





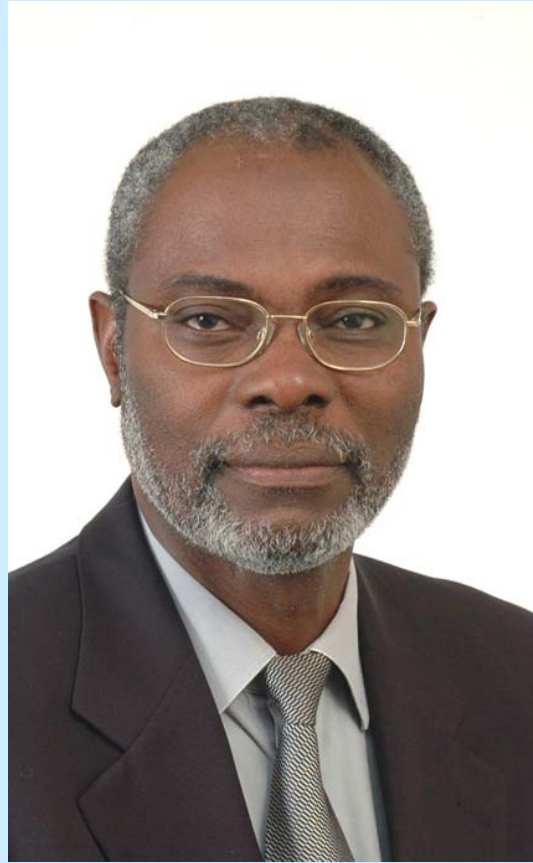
COMMONWEALTH of LEARNING



Quality Assurance and Cross Border Higher Education
in the Commonwealth:
The Work of the Commonwealth of Learning



Professor
Asha Kanwar



Dr. Willie
Clarke-Okah



Sir
John Daniel

Cross-Border Higher Education



or



???



Virtual University for Small States of the Commonwealth

PARTICIPATING COUNTRIES

Cross-Border Higher Education

*“programmes, providers,
people and services that
cross national boundaries”*

Jane Knight

COL's Geographical outreach

The Commonwealth





The Commonwealth



The Small States



UNDER 25s



India 60%



Zambia 50%

1960:

29 countries without college students

1990:

The Gambia; Comoros; Guinea-Bissau

Age Participation Rates (APRs)

~50% in richer countries

<10% in poorer countries



India

9.2 million students

15,000 colleges

330 university institutions

BUT

Access to <10% of 18-23 year-olds



India

Distance Education

24% of HE enrolments in:
13 open universities
106 dual-mode institutions
(AIM: 40% by 2010)

The Reality

Cross-border HE in:

- India
- Jamaica
- Sierra Leone



India

Cross-Border Providers:

27 in 2000

114 in 2004

(30% not recognised)



India

Cross-Border HE is a non-issue in India. The enrolments it attracts are negligible in the Indian context



Jamaica

Aim:

APR of 30% by 2015

50 foreign providers



Sierra Leone

University (4 colleges)

Other tertiary (6 institutions.)

APR = 2% (Africa = 4%)

Enrolments

(taking UK as an example)

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

(HESA data)

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.”

South-South CBHE in the Commonwealth

UNISA – especially in Africa

OU Malaysia – Middle East

IGNOU – Middle East and Africa

The Response to GATS

- *Accra Declaration (2004):*

GATS and Internationalisation of Education in Africa

- *International Association of Universities (2005):*

Statement on Sharing Quality HE Across Borders

(mainly focused on postsecondary)

The Response to GATS

Of the 47 countries which have made commitments under the GATS only 7 are Commonwealth – and only Lesotho and Sierra Leone have made commitments in all five education sectors.

Trends in Commonwealth CBHE

- Huge demand, need to expand access
- For-profit providers active
- Usually low quality, low enrolment and cater to the elite
- Public developing world open universities active
- GATS discussion focused on postsecondary
- Countries with high HDI have most foreign providers
- Developing countries not making GATS commitments
- Trend to south-south collaboration
- Increase in distance learning and eLearning
- Distance and eLearning difficult to track

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CONCLUSION

Governments should respond creatively

Cross-Border Higher Education



or



???

CBHE in the developing
Commonwealth is a
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Commonwealth is a
symptom rather than a
full-blown malady...

so governments have
time to act

"It is advisable to follow not just best practices, but to develop next practices to blaze a trail and stay ahead of the pack!"

C.K.Prahalad

The hard fact is that many Commonwealth countries cannot afford either the financial or time demands of developed-world quality assurance systems.



Botswana College of Distance & Open Learning



Kyambogo University, Uganda

NOT: *Internal and/or external assessment*

BUT: *A Culture of Quality*

A Culture of Quality:



COMMONWEALTH of LEARNING

PERSPECTIVES ON
DISTANCE EDUCATION

Towards a
Culture of Quality

Badri N. Koul and Asba Kanwar, Editors

- *Care shown to students*
- *Attitude and ethos*
- *Quality of study materials*
- *Quality of learner support*



COMMONWEALTH of LEARNING



COL's work

“enhancing access to education and training through open, distance and technology-mediated learning”

- *Promoting policies*
- *Developing systems*
- *Building models*
- *Creating materials*
- *Enhancing capacity*

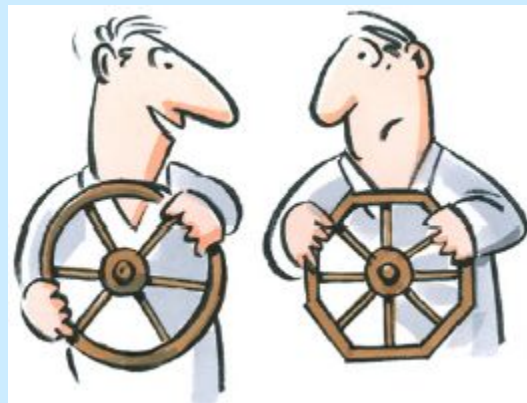
COL's work on Quality Assurance

- Guidelines for effective QA for ODL and eLearning in HE and Teacher Education
- Sharing guidelines and approaches between countries

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(Let's not reinvent the wheel!)



COL's work on Quality Assurance

EXAMPLES:

- Sri Lanka: QA guidelines for the Open University of SL and the University Grants Committee
(now being reviewed by the Higher Education Commission of Pakistan for use there)

COL's work on Quality Assurance

EXAMPLES:

- Sri Lanka: QA guidelines for the Open University of SL and the University Grants Committee
(now being reviewed by the Higher Education Commission of Pakistan for use there)
- India (NAAC): Performance indicators for Teaching Training
(now being used in Nigeria)

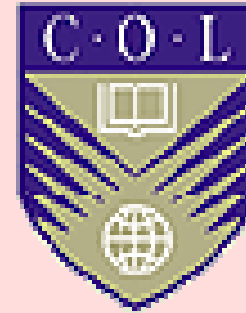
COL's work on Quality Assurance

EXAMPLES:

- India (NAAC):
 - Course on QA in Higher Education
 - QA Assessors' Handbook

‘return on spending on instructional materials in education is up to fourteen times higher than the return on spending on physical facilities....’

*Filmer and Prichett
(World Bank)*



University of Surrey

Case Studies of Transnational Education in:

Bangladesh

Malaysia

Jamaica

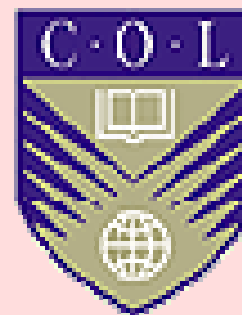
Bulgaria

Senegal



University of the West Indies

Foreign Providers in the Anglophone Caribbean



“countries will increasingly have to demonstrate that they are treating foreign providers in the same way as national institutions”

COL's work on Quality Assurance

Guidelines

Research

Course Materials

CAPACITY BUILDING



The Commonwealth



The Small States



VUSSC Participants



Criss-Cross-Border Higher Education

The Virtual University for Small States of the Commonwealth

CONTENT:

Tourism; Small Business Management; Professional Development for Teachers, Health Workers; Public Servants; etc.

METHOD:

Collaborative on-line development of material
Adaptation and use by local institutions

Criss-Cross-Border Higher Education

The Virtual University for Small States
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MATERIAL AVAILABLE AS:

Open Educational Resources
Creative Commons (BY & SA)

<http://www.col.org/colweb/site/pid/4051>

PLEASE...

do not put 'Non-Commercial' (NC)
restrictions on
Open Educational Resources!

You both limit their use by those who
need them most and the richness of
what you can produce

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VUSSC Participants



COL's work on Quality Assurance

- QA mechanisms
- Policy formulation
- Systems development

With multi-level involvement:

individuals

institutional

national

regional

international

Conclusions

- A Central Unit for CBHE?
 - One-stop shop
 - Coordinate with stakeholders
 - Overseas and local
 - Import and Export
 - Contact, distance, eLearning

Conclusions

- A Central Unit for CBHE?
- Assure quality of exports

Conclusions

- A Central Unit for CBHE?
- Assure quality of exports
- Institutional responsibility

A Culture of Quality:



COMMONWEALTH of LEARNING

PERSPECTIVES ON
DISTANCE EDUCATION

Towards a
Culture of Quality

Badri N. Koul and Asba Kanwar, Editors

- *Care shown to students*
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- *Quality of study materials*
- *Quality of learner support*

Economics

“People respond to incentives; all the rest is commentary.”

Steven Landsburg
The Armchair Economist

INCENTIVES

Agencies (UNESCO, COL):

Access to quality HE for development

Governments:

Join the international knowledge economy

Institutions:

Academic integrity and reputation

Individuals:

Learning = Common Wealth of Humankind

Learning

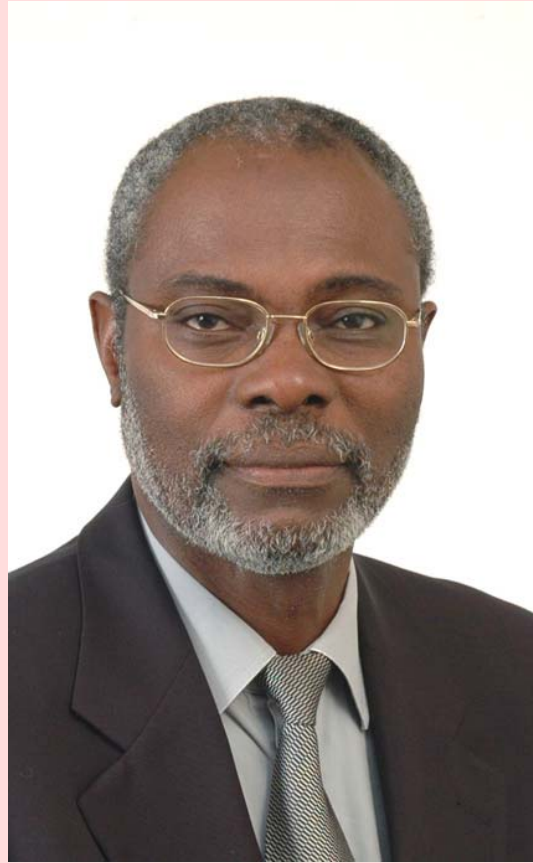
*is the Common Wealth
of humankind...*

*Let us not debase the
coinage*

Thank you!



Professor
Asha Kanwar



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Sir
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COMMONWEALTH of LEARNING

