



COMMONWEALTH of LEARNING

# **NOLNET CONFERENCE**

*30 August 2005*

**Towards Education for All:  
The Critical Role of Open and Distance  
Learning in National Development**

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**30 August 2005**

## **Towards Learning for All: The Critical Role of Open and Distance Learning in National Development**

**Sir John Daniel**

**President – Commonwealth of Learning**





# COMMONWEALTH of LEARNING



# OUTLINE

1. DEVELOPMENT: What is it?

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  - The MDGs

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1. DEVELOPMENT: What is it?
  - The MDGs
2. “A massive increase in learning”



Learning & Living  
WITH Technology

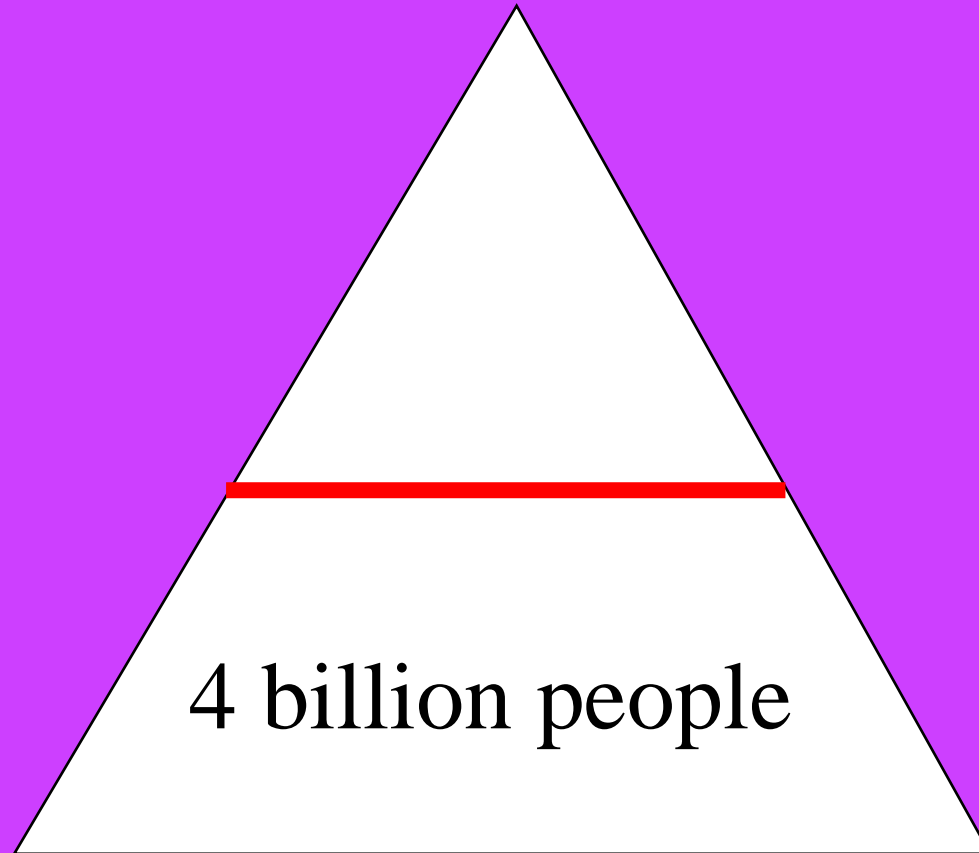
THE COMMONWEALTH OF LEARNING AND  
THE MILLENNIUM DEVELOPMENT GOALS



# OUTLINE

1. DEVELOPMENT: What is it?
  - The MDGs
2. “A massive increase in learning”
3. TECHNOLOGY for EDUCATION

# THE BOTTOM OF THE PYRAMID



# OUTLINE

1. DEVELOPMENT: What is it?  
- The MDGs
2. “A massive increase in learning”
3. TECHNOLOGY for EDUCATION
4. The Bottom of the Pyramid

# OUTLINE

1. DEVELOPMENT: What is it?

# POVERTY ALLEVIATION

“to reduce the proportion of people living on less than \$1 a day to half the 1990 level by 2015, that is to say from 28.3% of all people in low and middle-income economies to 14.2%”



**POVERTY ALLEVIATION**

**POVERTY ERADICATION**

**POVERTY ALLEVIATION**

**POVERTY ERADICATION**

**ABOLITION OF POVERTY**

SLAVERY ALLEVIATION

ABOLITION OF SLAVERY

# ABOLITION OF POVERTY

# YES

# ABOLITION OF POVERTY

NO



**ABOLITION OF**

**ABJECT**

**POVERTY**

**YES**

DEVELOPMENT

DEVELOPMENT

AS

FREEDOM

FREEDOM

IS THE

MEASURE

AND THE

MEANS

DEVELOPMENT

LEARNING

IS THE MOST SOLID

BASIS



‘Education also improves the quality of our lives by helping us develop our abilities. As we learn more about our environment and the threats to it, we become better able to protect and preserve it. As we become better at identifying and solving problems, we also become better at creating jobs and increasing our income. As we develop our own ideas and technologies we become less dependent on imported innovations and the conditions that often accompany them. As it helps us become more successful in setting and pursuing our own goals, education is liberating, both individually and socially.’

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*Toward Education for All:*

*A Development Brief for Education, Culture and Training  
Namibia*

DEVELOPMENT

AVOID

ONE-DIMENSIONAL

APPROACHES

DEVELOPMENT

LEARNING

IS THE MOST SOLID

BASIS

# Millennium Development Goals

- Poverty and hunger
- Primary education
- Gender equality
- Health
- Environment
- Partnership

# Poverty and hunger

Target (2015):

Halve the proportion of people living on less than a dollar a day and those who suffer from hunger



# Primary education

Target (2015)

Ensure that all boys and girls complete primary school



# Teacher Training



# Health

- Reduce child mortality

By 2015: reduce by  $\frac{2}{3}$  the mortality rate for under fives

- Improve maternal health

By 2015: Reduce by  $\frac{3}{4}$  the ratio of women dying in childbirth

- Combat HIV/AIDS, malaria and other diseases

By 2015: Halt and reverse the spread of HIV/AIDS



# OUTLINE

1. DEVELOPMENT: What is it?
  - The MDGs
2. “A massive increase in learning”
3. TECHNOLOGY

# TECHNOLOGY

is the application of scientific  
and other organized  
knowledge to practical tasks  
by organizations consisting  
of people and machines

Two types of  
learning activities:

**INDEPENDENT**

The example  
of the

OPEN

UNIVERSITIES

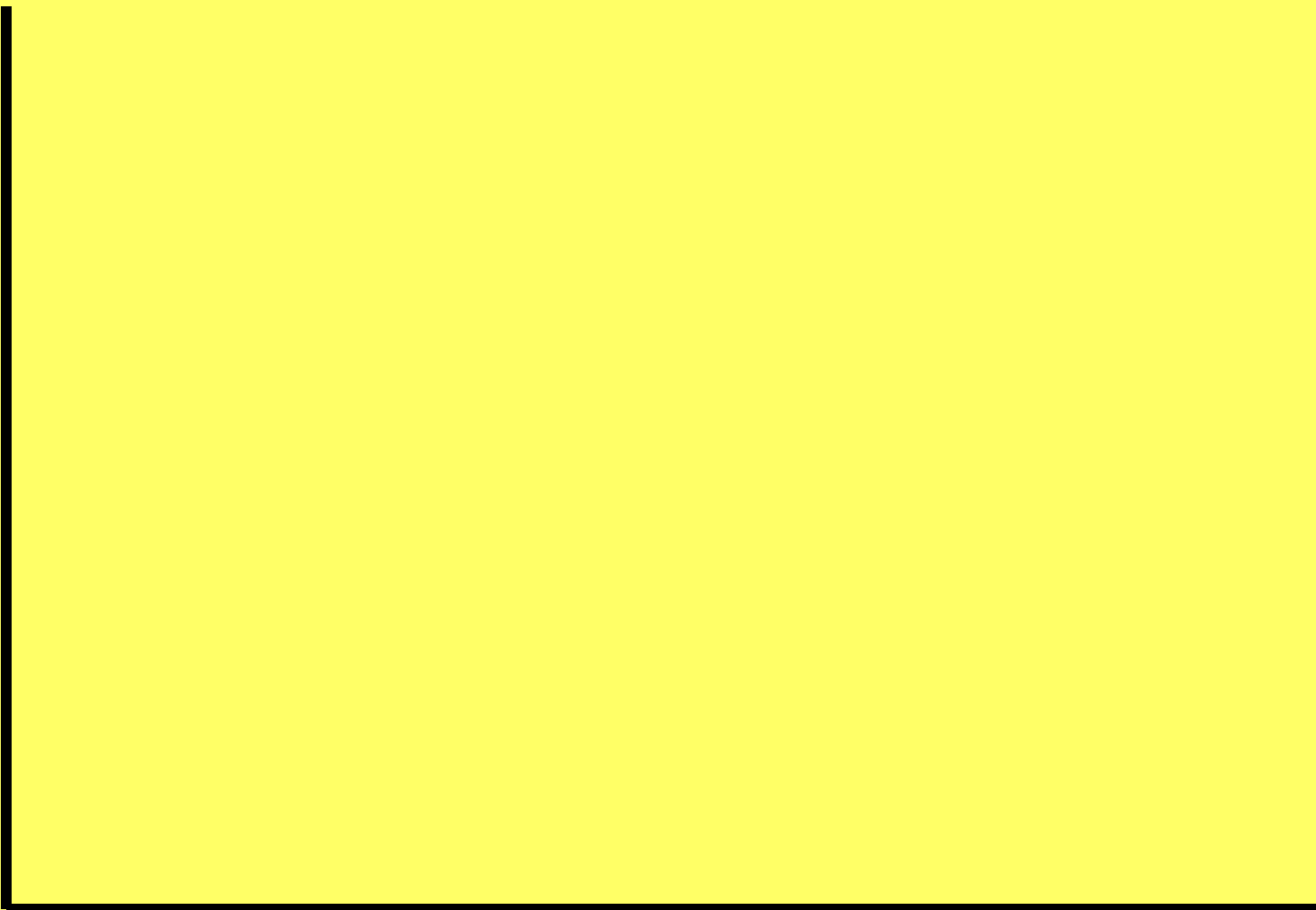
Two types of  
learning activities:

**INDEPENDENT**

**INTERACTIVE**

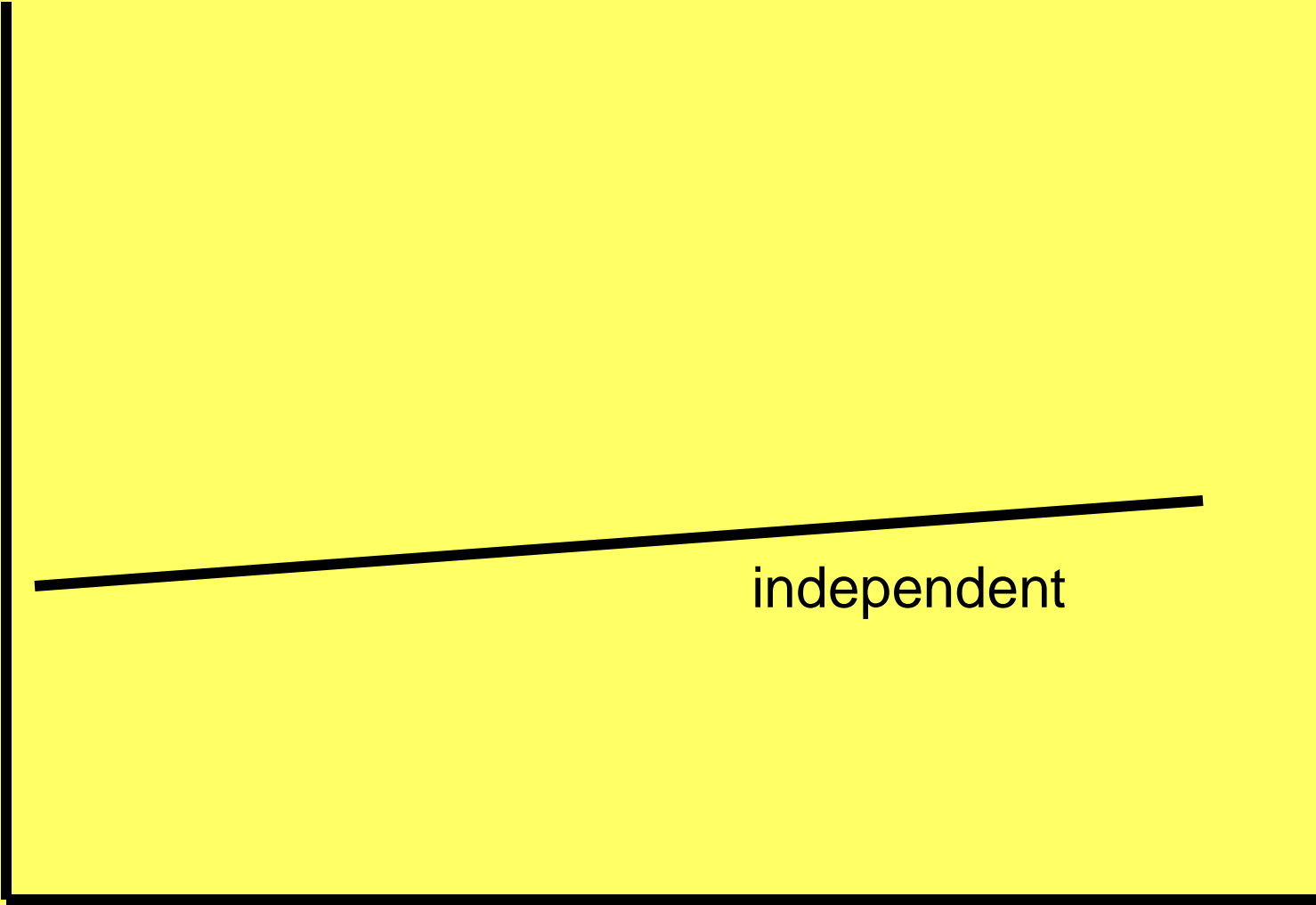


Total cost



Number of students

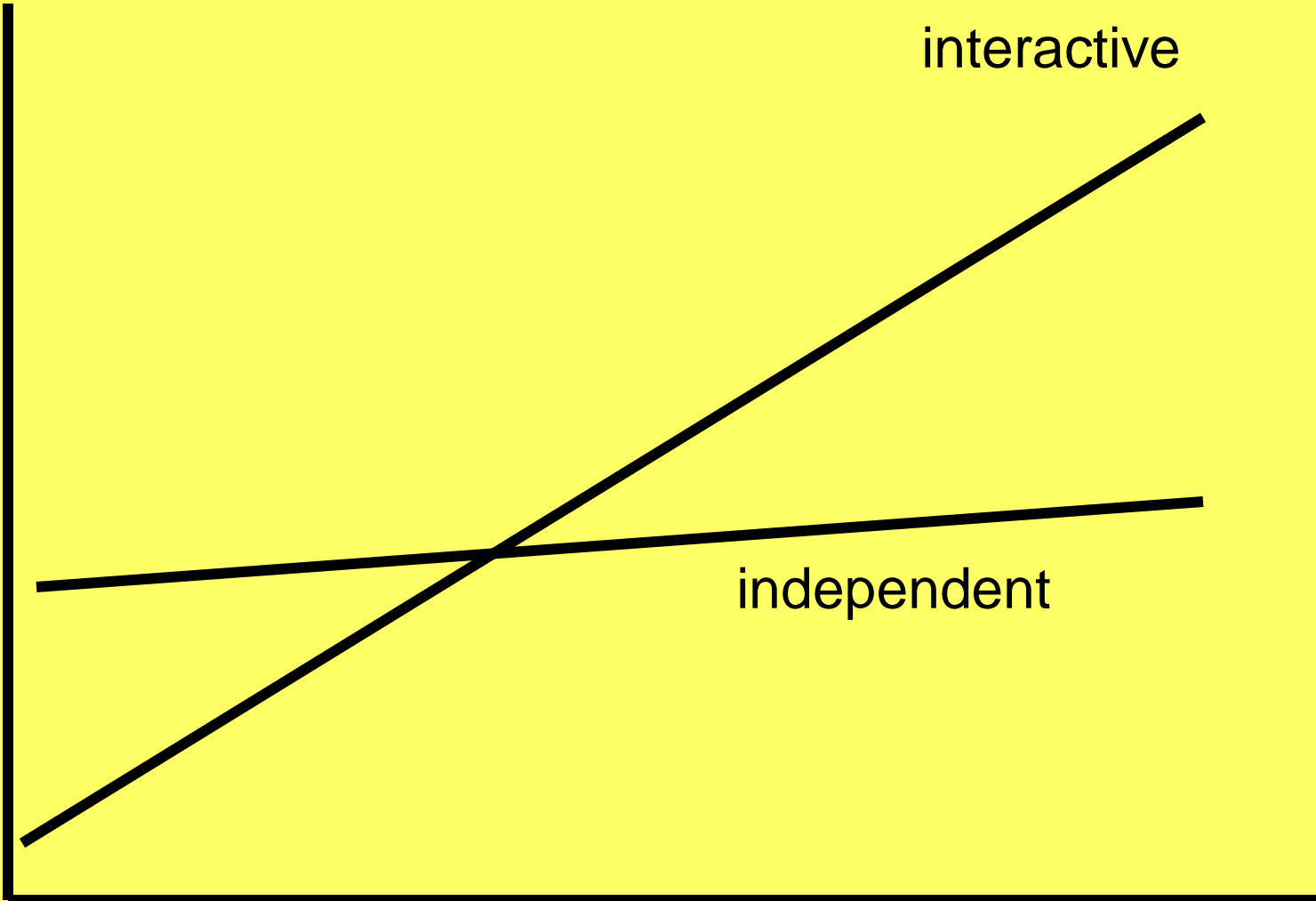
Total cost



independent

Number of students

Total cost



interactive

independent

Number of students

The success  
of the

OPEN

UNIVERSITIES

Indira Gandhi National  
Open University  
(IGNOU)

1.5 Million students

# BRITAIN'S TOP NINE UNIVERSITIES

## Quality Rankings of Teaching

based on all subject assessments 1995-2003  
(*Sunday Times University Guide 2003*)

1	CAMBRIDGE	96%
2	LOUGHBOROUGH	95%
3=	LONDON SCHOOL OF ECONOMICS	88%
3=	YORK	88%
5	<b><u>THE OPEN UNIVERSITY</u></b>	<b>87%</b>
6	OXFORD	86%
7	IMPERIAL COLLEGE	82%
8	UNIVERSITY COLLEGE LONDON	77%
9	ESSEX	77%

# Poverty and hunger

Target (2015):

Halve the proportion of people living on less than a dollar a day and those who suffer from hunger







# Improving Farming

(Forum for Agricultural Research in Africa)

- Potential of ICTs for community development
- Participation through partnerships
- Train local people to develop content

# Primary education

Target (2015)

Ensure that all boys and girls complete primary school

# Teacher Training





# STAMP

COL helped to produce 46  
modules in Science,  
Mathematics, Technology  
and General Education for  
school use in eight southern  
African countries

# Health

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# Partnership with the WHO





**PEER HEALTH EDUCATION PROGRAMME**

**MOTTO: LEARN AND TEACH OTHERS**

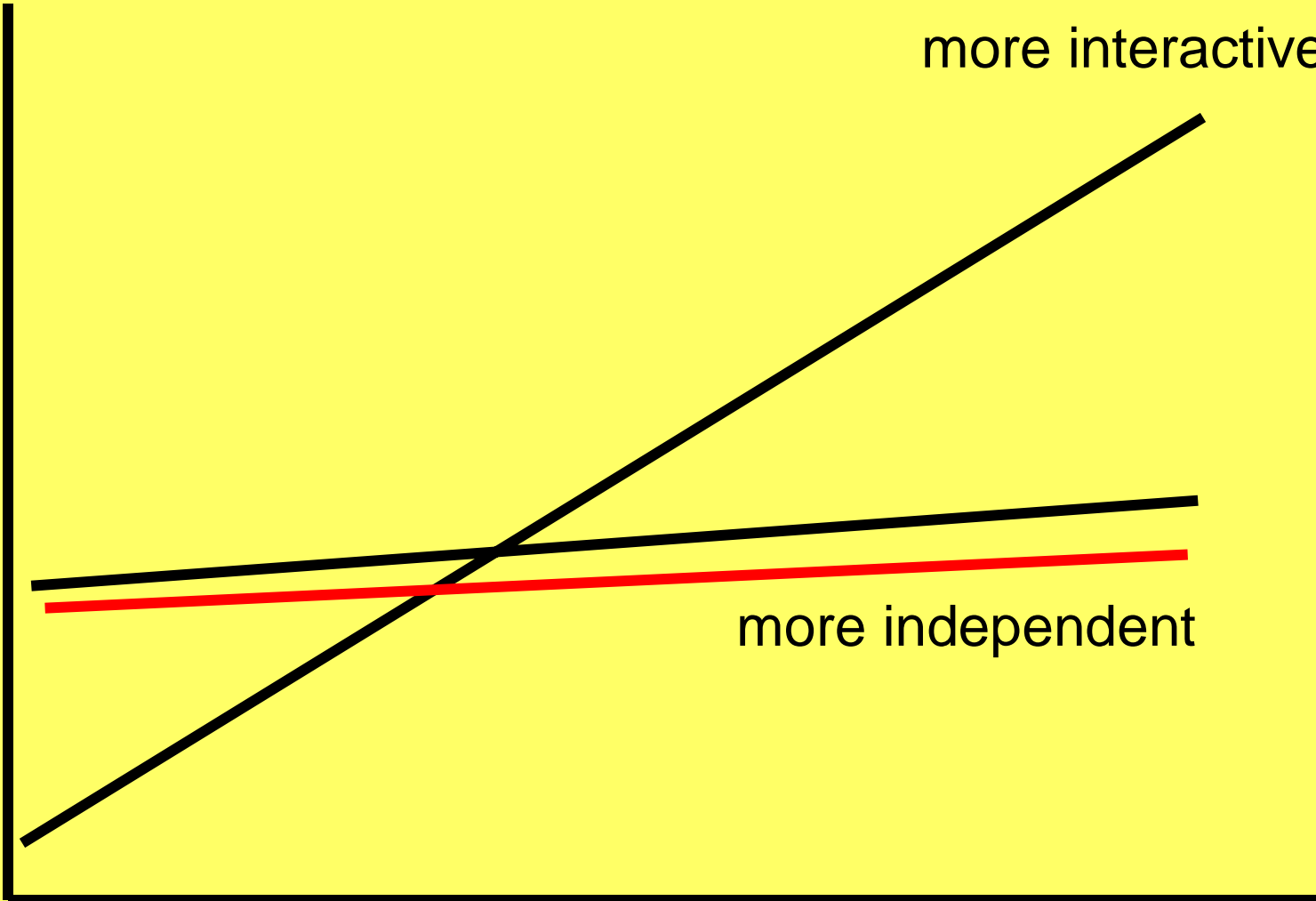






CONNECTIVITY

Total cost

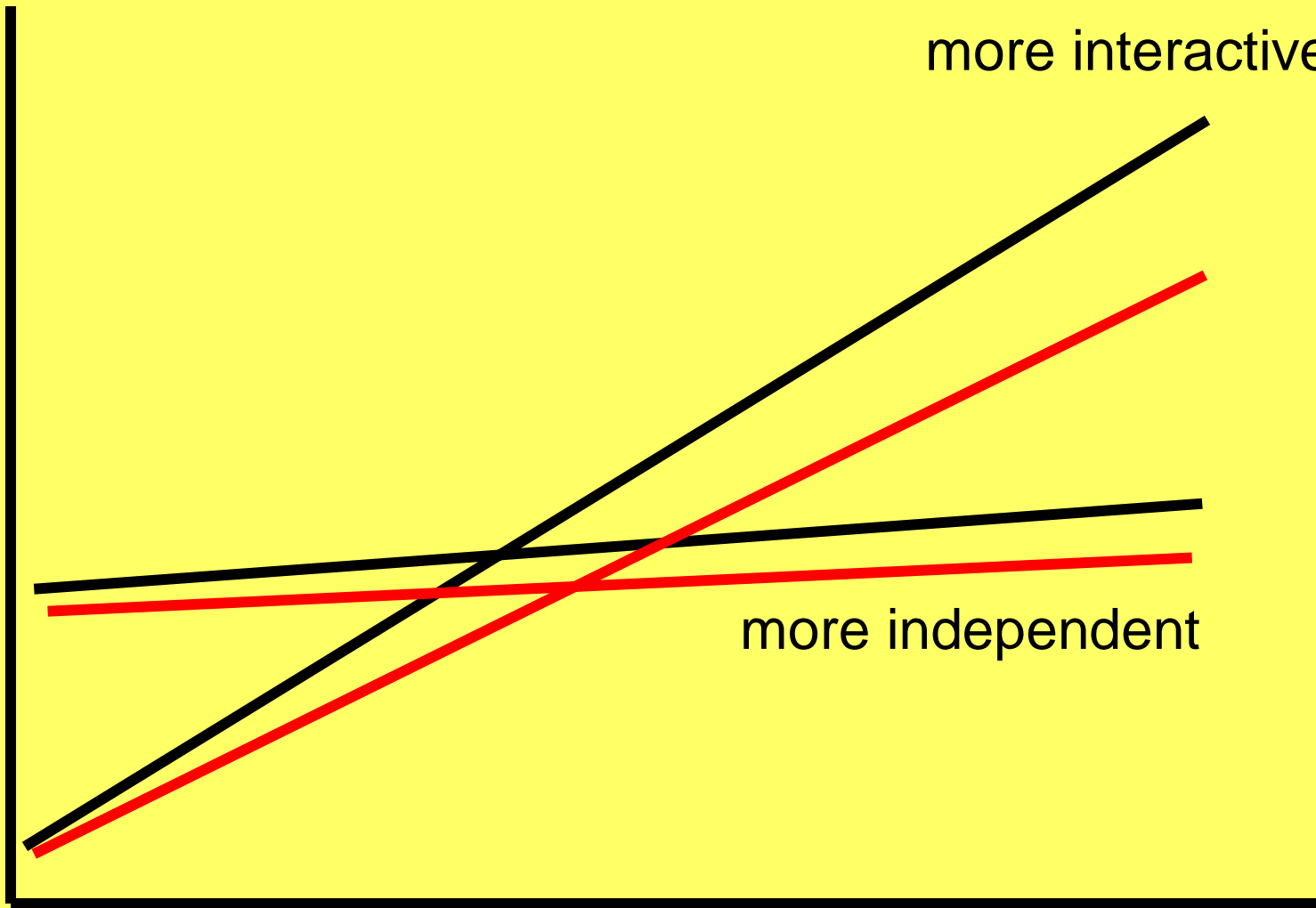


more interactive

more independent

Number of students

Total cost



more interactive

more independent

Number of students

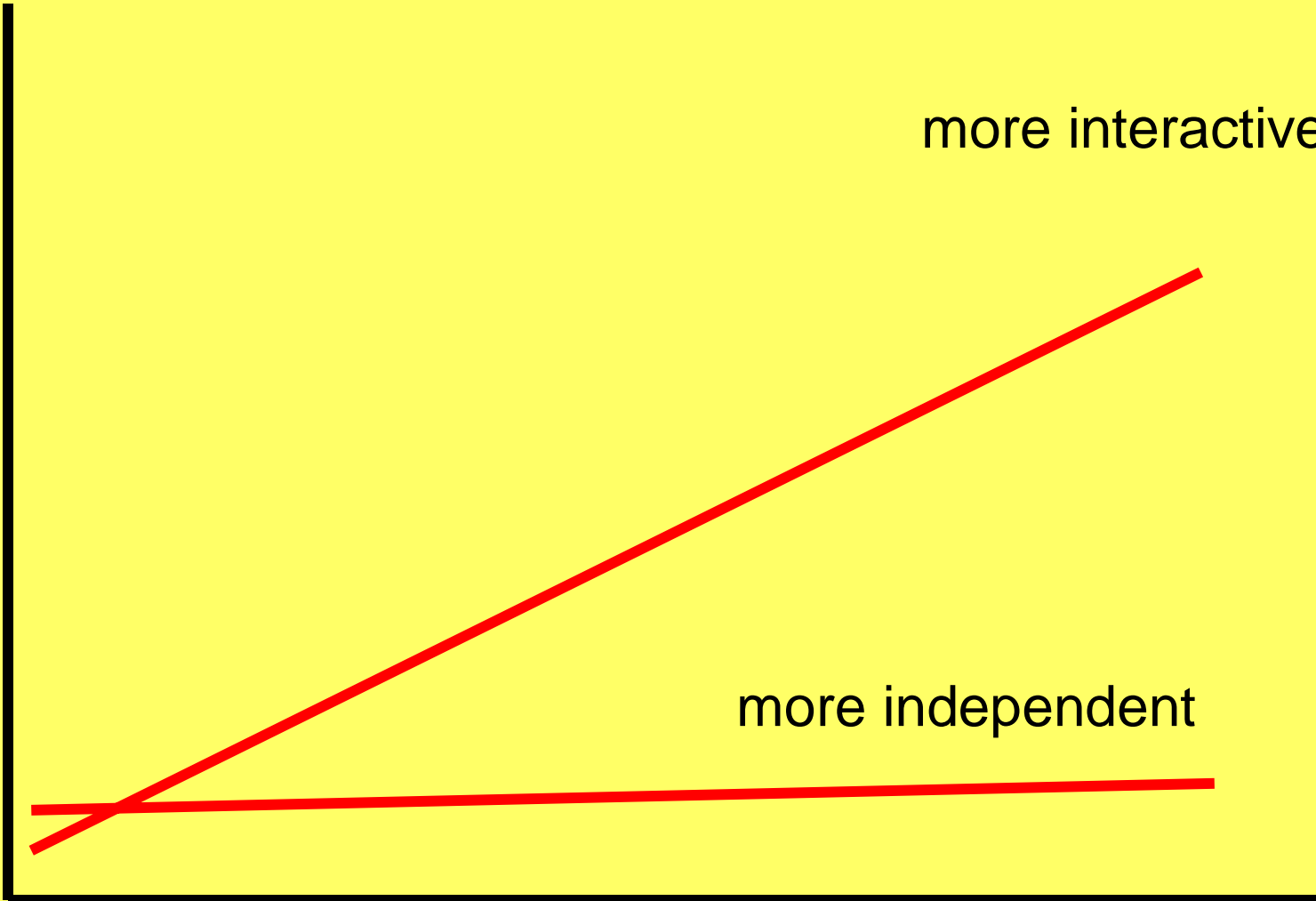
CONNECTIVITY

OERs

(Open Educational Resources)

(FOSS)

Total cost

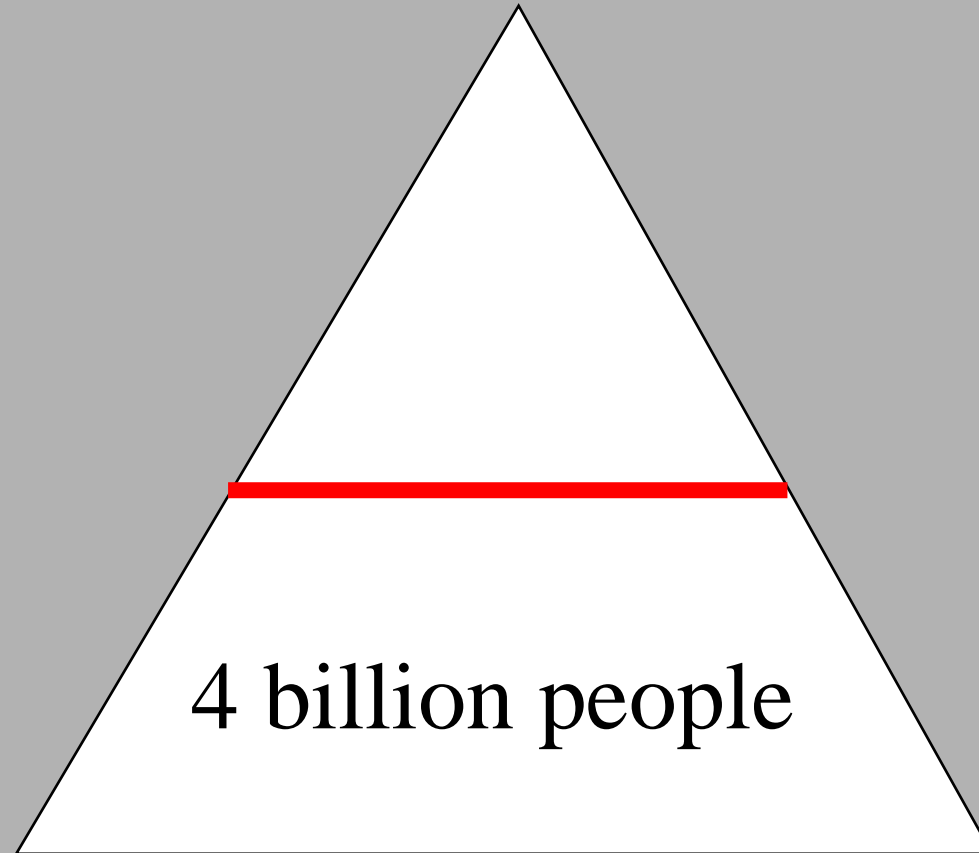


more interactive

more independent

Number of students

# THE BOTTOM OF THE PYRAMID



4 billion people

C.K.Prahalad

‘The Fortune at the Bottom of the Pyramid’



CONNECTIVITY

OERs

(Open Educational Resources)



COMMONWEALTH of LEARNING

Thank you

