



*Understanding the  
changing*

**India, China and America Institute**

*global landscape*



**EDUCATION FOR INNOVATION  
IN INDIA, CHINA AND AMERICA**

March 2-3, 2007 | Emory Conference Center Hotel | Emory University | Atlanta, USA

# Innovation for Human Development: Redesigning Higher Education

Sir John Daniel  
Commonwealth of Learning

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# A Tectonic Shift in Global Higher Education (Change Magazine – July/August 2006)



Professor  
Asha Kanwar



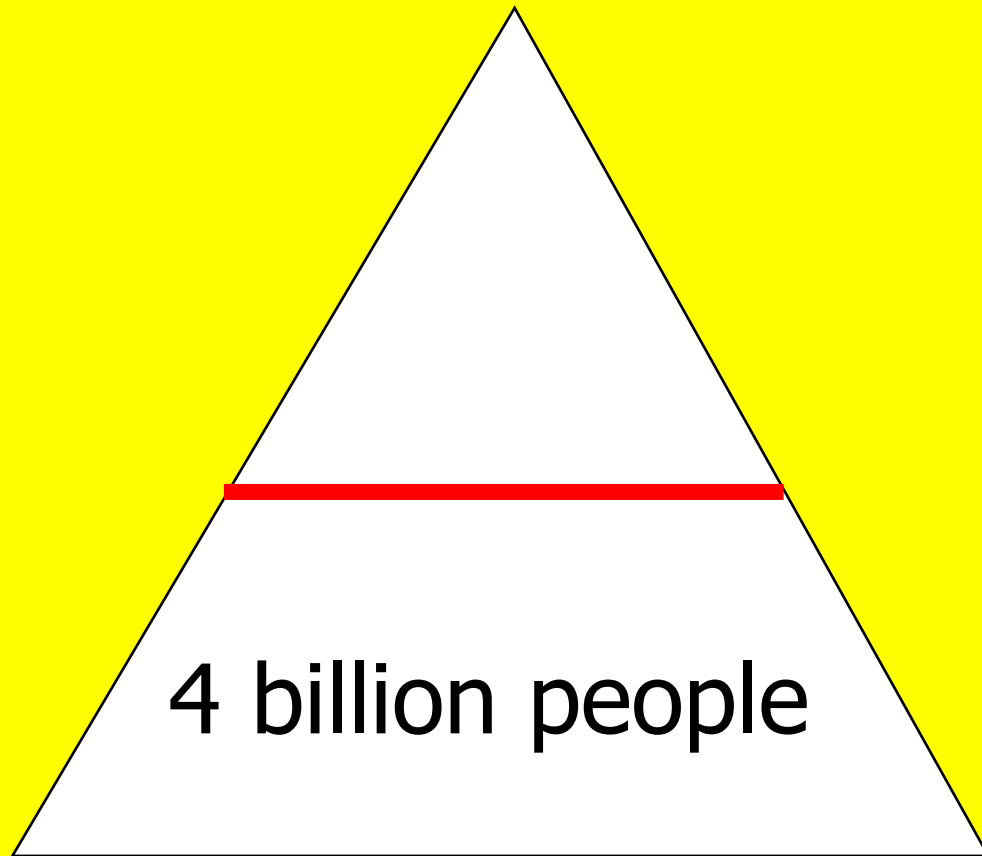
Stamenka  
Uvalić-Trumbić



Sir  
John Daniel

“Academe has  
traditionally been  
rather impervious  
to attempts at  
redesign”

# The Bottom of the Pyramid



# FORECAST

120 million by ~~2020~~ 2010

STUDENTS GLOBALLY

(already 130 million if  
part-time included)



2000-2003: HE enrolments doubled

2005: Largest HE system

# Age Participation Rates

What threshold for 'developed' status?

Examples:

Canada - 60%

Malaysia - 30% aiming for 40+%

India - <10%

# Developing countries

The Challenge:

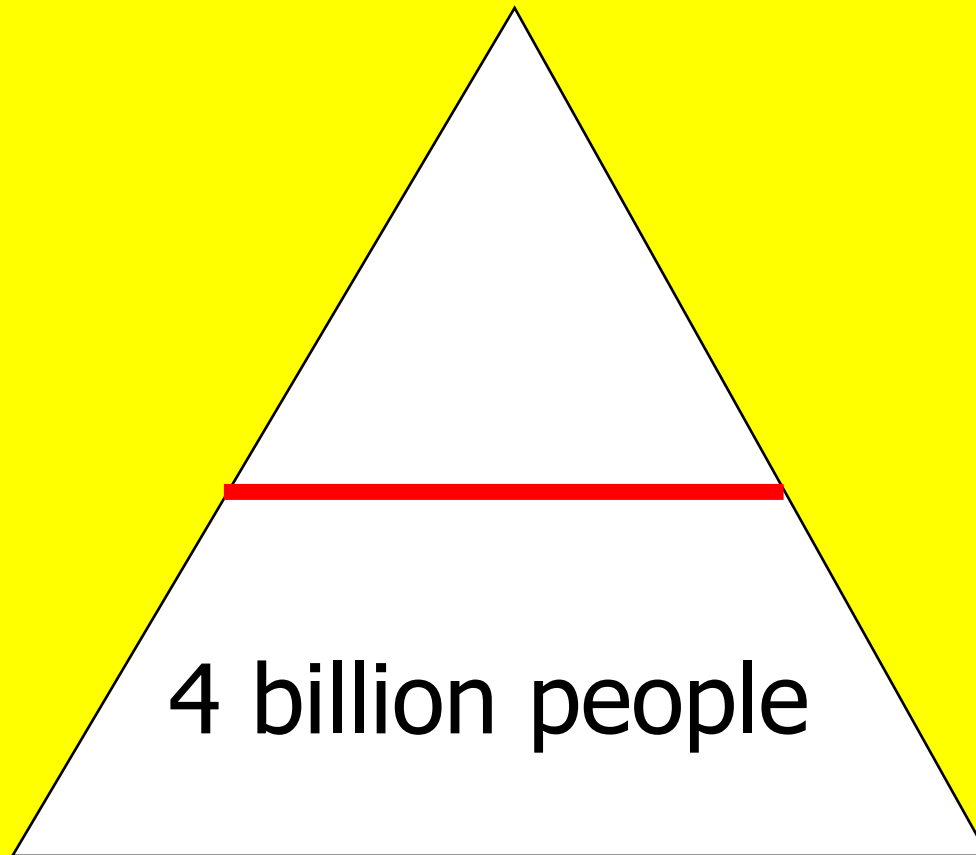
Low APRs

+

Low Median Age

# The Bottom of the Pyramid

Achieving a 35% APR in HE would yield



**150 million additional students**

# Developing countries

The Challenge:

**HOW?**

to expand HE

# Developing countries

“their answers to this question will effectively define the global profile of higher education in the 21st century”

# Key Developments

- Private, for-profit provision
- More distance education
- Cross-border higher education

*Quality Assurance?????*



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Higher Education

is a

**PRIVATE GOOD**

and a

**PUBLIC GOOD**

# Practice, Principle, and Pragmatism

all challenge the notion of  
higher education as a  
public monopoly

Practice:

a long history of private  
higher education (churches,  
foundations, etc.)

Practice,

Principle:

Government should  
regulate, not control

Practice,

Principle, and

**Pragmatism:**

**demography and demand**

Practice,

Principle, and

**Pragmatism:**

demography and demand

lifelong learning

“No government has the resources to pay for basic education for all from the public purse and fund higher education throughout life as well.”

“Either higher education is provided inadequately by a public-sector monopoly or the demand is met by a combination of public and private institutions.”

# COMPARISONS

South Korea & Ghana

Malaysia & Zambia

# Higher Education in the 21<sup>st</sup> century

Private sector >> bigger role

A balance between:

ACCESSIBILITY

QUALITY

RETURN ON INVESTMENT

# Higher Education in the 21<sup>st</sup> century

Private sector >> bigger role

**“FEES are the heart of the  
issue”**

...the combination of competitive entry  
and free tuition would produce  
equitable participation in higher  
education from all socio-economic  
groups.

...the combination of competitive entry and free tuition would produce equitable participation in higher education from all socio-economic groups.

Abundant research now shows that this is simply not true

“The socio-economic profile of students in countries that charge fees while also providing scholarships and loans for poorer students is more broadly based than in those that do not charge fees”



# The Little Emperor



“Having a free public sector alongside an expensive private sector does not create an effective higher education system”

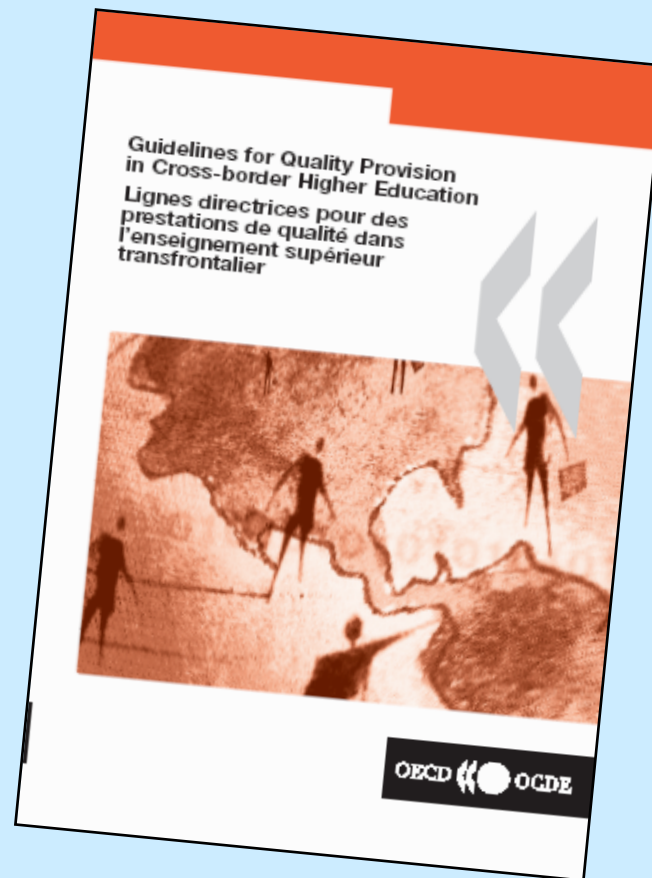
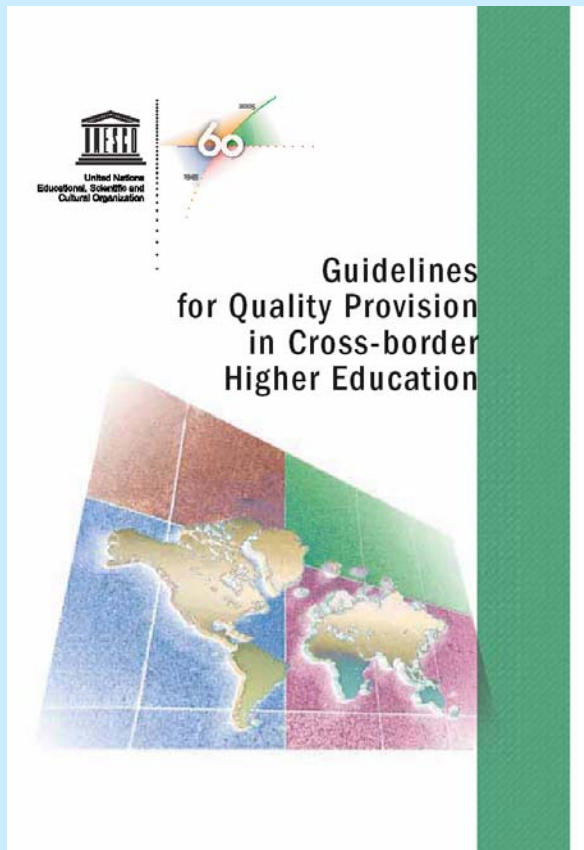
“private, for-profit  
provision is already  
estimated at \$385  
billion worldwide”

# Key Developments

- Private, for-profit provision
- More distance education
- Cross-border higher education

*Quality Assurance?????*

# Guidelines for quality provision in cross-border higher education (UNESCO/OECD)



“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*

**“Nearly all cross-border higher education is effectively for-profit in the receiving country.”**



*Erasmus 1466-1536*

*Huen Tsang 603-664*

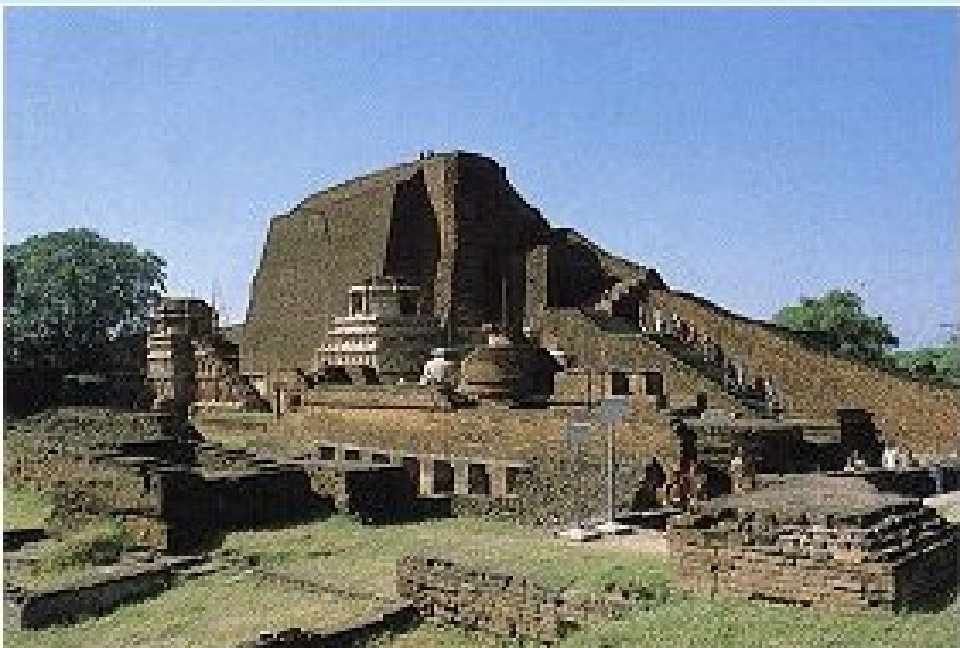


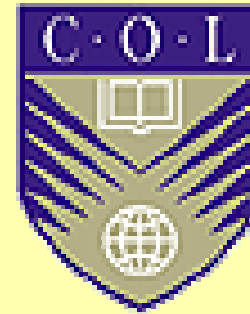


Nalanda (~AD 550)



Sorbonne (AD 1257)





COMMONWEALTH OF LEARNING

# Higher Education Crossing Borders:

A Guide to the Implications of the  
General Agreement on Trade in Services  
(GATS) for Cross-border Education



# 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)



# India

9.2 million students

15,000 colleges

350 university institutions

**BUT**

Access to <10% of 18-23 year-olds



# India

## The Knowledge Commission (2006)

“increase the number of universities from 350 to 1,500 by 2015 in order to raise the APR from 7 to 14%”



# 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>

“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



# 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

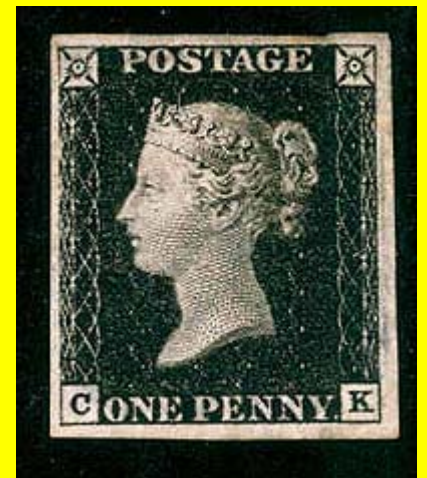
masses

# 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



CONNECTIVITY

+

OPEN EDUCATIONAL  
RESOURCES

=

RADICAL COST REDUCTION?

# Distance Learning:

- Accessibility?  
to technology

# Distance Learning:

- Appropriateness?

make partnerships

(and go easy on baseball)

# Distance Learning:

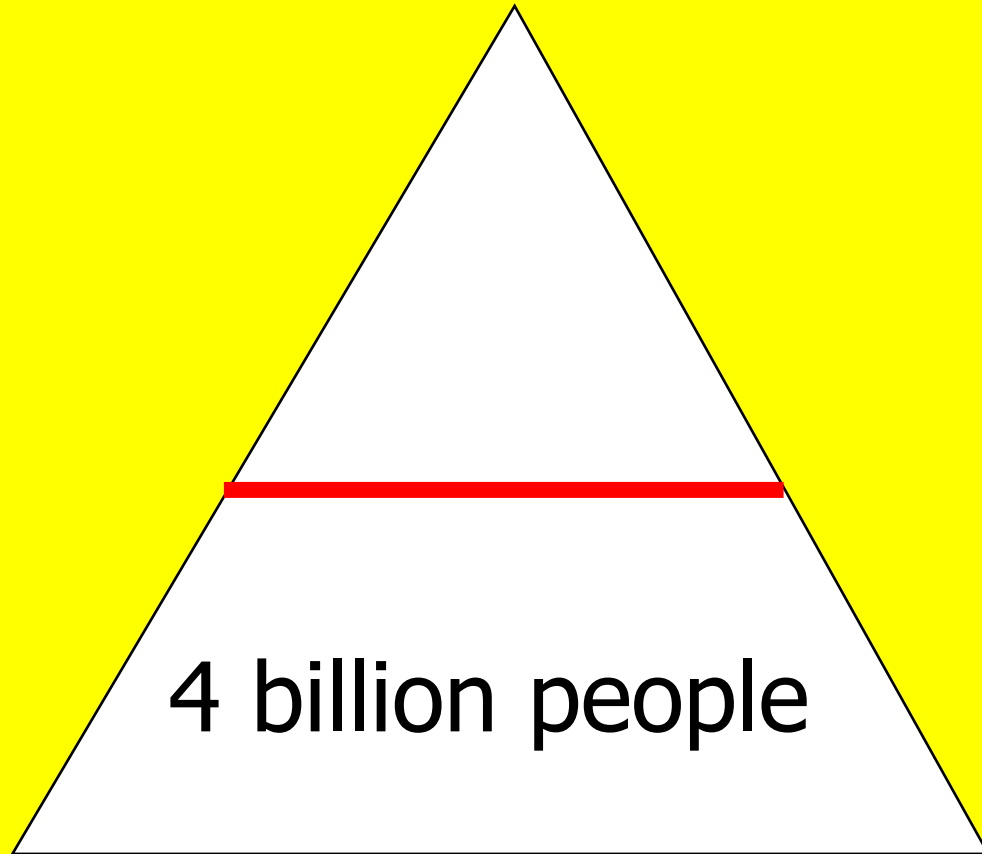
- Accreditation?
- Acceptability?



# India's Open Universities

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

# 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'



Randy Best

# Best Associates

*Whitney International  
University System*



*Whitney International  
University System*

'distance learning that blends  
remote classroom and  
synchronous approaches'



*Whitney International  
University System*

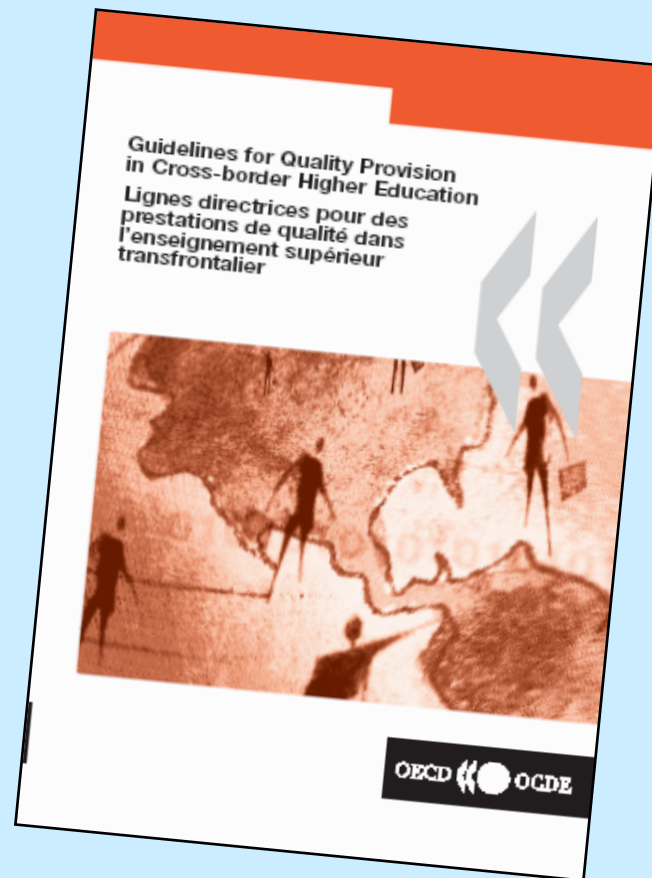
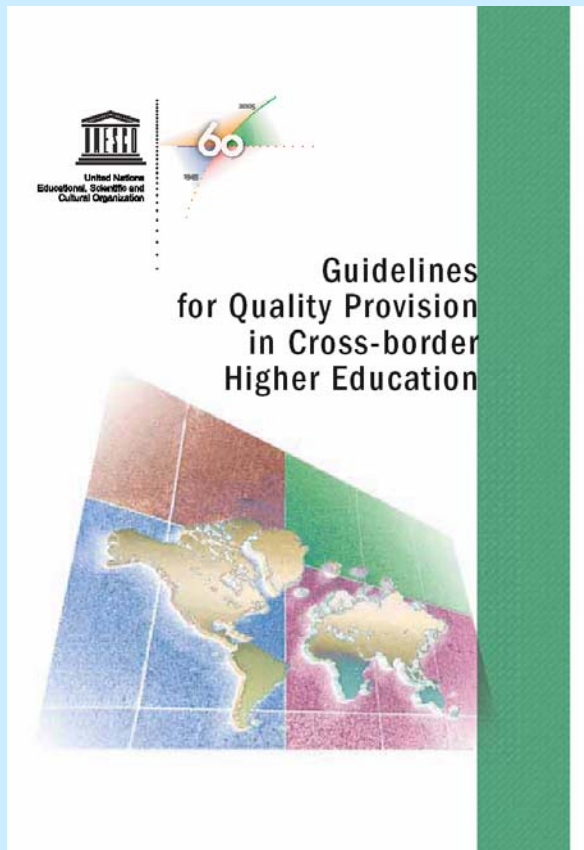
'distance learning that blends  
remote classroom and  
synchronous approaches'

**THAT SHOULD BE SCALABLE!**

What  
about  
quality?

“As higher education expands, governments’ role will increasingly be to monitor and regulate it, rather than to provide it”

# Guidelines for quality provision in cross-border higher education (UNESCO/OECD)



“In the coming decades,  
most higher education  
provision will gradually  
shift to the countries of  
the global south where the  
large majority of people  
under 25 live”



To take part:

- Cut costs

Partnerships



To take part:

- Scalable

Bottom of pyramid



To take part:

- Open content

OERS



To take part:

- Connectivity

Digital dividend



Role for US universities:  
*Train some of the  
millions of new PhDs  
required.*

THANK YOU

Commonwealth of Learning  
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