The Association of Commonwealth Universities

DILEMMAS IN INTERNATIONAL EDUCATION
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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
with an international dimension?
Cultural Imperialism or Global Public Goods: Dilemmas of International Education.
E X P A N S I O N

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

4 billion people
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

1\textsuperscript{st} generation: MIT

2\textsuperscript{nd} generation: UKOU

3\textsuperscript{rd} 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
THANK YOU

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Commonwealth of Learning