

Trading or Sharing – Emerging Opportunities and challenges for Cross Border Higher Education in East Africa

Presentation at the IAU 13th General Conference
Utrecht, 15 – 18 July 2008

Rev. Prof. John C. MAVIIRI
Vice Chancellor

The Catholic University of Eastern Africa,
P.O Box 62157 00200 Nairobi, KENYA.
www.cuea.edu





Outline of Presentation

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2. Need and opportunities for Cross-Border Higher Education in the E. African context
3. Status of Cross-border HE in E. Africa
4. Challenges faced in the provision of cross-border Higher Education in East Africa
5. Important issues of concern to stakeholders
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Essentials of cross border education

- Synonymous with transnational and/or borderless education
- Wide range of educational activities: international academic linkages, development/aid projects or commercial trade initiatives
- Characterized by: movement across national borders of students and teachers, institutions with a wide range of curricula and programmes and a variety of modes of delivery
- Students follow a course or programme of study produced and delivered in a country different from the one in which they are residing



Stakeholders in higher education

- Government
- Higher education institutions
- Student bodies
- Quality assurance and accreditation bodies
- Academic recognition bodies
- Professional bodies



Two main approaches in CBE

- **Collaboration and partnership**
 - Countries, through their higher education agencies collaborate with each other in order to promote cooperation
- **Competition and commercialization**
 - Higher education: a trade commodity that should respond to market forces of supply and demand.



Opportunities for CBE in the EA context

- 1970's, collapse of the East African Community, ended cooperation in transport, posts and telecommunications.
- Inter – University Council for East Africa continued to function, sustained by Universities.
- Re - establishing the EAC: **Treaty of the East African Community (TEAC) 1999**



DRC

TZ

USA

KENYA

TOGO

NIGERIA





Treaty of E.A.C. Highlights

- Develop policies and programs for cooperation in political, economic, social and cultural fields, research and technology
- Cooperation in education and training
- Coordination of human resource policies and programs
- Strengthen existing and establish new research and training institutes and centers of excellence
- Cooperate in industrial training
- Develop programs to have well trained personnel in all sectors relevant to the aims of the Community



- Harmonize curricula, examination certification and accreditation of education and training institutes

Encourage and support

- > Student and teacher mobility

- > Exchange of information and experience

- > Participation of private sector in the dev of human resources through education and training



Responses to market opportunities

- Upsurge of private universities
- Liberalization of education policies to accommodate the inevitable global trend of cross-border education



- Individual states in East Africa do not have enough tertiary institutions, or vacancies in the already existing institutions and also staff to meet the domestic demand for higher education.
- The role and importance of CBE in East Africa lies in the need to produce a highly skilled human workforce that will contribute to the development of this region.



CBHE: Benefits in EA

- More opportunities for candidates to access CBHE
- E.g. USIU Nairobi enrolled students from 40 nationalities (2008)





CBHE: Benefits in EA

- More access to specific knowledge/skill-based education and training
- Creates more socio – economic, cultural and political alliances



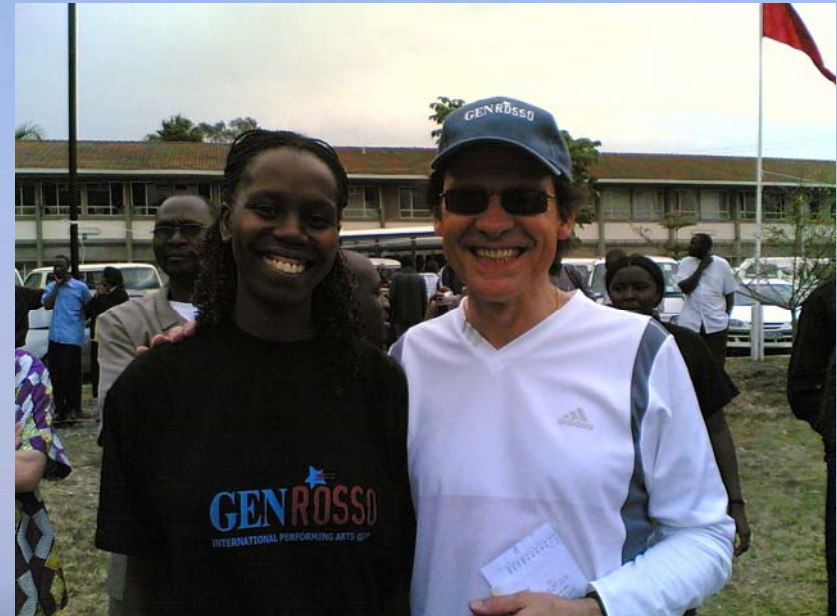
CBHE: Benefits in EA

- Important tool for promoting professional diversity within East Africa
- Enhances collaboration and mutual trust among academics and researchers
- Retains foreign exchange within the region



Status of CBHE in EA

- High level of interaction not much integration
- HE Institutions are still in competition for students
- Market driven programmes main factor in student enrolment





Status of CBHE in EA

- Different universities are at different levels of cross-border education e.g. 2007/8
- USIU recorded 11.4% CBS of 4200 total
- CUEA recorded 7.2% CBS of 5438 total



Challenges faced in the provision of CBHE in EA

- Diversity in the system of education, KE 8-4-4; TZ and UG 7-4-2-3
- Accessibility and Affordability
- Diversity in the currencies of the East African countries
- Evaluation of credentials of CBS
- Lack of harmonized means of accreditation



Challenges faced in the provision of CBHE in EA

- Courses with high market demand at the cost of less popular courses crucial for social-economic and political development
- Providers of cross-border higher education have diverse cultural values



Proposed approach for provision of CBHE in EA





Way Forward

- More collaboration for universities in the region.
- Dev of necessary framework to participate effectively in the provision of CBHE
- Strengthen IUCEA
- Pay more attention to promoting quality in CBHE
- Strategic plan to coordinate efforts for mutual benefit



Conclusions

- CBHE in EA, has to some extent, taken the collaboration and partnership approach
- Full integration of this approach has yet to take root



Thank you!!