



The OBSERVATORY on borderless higher education

Facts, Figures and Trends

Global Meeting of Associations 2005

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ASSOCIATION OF
COMMONWEALTH
UNIVERSITIES



Universities UK

Today's Presentation:

- Context
- Borderless 'ness'
- *E* - learning
- Transnational activities
- Regulatory frameworks
- Issues

***The Business of
Borderless
Education:
UK Perspectives
2000***

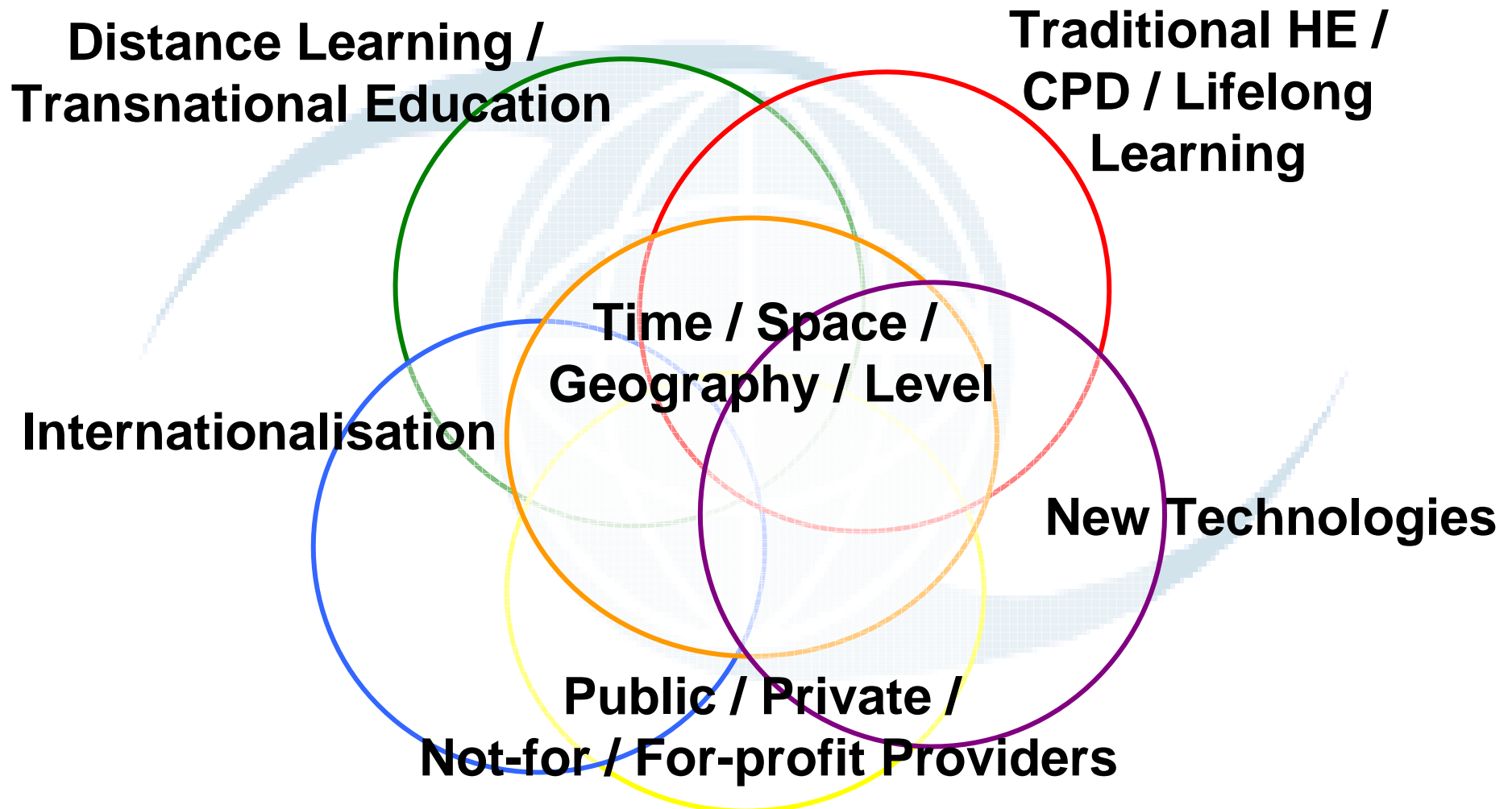


Borderless Education Report:

“ . . . We consider that the drivers behind borderless developments are strong and will strengthen. As such, the picture as it exists today is not a good predictor of the future. The opportunities are real and the threats, both direct and indirect, are already present.”

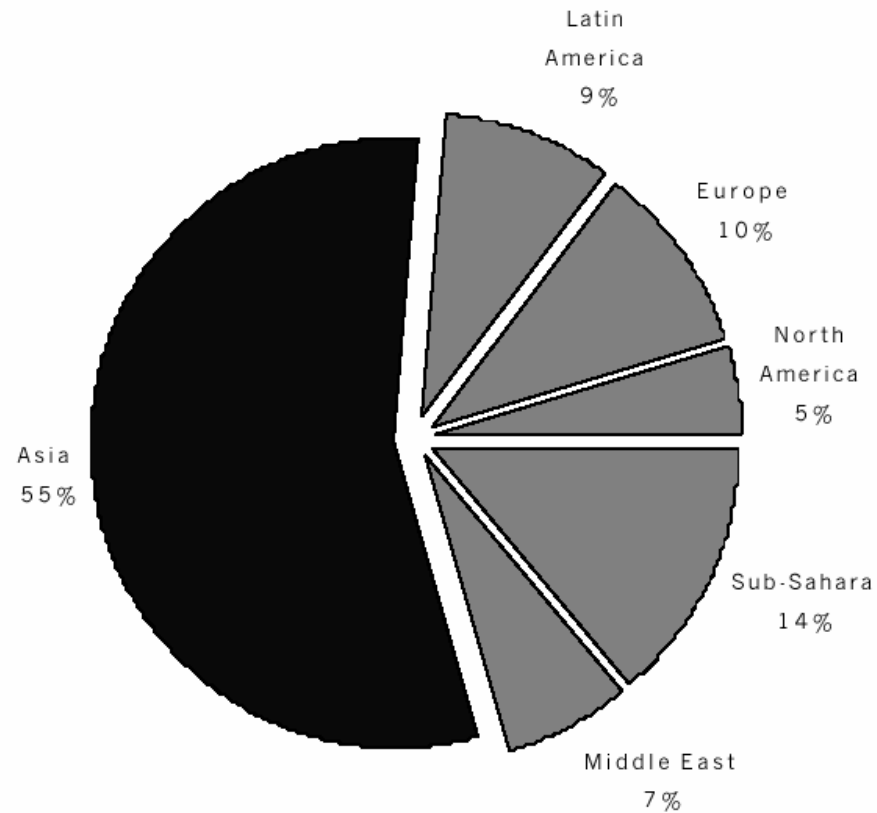
Business of Borderless Education: UK Perspectives 2000

'Borderless' Higher Education



Demographic Context

Figure 1. Distribution of World Population, 2025

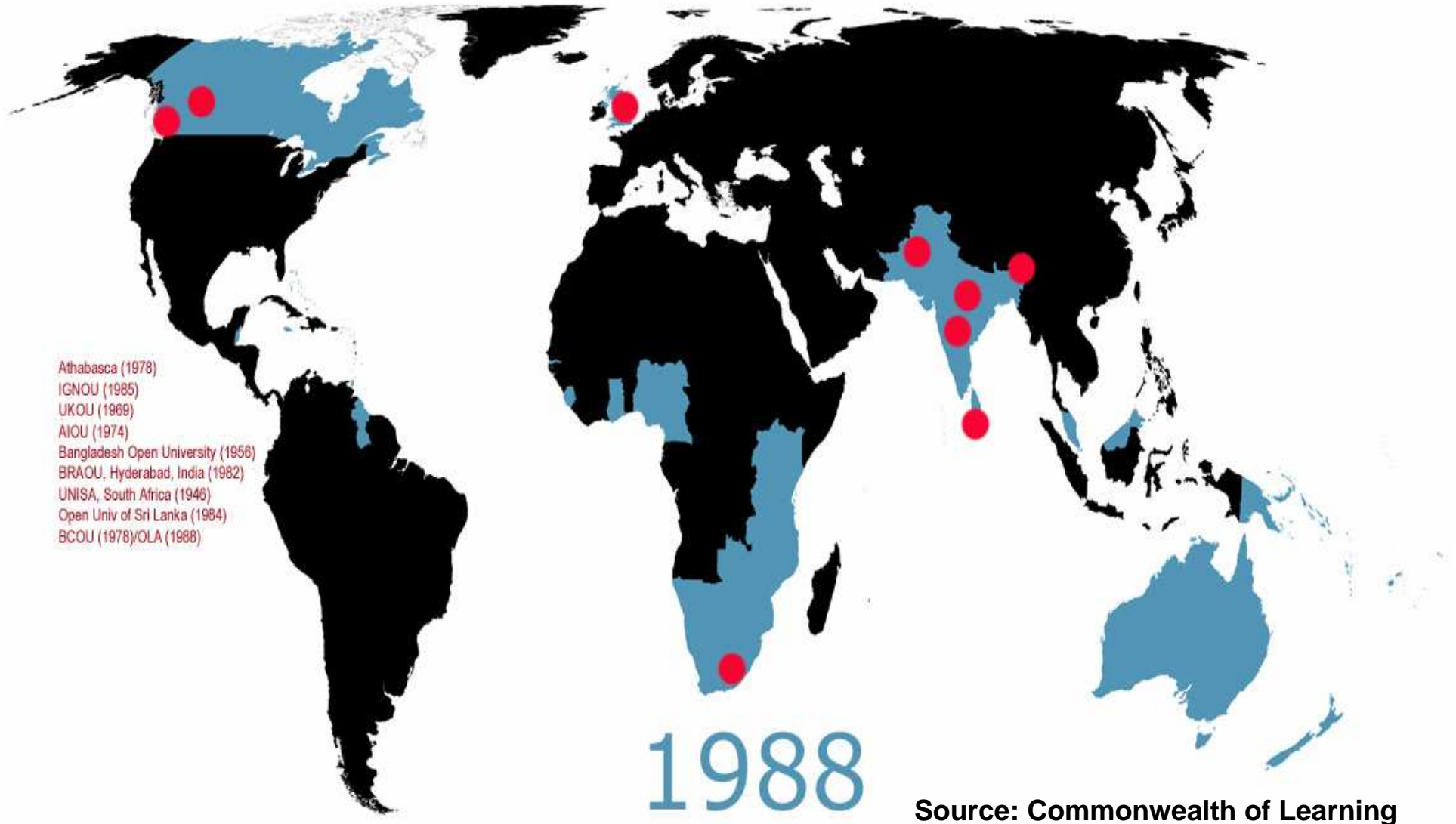


SOURCE: McCarthy, Kevin F. (1999). *World Population Shifts: Boom or Doom?* A Rand Corporation Report, p. 16.

Demand for Higher Education

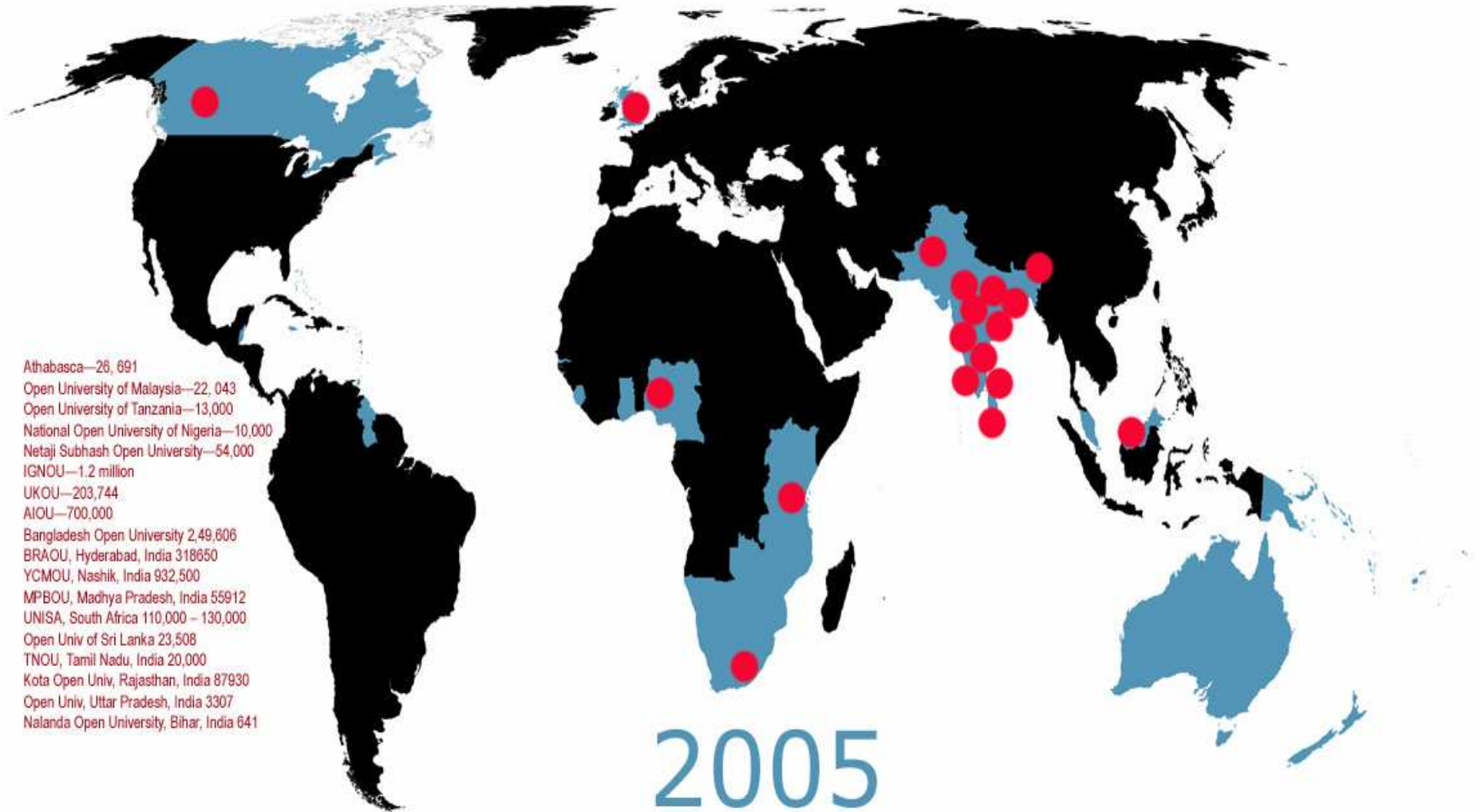
- Worldwide HE places to be 125 million in 2020
- Demand for *international* education places predicted to be:
 - 2.1 million in 2003
 - 5.8 million by 2020
- Age participation rate:
 - 40% – 50% in ‘north’
 - Below 5% in many developing and emerging economies

Open Universities



Source: Commonwealth of Learning

Open Universities



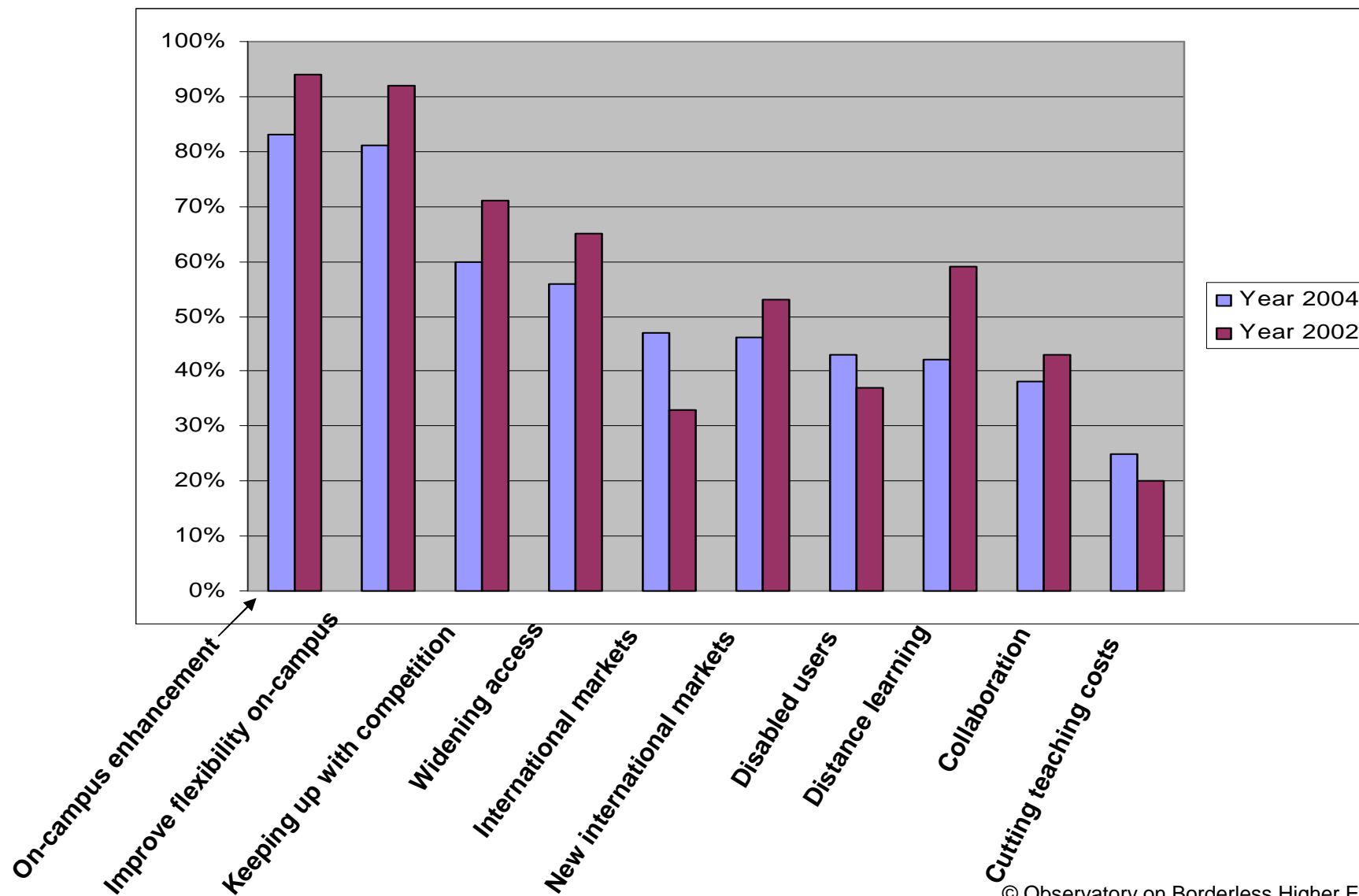
Source: Commonwealth of Learning

Internet Use

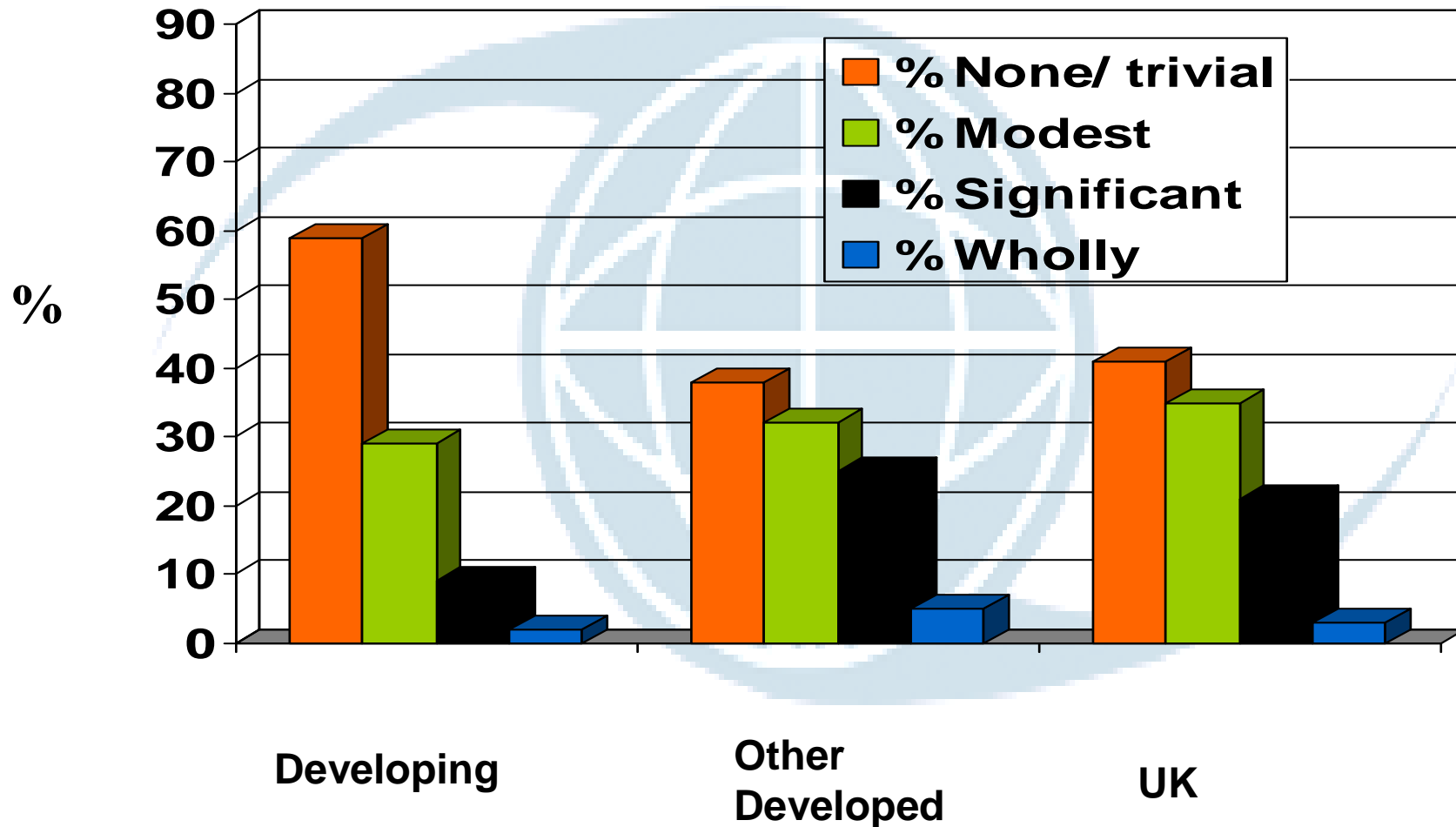
Country	Population	2005 Users	%
U.S.A.	296,208,476	202,888,307	68.5%
China	1,296,110,643	103,000,000	7.9%
India	1,094,870,677	39,200,000	3.6%
U.K.	59,889,407	36,059,100	60.2%
Brazil	181,823,645	22,320,000	12.3%
Mexico	103,872,328	14,901,687	14.3%

From www.internetworldstats.com

Rationales for Online Provision



Programmes Online



Transnational Education (TNE)

“ . . . where the learners are located in a country different from the one where the awarding institution is based.”

Source: UNESCO and Council of Europe 2005

Global Players

- Global 'mega' universities
- Traditional public universities
- Private universities (for/not for profit)
- Corporate universities
- Media & Publishing Houses
- Professional Associations
- Public & private companies

Types of Relationship with Higher Education

- Competitive
- Software services & sales
- Materials sales
- Core and non-core course sales
- Franchising/ marketing
- Funding
- Accreditation
- Joint content development

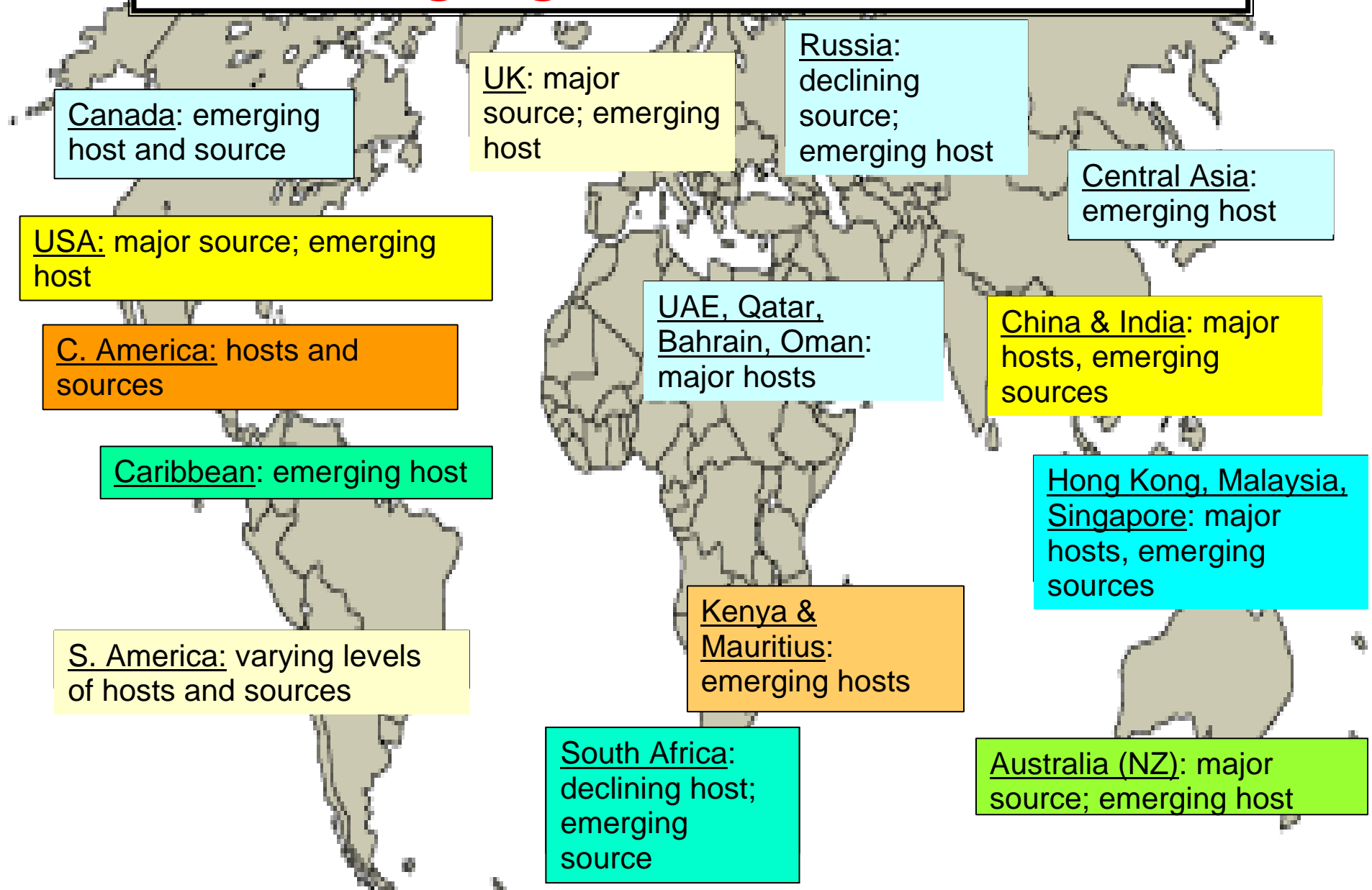
Types of 'Borderless' Provision

Wholly face-to-face

<u>Wholly in-house</u>	Branch campus/ affiliated new institution	Twinning	Franchising
		Online delivery plus in-country support	
	Independent online delivery / Virtual Universities	Online delivery through third party portal	Online co- development/ delivery with company/ consortia
			<u>Majority outsourced</u>

Wholly online

Emerging Hosts & Sources



Directions of TNE

- North to South (vast majority)
- North to North (e.g. Charles Sturt University in Ontario, Canada)
- South to South (e.g. Manipal Academy of HE in UAE; Al-Azhar University to open in Thailand)
- South to North (e.g. University of Sonora to open in Arizona)

Regulatory Models

- Majority of countries have little or no regulation
- Next most common is minimal source 'accreditation' and/ or local registration
- Few countries require extensive local QA
- 'Special zone' approach
- Few countries impose specific curricula/ language/ ownership requirements

National Regulatory Frameworks

<p>1) No regulations Examples of countries: Austria, Denmark, France, Malta and Russia</p>	<p>4) Transitional: moving from liberal to more restrictive Examples of countries: India</p>
<p>2) Liberal regulations Examples of countries: Netherlands, Peru, the UK, Canada and the US</p>	<p>5) Transitional: moving from restrictive to more liberal Examples of countries: Japan and South Korea</p>
<p>3) Moderately liberal Examples of countries: Singapore, Hong Kong, Israel</p>	<p>6) Very restrictive A and B Examples of countries: A) South Africa, UAE B) Greece and Belgium</p>

Guidelines on Provision

- UNESCO/OECD – Guidelines for quality provision
- Statement on sharing quality HE across borders
- AVCC – Code of ethical practice
- UK Quality Assurance Agency – Code of practice

Some of the Issues

- Quality assurance
- Regulatory
- Credit transfer
- Recognition of awards
- Higher education as a commodity
- Working collaboratively with others

Observatory's Response: Information, Strategy, Reflection

- **Descriptive Information** - news on the latest developments
- **Strategic Information** - an attempt to explore rationales, decision-making processes and organisational change
- **Reflection** - standing back from events to consider implications of trends and developments

The OBSERVATORY

on borderless higher education

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