

The Association of
Commonwealth Universities

DILEMMAS
IN
INTERNATIONAL
EDUCATION



COMMONWEALTH *of* LEARNING



DILEMMAS IN INTERNATIONAL EDUCATION



John
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Asha
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Stamenka
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The Challenge

The stark contrast in participation rates in higher education around the world

The Dilemma

Age Participation Rates (APRs)

< 10%

INDIA

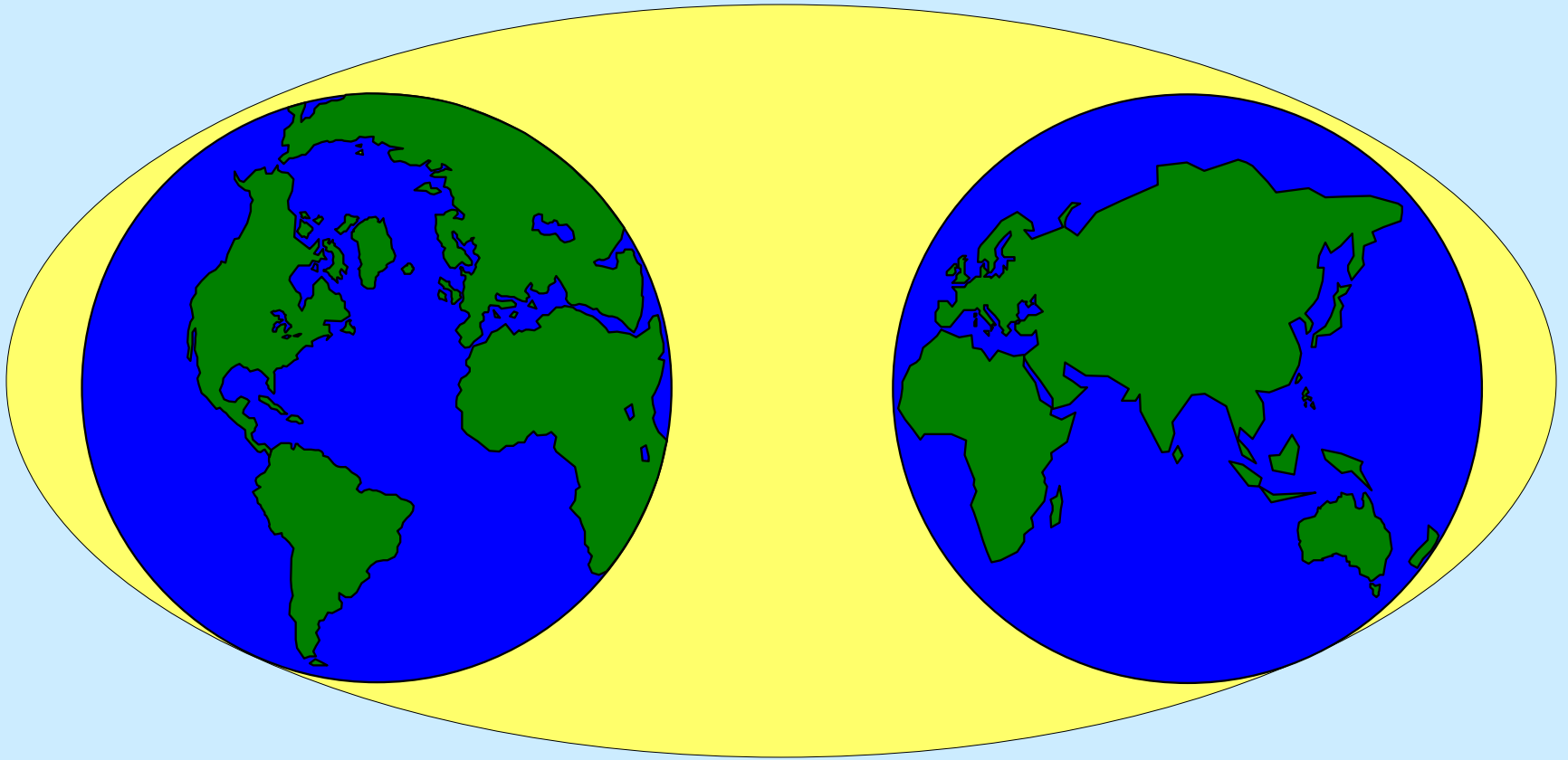
< 5%

PARTS OF AFRICA

~ 50%

DEVELOPED WORLD

EXPANSION



with an international dimension?

***Cultural Imperialism or Global Public Goods:
Dilemmas of International Education.***



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EXPANSION

How?

- Private or Public?

EXPANSION

How?

- Private or Public?
- Campus or Distance?

EXPANSION

How?

- Private or Public?
- Campus or Distance?
- Which Programmes?

EXPANSION

How?

- Private or Public?
- Campus or Distance
- Which Programmes?
- What Quality?

Private or Public?

State provision – no fees
(= low APRs)

Private or Public?

State provision – no fees
(= low APRs)

Higher APRs

=

Fees and/or private sector

Home-grown or international?

Home-grown or international?

“all cross-border providers are, by definition, private for-profit providers once they spread their wings outside their country of origin”

Private or Public?

“the choice is either a public-sector monopoly giving inadequate provision or meeting the demand through a diversity of public and private institutions”

The Private HE Sector

\$350 billion worldwide

(IFC – World Bank)

The Private HE Sector

“most private providers, both local and foreign, cater expensively to an elite market”

Classroom teaching or distance learning?

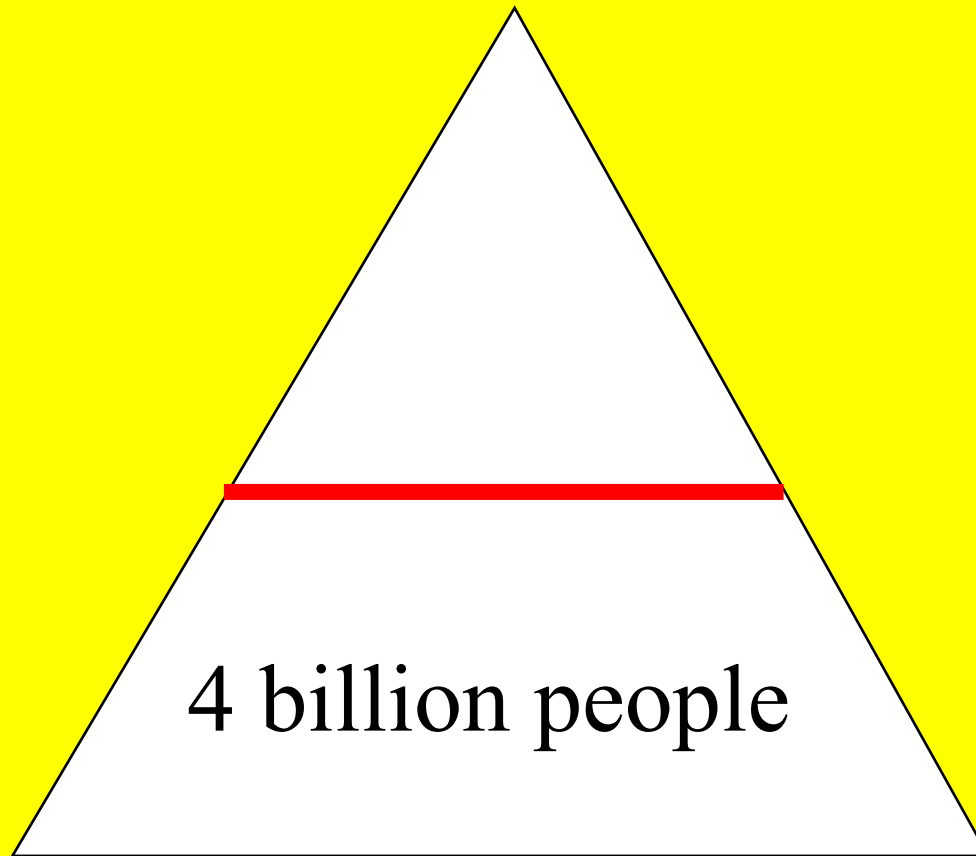
Classroom teaching or distance learning?

Distance learning:

- 23% of students (India)
- Most black African students
(South Africa)

The Fortune at the Bottom of the Pyramid

C. K. Prahalad



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’

CONNECTIVITY

+

OPEN EDUCATIONAL
RESOURCES



THE VIRTUAL
UNIVERSITY FOR
SMALL STATES OF THE
COMMONWEALTH

OPEN EDUCATIONAL RESOURCES

1st generation: MIT

2nd generation: UKOU

3rd generation: VUSSC

Diplomas or degrees?

Diplomas or degrees?

“securing better livelihoods is
the key to development”

Diplomas or degrees?

“securing better livelihoods is
the key to development”

“preferably through the
expansion of the formal sector
of the economy”

Quality Assurance or
caveat emptor?

“a challenge of ethics
and quality”

Quality Assurance or *caveat emptor?*

“the driving force behind
quality assurance has to be
national governments”

**The UNESCO-OECD Guidelines
on Quality Assurance in
Cross-Border Higher
Education**

Quality Assurance or *caveat emptor?*

“the driving force behind
quality assurance has to be
national governments”

“before long most
postsecondary
education will be
in the developing
world”

- Globalisation

- Globalisation
- Privatisation

- Globalisation
- Privatisation
- Cut costs with technology

- Globalisation
- Privatisation
- Cut costs with technology
- Quality Assurance

- Globalisation
- Privatisation
- Cut costs with technology
- Quality Assurance
- Recognition

A Global Public Good – NOT Cultural Imperialism



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THANK YOU



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