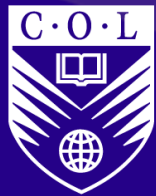


# Promoting Learning for Sustainable Development



COMMONWEALTH  
of LEARNING



Commonwealth  
Foundation



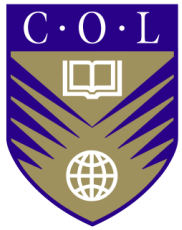
The Commonwealth

Professor Asha Kanwar  
*President & CEO, Commonwealth of Learning*

36th Commonwealth Diplomats Induction Programme  
London, UK | 20 November 2019



## Commonwealth Heads of Government Meeting Vancouver, 1987



# COMMONWEALTH *of* LEARNING



To help Commonwealth governments and institutions use technologies to improve and expand access to education and training





ECONOMIC  
GROWTH



SOCIAL  
INCLUSION



ENVIRONMENTAL  
CONSERVATION

# Learning for Sustainable Development

# GOAL 4

A group of diverse young children, likely of African descent, are shown in a classroom setting. They are wearing blue and yellow school uniforms. The children are smiling and appear to be engaged in a learning activity. The background is slightly blurred, showing other children and a teacher.

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

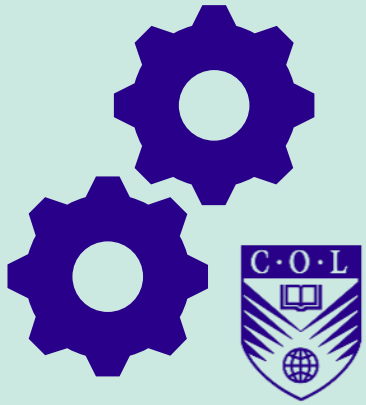
**SUSTAINABLE DEVELOPMENT GOALS**

More at [sustainabledevelopment.un.org/sdgsproposal](https://sustainabledevelopment.un.org/sdgsproposal)



Leveraging  
New & Existing  
Technologies

# COL's Six Paradigm Shifts



**PARADIGM  
SHIFT**

**1**

*If the child cannot  
go to school,  
the school comes  
to the child*

# Education in the Commonwealth

**17 million** primary aged children not in school

**16 million** lower secondary youth out of school

**3%** more boys than girls enrolled in primary schools but boys underrepresented and underperforming at the secondary level



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

# Open Schooling

- The physical separation of learner from the teacher
- The use of unconventional teaching methodologies, and information and communications technologies (ICTs) for scale
- Flexible approach
- Foster innovation  
(e.g. on-demand exams; uses of ICT)



# 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

	Formal Secondary School	Open School
India	INR 15,288	INR 1,230
Namibia	ZAR 5,346	ZAR 1,262



Source: Rumble, G., & Koul, B.N. (2007).





In Belize , Social Return on Investment in open schooling showed that every US\$ invested resulted in US\$8 worth of benefits to students.

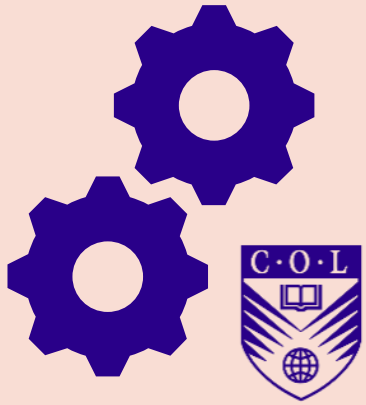




# Empowering Learners

“I left school in year 5 when I got married at the age of 12. I am now 22 and have 3 children. I went back to school so that I could help my children with their schoolwork.”





**PARADIGM  
SHIFT**

**2**

*Technology-  
enabled learning  
can break open  
the ivory towers  
of tertiary  
education*

# The Demand

**4** new universities to cater to **30,000** needed each week to accommodate children who will reach enrolment age **by 2025**

*Everitt in Liyanagunawardena  
et al, 2013*



# 31 COMMONWEALTH OPEN UNIVERSITIES (2018)

## 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)

Vardhman 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 (AIQU)

### SRI LANKA

Open University of Sri Lanka

## 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 (ZAOU)

## 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

Country	Institution	Enrolment	% of Campus Cost*
Pakistan	AIOU	456,126	22
China	CCRTVU	2,300,000	40
India	IGNOU	1,187,100	35
UK	OU	203,744	50

\*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

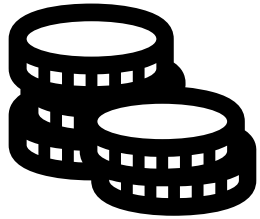
compiled by  
Thomas L. Russell  
Office of Instructional Telecommunications  
North Carolina State University





# Benefits of CEMBA/MPA

## Allama Iqbal Open University (AIOU), Pakistan



Graduates saw an increase of **38%** in monthly income

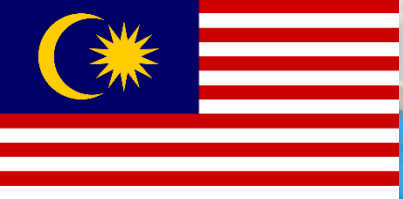


An increase of **28.5 %** points in the probability of being promoted



For every **\$1** invested, learners received **\$3.40** in direct returns





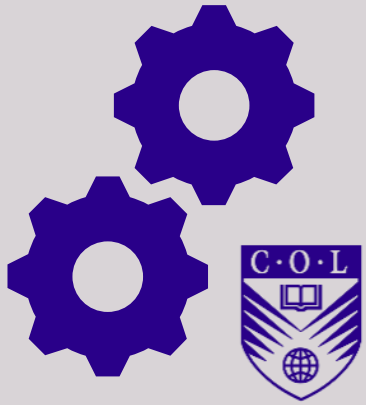
# Commonwealth Executive MBA/MPA 11 Countries

Raymond Loh: CEMBA Graduate - "...offering moving and relocation services to clients in over 40 countries."



**Raven Man**  
Relo Services  
Kuala Lumpur/Petaling Jaya  
T: +603.7865 6513  
Penang/Kedah/Perlis  
T: +604.229 7840  
Enquiries:  
talk2us@ravenmanrelo.com





**PARADIGM  
SHIFT**

**3**

*Open Educational  
Resources (OER)  
are the answer to  
closed and costly  
textbooks*

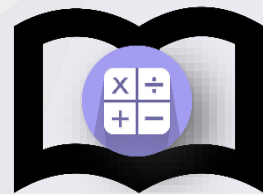


# One Textbook per Child?

- 1 reading textbook for 12 students



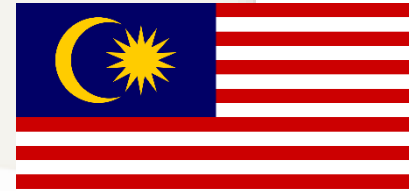
- 1 math textbook for 14 students



# The Need: 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



COMMONWEALTH of LEARNING

Towards National Policy Guidelines on Open Educational Resources in Malaysia



COMMONWEALTH of LEARNING

Towards a National Policy on Open Educational Resources in Bangladesh



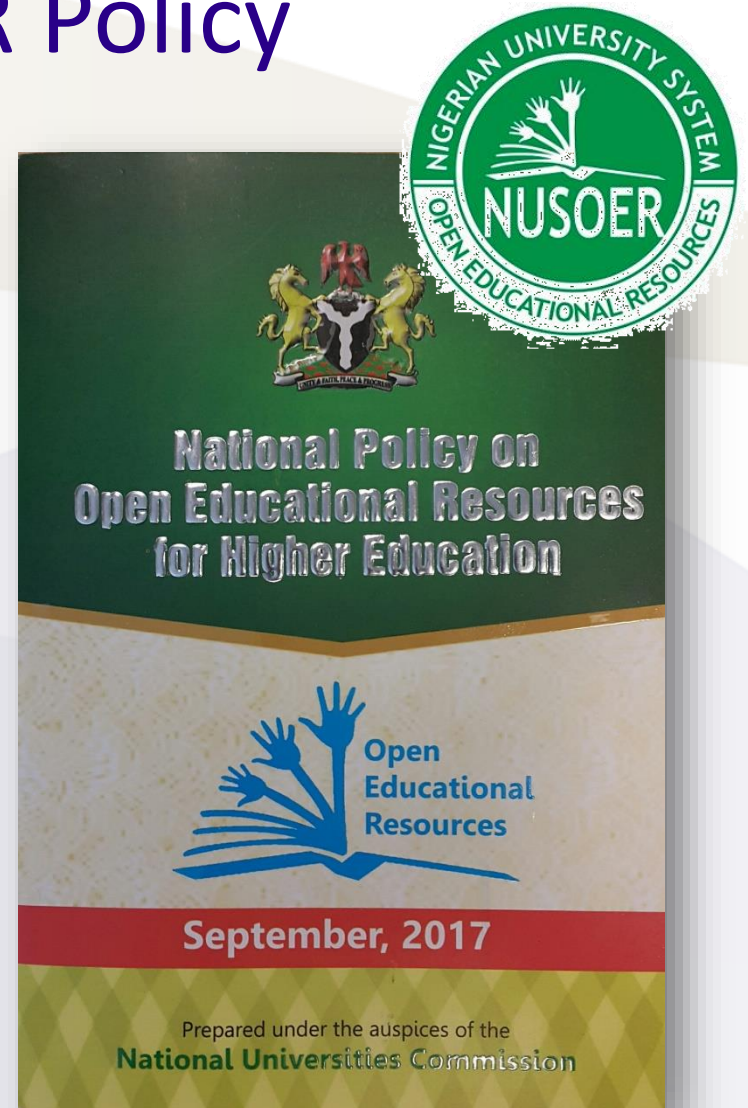
# Antigua and Barbuda

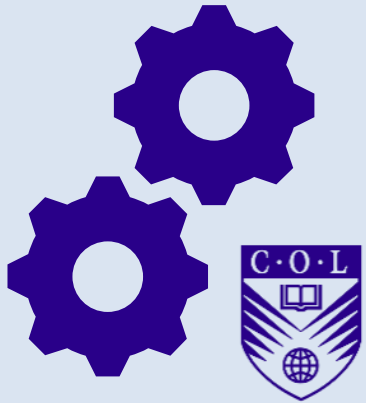
- Students saved between 75 to 88 ECD per course per semester by using open textbooks
- Supplementing textbooks with OER improved student performance by 5.5%



# Impact of OER Policy

- 165 universities participate in the OER curation, development and sharing





**PARADIGM  
SHIFT**

**4**

*The digital divide can be transformed into a digital dividend*

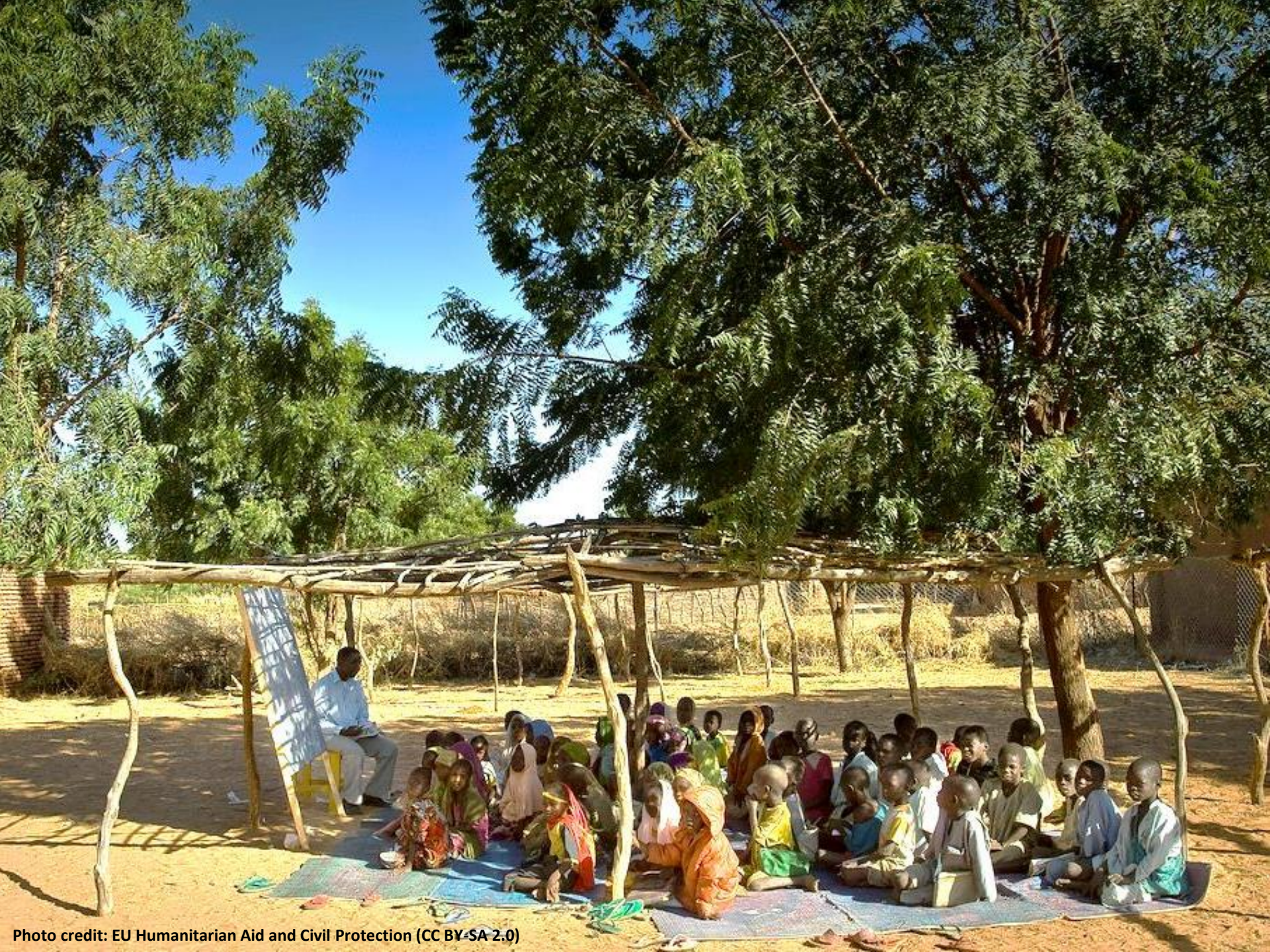
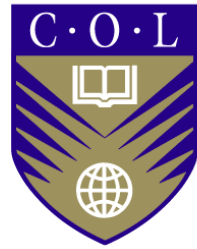


Photo credit: EU Humanitarian Aid and Civil Protection (CC BY-SA 2.0)



# Aptus

AN ENABLER OF MOBILE LEARNING





Aptus devices sent to assist the Ministry of Education, Tonga in restoring classroom teaching in Tongan schools and colleges, following Cyclone Gita.





# Understanding the Blue Economy



Blue Economy  
Research Institute





Online learning - Food and Agriculture sector underserved.  
A consortium conceptualised by COL, supported by NPTEL



agMOOCs

# Reaching the Bottom Billion

- Content designed for delivery in low bandwidth
- Basic phone interface
- Social media integration
- Online peer-to-peer interactions supplemented with blended approaches
- Content is open  
ie. OER



11,076 Certificates Provided

\$14/certificate

25

MOOCs on topics related to Human and Sustainable Development

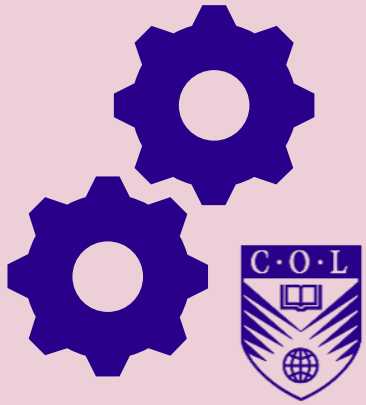
112  
countries

4  
MOOCs using just basic cell phones



53,468 enrollments



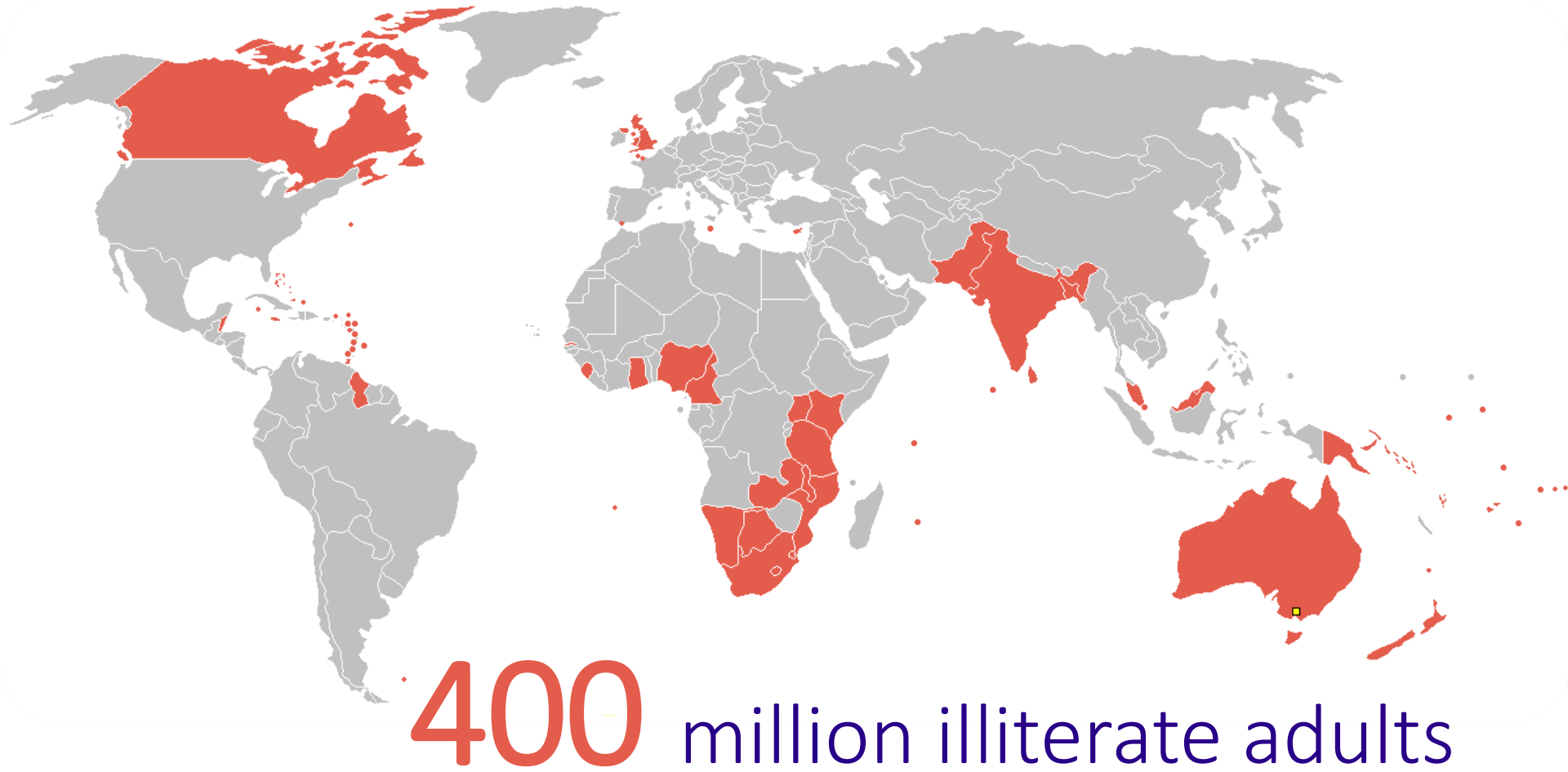


**PARADIGM  
SHIFT**

**5**

*Literacy is not  
always a  
precondition for  
Learning*

# Literacy in the Commonwealth





Every \$1 invested resulted in \$16 worth of income and assets.





1% increase in empowerment 2.3% increase in profit.





# Arogya Mary - a school dropout , a grandmother, who never knew about internet before GIRLSInspire project

Content and Web Manager for a Farmer's Organization

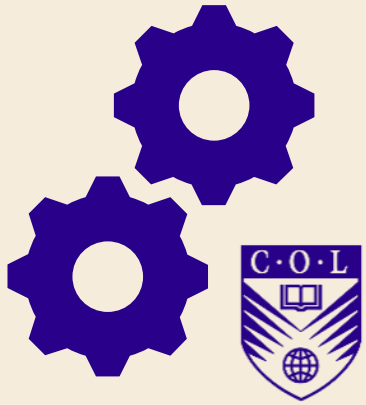
**Facebook content:** 600 different content uploaded

**Youtube:** 500 videos of farmers field experiences

**Whatsapp:** 150 organic agriculture based content

**Trained:** over 1000 farmers





**PARADIGM  
SHIFT**

6

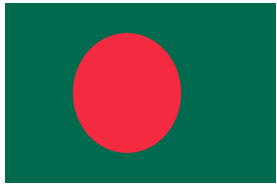
*The social capital  
of the mother is  
the most  
important  
determinant in  
bringing girls to  
school*



**COMMONWEALTH**  
HEADS OF GOVERNMENT MEETING  
**LONDON 2018**

#LeaveNoGirlBehind

*Leave No  
Girl Behind*




# GI**R**LS Inspire

Learning for empowerment.



**Australian Government**  
 Department of Foreign Affairs and Trade



**Government of Canada**    **Gouvernement du Canada**





# Community involvement prevented Fatima's early marriage in Mozambique





# Meet Samina, Mother, Pakistan

*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.*

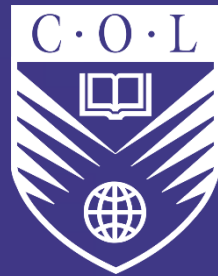


# Paradigm Shift Lies In...

- Harnessing the potential of ICTs for education and lifelong learning
- Fostering innovations
- Involving the community



# Thank you



[www.col.org](http://www.col.org)