



Skilling at Scale: what are the options?

University of Education, Winneba, 1st August, 2016

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



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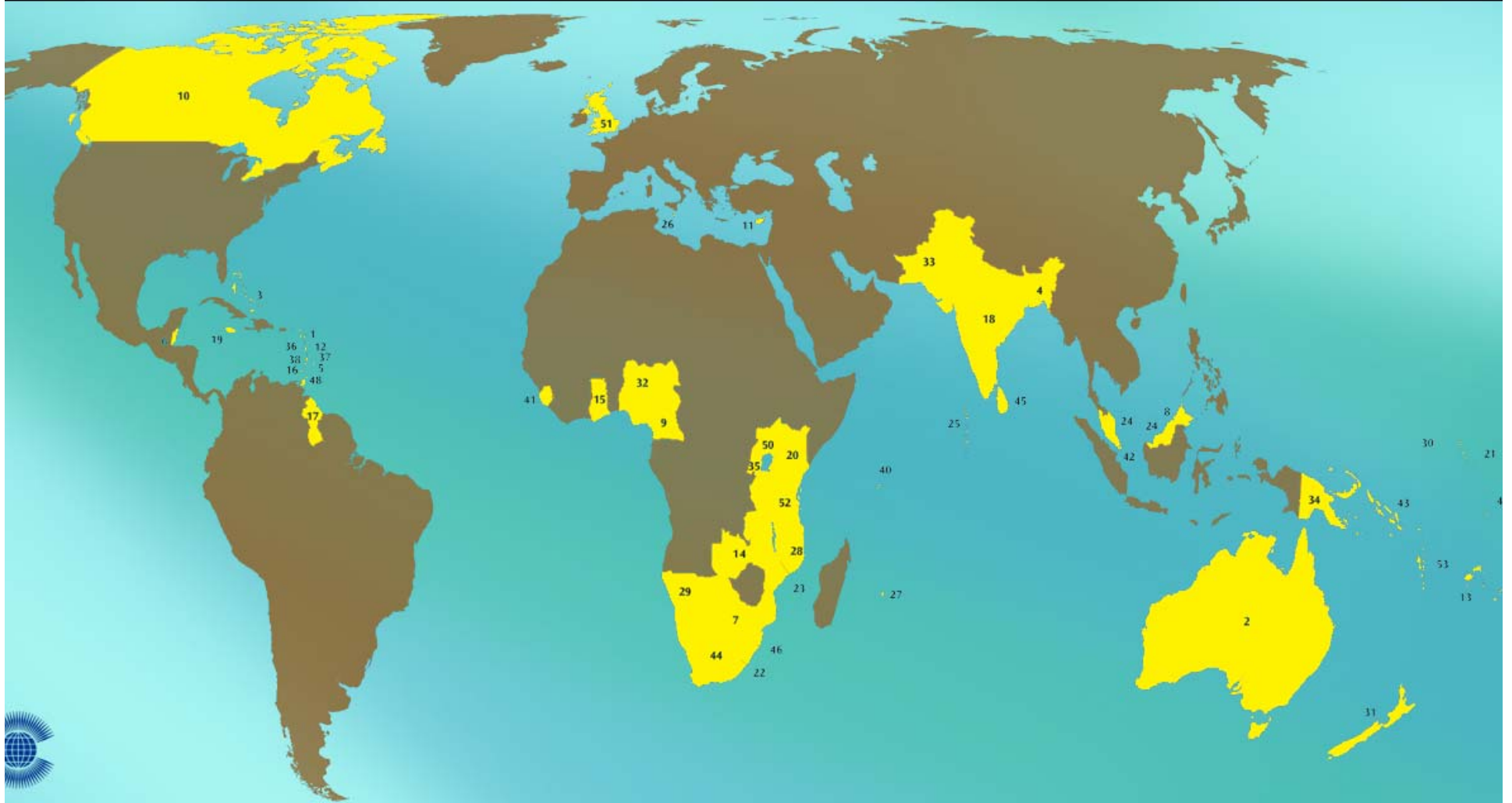
Commonwealth Heads of Government Meeting Vancouver, 1987

What is it for?



To help Commonwealth governments and institutions use various technologies to improve access to learning in support of development.

The Commonwealth



THE COMMONWEALTH COMPRISES 53 DEVELOPED AND DEVELOPING NATIONS AROUND THE WORLD

Map Published by the Communications and Public Affairs Division, Commonwealth Secretariat.

THANK YOU, GHANA



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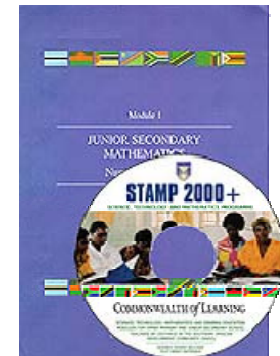
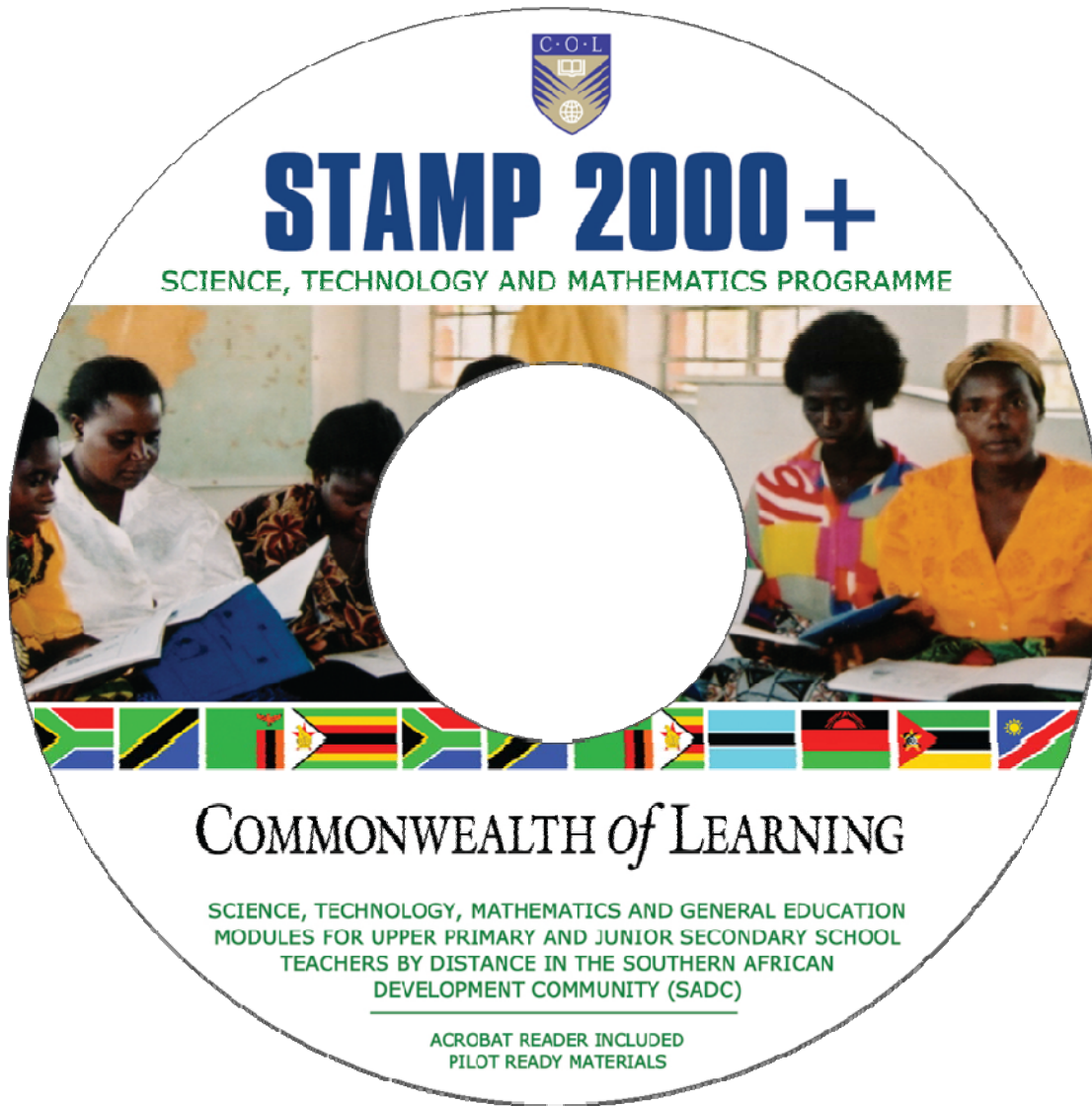
Source: Flickr, @abelcainefiji

University of Education, Winneba



Source: https://upload.wikimedia.org/wikipedia/commons/3/3d/University_of_Education%2C_Winneba%2C_Ghana.jpg

STAMP 2000+





Commonwealth Executive MBA/MPA



Regional Female Leadership Training Cape Coast, Ghana, November, 2015



Financial literacy and inclusion



Plan

The Context

Technology Enabled Learning

Open Education

Skilling at Scale

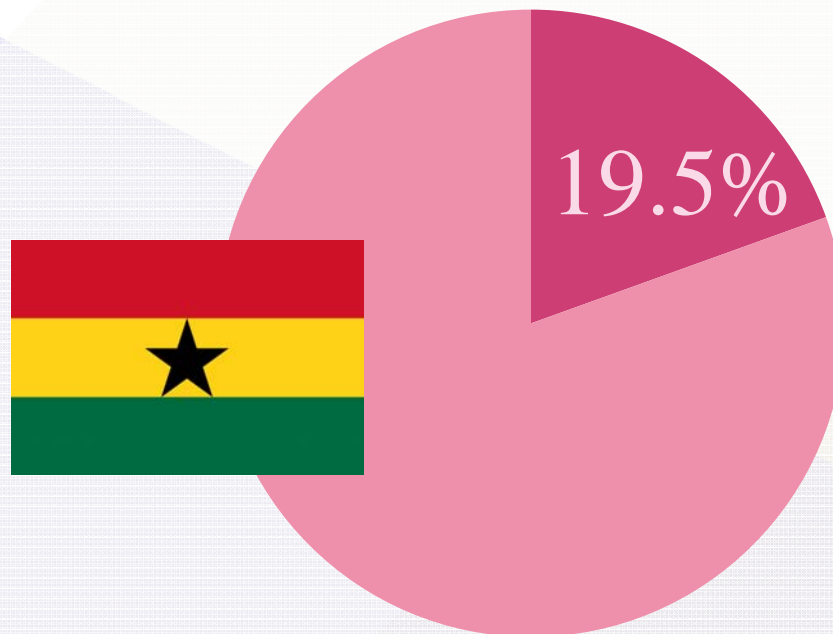




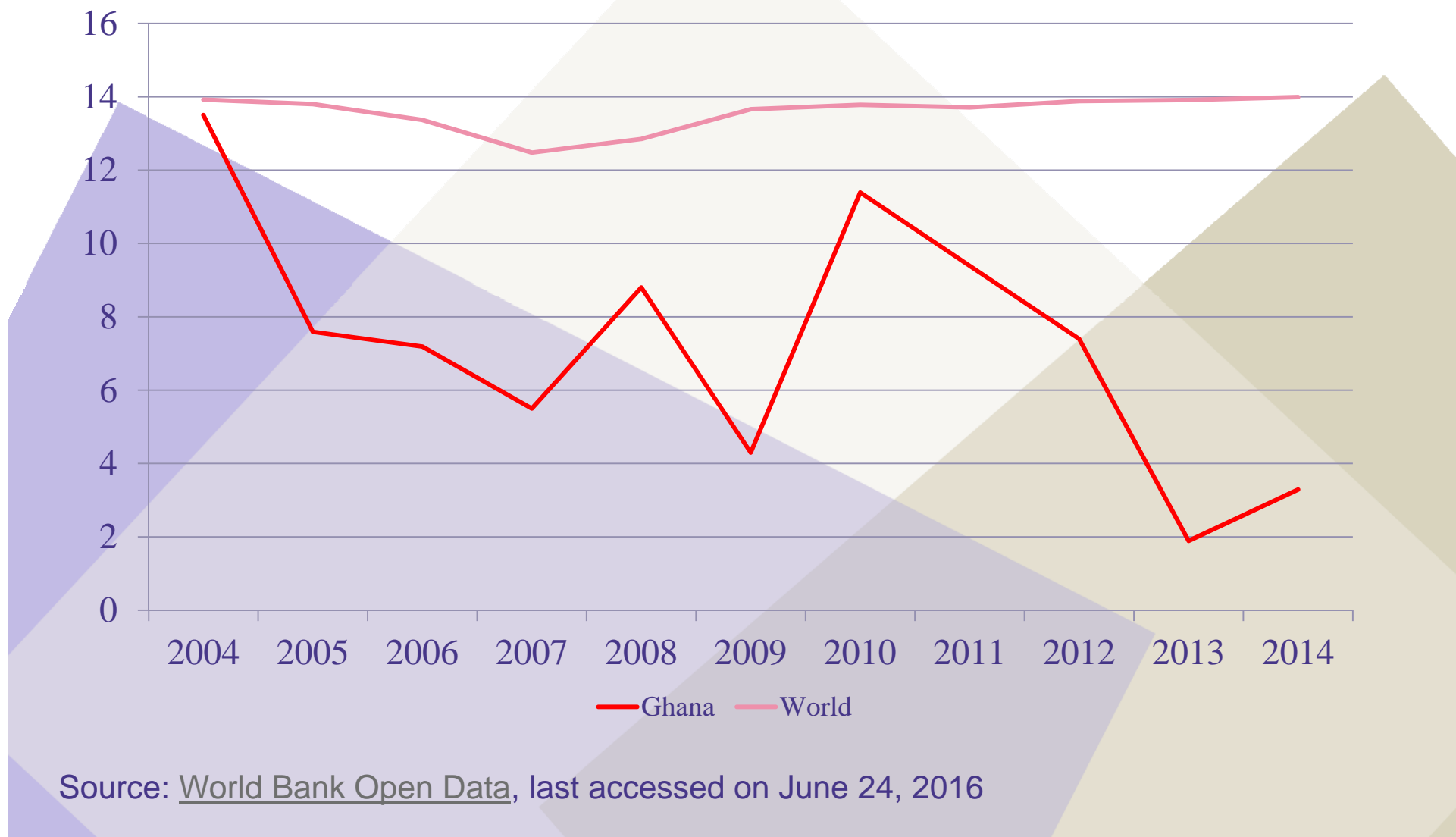
The Context

A Young Ghana

Ghana has 5.3 **million young people** between the ages of **15 and 24**

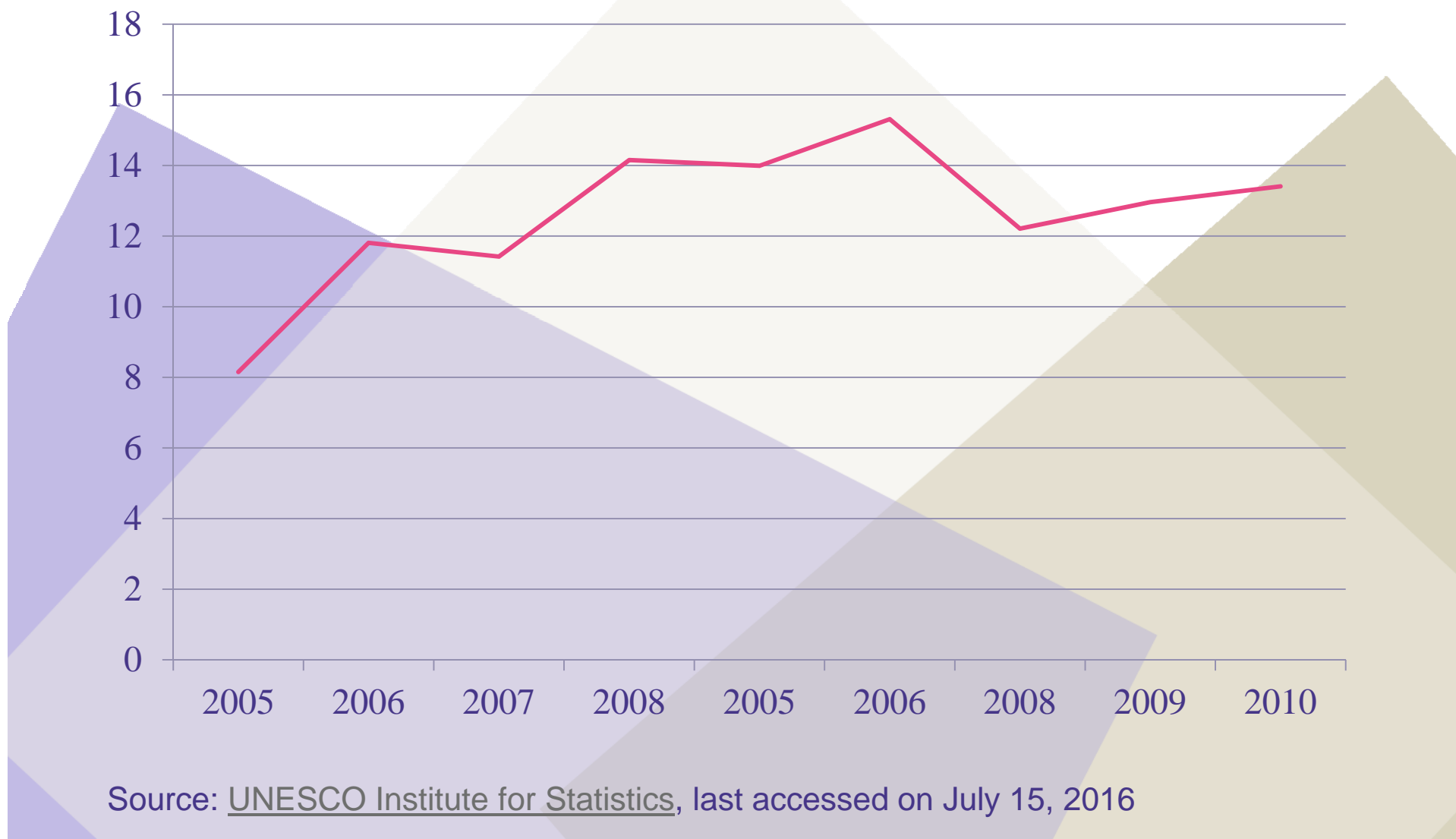


Ghana: Youth Unemployment Rate (ages 15-24, ILO estimate) 2004-2014

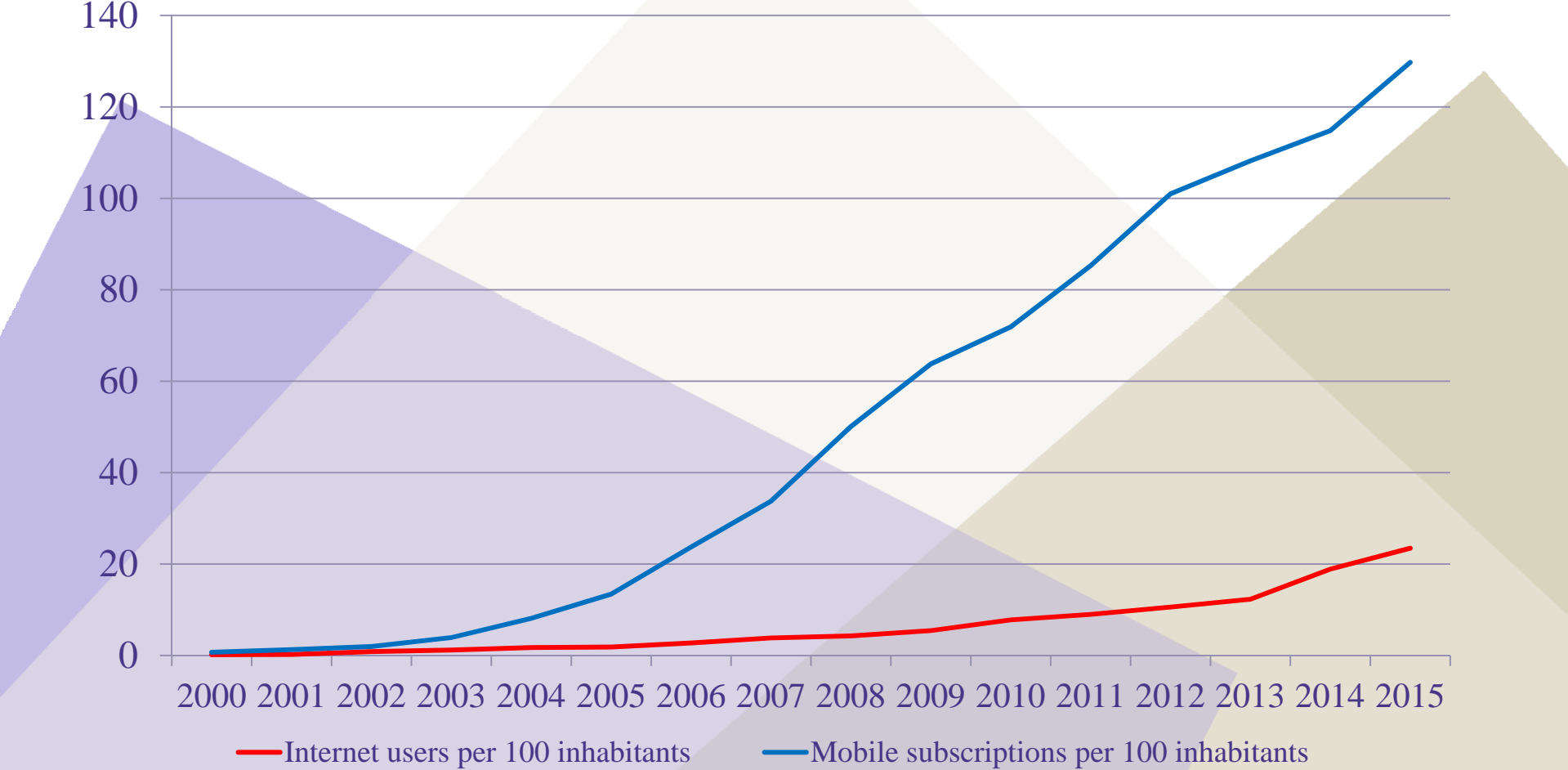


Source: [World Bank Open Data](#), last accessed on June 24, 2016

Tertiary Gross Enrolment Ratio in Ghana 2005 – 2014



Ghana: ICT Statistics 2000-2015



Source: [ITU Statistics](#), last accessed on July 15, 2016



*Technology
Enabled
Learning*

Distance Education in Ghana

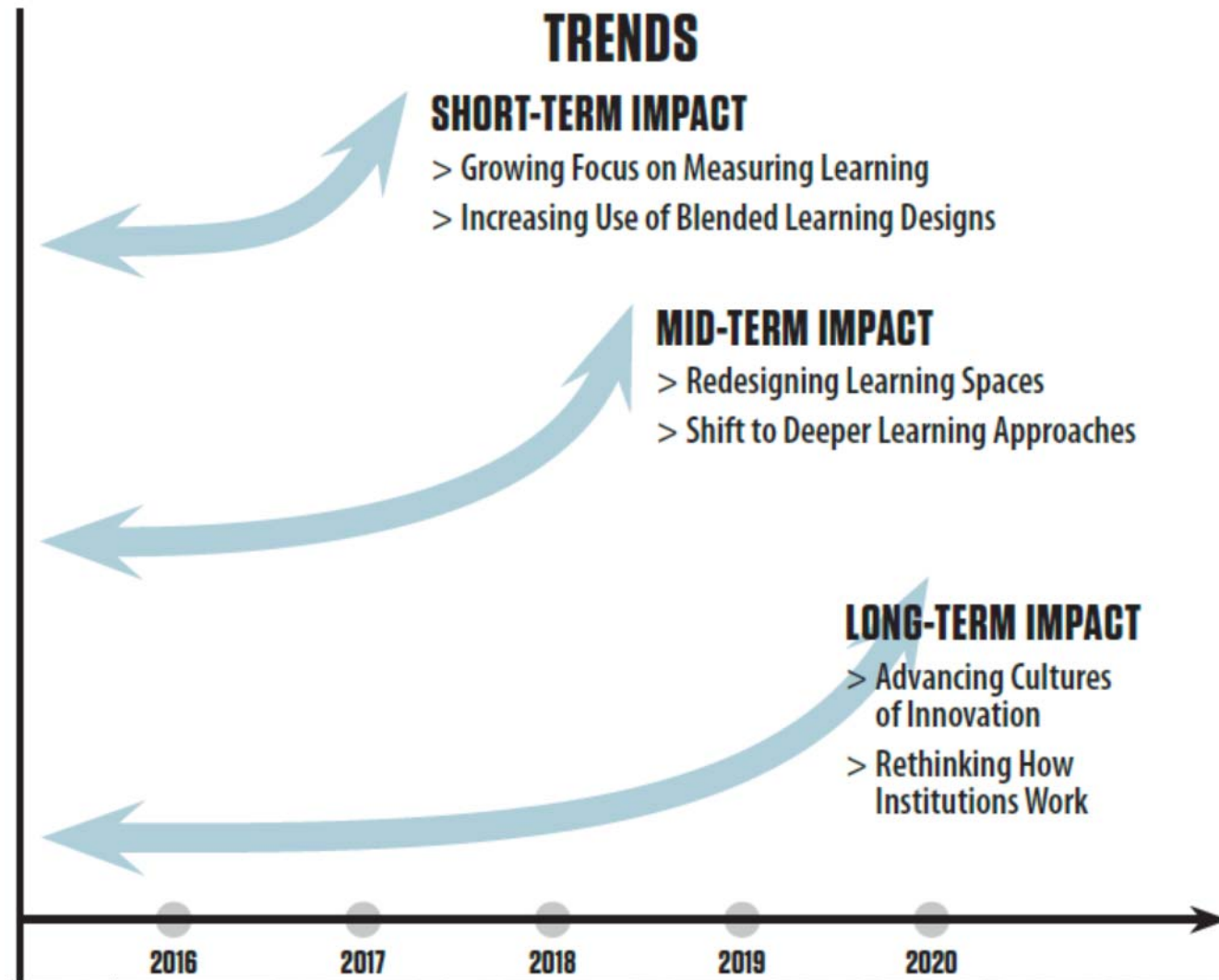
- Correspondence education
- Modular Teacher Training Programme (MTTP)
- University of Education, Winneba
- University of Cape Coast
- University of Ghana
- Kwame Nkrumah University of Science & Technology
- Koforidua Polytechnic

Source: Mensah, S. K., & Owusu-Mensah, F. (2002). Priorities and strategies for capacity building in tertiary distance education for human resources development in Ghana

Centre for National Distance Learning and Open Schooling (CENDLOS)

- Created in 2012 under the Ministry of Education
- Absorbed the activities of the erstwhile President's Special Initiative on Distance Learning (PSI – DL).
- CENDLOS is a member of the Commonwealth Open School Association
- Partners with the Commonwealth of Learning, Canada,

Trends



Source: [NMC Horizon Report > 2016 Higher Education Edition](#)



Online enrolments in Africa

The growth rate in Africa is 16.3%

- Uganda: 45%,
- Ghana: 44%,
- Rwanda: 42%

Ambient Insight Regional Report, 2015

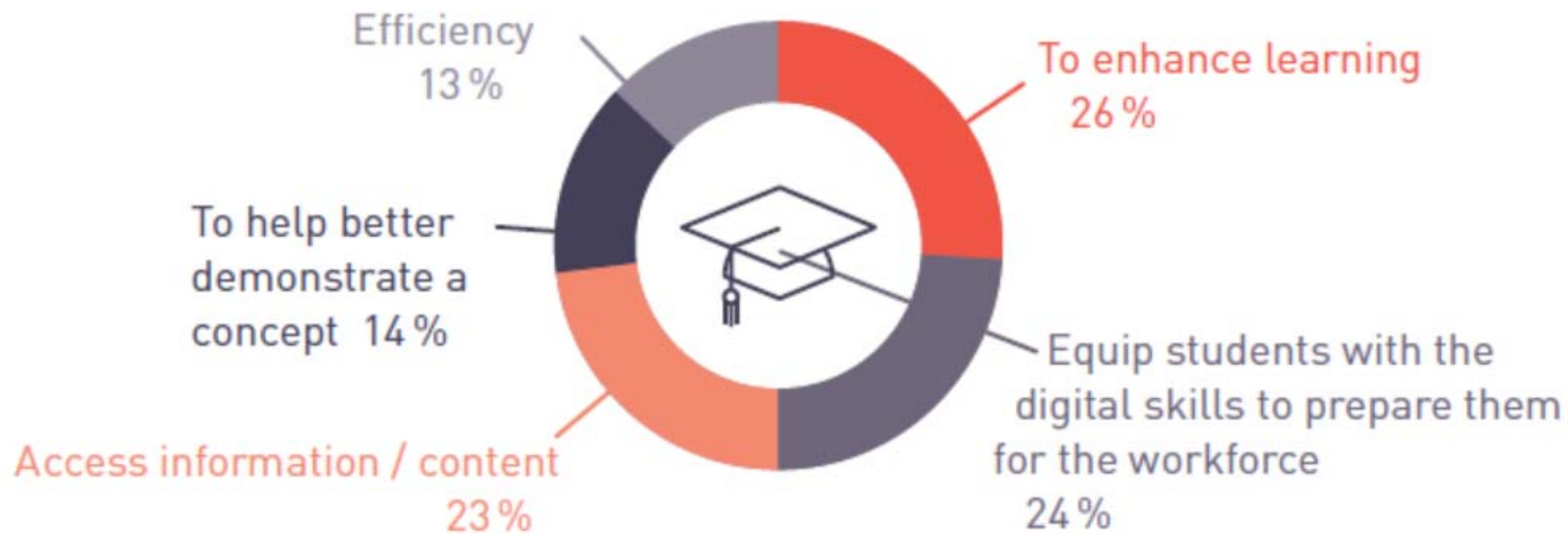


eLearning Africa 2015



eLearning Africa 2015

What do you think are the main benefits of using ICT in education?



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



Massive Open Online Courses (MOOCs)

- Massive enrolments
(Over 35 million in 2015 alone)
- 500 institutions and over 4000 courses
- Credentials: badges, specialisations, nanodegrees

MOOC Participants



Most MOOC learners are having a first degree (about 70%)

Gender participation rate is a function of the subject matter of the MOOC

MOOC learners are serial MOOC takers

Impact on Learners

Learners motivated by career or educational advancement even more likely to report benefits



The Career Builders

52% of learners surveyed took online courses to advance their careers. These learners reported the following benefits.

87%

Reported Career Benefits

33%

Reported Tangible Career Benefits¹

¹Tangible career benefits include receiving a pay raise, a promotion, a new job, or starting a new business.



The Education Seekers

28% of survey respondents came to Coursera to pursue academic goals. These learners reported the following benefits.

88%

Reported Educational Benefits

18%

Reported Tangible Educational Benefits²

²Tangible educational benefits include gaining credit towards an academic degree or completing prerequisites for an academic program.

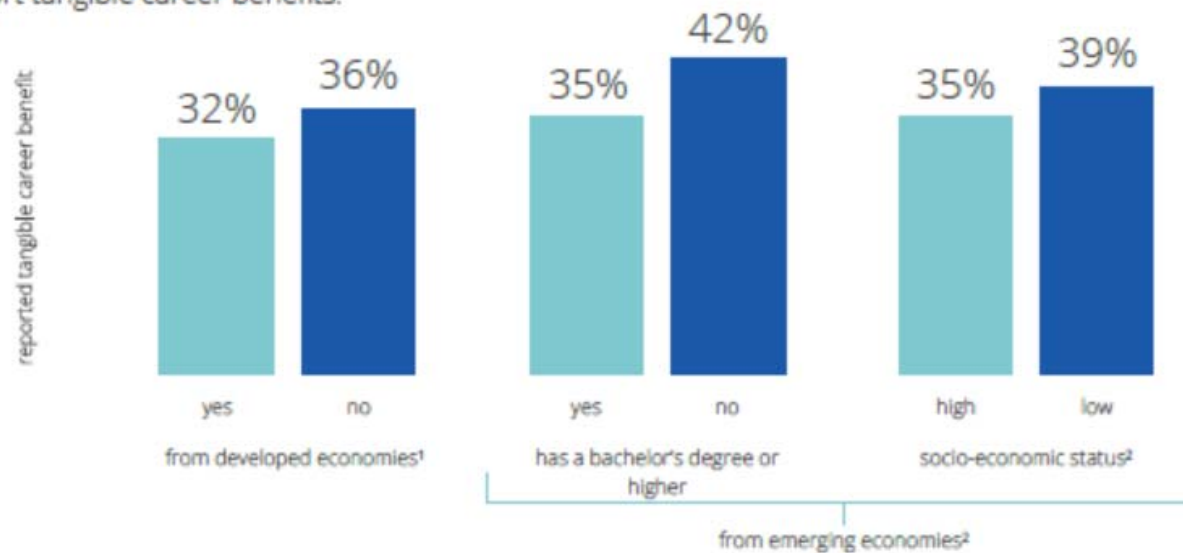
Source: Koller, D., Eriksson, N., & Zhenghao, C. (2015). Learner Outcomes in Open Online Courses, 2015



Impact on Learners

Online learners from less educated and less affluent backgrounds more likely to report tangible career benefits

Career builders with no bachelor's degree, from low SES brackets, and from emerging economies are more likely to report tangible career benefits.



¹Developed and emerging economies are evaluated using indicators from the Organisation for Economic Co-operation and Development (OECD).

²SES, or socioeconomic status, is evaluated as a combination of factors including income, level of education, and occupation. SES was self-reported by respondents.

Source: Koller, D., Eriksson, N., & Zhenghao, C. (2015). Learner Outcomes in Open Online Courses, 2015



Impact on Teachers

In 2012,
Duke University
began using
MOOCs to
promote
innovation in
teaching.

30 instructors
developed
31 MOOCs,
attracting
2.8 million
enrollments.

Instructors reported
improvements in
classroom
materials and
activities, better
measures of
student learning,
and **new**
pedagogies.



Cost Of MOOCs

Table ES 2: Estimated Costs of MOOC Production and Delivery at Four Institutions

Institution	Type of MOOC	Length of MOOC (weeks)	Total estimated costs per MOOC	Costs per completer
Teachers College, Columbia University	xMOOC	8	\$38,980	\$74
University of Manitoba	cMOOC	12	\$65,800 - \$71,800	*
American Museum of Natural History	xMOOC	4	\$104,620	\$272
Large Midwestern University	xMOOC	5-8	\$203,770 – \$325,330	*

* Completion data were not available for these MOOCs. See Cases 10, 11, 12, and 13 for sources.



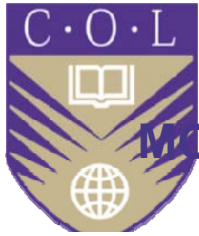
Using ICTs to Enrich Teaching and Learning



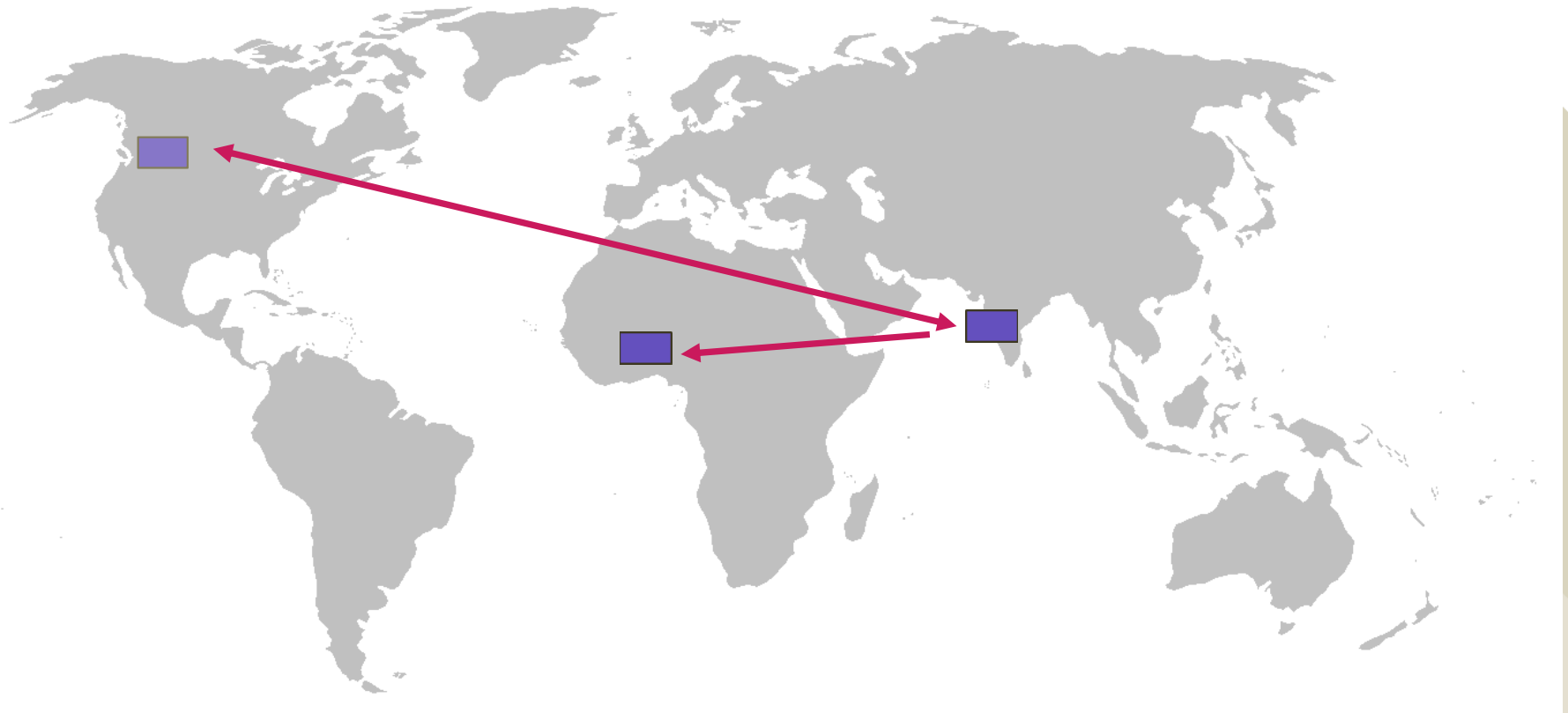
- Collaboration with AVU – 2015
- 1,692 registered
- Use of video clips, graphics and games

Kenya, South Africa, India, United States, Nigeria, Uganda, Trinidad & Tobago, Jamaica, Pakistan, Tanzania





Education Transcending Borders: MOOC Facilitated by COL, Delivered by Indian Institute of Technology Kanpur, Accessed by Learners in Ghana



Map Source: https://commons.wikimedia.org/wiki/Maps_of_the_world#/media/File:BlankMap-World-noborders.png

Reaching the Bottom Billion

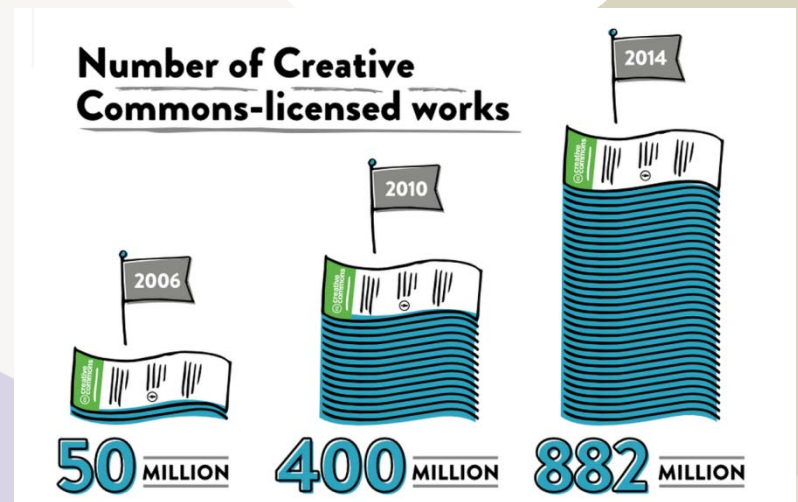
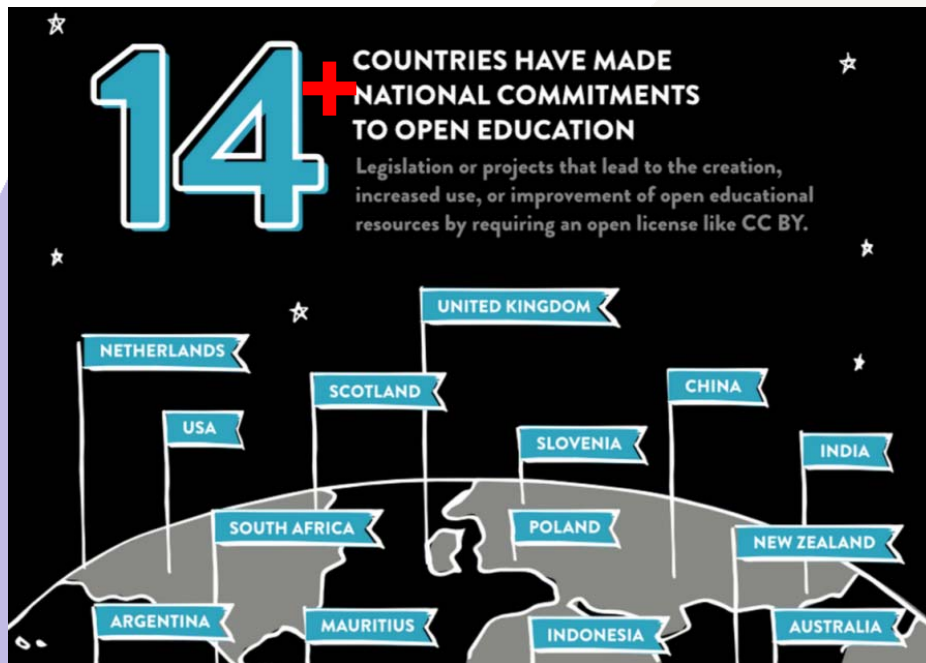
- Content should be designed for delivery in low bandwidth situations
- Be able to deliver on a basic phone
- Social media integration is a must
- Online peer-to-peer interactions must be supplemented with blended approaches
- Content should be open ie. OER





*Open
Education*

Rise of OER



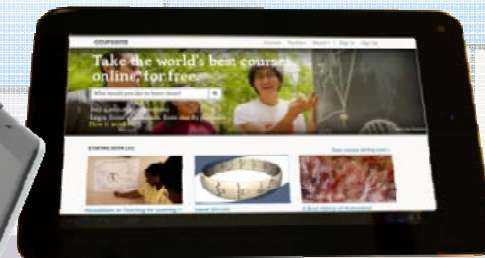
FIJI has introduced OER policy in January 2016.

Source: <https://stateof.creativecommons.org/report>

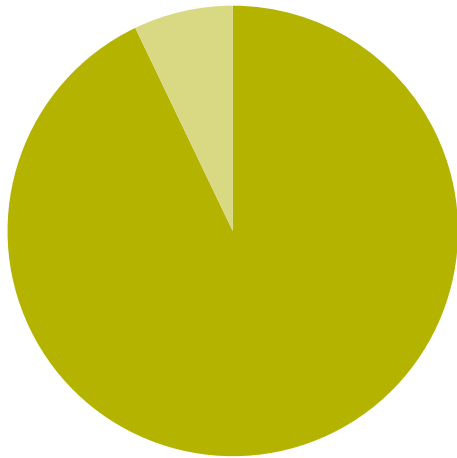
What are Open Education Resources (OERs)?

Materials that are

- Free and freely available
- Suitable for all levels
- Reusable
- Digital

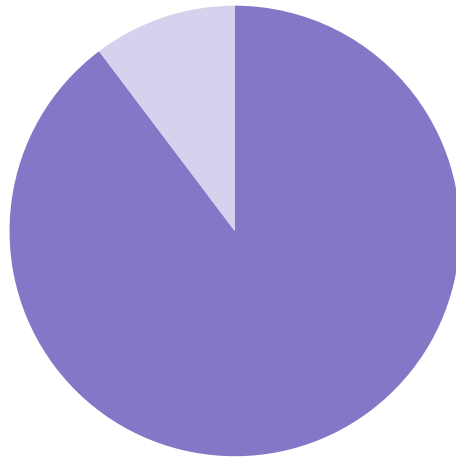


OER Impact on Teachers



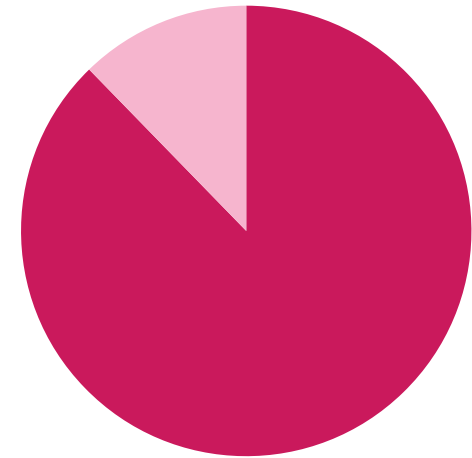
93.8%

of K12 teachers agree or strongly agree that they used a **broader range of teaching and learning methods** due to use of OER



89.7%

agree or strongly agree that they make use of a **wider range of multimedia**



88.6%

agree or strongly agree that they **reflect more** on the way that they teach.

Source: De Los Arcos, B. (2014) 'Flipped Learning and OER: Survey Results'.
<https://oscailte.wordpress.com/2014/03/13/research-findings-on-flipped-learning-and-oer/>
[Accessed 31 August 2015]



Impact of OER on Teaching

Impact of OER use on teaching

To what extent do you agree with the following statements about the impact on your teaching practice of your using OER? N=977

Strongly agree Agree Neither/nor Disagree Strongly disagree

I have broadened my coverage of the curriculum



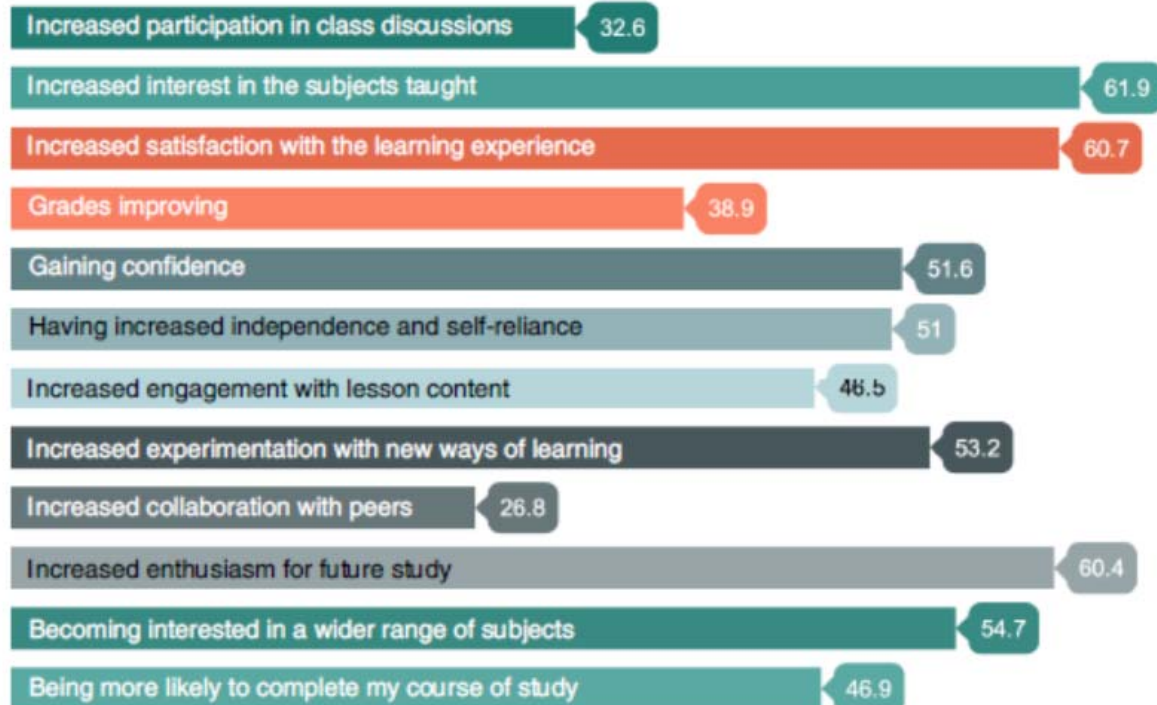
I use a broader range of teaching and learning methods



Impact on Students

Impact of OER use

In which of these ways has your use of OER made an impact on your formal studies? N=1167



Source: OER Hub



Impact on Learning

Students who used
open textbooks scored
.65 points higher
on end-of-year state standardized
science tests than students using
traditional textbooks.

Source: (Robinson et al, 2014)



Cost Savings: OER Textbooks



31% students in the US don't register for a course due to textbook costs.

Source: Thanos & Wiley, 2014



Utah Open Textbooks project:
\$5 per printed and ***zero for online content***




OER on Skills Development

Directory of
Open Educational
Resources
doer.col.org

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DOER - Directory of Open Educational Resources

Open Educational Resources from Commonwealth universities and educational institutions.



Directory of Open Educational Resources (DOER) / Technical and Vocational Skills Development (TVSD)

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Collection's Items (Sorted by Submit Date in Descending order): 201 to 220 of 487
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Issue Date	Title	Author(s)
Jul-2013	Traditional Roofing - A digital Learning Solution	-
Jul-2013	Constructing a plaster model of the dentition - Part 3	Wood, D. (Duncan); Stokes, C. (Christopher)
Jul-2013	Constructing a plaster model of the dentition - Part 2	Wood, D. (Duncan); Stokes, C. (Christopher)


Discover

Subject

- food preparation & services 66
- software training 42
- travel & tourism 34
- computer literacy 33
- building & construction 31
- study skills 28
- operating systems & programming I... 25
- job search 24
- job skills 23
- skilled trades 22

next >

Date Issued



ICT in Education and OER in Africa

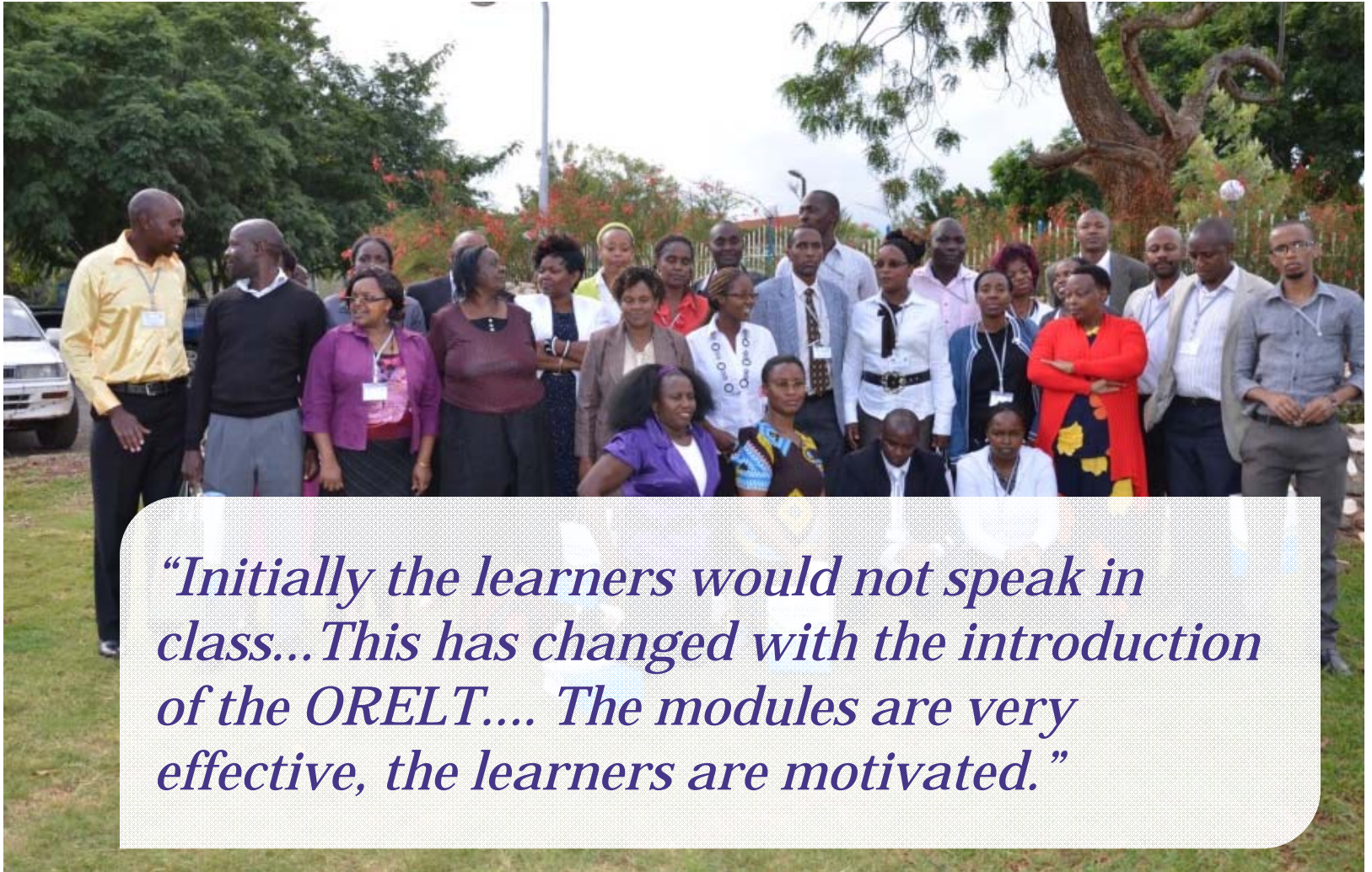
ICT in Ed Policy (Year)		
Ghana	YES	2008
Kenya	YES	2006
Namibia	YES	2005
Nigeria	YES	2010
Rwanda	YES	2008
South Africa	YES	2004
Tanzania	YES	2007
Zambia	YES	2007



Institutions with OER policies:

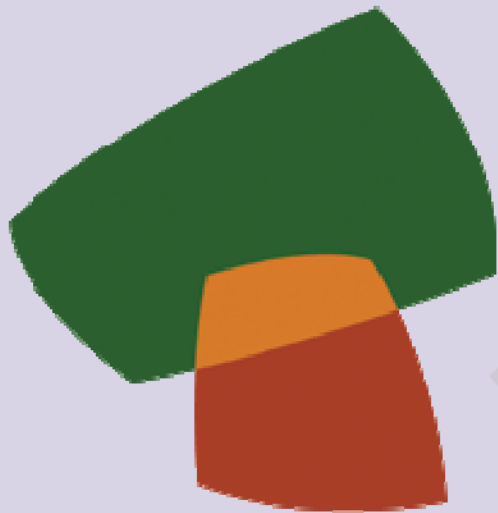


Open Resources for English Language Teaching (ORELT)



“Initially the learners would not speak in class... This has changed with the introduction of the ORELT... The modules are very effective, the learners are motivated.”

COL-OUUK PARTNERSHIP

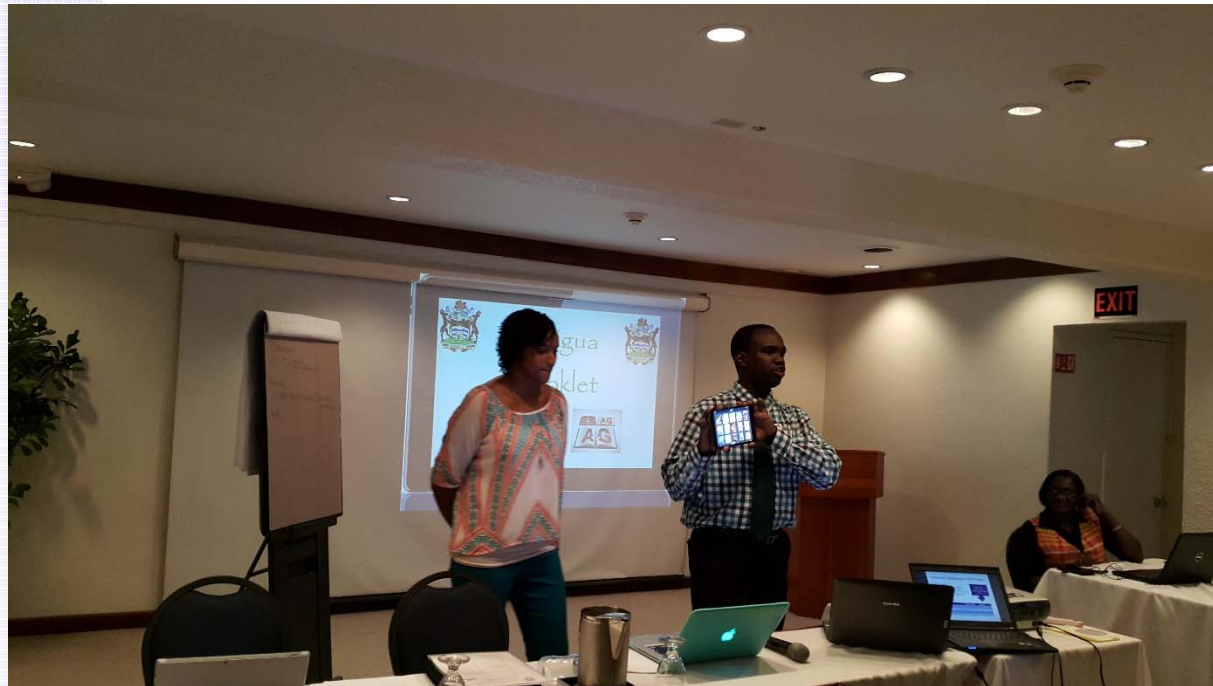


TESSA

Teacher Education in Sub-Saharan Africa

Impact on teachers

- Diverse set of teaching practices
- Increased teacher preparation



Source: F Wolfenden, A Umar, J Aguti, A Abdel Gafar (2010) 'Using OER to improve teacher quality: emerging findings from TESSA' *Open Research Online*



Impact on teacher educators

- Increased awareness of potential of OER
- Changing notions of the role of teachers
- Improvement of writing skills and in creating own materials
- Personal learning by engaging with an international community

Source: F Wolfenden, A Umar, J Aguti, A Abdel Gafar (2010) 'Using OER to improve teacher quality: emerging findings from TESSA' *Open Research Online*





*Skilling at
Scale*

GOAL 4

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



SUSTAINABLE DEVELOPMENT GOALS

More at sustainabledevelopment.un.org/sdgsproposal

Goal 4

Quality education leading to effective learning outcomes

Skills for employment and entrepreneurship

Knowledge and skills for peace and global citizenship

Qualified teachers



“Employers, Education Providers and Youth Live in Parallel Universes”

Country	% of youth who believe that their Secondary Education Improved their Employment Opportunities	% of Employers who believe that new graduates are not adequately prepared for entry level vacancies
Brazil	59	48
India	54	53
Turkey	46	56
United States	44	45

Source: McKinsey Survey, August-September 2012, in Education to Employment: Designing a System That Works, McKinsey Center of Government



Skills for employability?

- **Non-cognitive skills:** leadership, communication, honesty/ethics, teamwork and flexibility
- **Cognitive skills:** analytical and critical thinking and the ability to learn

Burnett, 2012



C21 requires 'relationship workers'

- Social skills
- Problem solving
- Creativity

Geoff Colvin, *Humans are Underrated*, 2015



Education to Employment Strategy in Europe

- **Innovate** with design, course delivery and financing to make education more **affordable and accessible**
- **Focus** on young people, employers and education providers on improving **employment readiness**
- **Build** the supporting structures that allow the best intervention to **scale up**
- **Share** relevant practices on matching **labour market** demand and supply

Switzerland leads Europe on youth employment

- Swiss youth unemployment dropped from **7.7% (2014)** to **6.4%**.
- **Innovation: apprenticeship system.**

Skills opens up opportunities



*If someone can give me the **skills** and the **opportunity** to work, I know I can achieve my goals.*

young woman, Ethiopia GMR, 2012, p.13



The Role of Governments



Sound education policies
related to policies in
agriculture, trade and
industry

Stiglitz & Greenwald, *Creating a Learning Society*, 2014



The Role of Institutions

- Transform the **curriculum** to integrate cognitive and non-cognitive skills
- Harness appropriate **technologies, MOOCs and OER**
- Facilitate the **convergence** between education, the labour market and the learner



Nations progress when

they are clear about ‘what is to be learned, the process of learning and the determinants of learning’

Stiglitz & Greenwald, *Creating a Learning Society*, 2014





Thank You
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