

**PCF**  
PAN-COMMONWEALTH FORUM



8<sup>th</sup> Pan-Commonwealth Forum on Open Learning  
Kuala Lumpur, Malaysia, 27-30 November 2016

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## The 2016 Kuala Lumpur Declaration

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### Preamble

The 8<sup>th</sup> Pan-Commonwealth Forum on Open Learning (PCF8), co-organised by the Commonwealth of Learning (COL) and the Open University Malaysia (OUM) in Kuala Lumpur from 27-30 November 2016,

*Mindful of relevant international statements including:*

The Charter of the Commonwealth 2013, which recognises the necessity of affordable education for sustainable development;

The UN Sustainable Development Goals (SDGs), in particular SDG 4 of ensuring *“inclusive and equitable quality education and promote lifelong learning opportunities for all”*;

UNESCO’s Incheon Declaration and Framework for Action, Education 2030, which sets as target 4.3 that *“by 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university”* and elaborates that *‘a well-established, properly regulated tertiary education system supported by technology, open educational resources and distance education can increase access, equity, quality and relevance’* (item 43); and

The 2012 UNESCO-COL Paris Declaration on Open Educational Resources (OER) which advocates that States *“facilitate enabling environments for use of Information and Communications Technologies (ICT)”*.

- A. Recommends that governments, institutions, the private sector and civil society:
1. **Promote lifelong learning** through the widespread availability of appropriate technologies and multilingual opportunities in formal, non-formal and informal learning which are open to people, places, methods and ideas;
  2. **Reinforce market-driven skills development using open and distance learning (ODL) and blended and flexible learning** in collaboration with education, industry, agriculture and service sectors to empower and ensure sustainable livelihoods for all;
  3. **Encourage demand driven and context-specific research and innovation in technology** to promote access, equity and lifelong learning;
  4. **Institutionalise a quality culture** in ODL systems focusing on learners' learning outcomes;
  5. **Support teacher education and in-service teacher training** with ODL and blended and flexible learning, and increase the supply of qualified teachers;
  6. **Mainstream the use of OER** by developing strategies and policies at governmental and institutional levels to enhance quality while potentially reducing the cost of education;
  7. **Emphasise the key role of leadership** in strengthening learner-centred ODL which can widen access, enhance equity and gain respectability;
  8. **Ensure that the education of women and girls** through ODL is given utmost importance with a targeted approach, in support of SDG 5;
  9. **Strengthen ODL** that is inclusive and accessible to all persons with disabilities; and
  10. **Reinforce commitment to small island developing states and small states** in their efforts to advance education and learning with ODL, in tackling their particular economic, energy and climate change challenges, and in building their resilience for the future.
- B. Brings the above recommendations to the next Conference of Commonwealth Education Ministers (CEEM) and the Commonwealth Heads of Government Meeting (CHOGM) for further consideration and implementation.