Third Global Forum on International Quality Assurance, Accreditation and Recognition of Qualifications in Higher Education
“UNESCO’s duty to maintain international cohesion in a global higher education system that is expanding and diversifying rapidly”
Quality Assurance, Accreditation and the Recognition of Qualifications

STAKEHOLDERS

• Governments
• Institutions
• QA Agencies
• Student Associations
• Professional Groups
• Qualification Recognition bodies
Third Global Forum
on
International Quality Assurance, Accreditation and Recognition of Qualifications in Higher Education
Guidelines for quality provision in cross-border higher education (UNESCO/OECD)
The Commonwealth of Learning

Learning for Development
The Commonwealth of Learning

1. Consistent attention to HE
2. Technology to enhance and expand HE
Learners and New Higher Education Spaces: Challenges for Quality Assurance and the Recognition of Qualifications.
New Providers, New Approaches: Towards a World of Mass Higher Education
Age Participation Rates

What threshold for ‘developed’ status?

Examples:

Canada - 60%
Malaysia - 30% aiming for 40+%
India - <10%
- new learners
- new providers
- new approaches
WHO will the LEARNERS be?
The 5 ‘A’s

- Accessible
- Affordable
- Appropriate
- Accredited
- Accepted
MS. NAJ WA QAI SY
(International Federation of Red Cross and Red Crescent, Baghdad, Iraq)
COL Award for an eLearning Experience in Difficult Circumstances - 2006
The 5 ‘A’s

- Local HE
- Travel overseas
- Cross-Border
- Distance Learning
- Campus of foreign provider
STUDENTS WHO TRAVEL
(Exchange Students and Global Nomads)

• 2.4 million in 2004
  (3 x increase since 1980; 1.5 x since 1998)

• Africans most mobile (1 in 16)
  (61% foreign students in OECD = not OECD)
International mobility of programmes and institutions

- Growing rapidly, especially in Asia-Pacific:
  - 33% of all international students enrolled in Australian institutions studied from their country in 2004 (against 24% in 1996)
  - Singapore: more undergraduate students accessed a foreign programme from Singapore than studied abroad in 2000
  - China: 9-fold increase in foreign programmes between 1995 and 2003
BUT:

…the numbers of students in the poorer developing countries who study programmes coming in from abroad are trivial compared to local provision…
new providers
new providers especially private, for-profit
Private Tertiary Education:

Fastest growing segment worldwide
1. Private providers can’t/don’t serve the disadvantaged
Private Tertiary Education:

• Serves the disadvantaged:

“In the USA 62% of Hispanic students and 47% of African-American students who earn two year certificates do so at private career colleges.”
MYTHS

1. Private providers can’t/don’t serve the disadvantaged

2. Zero/low fees promote broad participation
A TOUCHY ISSUE

“When we say private do we mean private, not-for-profit or private, for-profit?”
For Profit or Not for Profit?

- Family foundations?
- Church-related institutions?
- Universities operating overseas?
What is an acceptable level of profit in tertiary education?
new approaches
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
India

Distance Education

24% of HE enrolments in:
- 13 open universities
- 106 dual-mode institutions
(AIM: 40% by 2010)
<table>
<thead>
<tr>
<th>Level</th>
<th>Name</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>National:</td>
<td>IGNOU</td>
<td>1,500,000</td>
</tr>
<tr>
<td>West Bengal</td>
<td>NSOU</td>
<td>100,000</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>TNOU</td>
<td>60,000</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>YCMOU</td>
<td>200,000</td>
</tr>
</tbody>
</table>
The 5 ‘A’s

- Accessible
- Affordable
- Appropriate
- Accredited
- Accepted
<table>
<thead>
<tr>
<th>Rank</th>
<th>University</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CAMBRIDGE</td>
<td>96%</td>
</tr>
<tr>
<td>2</td>
<td>LOUGHBOROUGH</td>
<td>95%</td>
</tr>
<tr>
<td>3=</td>
<td>LONDON SCHOOL OF ECONOMICS</td>
<td>88%</td>
</tr>
<tr>
<td>3=</td>
<td>YORK</td>
<td>88%</td>
</tr>
<tr>
<td>5</td>
<td>THE OPEN UNIVERSITY</td>
<td>87%</td>
</tr>
<tr>
<td>6</td>
<td>OXFORD</td>
<td>86%</td>
</tr>
<tr>
<td>7</td>
<td>IMPERIAL COLLEGE</td>
<td>82%</td>
</tr>
<tr>
<td>8</td>
<td>UNIVERSITY COLLEGE LONDON</td>
<td>77%</td>
</tr>
<tr>
<td>9</td>
<td>ESSEX</td>
<td>77%</td>
</tr>
</tbody>
</table>
Do new technologies allow us to envisage another quantum leap to wider access and lower costs?
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’
Achieving a 35% APR in HE would yield 150 million additional students.
Randy Best

Best Associates

Whitney International University System
Whitney International University System

‘distance learning that blends remote classroom and synchronous approaches’

THAT SHOULD BE SCALABLE!
CONNECTIVITY
OPEN EDUCATIONAL RESOURCES

a global intellectual commons
The Virtual University for Small States of the Commonwealth
Charting course

The CCNC initiative is open to participation from local tertiary education institutions, non-governmental organisations (NGOs) and private sector training institutions throughout the Commonwealth interested in adapting the certificate in their own offerings.

COL will provide a wide range of CCNC course materials and training resources to participating institutions at no cost through the WikiEducator database (www.WikiEducator.org), also home to materials for a range of COL initiatives – including the Virtual University for Small States of the Commonwealth (www.vusc.org) and FLOSS4Ed (www.WikiEducator.org/FLOSS4Ed).

Participating organisations in the CCNC collaboratively develop learning content through the Wiki open database software, an easy-to-use, non-proprietary medium for online group collaboration that requires minimal technical knowledge to modify and maintain. The popular website wikipedia.org is the most widely known Wiki environment.

Approaching horizons

COL and its partners are preparing for a co-ordinated pilot offering of the certificate around the Commonwealth in 2008. CCNC development directions include a planned range of value added services, such as translation of course materials into different languages and a “train-the-trainers” initiative for rollout to all Commonwealth developing countries.
The Virtual University for Small States of the Commonwealth
Partnerships renewed with OECD, World Bank, Commonwealth of Learning
New Providers, New Approaches:
Towards a World of Mass Higher Education

Sir John Daniel
Can Invitational Institutional Audits make a Cost-Effective Contribution to Quality Enhancement?

Dr. Willie Clarke-Okah
A Transnational Qualifications Framework for the Virtual University for Small States of the Commonwealth

Paul West
Learning for Development

THANK YOU