

CROSS BORDER HIGHER EDUCATION. BEST PRACTICES FOLLOWED IN SAARC COUNTRIES





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CROSS BORDER HIGHER EDUCATION

- ✗ **“Higher education that takes place in situations where the teacher, student, program, institution/provider or course materials cross national jurisdictional borders. Cross-border education may include higher education by public/private and not-for-profit/for profit providers. It encompasses a wide range of modalities in a continuum from face-to-face (taking various forms from students travelling abroad and campuses abroad) to distance learning (using a range of technologies and including e-learning).”**

(UNESCO/OECD (2005). *Guidelines for Quality Provision in Cross-border Education*. Paris. See)

TABLE 1: Framework for Cross-border Education

| Category | Forms and Conditions of Mobility | | |
|---|--|---|------------------|
| | Development Cooperation | Educational Linkages | Commercial Trade |
| |  "AID TO TRADE" SHIFT | | |
| PEOPLE Students Professors/scholars Researchers/ Experts/consultants | | Semester/year abroad Full degrees Field/research work Internships Sabbaticals Consulting | |
| PROGRAMS Course, program sub-degree, degree, post-graduate |  "MOBILITY SHIFT" | Twinning Franchised Articulated/validated Joint/double award Online/distance | |
| PROVIDERS Institutions Organizations Companies | | Branch campus Virtual university Merger/acquisition Independent institutions | |
| PROJECTS Academic projects Services | | Research Curriculum Capacity-building Educational services | |

Adapted from Knight 2005

CROSS BORDER HIGHER EDUCATION



Cross-border education is a subset of “internationalization of higher education” and can be an element in the development cooperation projects, academic exchange programs and commercial initiatives.

(Knight , (2006) A guide to the implication of GATS for Cross border Education)

SIGNIFICANCE OF CROSS BORDER HIGHER EDUCATION

Impact of Globalization

Globalization affects each country differently. It can have both positive and negative consequences, according to a nation's individual history, traditions, culture, priorities and resources. Education is one of the sectors impacted by globalization

Internationalization of higher Education

It is a widely accepted maxim that

- 1. Like business generally, higher education is globalizing**
- 2. In many countries, higher education is now an important export sector, with university campuses attracting international students from around the world.**
- 3. Licensing production, in the form of franchising degree provision to international partners, is beginning to mutate into foreign direct investment and contributing in economic growth.**

INTRODUCTION

The SAARC member countries shares similarities in terms of :

1. Geographic and climatic conditions
2. Socio-economic aspects
3. Norma, Moral Values and Cultural aspects
4. Educational Advancementetc

Concerns raised in the 9th summit (Male,1997)

“Illiteracy is one of the measure factor contributing to the regions economic instability and social imbalance” (<http://www.saarc-sec.org>)

The SAARC member countries corporate in number of areas :

| Biotechnology | Culture | Economic and Trade | Agriculture & Rural development |
|--------------------------|---------------------|---|---------------------------------|
| Education | Energy | Environment | Security Aspects |
| Finance | Funding Mechanism | Information, Communication and Media | Social Development |
| People to People contact | Poverty eradication | Science and technology | Tourisms |

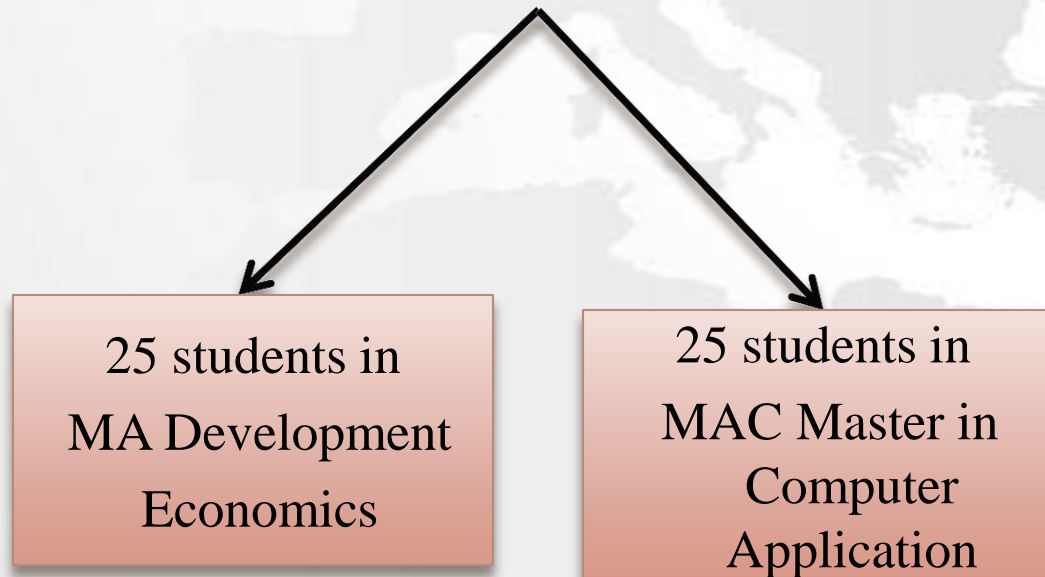
INITIATIVES TAKEN BY SAARC

- ✖ **Establishment of South Asian Universities (SAU)**

India proposed to create a center of excellence at the 13th SAARC summit (Dhaka, Nov 5th, 2005)

First Academic Session was commenced on 22 August 2010 with an intake of 50 students out of which

50 STUDENTS



INITIATIVES TAKEN BY SAARC

- ✖ **Indian Council for Cultural Relations (ICCR) Scholarships**

Under the SAARC chair fellowship scheme two scholarship are offered to each SAARC member countries.



- ✖ **Open and Distance Learning**

SAARC Consortium Open and Distance Learning SACODIL has been established

“To strengthen cooperation in the joint development of educational programmers, credit transfer, and promotion of equal opportunities and access to knowledge.”

A faint, light gray world map is visible in the background, centered on the Atlantic Ocean. The map shows the outlines of continents and major landmasses.

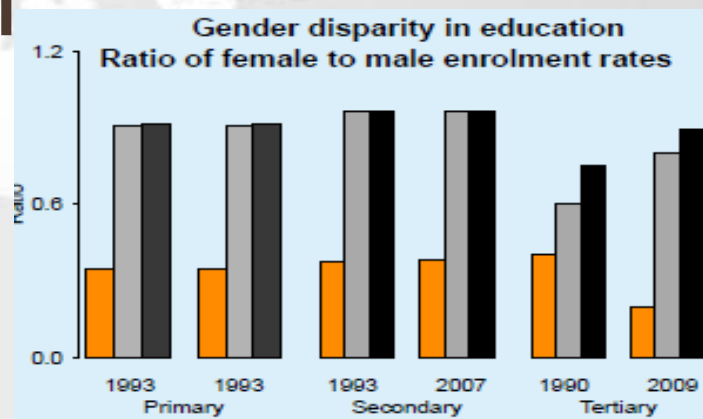
SCENARIO OF EDUCATION IN SAARC COUNTRIES



Total Population 29.82 Million (2012)

GDP (2012) \$ 18.03 Billion

- ✖ Net enrolment in Primary education , 1993 25.7
- ✖ Net enrolment in secondary education , 2007 24.1
- ✖ Gross enrolment in tertiary education, 2009 3.3
- ✖ Adult Literacy rate (2000) 28.1
- ✖ Male (2000) 43.1
- ✖ Female (2000) 12.6



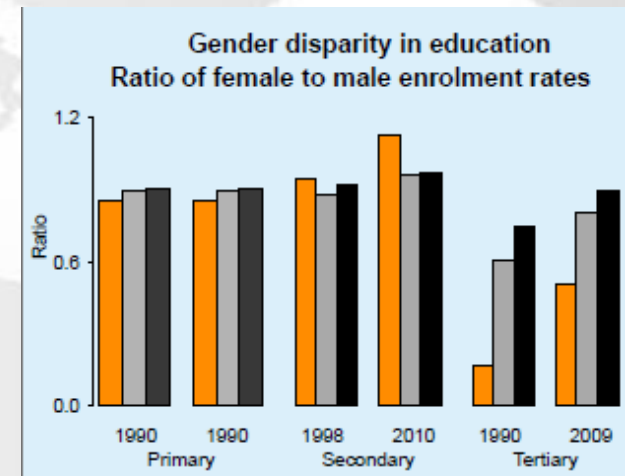
BANGLADESH



Total Population 154.7 Million (2012)

GDP (2012) \$154.7 Billion

- ✖ **Net enrolment in Primary education , 1990, 72.7**
- ✖ **Net enrolment in secondary education , 2010, 47.4**
- ✖ **Gross enrolment in tertiary education, 2009 , 10.6**
- ✖ **Adult Literacy rate , 2010 56.8**
- ✖ **Male (2010) 61.3**
- ✖ **Female (2010) 52.2**



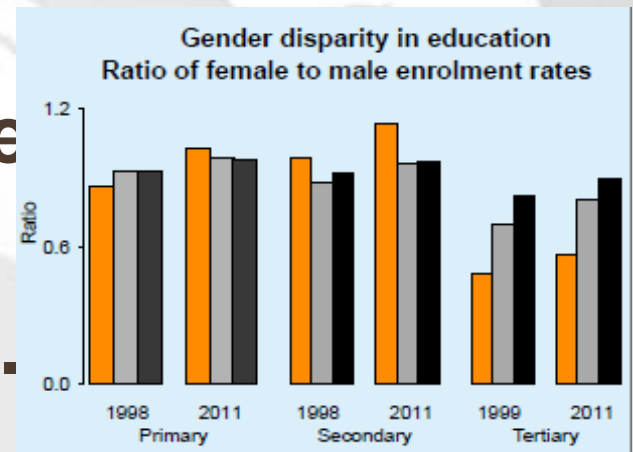
STATISTICAL YEARBOOK FOR ASIA AND THE PACIFIC 2012)
UNESCAP



Total Population 7.4 lacs (2012)

GDP (2012) \$1.780 Billion

- ✖ **Net enrolment in Primary education , 2011 , 88.3**
- ✖ **Net enrolment in secondary education , 2011, 53.8**
- ✖ **Gross enrolment in tertiary education , 2011, 8.8**
- ✖ **Adult literacy rate (2005) 52.0**
- ✖ **Male (2005) 65.0**
- ✖ **Female (2005) 38.7**



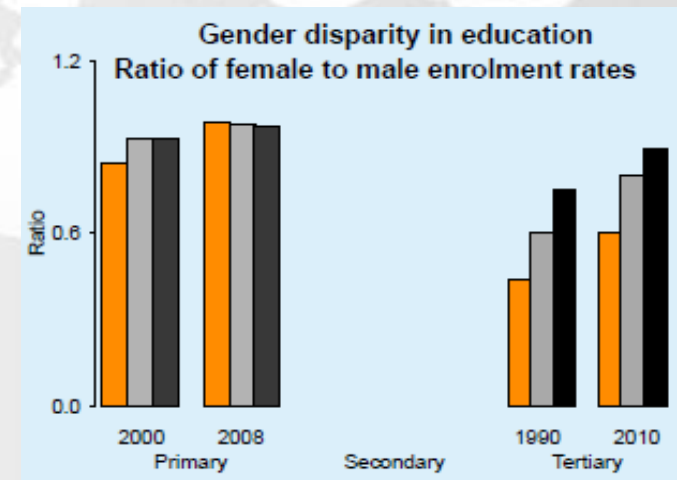
STATISTICAL YEARBOOK FOR ASIA AND THE PACIFIC 2012)
UNESCAP



Total Population 1.237 Billion (2012)

GDP (2012) \$1.842 Trillion

- ✖ **Net enrolment in Primary education , 2008, 92.1**
- ✖ **Net enrolment in secondary education**
- ✖ **Gross enrolment in tertiary education, 2010 , 17.9**
- ✖ **Adult literacy rate (2006) 62.8**
- ✖ **Male (2006) 75.2**
- ✖ **Female (2006) 50.8**

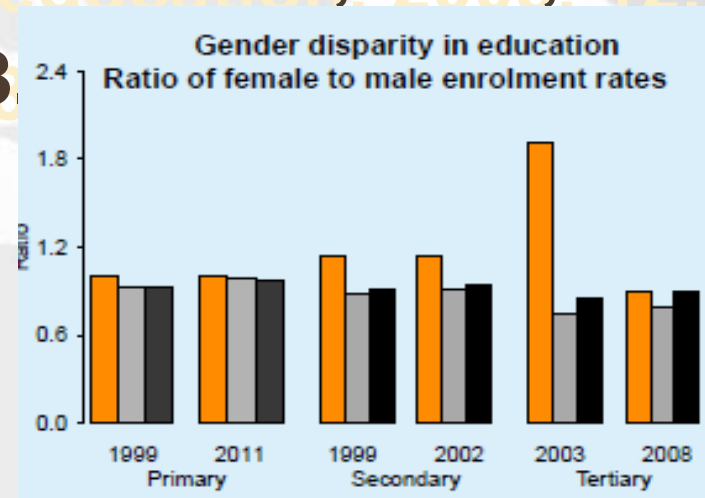


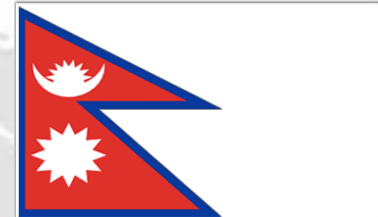


Total Population 3.38 lacs (2012)

GDP (2012) \$2.22 Billion

- ✖ **Net enrolment in Primary education , 2011 , 96.2**
- ✖ **Net enrolment in secondary education ,2002, 48.9**
- ✖ **Gross enrolment in tertiary education, 2008, 12.6**
- ✖ **Adult literacy rate (2006), 98.6**
- ✖ **Male (2006) , 98.6**
- ✖ **Female (2006) , 98.6**

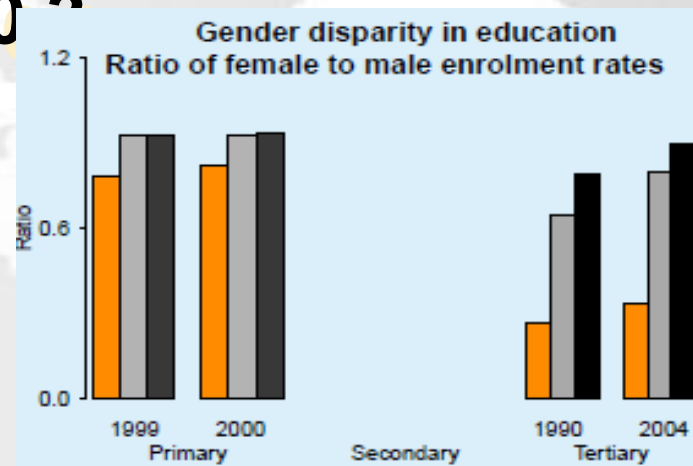


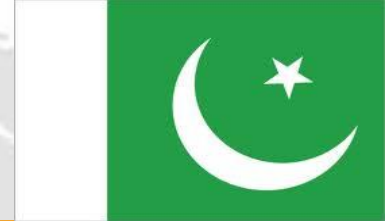


Total Population 3.38 lacs (2012)

GDP (2012) \$2.22 Billion

- ✖ **Net enrolment in Primary education , 2000 , 71.1**
- ✖ **Net enrolment in secondary education ,**
- ✖ **Gross enrolment in tertiary education, 2004, 5.6**
- ✖ **Adult literacy rate (2010), 60.2**
- ✖ **Male (2010) , 73.0**
- ✖ **Female (2010) , 48.3**

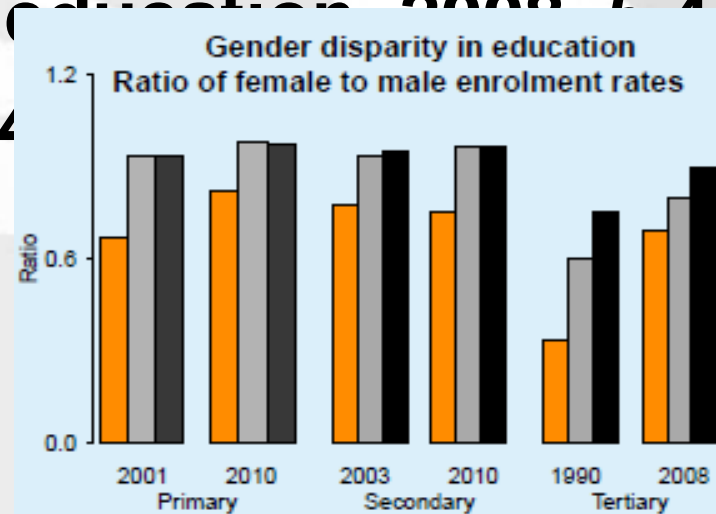


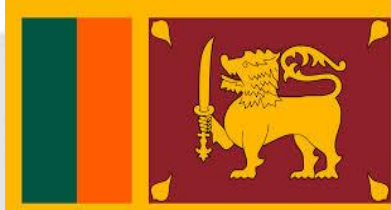


Total Population 179.2 Million (2012)

GDP (2012) \$231.2 Billion

- ✖ **Net enrolment in Primary education , 2010 , 74.1**
- ✖ **Net enrolment in secondary education ,2010, 33.8**
- ✖ **Gross enrolment in tertiary education , 2008 , 5.4**
- ✖ **Adult literacy rate (2009), 54**
- ✖ **Male (2009) , 68.6**
- ✖ **Female (2009) , 40.3**

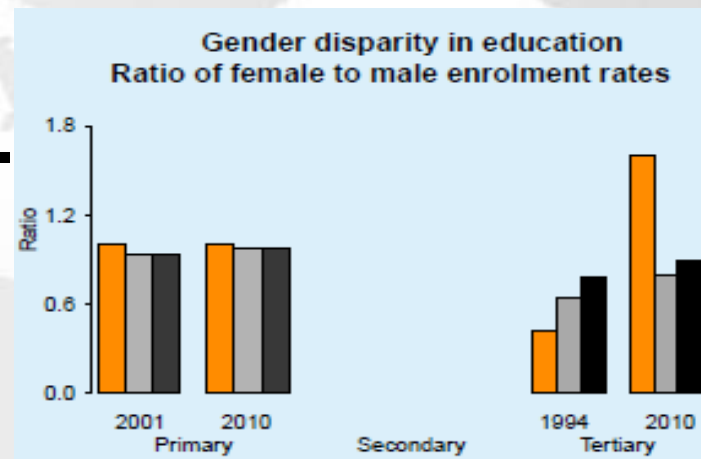




Total Population 20.33 Million (2012)

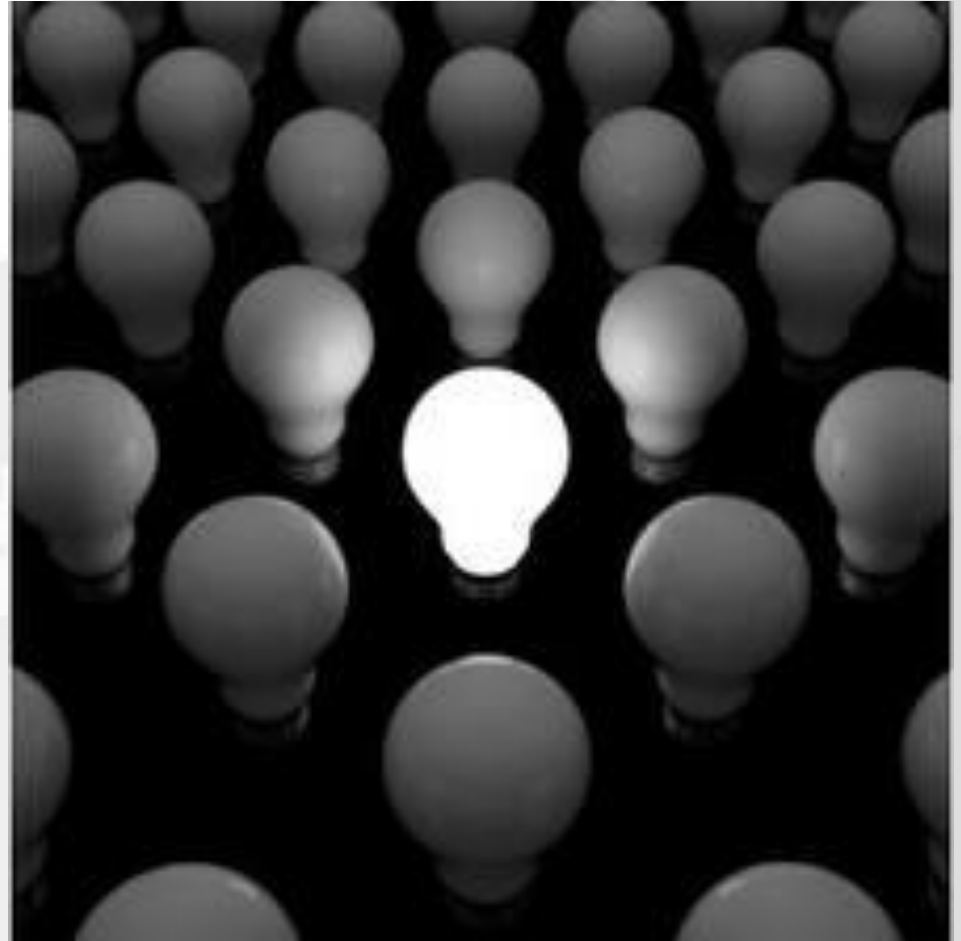
GDP (2012) \$ 59.42 Billion

- ✖ **Net enrolment in Primary education , 2010 , 94.0**
- ✖ **Net enrolment in secondary education ,**
- ✖ **Gross enrolment in tertiary education, 2010, 15.5**
- ✖ **Adult literacy rate (2010), 91.**
- ✖ **Male (2010) , 92.6**
- ✖ **Female (2010) , 90.0**



BEST PRACTICES BY SAARC COUNTRIES

*Working method or set of working methods that is officially accepted as being the best to use in a particular business or industry.
(Cambridge Dictionaries)*



BEST PRACTICES FOLLOWED IN SAARC COUNTRIES

✧ **BRANCH CAMPUSES / FRANCHISING**

Example

1. **Karachi School of Business & Leadership (Strategic collaboration with University of Cambridge Business Judge School)**
2. **Shaeed Zulfiqar Ali Bhutto Institute of Science and Technology (SZABIST) (Dubai International Academic City)**
3. **Modi-ATI Academic Institute (MAII) (Strategic alliance with Stratford University)**
4. **Mahtma Gandhi University (Dubai)**

✧ **DISTANCE LEARNING**

Example

Virtual University

Khan Academy

BEST PRACTICES FOLLOWED IN SAARC COUNTRIES

OVERSEAS SCHOLARSHIP

Evacuee Trust Property Board (ETPB) Govt. of Pakistan offers excellent opportunities for SAARC students. Scholarship is offered by *University of Punjab* in following disciplines

- 1. Master in Communication Studies**
- 2. Masters in International Relation**
- 3. M.Phil in South Asian Studies**

BEST PRACTICES FOLLOWED IN SAARC COUNTRIES

× **ACADEMIC EXCHANGE PROGRAM**

Kennedy-Lugar Youth Exchange and Study Program
(Provides scholarship to Pakistan high school students in USA for one study session)

27 MOU's Sign by *Indus University with International Universities* in *Vice Chancellor's Forum* on Sareena Hotel, Islamabad on 23-24 September 2013

× **INDUSTRIAL LINKAGE PROGRAM**

Technology Incubation Centre (TIC) is an initiative of NUST to incubate technology based start up companies.

International Cooperation Centre for Engineering Educational Development(ICCEED) (Established by Japan in Srilanka)

BEST PRACTICES FOLLOWED IN SAARC COUNTRIES

QUALITY ASSURANCE AGENCY , HEC PAKISTAN

Established in 2005 as a policy making and monitoring body for maintenance and enhancement of QUALITY in higher education

- ✖ Policy making and development of practical guidelines of quality assurance related to the higher degree programs**
- ✖ Developing guidelines for establishment of Quality Enhancement Cells and Monitoring & Evaluation of these QEC's.**
- ✖ Capacity building to enhance the standard of quality assurance in higher education at national level.**
- ✖ Professionals from QAA will serve as master trainer to build capacity of professionals in QECs after receiving their trainings in foreign countries.**
- ✖ QAA will also be a monitory and regulatory body to focus on quality and implementation of all desired**

QUALITY ASSURANCE AGENCY , HEC PAKISTAN



CONCRETE MEASURES TAKEN BY SAARC MEMBERS COUNTRIES

From all the above discussion , it has been concluded that following practices being done by SAARC countries:

- 1. Learner mobility, credit transfer/ recognition of mutual degrees**
- 2. ICT compatibility and connectivity**
- 3. Development of database**
- 4. Promoting ODL in the region**
- 5. Academic programmes for accreditation and recognition by Member Institutions/States**
- 6. Sustainable development capacity building, innovation in teacher education to achieve MDGs(Millennium Development Goals)**

Thank
You