Achieving SDG 4: Are ICTs the Answer?

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President & CEO, Commonwealth of Learning

Education Ministers Action Group (EMAG)
London | 24 January 2019
Commonwealth Heads of Government Meeting
Vancouver, 1987
To help Commonwealth governments and institutions use technologies to improve and expand access to education and training
Learning for Sustainable Development
GOAL 4

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

SUSTAINABLE DEVELOPMENT GOALS
More at sustainabledevelopment.un.org/sdgsproposal
Leveraging New & Existing Technologies
What Needs to Change?

Business as usual approach

“Brick and Mortar” mindset

Readiness for paradigm shifts
COL’s Six Paradigm Shifts
If the child cannot go to school, the school comes to the child
Open Schooling

• The physical separation of learner from the teacher
• The use of innovative teaching methodologies, and information and communications technologies (ICTs)
• Flexible approach
Increased Access and Equity

India: 2.7 million students in 5 years; 31% female

Bangladesh: 165,000 in 3 years: 40% female

Namibia: 80,806 in 3 years: 65% female
## Unit Cost per Student

<table>
<thead>
<tr>
<th></th>
<th>Formal Secondary School</th>
<th>Open School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>India</strong></td>
<td>INR 15,288</td>
<td>INR 1,230</td>
</tr>
<tr>
<td><strong>Namibia</strong></td>
<td>ZAR 5,346</td>
<td>ZAR 1,262</td>
</tr>
</tbody>
</table>

Technology-enabled learning can break open the ivory towers of tertiary education.
31 COMMONWEALTH OPEN UNIVERSITIES (2018)

AFRICA
BOTSWANA
Botswana Open University (BOU)
NIGERIA
National Open University of Nigeria
SOUTH AFRICA
University of South Africa (UNISA)
TANZANIA
Open University of Tanzania (OUT)
ZAMBIA
Zambian Open University (ZAU)

ASIA
BANGLADESH
Bangladesh Open University (BOU)
INDIA
Dr. Babasaheb Ambedkar Open University (BAOU)
Dr. B.R. Ambedkar Open University (BRAOU)
Global Open University Nagaland (Private)
Indira Gandhi National Open University (IGNOU)
Karnataka State Open University (KSOU)
Krishna Kanta Handiqui State Open University (KKHSOU)
Madhya Pradesh Bhoj University (MPBOU)
Nalanda Open University (NOU)
Netaji Subhas Open University (NSOU)
Odisha State Open University (OSOU)
Pandit Sundarlal Sharma (Open) University (PSSOU)
Tamil Nadu Open University (TNOU)
Uttarakhand Open University (UOU)
Uttar Pradesh Rajarshi Tandon Open University (UPRTOU)
Vardhaman Mahaveer Open University (VMOU)
Venkateshwara Open University (Private)
Yashwantrao Chavan Maharashtra Open University (YCMOU)
MALAYSIA
Open University Malaysia (OUM)
Wawasan Open University (WOU)
PAKISTAN
Allama Iqbal Open University (AIOU)
SRI LANKA
Open University of Sri Lanka

CARIBBEAN & THE AMERICAS
CANADA
Athabasca University

EUROPE
CYPRUS
Open University of Cyprus (OUC)
UNITED KINGDOM
The Open University

PACIFIC
NEW ZEALAND
Open Polytechnic of New Zealand (OPNZ)
### Costs: ODL in Mega Universities

<table>
<thead>
<tr>
<th>Country</th>
<th>Institution</th>
<th>Enrolment</th>
<th>% of Campus Cost*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>AIOU</td>
<td>456.126</td>
<td>22</td>
</tr>
<tr>
<td>China</td>
<td>CCRTVU</td>
<td>2,300,000</td>
<td>40</td>
</tr>
<tr>
<td>India</td>
<td>IGNOU</td>
<td>1,187,100</td>
<td>35</td>
</tr>
<tr>
<td>UK</td>
<td>OU</td>
<td>203,744</td>
<td>50</td>
</tr>
</tbody>
</table>

*Unit cost per student as a percentage of the average for other universities in the country, NKC, 2004.*
The no significant difference phenomenon

as reported in 355 research reports, summaries and papers

a comparative research annotated bibliography on technology for distance education

1999

compiled by
Thomas L. Russell
Office of Instructional Telecommunications
North Carolina State University
Open Educational Resources (OER) are the answer to closed and costly textbooks
Textbooks: Problem of Cost

In Malaysia, **76.4%** students did not buy a textbook because it was expensive.

**73%** students in Bangladesh depended on photocopied materials, as the cost of textbooks is prohibitive.
Antigua and Barbuda

- Students saved between 75 to 88 ECD per course per semester by using open textbooks
- Supplementing textbooks with OER improved student performance by 5.5%
Impact of OER Policy

• 165 universities participate in the OER curation, development and sharing
The digital divide can be transformed into a digital dividend.
‘The capabilities that Aptus had to offer Fiji just blew me away. It was dynamic [and] at the same time user friendly.’

Matai Tagicaki
Education Specialist
Fiji Higher Education Commission
Literacy is not always a precondition for Learning
Every $1 invested resulted in $16 worth of income and assets.
1% increase in empowerment 2.3% increase in profit.
The social capital of the mother is the most important determinant in bringing girls to school.
Community involvement prevented Fatima’s early marriage in Mozambique
When I was young, my parents used to beat me to go and labour with them. So, I could not get education, but now a new hope is developed in me.... And I will send my daughter to the nearest school.
Towards SDG 4
ICT by itself will not help us achieve SDG 4
We need to

• Harness the potential of appropriate and affordable technologies
• Move beyond conventional pedagogy
• Foster innovations
• Adopt a targeted approach to involve the community
Thank You for your contributions