

# 2<sup>ND</sup> WORLD SUMMIT OF MEGA-UNIVERSITIES

IGNOU, New Delhi  
25 September 2005

# 1st WORLD SUMMIT OF MEGA-UNIVERSITIES

Shanghai TVU, China  
7-9 November 2003

# 1st WORLD SUMMIT OF MEGA-UNIVERSITIES

Shanghai TVU, China  
7-9 November 2003

*Mega-universities*

=

*Mega-impact on access, cost and quality*

# 2<sup>ND</sup> WORLD SUMMIT OF MEGA-UNIVERSITIES

IGNOU, New Delhi  
25 September 2005

*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

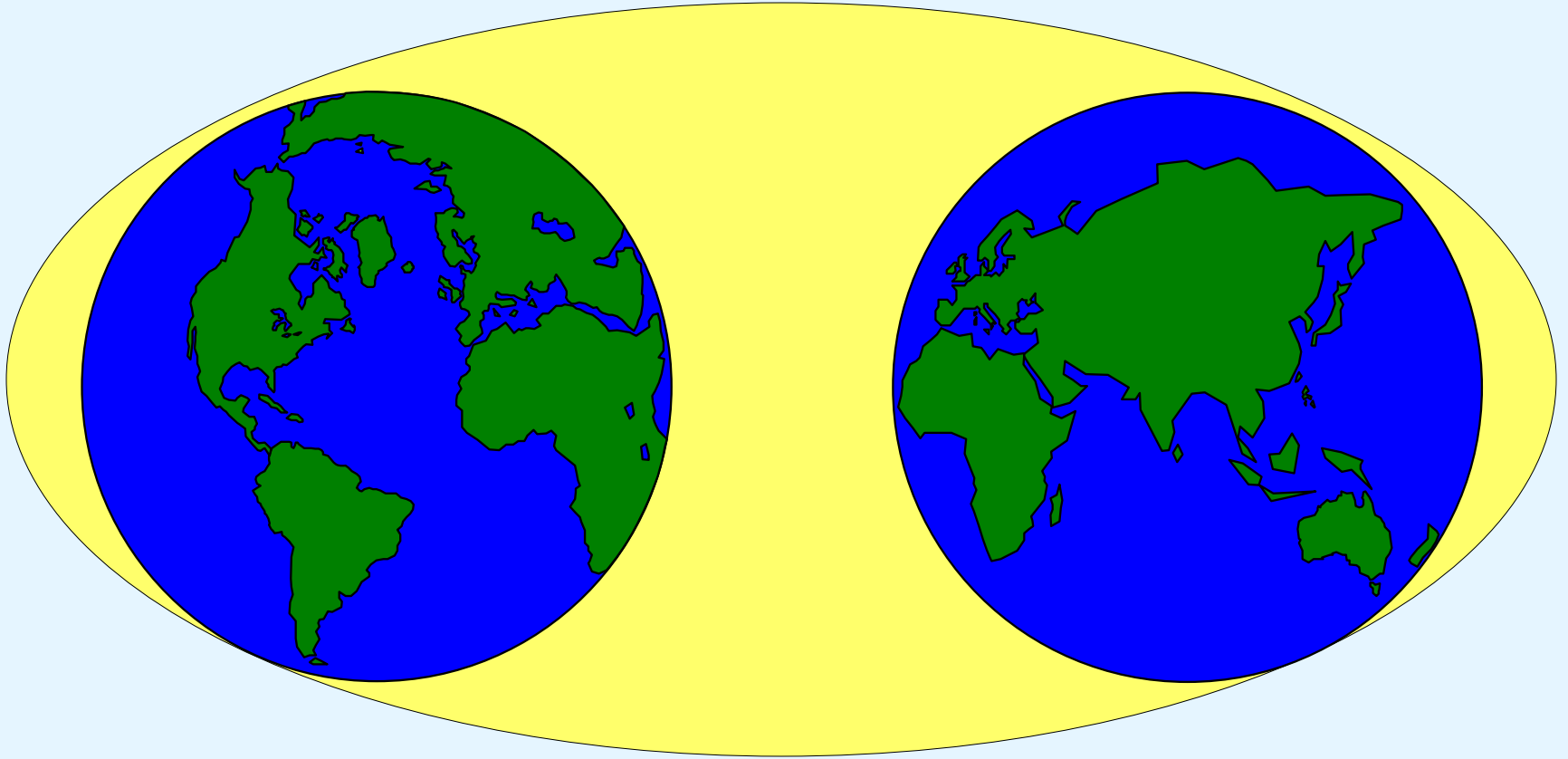


Asha  
Kanwar



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)

Reinforced by the:

General Agreement on Trade in Services  
(GATS)

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 21<sup>st</sup> 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

# The Challenge

## 1. Demography:

7-8 billion (50% young) in  
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

- APR = 7%

# INDIA

- APR = 7%
- 23% in DE (11 open universities; 102 dual)
- 40% in DE by 2010

# INDIA

- APR = 7%
- 23% in DE (11 open universities; 102 dual)
- 40% in DE by 2010
- 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

# SIERRA LEONE

- 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)*

# Enrolments

(taking UK as an example)

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

*(HESA data)*

Look at the distribution

# Enrolments

(taking UK as an example)

c-b enrolments correlate with HDI

e.g. HK-SAR (26<sup>th</sup> HDI)

Singapore (28<sup>th</sup> HDI)

Malaysia (58<sup>th</sup> 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	<b><u>THE OPEN UNIVERSITY</u></b>	<b>87%</b>
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

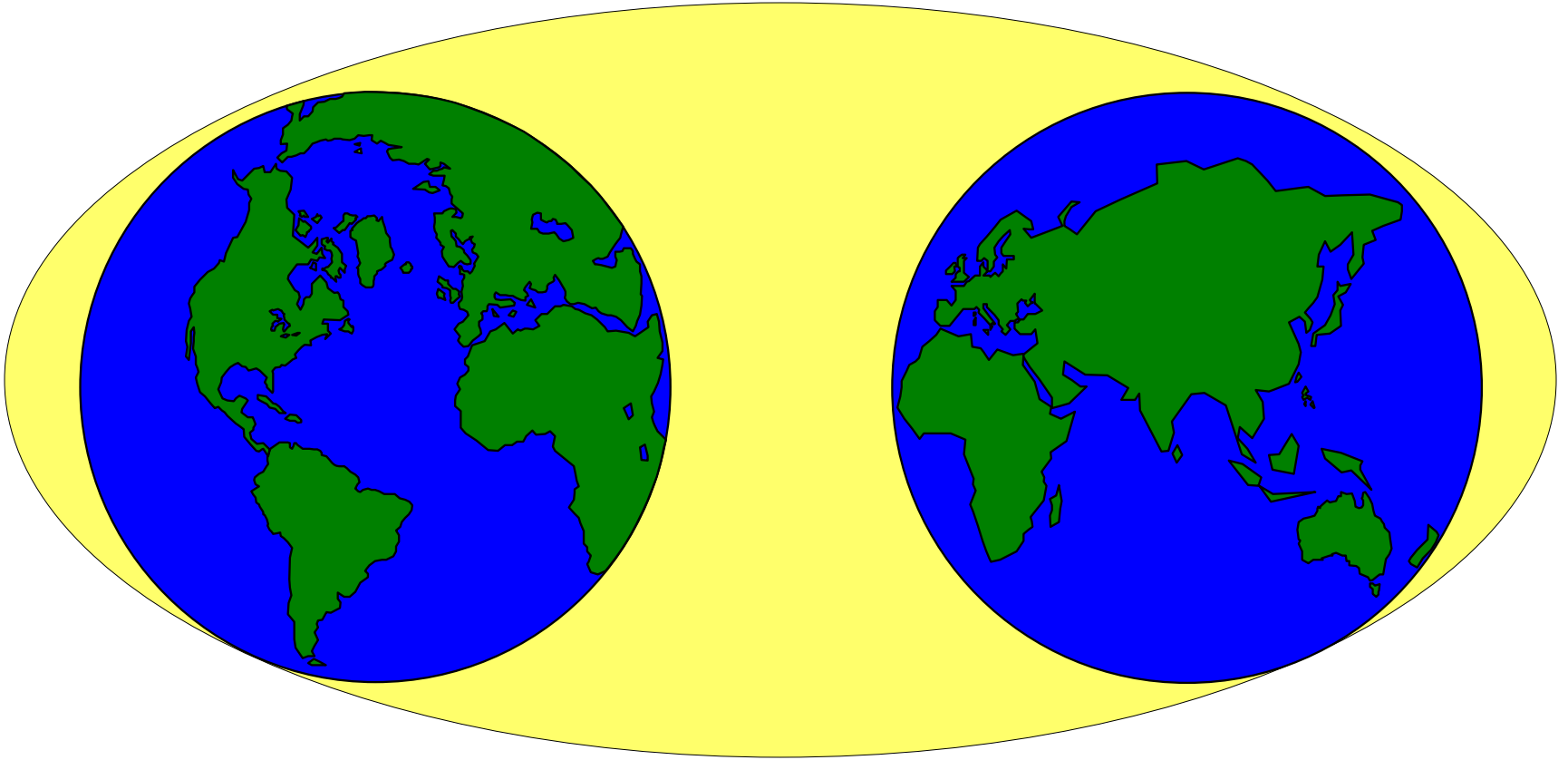
Towards  
a culture of  
quality

Mega-universities

what kind of

leadership?

# **MEGA-UNIVERSITIES AND**



**CROSS –BORDER HIGHER EDUCATION**

New Technologies for  
Cross-Border Education

CONNECTIVITY

+

OPEN EDUCATION  
RESOURCES

# Thank you!



John  
Daniel



Asha  
Kanwar



Stamenka  
Uvalić-Trumbić