The Realities of Cross-Border Delivery in Higher Education: Challenges, Opportunities and Myths

Sir John Daniel
Commonwealth of Learning
What is Cross-border HE?
THE CHALLENGE

Can cross-border higher education help developing countries develop their HE systems?
THE MYTH

Cross-border HE from the RICH WORLD is swamping THE POOR WORLD
THE OPPORTUNITY

Connectivity

Open Educational Resources
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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**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
- Presence of natural persons
- Cross-border supply (= distance learning)
- Commercial presence (= branch campus)
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
What is Cross-border HE?

Can it help developing countries develop their HE systems?

- Accessibility
- Availability
- Affordability
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
THE BOTTOM OF THE PYRAMID

4 billion people
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’
THE MYTH

Cross-border HE from the RICH WORLD is swamping THE POOR WORLD
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

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- 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 (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.”
THE OPPORTUNITY
THE FORTUNE AT THE BOTTOM OF THE PYRAMID

4 billion people

(C.K. Prahalad)
C.K. Prahalad

The Fortune at the Bottom of the Pyramid

Calls for cross-border HE radically to change its cost structures and logistics
THE OPPORTUNITY

Connectivity

+

Open Educational Resources
Can cross-border HE do better?

South-south activity is encouraging:

- UNISA across Africa
- IGNOU in the diaspora
New Technologies for Cross-Border Education

CONNECTIVITY

+

FREE OPEN SOURCE SOFTWARE
www.col.org/lor/index.htm
The Virtual University for Small States of The Commonwealth

Invitation to participate

NOVEMBER 2004

[PRINT FRIENDLY PDF VERSION (122kb download)]

Purpose & Summary

The Commonwealth of Learning (COL) invites the Small States\(^1\) of the Commonwealth, through their Ministers of Education, to indicate whether they wish to participate in the creation of the Virtual University for Small States of the Commonwealth (VUSSC) and, if so, what outcomes and results they seek to achieve for their country through this initiative.

This guides gives the background to the initiative, explains the purpose of the VUSSC, describes how it will be created, details the conditions of participation, and clarifies the role of COL.

Background

Commonwealth Education Ministers conceived the idea of the Virtual University for Small States of the Commonwealth at their meeting in Halifax, Canada, in 2000. The dotcom frenzy was then at its peak and Ministers from the Small States were worried that, unless they took collective action, the new world of eLearning would pass their countries by.

First, in the years since 2000 eLearning has expanded in a gradual and evolutionary way rather than provoking the rapid revolution in education that some predicted. This means that the Small States have ample time to integrate eLearning in a systematic way with their existing use of media and technology in education and training.
Role of governments in eLearning:

DON’T
operate (except gov’t functions)

DO
create the right context
Barriers to eLearning

Issues of bandwidth:

• Telecoms legislation and monopolies
Barriers to eLearning

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• Telecoms legislation and monopolies

“developing country institutions can pay over 100 times more for Internet access than in the industrialised world.”
Barriers to eLearning

Issues of bandwidth:

- Telecoms legislation and monopolies

Expensive connectivity handicaps institutions and countries.
Barriers to eLearning

Issues of bandwidth:

2. Little joint buying:

_Institutions should club together to buy bandwidth_
Barriers to eLearning

Issues of bandwidth:

3. Poor policy and management:

  - Define acceptable use

  - Maximise benefits day and night
Barriers to eLearning

Issues of bandwidth:

3. Poor policy and management:

- Define acceptable use
- Maximise benefits day and night
- Extended hours of access
Barriers to eLearning

NON-TECHNICAL ISSUES
Barriers to eLearning

NON-TECHNICAL ISSUES

- Institutional development and organisation
  - General policy on eLearning
  - Policy on OERs
Barriers to eLearning

NON-TECHNICAL ISSUES

• Academic issues
  - Choice of programme
  - Being student centred
Barriers to eLearning

NON-TECHNICAL ISSUES

• National and international environment
  - Partnerships and cooperation to avoid dependence on others
Can partnerships and collaboration help developing countries develop their HE systems?
Barriers to eLearning

NON-TECHNICAL ISSUES

• Management
  - Proprietary or Open Source?
THE CHALLENGE

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Open Educational Resources
THANK YOU

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Paul West
Susan D’Antoni
Stamenka Uvalić-Trumbić

Commonwealth of Learning
UNESCO