



COMMONWEALTH
of LEARNING

Achieving SDG 4: Are ICTs the Answer?

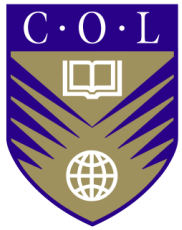


Professor Asha Kanwar
President & CEO, Commonwealth of Learning

Education Ministers Action Group (EMAG)
London | 24 January 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



Leveraging
New & Existing
Technologies

What Needs to Change?

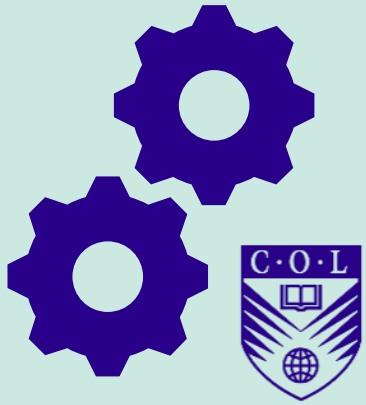
Business as usual approach

“Brick and Mortar” mindset

Readiness for paradigm shifts



COL's Six Paradigm Shifts



**PARADIGM
SHIFT**

1

*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



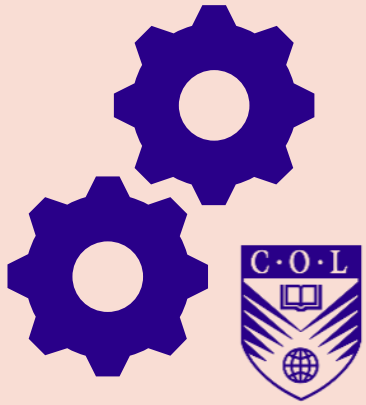
Unit Cost per Student

	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).





**PARADIGM
SHIFT**

2

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

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.



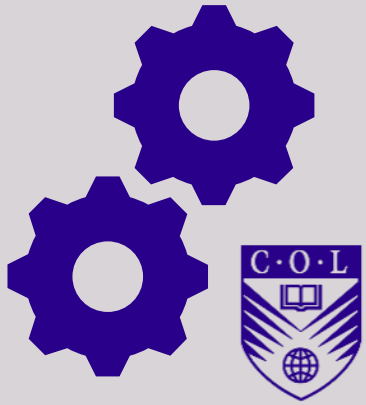
the **no**
significant
difference
phenomenon

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





**PARADIGM
SHIFT**

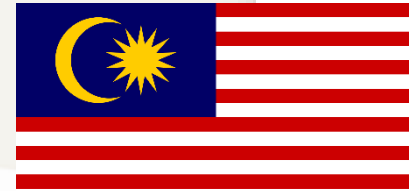
3

*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



Towards National Policy Guidelines on Open Educational Resources in Malaysia



Towards a National Policy on Open Educational Resources in Bangladesh

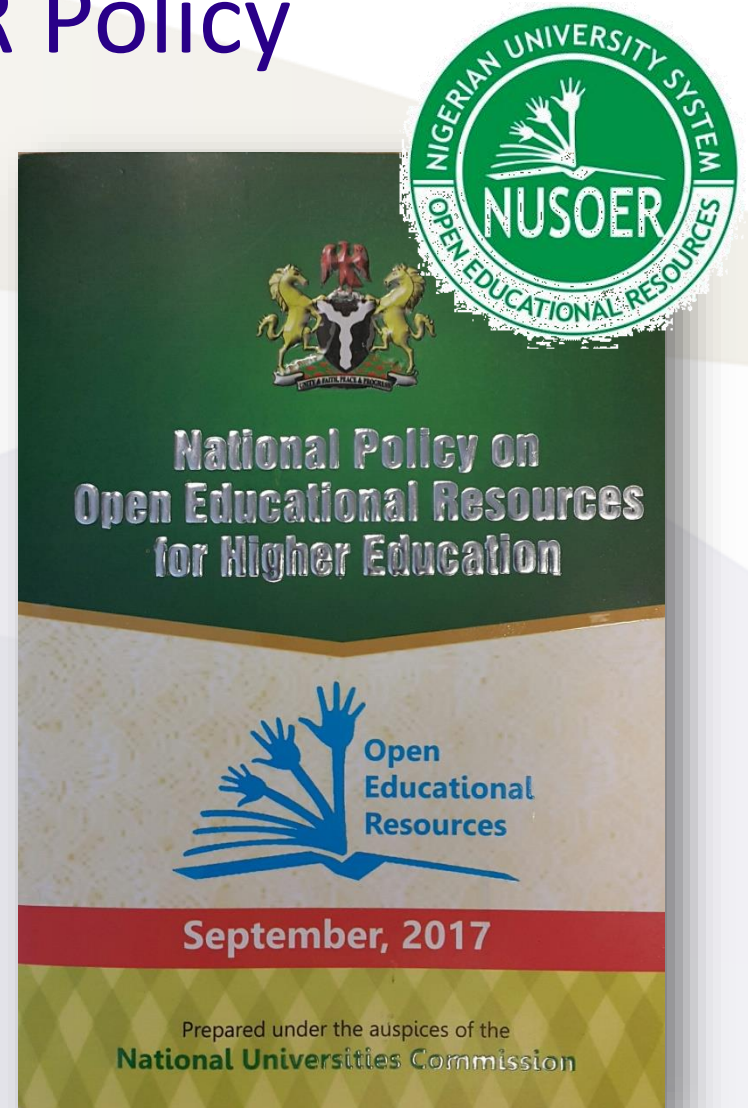
Antigua and Barbuda

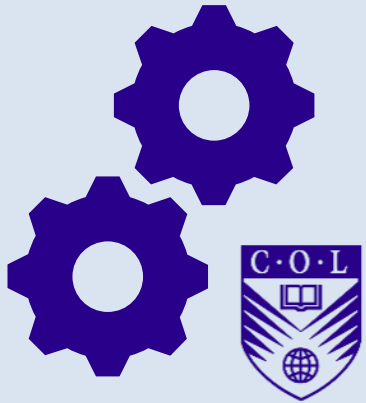
- Students saved between 75 to 88 ECD per course per semester by using open textbooks
- Supplementing textbooks with OER improved student performance by 5.5%



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

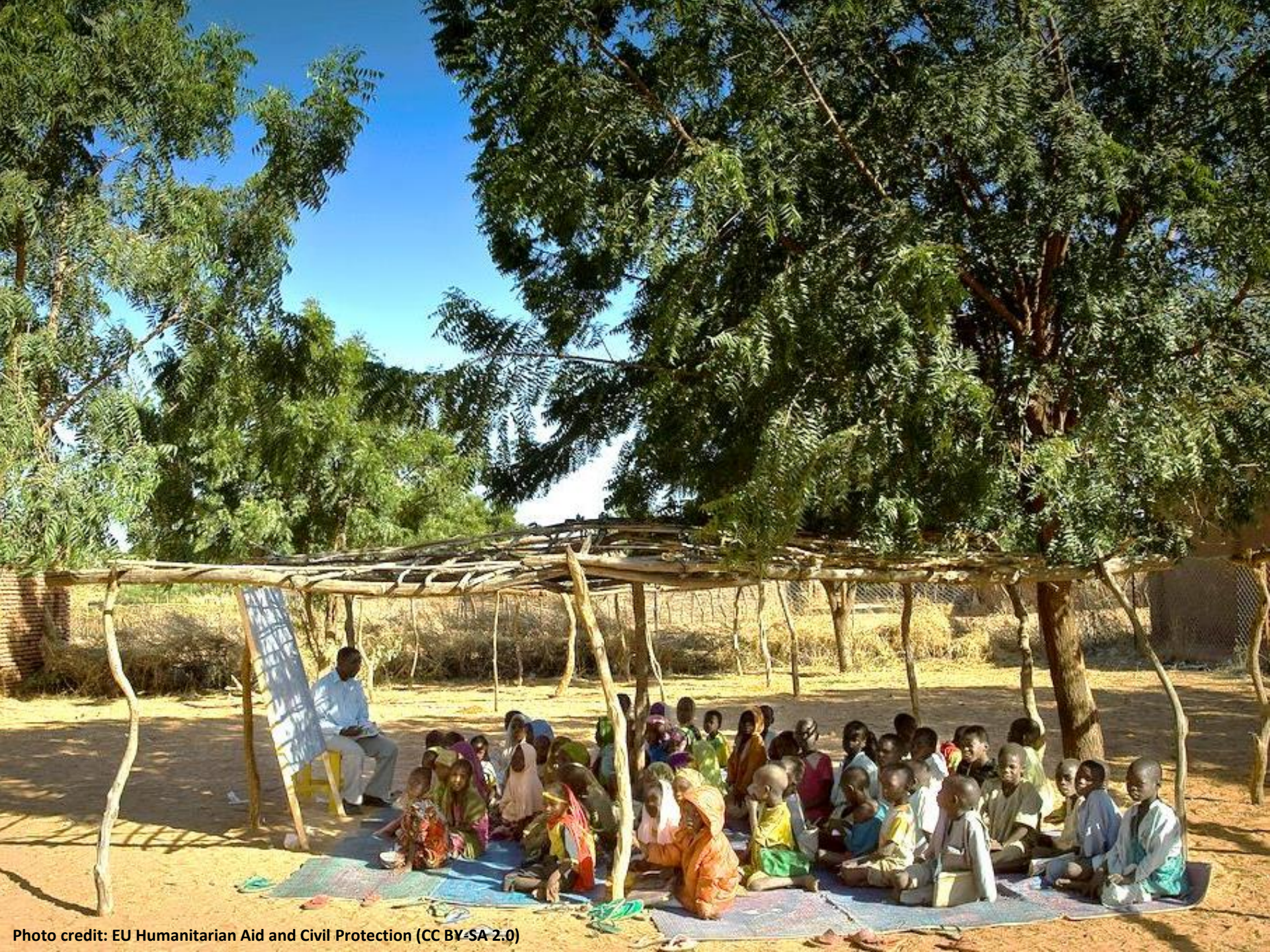


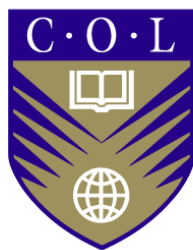
Photo credit: EU Humanitarian Aid and Civil Protection (CC BY-SA 2.0)



'The capabilities that Aptus had to offer Fiji just blew me away. It was dynamic [and] at the same time user friendly.'

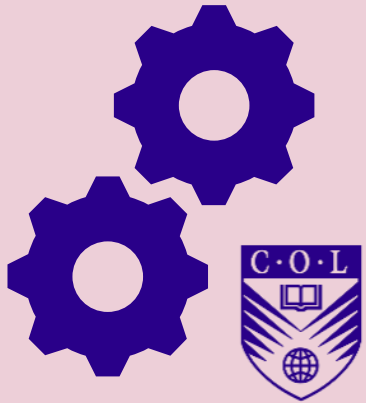
Matai Tagicaki
Education Specialist
Fiji Higher Education
Commission





Aptus

AN ENABLER OF MOBILE LEARNING



**PARADIGM
SHIFT**

5

*Literacy is not
always a
precondition for
Learning*



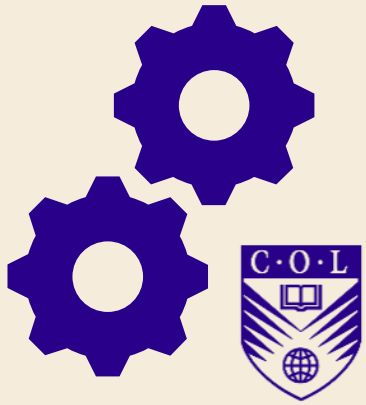
Every \$1 invested resulted in \$16 worth of income and assets.





1% increase in empowerment 2.3% increase in profit.





**PARADIGM
SHIFT**

6

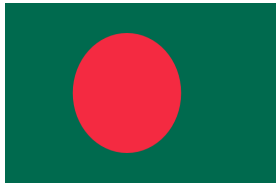
*The social capital
of the mother is
the most
important
determinant in
bringing girls to
school*



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.



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

col.org

