

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

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Mega-universities

=

Mega-impact on access, cost and quality

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*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**

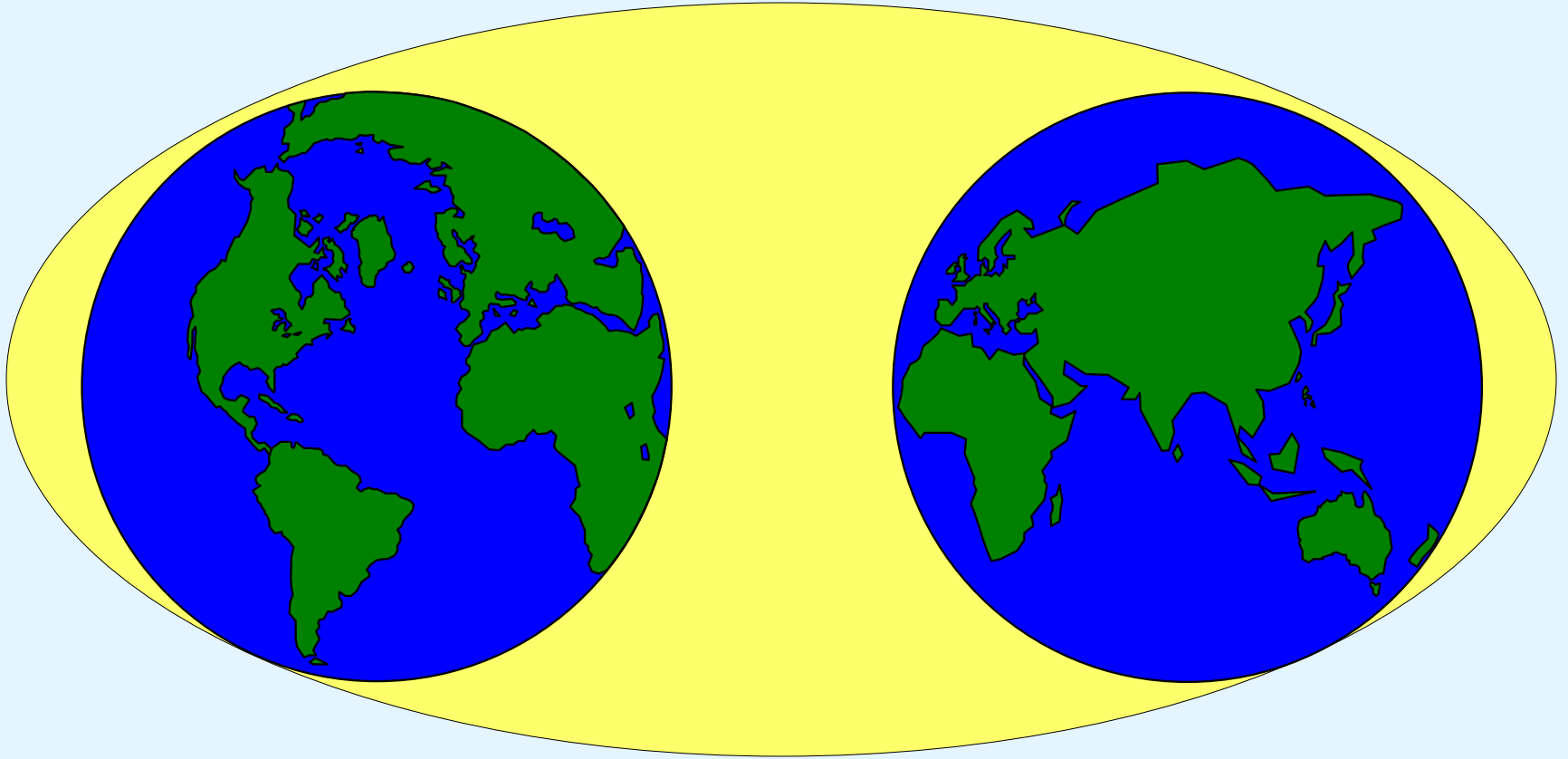


**Asha
Kanwar**



**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)

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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 XXX
- Presence of natural persons XXX
- 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

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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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- 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

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- 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)

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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.”

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.

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

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

SIERRA LEONE

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*)

1	CAMBRIDGE	96%
2	LOUGHBOROUGH	95%
3=	LONDON SCHOOL OF ECONOMICS	88%
3=	YORK	88%
5	<u>THE OPEN UNIVERSITY</u>	87%
6	OXFORD	86%
7	IMPERIAL COLLEGE	82%
8	UNIVERSITY COLLEGE LONDON	77%
9	ESSEX	77%

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. <u>THE OPEN UNIVERSITY</u>	<u>4.5 / 5</u>
2. Birkbeck College	4.3 / 5
3. University of Leicester	4.3 / 5
4. Loughborough University	4.3 / 5

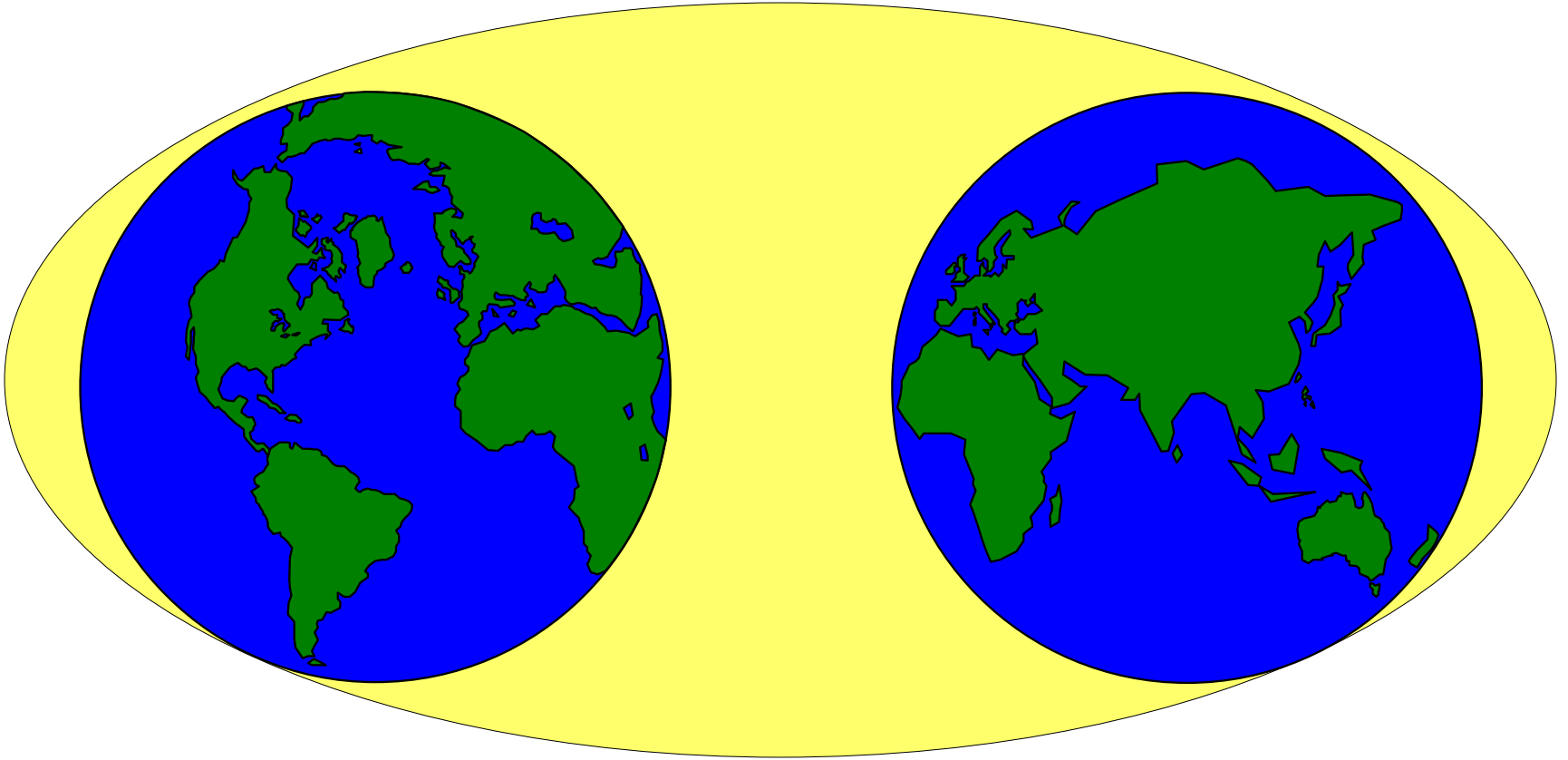
Towards
a culture of
quality

Mega-universities

what kind of

leadership?

MEGA-UNIVERSITIES AND



CROSS –BORDER HIGHER EDUCATION

New Technologies for
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Thank you!



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