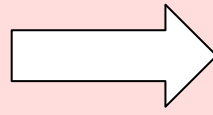
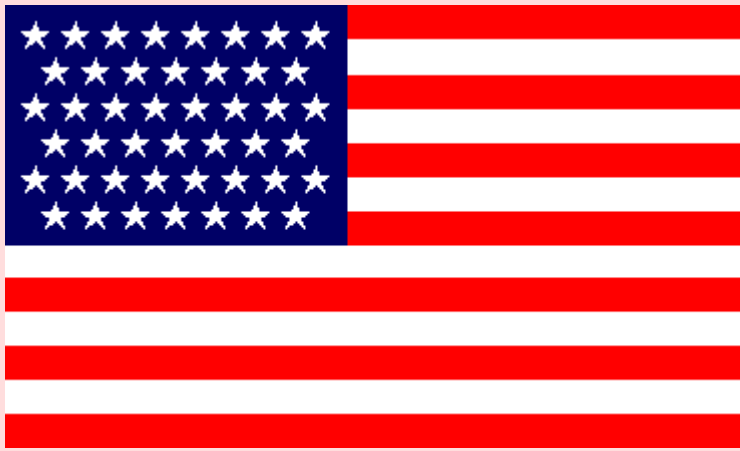


CHEA

International

Commission

2007-02-01



2003



# UNESCO's World of Education



# CHEA

International Commission

*The Expansion of Higher Education  
in the Developing World: What can  
Distance Learning Contribute?*

Sir John Daniel

Commonwealth of Learning

# A Tectonic Shift in Global Higher Education

(Change – July/August 2006)



Professor  
Asha Kanwar

Stamenka  
Uvalić-Trumbić

Sir  
John Daniel

# FORECAST

120 million by ~~2020~~ 2010

STUDENTS GLOBALLY

(already 130 million if  
part-time included)

# Age Participation Rates

What threshold for 'developed' status?

Examples:

Canada - 60%

Malaysia - 30% aiming for 40+%

India - <10%

CONNECTIVITY

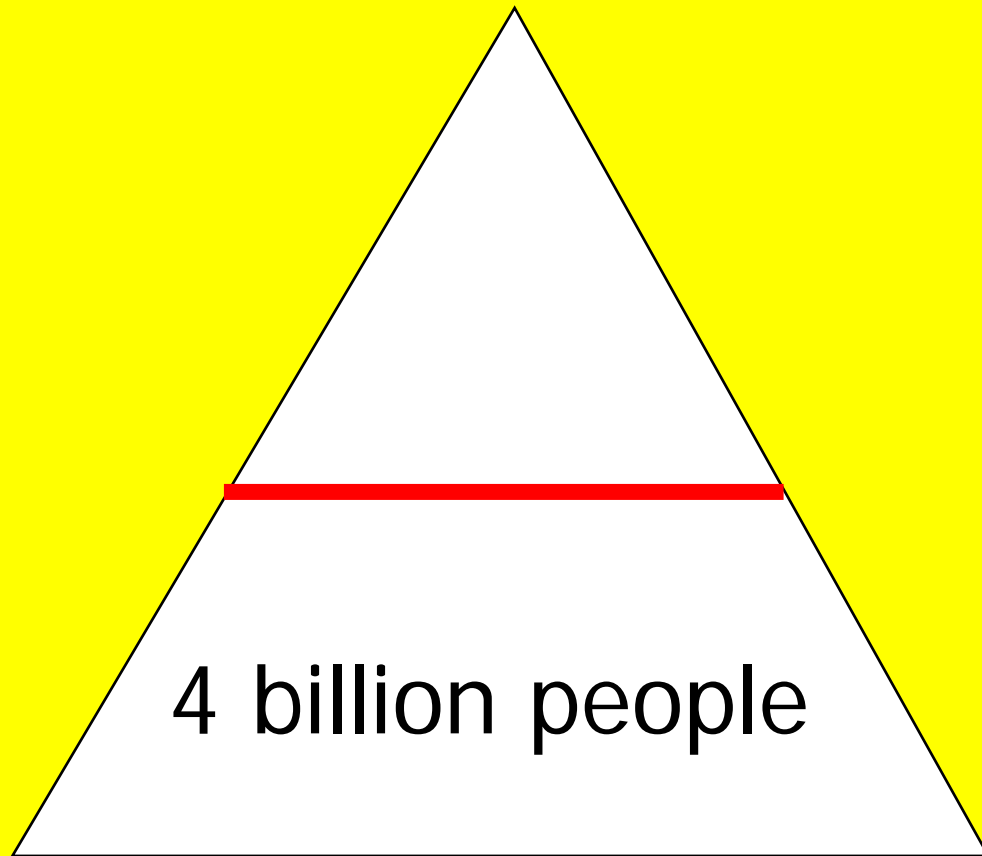
+

OPEN EDUCATIONAL  
RESOURCES

=

RADICAL COST REDUCTION?

# The Bottom of the Pyramid





# Key Developments in Higher Education

- Private, for-profit provision
- Cross-Border Higher Education

# Key Developments in Higher Education

- Private, for-profit provision
- Cross-Border Higher Education
- More Distance Education



# India

9.2 million students

15,000 colleges

350 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)



# India's Open Universities

<u>Level</u>	<u>Name</u>	<u>Students</u>
<i>National:</i>	<i>IGNOU</i>	<i>1,500,000</i>
<i>West Bengal</i>	<i>NSOU</i>	<i>80,000</i>
<i>Tamil Nadu</i>	<i>TNOU</i>	<i>60,000</i>
<i>Maharashtra</i>	<i>YCMOU</i>	<i>200,000</i>

# Who's Afraid of Cross-Border Higher Education? A Developing World Perspective



John  
Daniel



Asha  
Kanwar



Stamenka  
Uvalić-Trumbić

**INQAAHE 2005**

“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.”

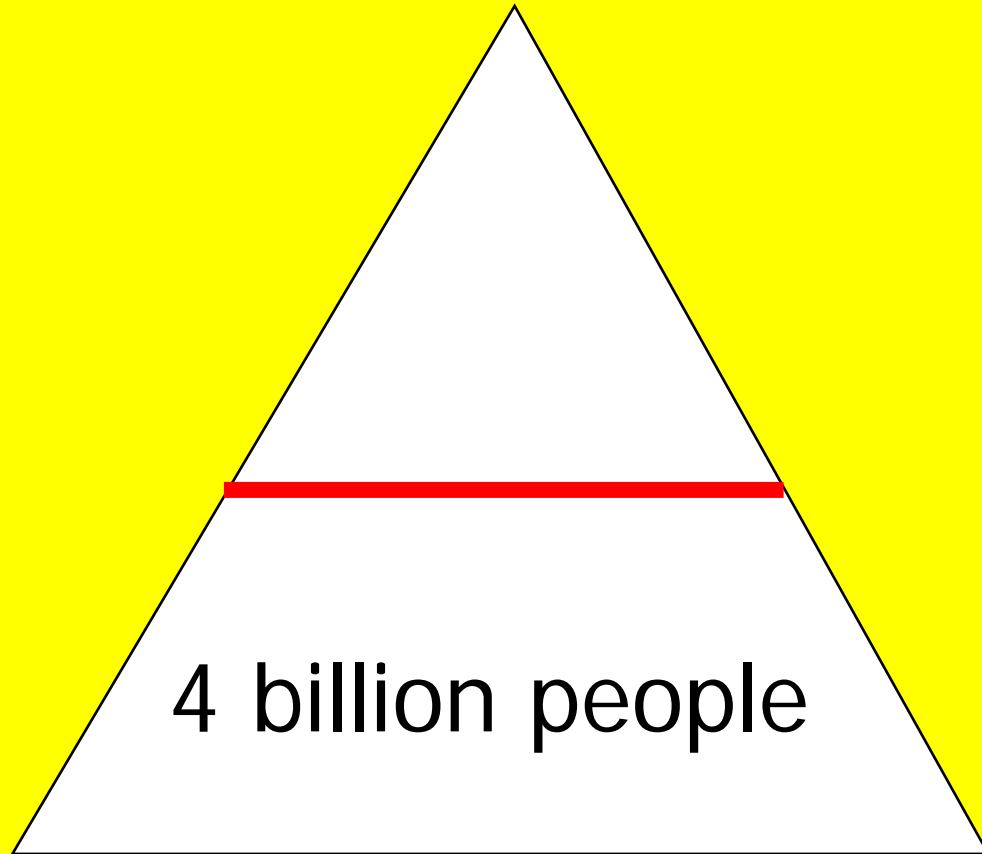
# Can cross-border HE do better?

South-south activity is encouraging:

- IGNOU in the diaspora  
(26 countries)
- UNISA across Africa



# The Bottom of the Pyramid



# 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’



# 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

# Distance Learning:

- *Affordability*
- *Accessibility?*
- *Appropriateness?*
- *Accreditation?*
- *Acceptability?*

# Distance Learning:

- Affordability

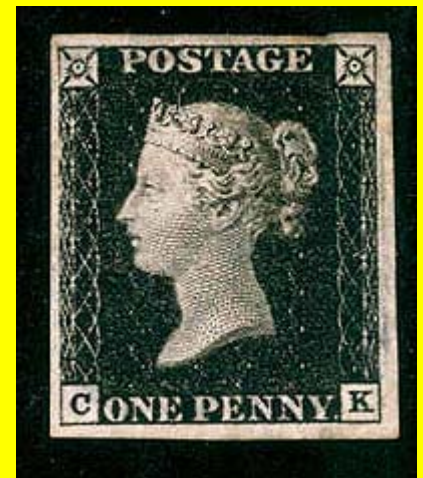
beyond the elite to the masses

# Technology in Education

- Penny Post

Correspondence education

Private Sector



# Technology in Education

- Multi-media

Open universities

Public Sector





# Technology in Education

- eLearning

Online networked education

Private + public Sector



# Distance Learning:

- Accessibility?  
to technology

# Distance Learning:

- Appropriateness?

make partnerships

(and go easy on baseball)

# Distance Learning:

- Accreditation?
- Acceptability?



**The Open University**



# India's Open Universities

Fighting with the poor reputation of correspondence courses from 'name' universities.



# India's Open Universities

Fighting with the poor reputation of correspondence courses from 'name' universities.

The Distance Education Council has not addressed the problem



# The Commonwealth





# The Small States





# Virtual University for Small States of the Commonwealth

PARTICIPATING COUNTRIES



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- Share alike (SA)

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<http://freedomdefined.org/Definition>

# OPEN EDUCATIONAL RESOURCES

What kind of QA and  
Accreditation – and at what  
stage?



Helping and protecting  
Learners

*A global public good*

# Learning for Development



THANK YOU