





COMMONWEALTH *of* LEARNING



# **2006 International Investment Forum for Private Higher Education**

International Finance Corporation  
Washington, D.C.

3 February 2006

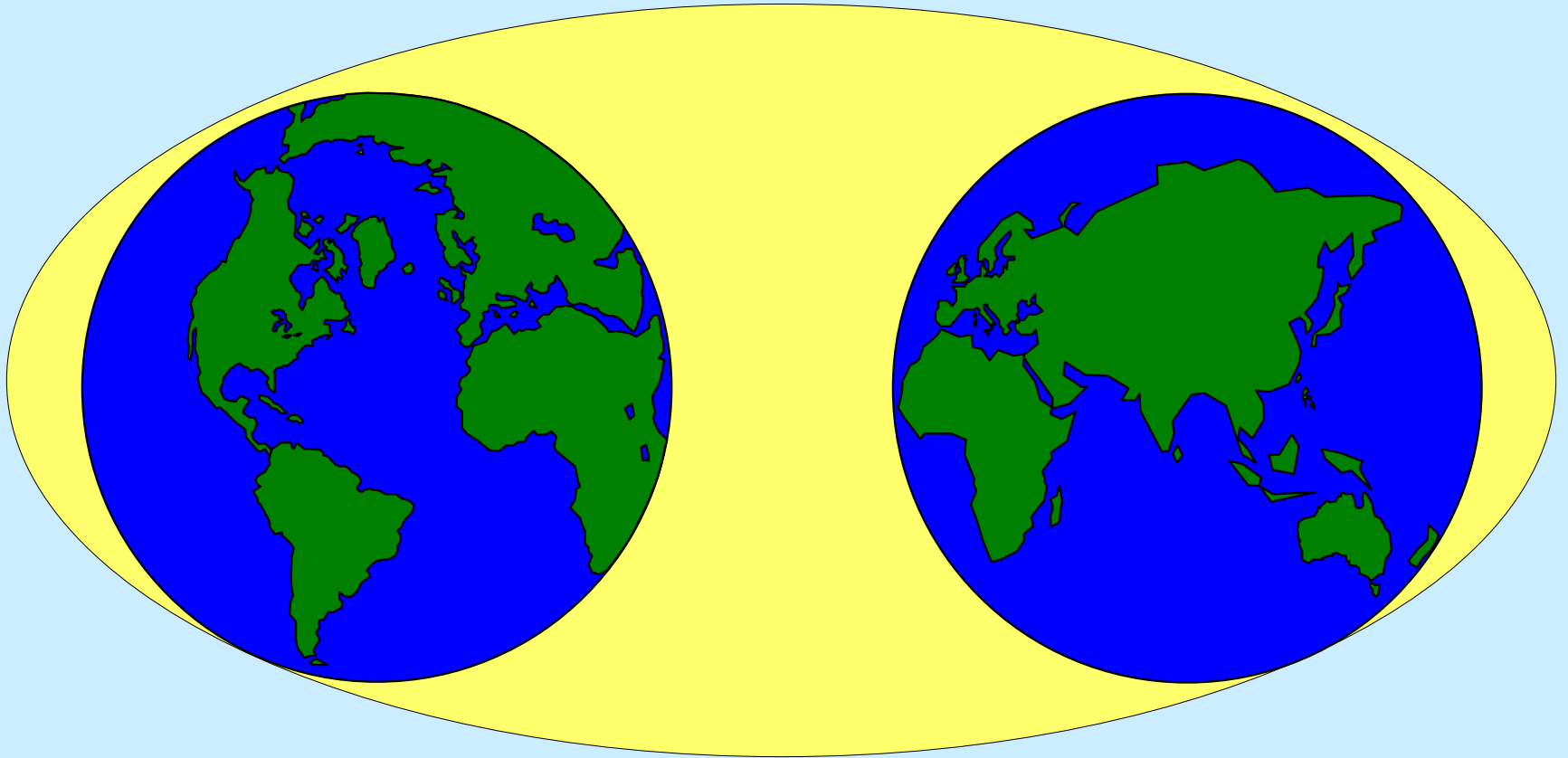
## **The Realities of Cross-Border Delivery in Higher Education: Challenges, Opportunities and Myths**

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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4 modes of trade:

- Consumption abroad

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- Consumption abroad
- Presence of natural persons

Reinforced by the:

General Agreement on Trade in Services  
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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)

# The Challenge

## 1. Demography:

7-8 billion (50% young) in  
developing world by 2025

# The Challenge

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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:

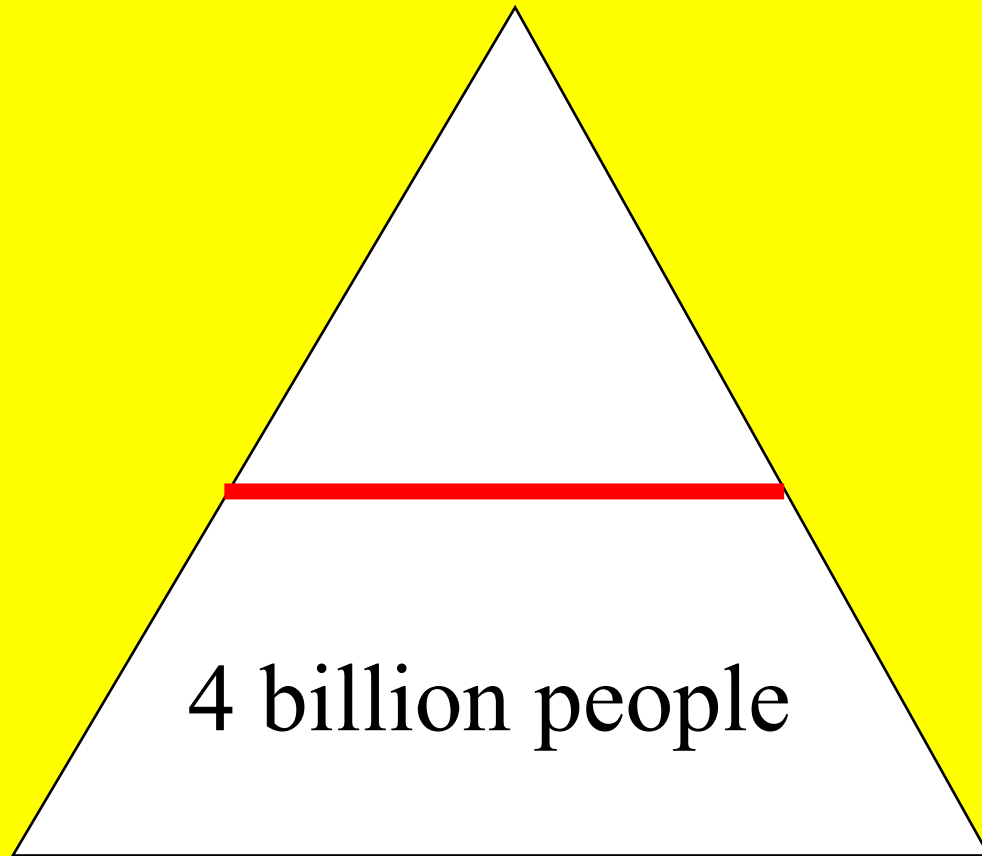
A cost model that can reach  
beyond the elite to the masses

# Availability

Needed:

- Awareness of local priorities
- Cultural awareness
- Local partnerships

# THE BOTTOM OF THE PYRAMID



# 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%

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

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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)*

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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

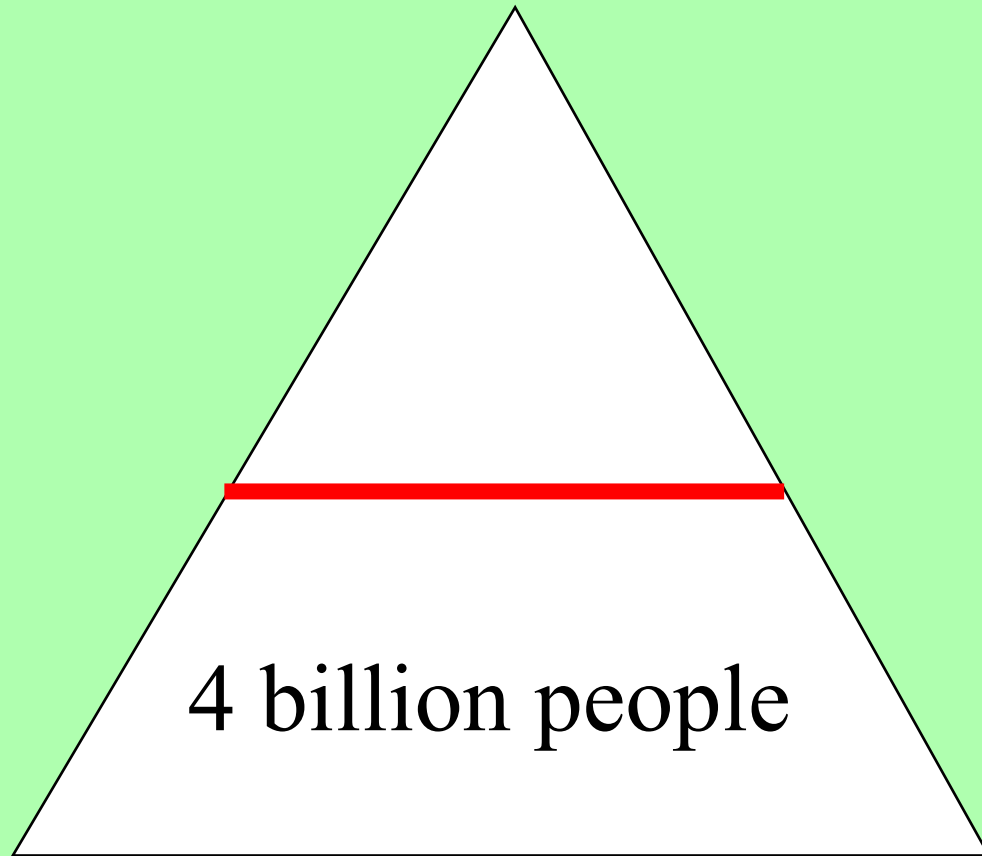
Of which:

- |                                  |      |
|----------------------------------|------|
| - 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.”

# THE OPPORTUNITY

# THE FORTUNE AT THE BOTTOM OF THE PYRAMID



(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



COMMONWEALTH of LEARNING



[www.col.org/lor/index.htm](http://www.col.org/lor/index.htm)

## The Virtual University for Small States of The Commonwealth

### Invitation to participate

NOVEMBER 2004

 [PRINTER FRIENDLY PDF VERSION](#) (122kb download)

[About Downloading PDF files](#)

#### **Purpose & Summary**

The Commonwealth of Learning (COL) invites the Small States<sup>1</sup> 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 guide 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.

[www.col.org/virtualu/](http://www.col.org/virtualu/)

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

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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



THE **VIRTUAL**  
**UNIVERSITY**  
and e-learning

SUSAN D'ANTONI



UNESCO Publishing  
International Institute for Educational Planning

- [→ Web Publication](#)
- [→ Forums](#)
- [→ Links](#)

# Barriers to eLearning

## NON-TECHNICAL ISSUES

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

# Barriers to eLearning

## NON-TECHNICAL ISSUES

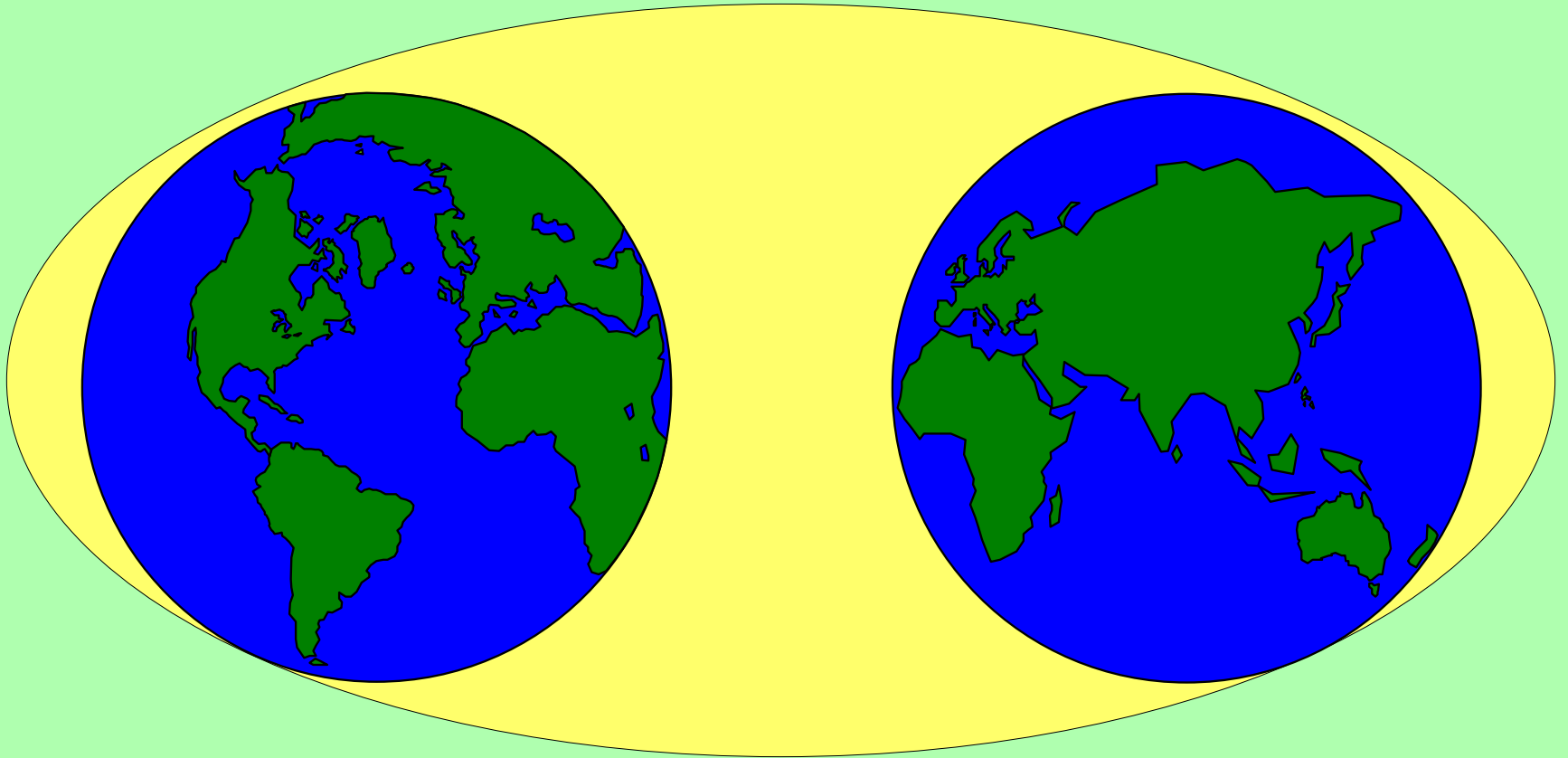
- Academic issues
  - Choice of programme
  - Being student centred

# 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?

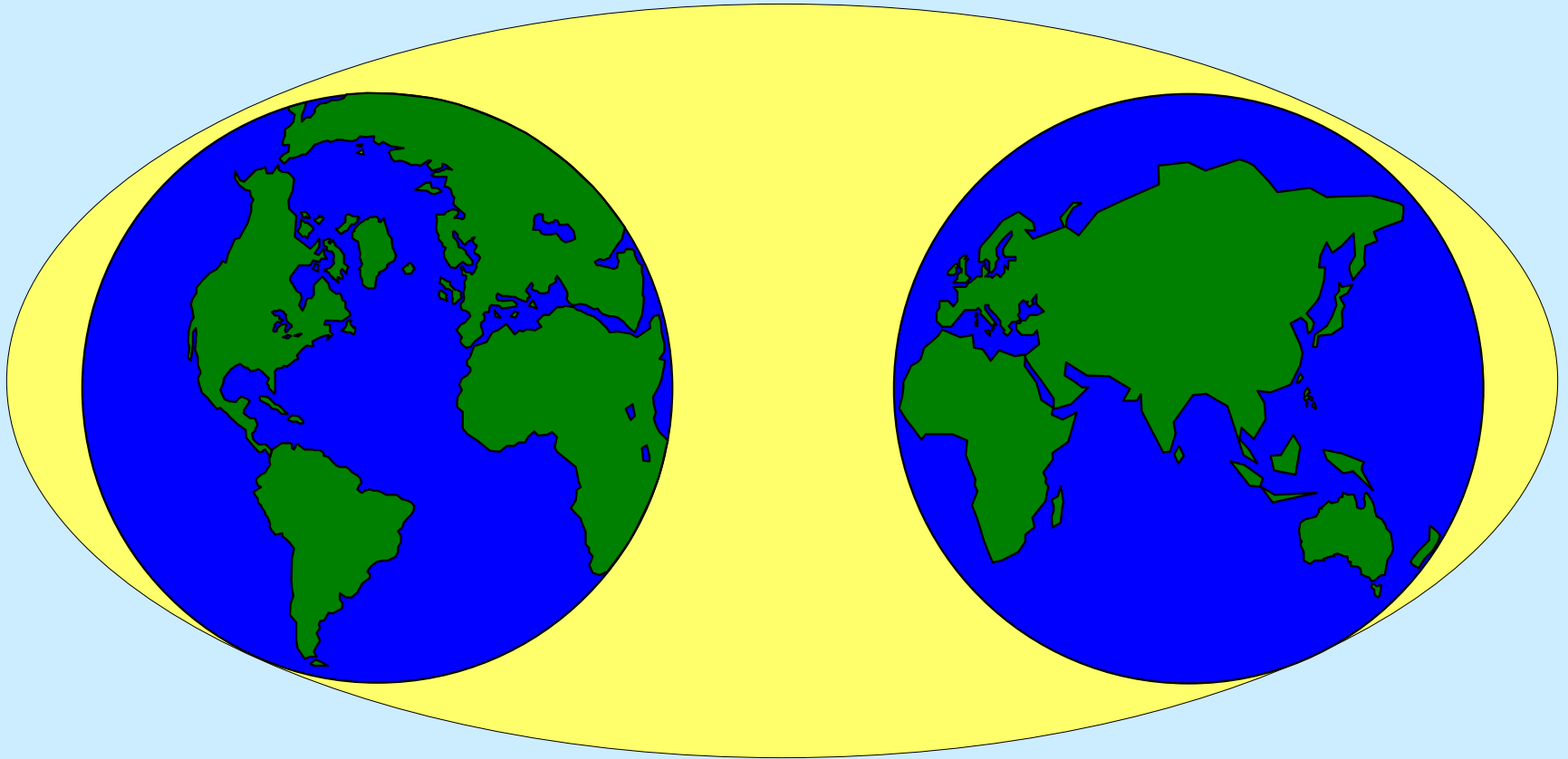
# Barriers to eLearning

## NON-TECHNICAL ISSUES

- Management
  - Proprietary or Open Source?

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# THANK YOU



Asha  
Kanwar



Paul  
West



Susan  
D'Antoni



Stamenka  
Uvalić-Trumbić

Commonwealth of Learning

UNESCO



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