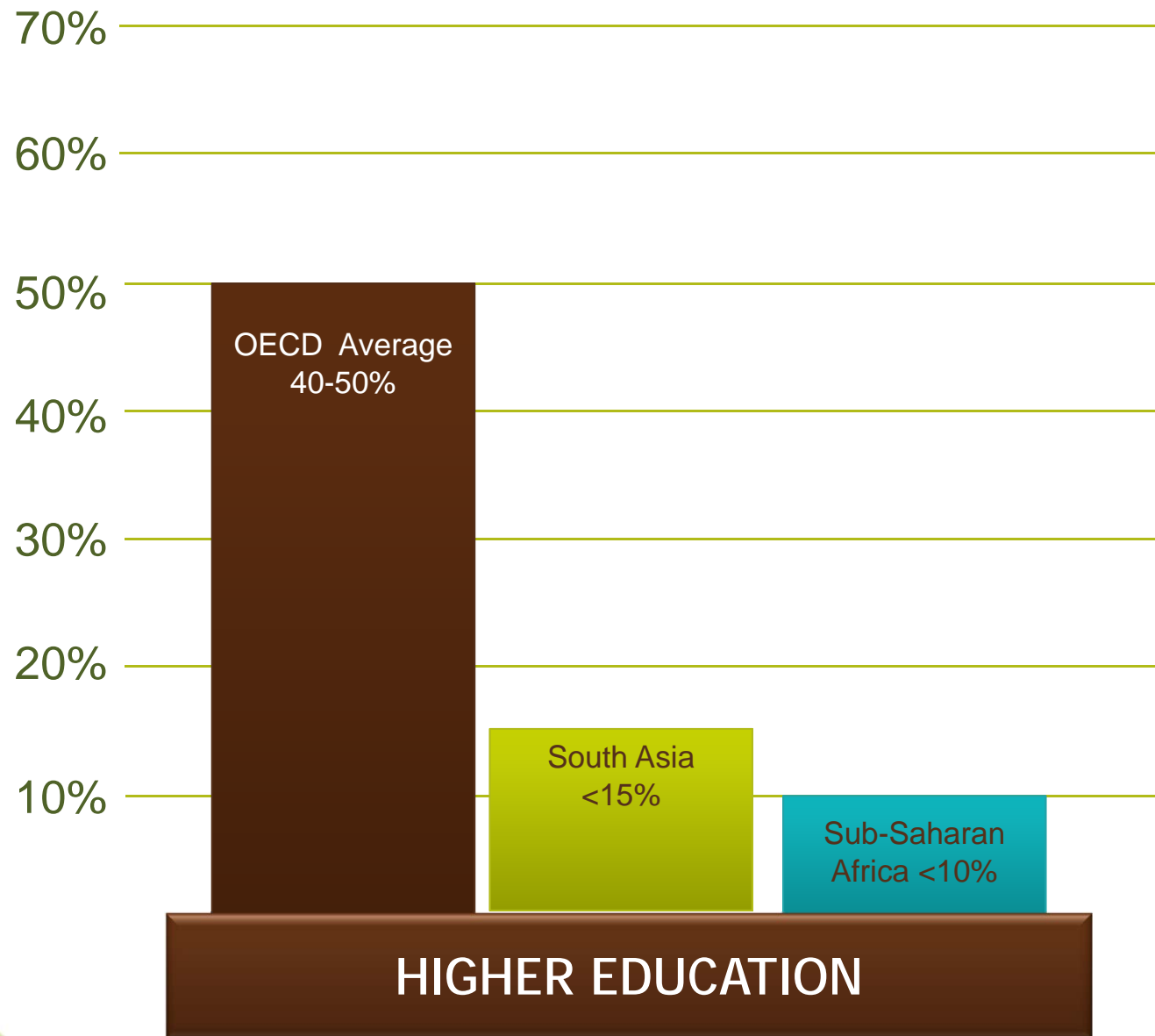
- Access and equity
- Financing and cost-efficiencies
- Governance
- Quality
- Recognition of qualifications & mobility

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



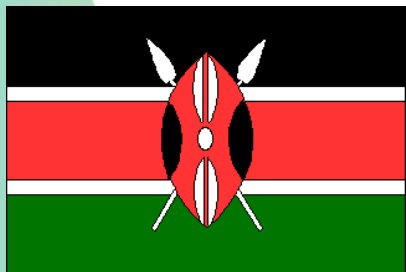
HUGE DEMAND:



University of Dhaka
10,000 of 80,000



800 universities by 2020

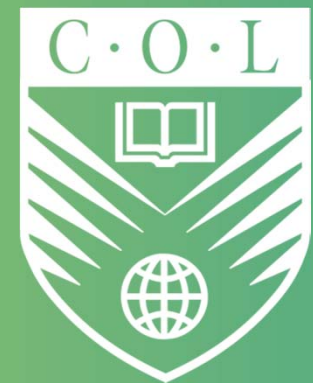


Public universities
9,000 out of 40,000

The Three 'R's'?

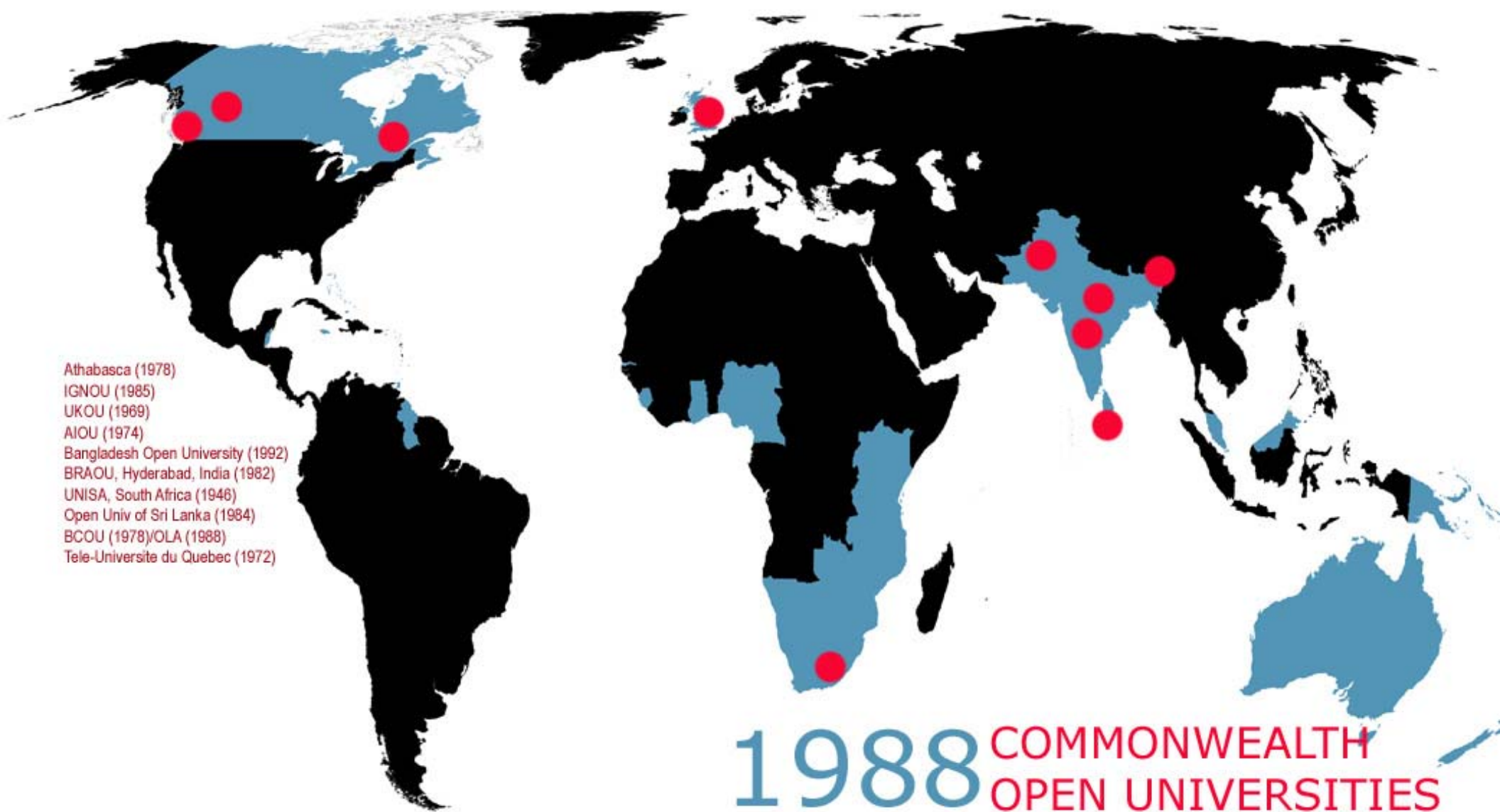
- Reach
- Resources
- Relevance

REACH



The Rise of Open Universities





- 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



IGNOU
UKOU
AIOU
Athabasca
Open University of Malaysia
Open University of Tanzania
National Open University of Nigeria
Netaji Subhash Open University
Bangladesh Open University
BRAOU, Hyderabad, India
YCMOU, Nashik, India
MPBOU, Madhya Pradesh, India
UNISA, South Africa 110,000
Open Univ of Sri Lanka
TNOU, Tamil Nadu, India
Kota Open Univ, Rajasthan, India
Open Univ, Uttar Pradesh, India
Nalanda Open University, Bihar, India
DBROU
KSOU, India
Open University of Zambia
Open University of Uttaranchal, India
Open University of Assam, India
Open University of Cyprus
K.K. Hadique State University, India
The Open Polytechnic of New Zealand
Wawasan Open University, Malaysia

2008 COMMONWEALTH OPEN UNIVERSITIES

Asia has the largest number of adult ODL learners in the world, over 70 open universities!

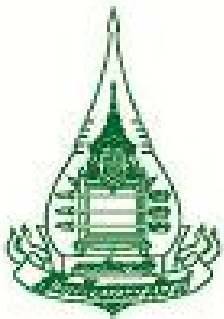
India alone has a growing network of 14 open universities, 14 open schools and nearly 150 dual-mode institutions which collectively cater to over 7 million learners.



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

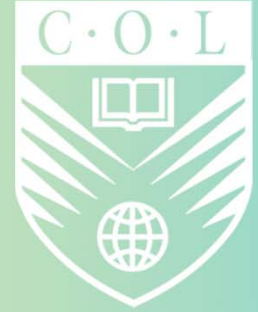


- University of Nairobi: cost/learner of a residential B.Ed was 3 times that of an ODL programme

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

Perraton (2000)

Open and distance education in mega universities



COUNTRY	INSTITUTION	ENROLMENT	% of Campus Cost*
Pakistan	AIOU	456,126	22
China	CCRTVU	2,300,000	40
India	IGNOU	1,187,100	35
UK	OU	203,744	50

*Unit cost per student as a percentage of the average for other universities in the country, NKC, 2004.



THE OPEN UNIVERSITY (UK)

Quality

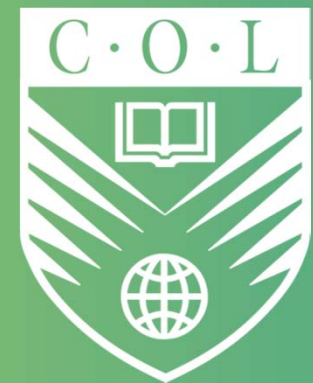
2003:

OOUK ranked 5th (out of 100)

Open & Distance Learning can

- Enhance access and equity by reducing costs
- Improve quality
- Provide flexible learning opportunities

RESOURCES



this document



PROGRAMME



United Nations
Educational, Scientific and
Cultural Organization



2012 World
Open Educational Resources
Congress Paris
20-22 June
UNESCO Headquarters
Paris, France

World Congress on
Open Educational Resources
Paris – June 20-22 – 2012



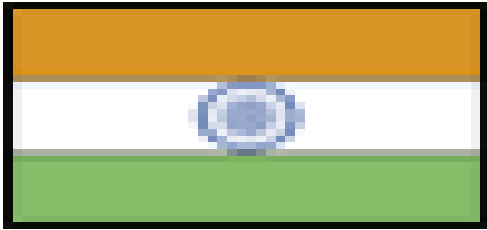
Paris Declaration

What are Open Education Resources (OERs)?

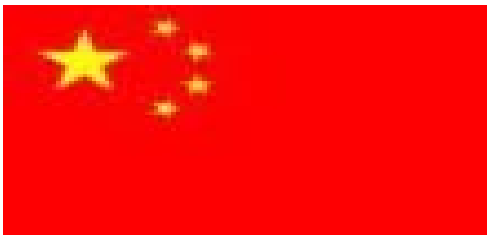
Materials that are

- Free and freely available
- Suitable for all levels
- Reusable
- Digital

OER in the global south



Sakshat



Open Resources



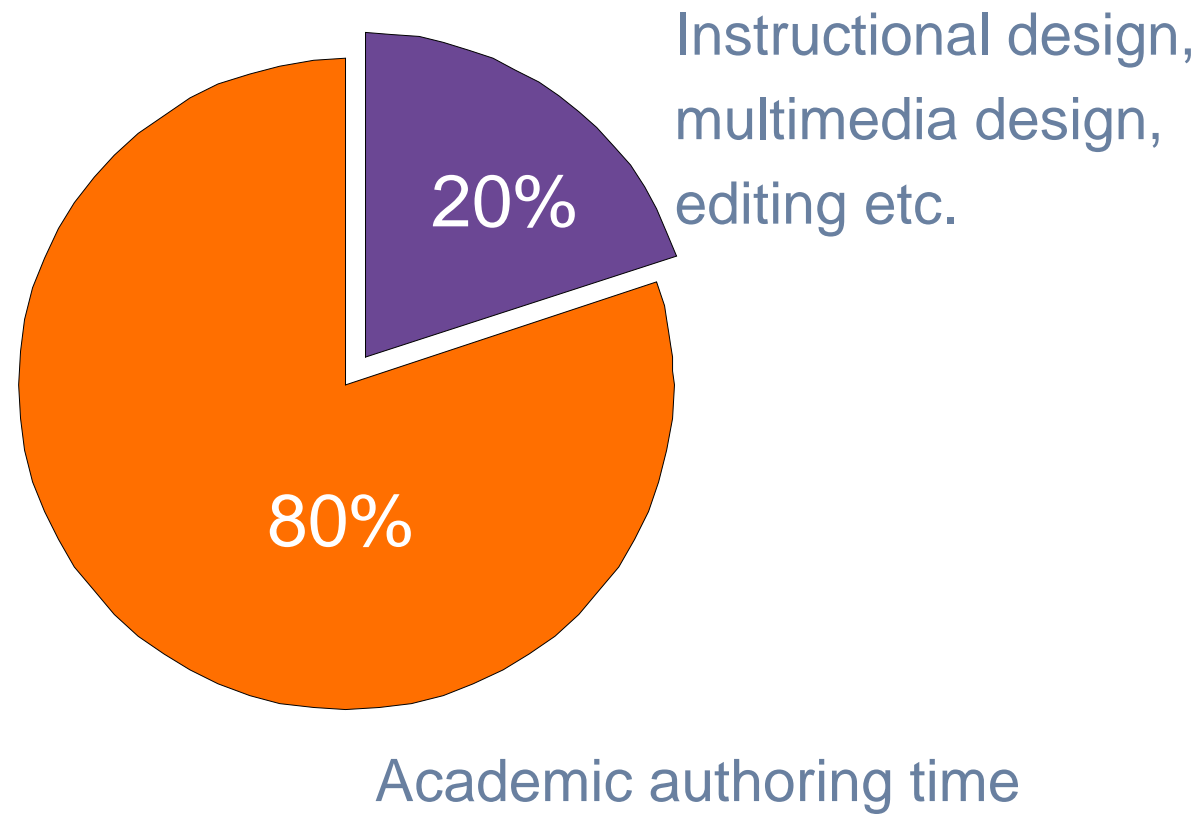
University of Cape Town



OpenCourseware

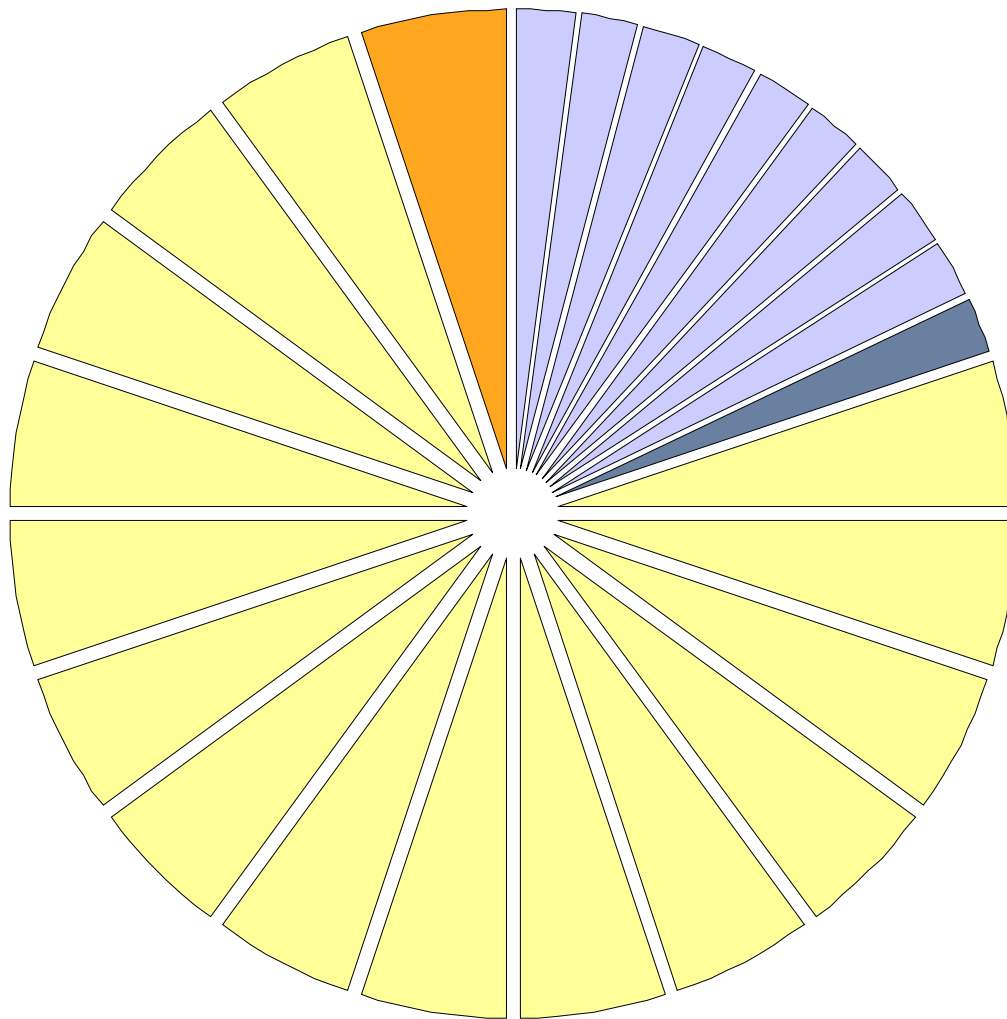


Saving time and money



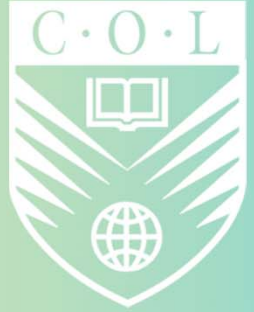


Development of OER



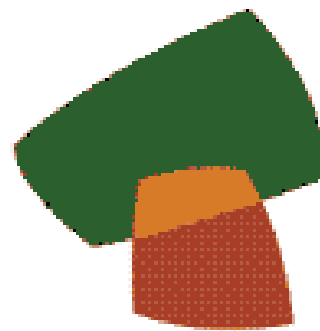
Authoring shared
among participating
institutions/
individuals

Mackintosh



Costs: \$ 10 per teacher

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



TESSA

Teacher Education in Sub-Saharan Africa



3 Costs: OERU

- Athabasca University
- Otago Polytechnic
- University of Southern Queensland






James Taylor




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



The OER university concept. Adapted from Taylor (2007)

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



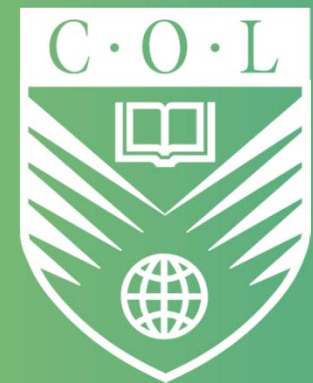
Maya Devi
Educational Foundation



OER can

- Provide quality resources
- Cut costs
- Foster collaboration

RELEVANCE



Gap: curriculum



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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