



COMMONWEALTH
of LEARNING



The Open
University

50
YEARS

Innovations for Quality Education and Lifelong Learning


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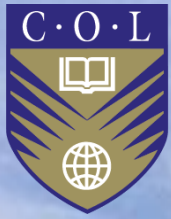
September 9, 2019



The Road to Edinburgh

- PCF 1 –Brunei Darussalam 
- PCF 2 –South Africa 
- PCF 3 –New Zealand 
- PCF 4 –Jamaica 
- PCF 5 –United Kingdom 
- PCF 6 –India 
- PCF 7 –Nigeria 
- PCF 8 –Malaysia 





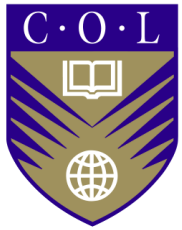
COMMONWEALTH
of LEARNING



Partnership with
The Open University



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

Will we achieve education for all by 2030?

- Primary education by 2042
- Lower secondary education by 2059
- Upper secondary education by 2084



GLOBAL EDUCATION MONITORING REPORT

2016

Education for people and planet:

CREATING SUSTAINABLE FUTURES FOR ALL



What needs to change?

- Business as usual approach
- “Brick and Mortar” mindset
- Old paradigms



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





Innovations for Quality Education and Lifelong Learning

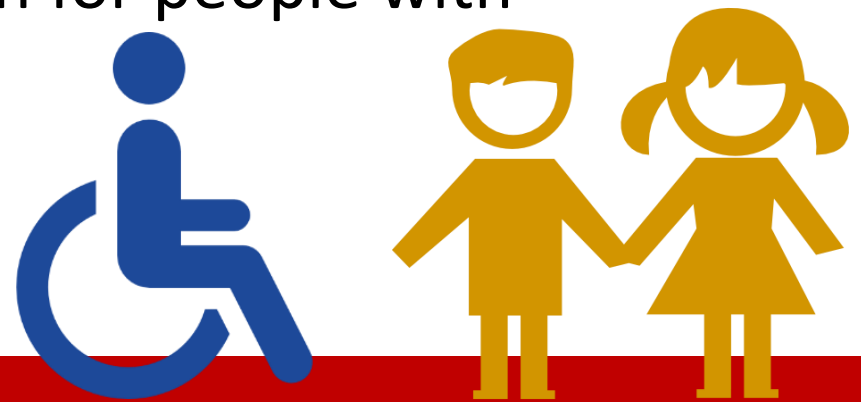
1. Equity and Inclusion

- Poor girls in Pakistan, Nigeria, India, Mozambique, Cameroon, and Sierra Leone spend 1-2 years in school compared to 9-12 years of school for wealthy urban boys
- Girls from rural households spend an average of five years or less in school in 15 out of 21 Commonwealth countries

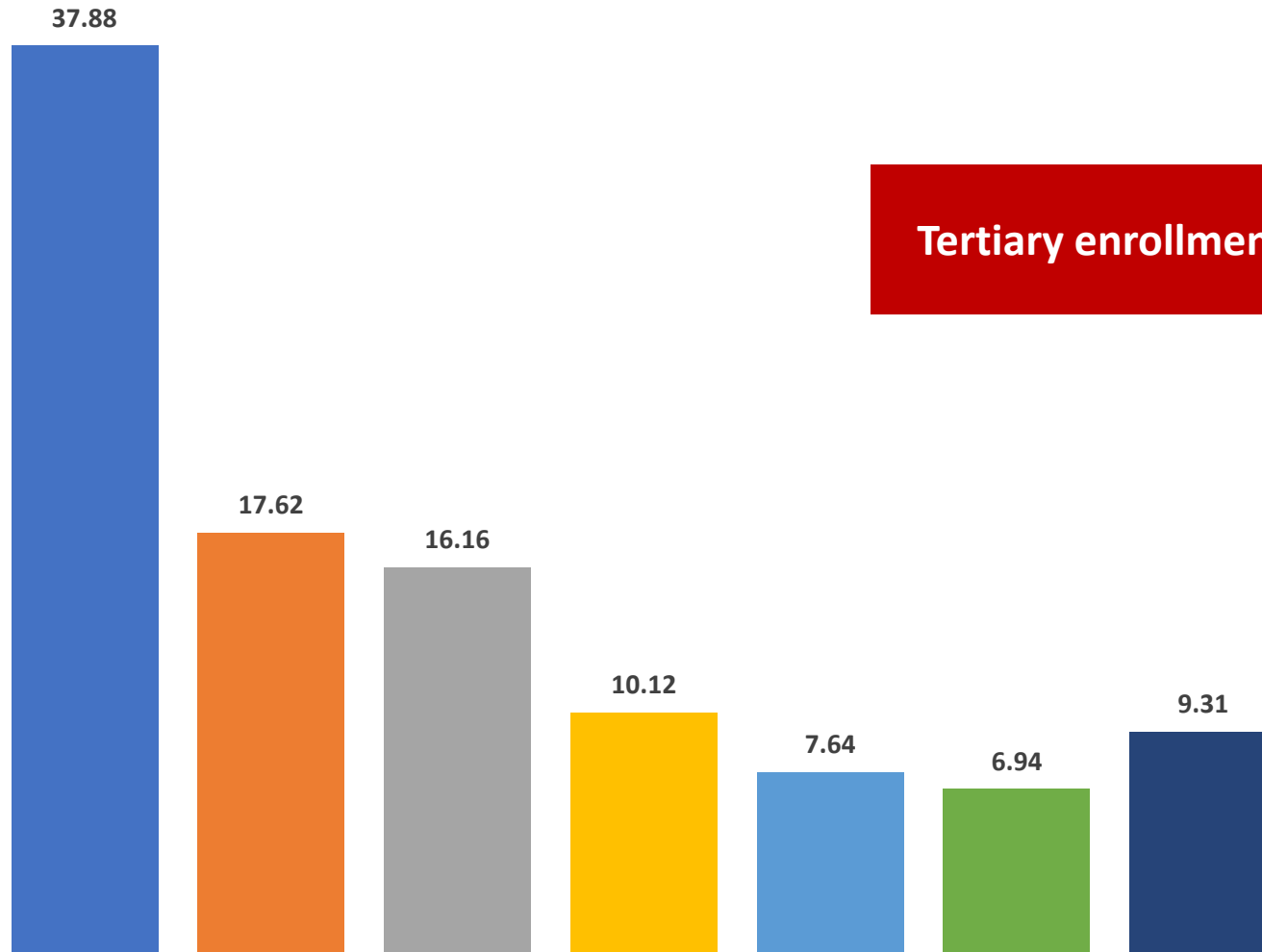


Inclusion

- 186 million disabled children have not completed primary school
- 90% disabled children are out of school in developing countries
- Access to tertiary education for people with disabilities is 3%



2. Opening Up Education

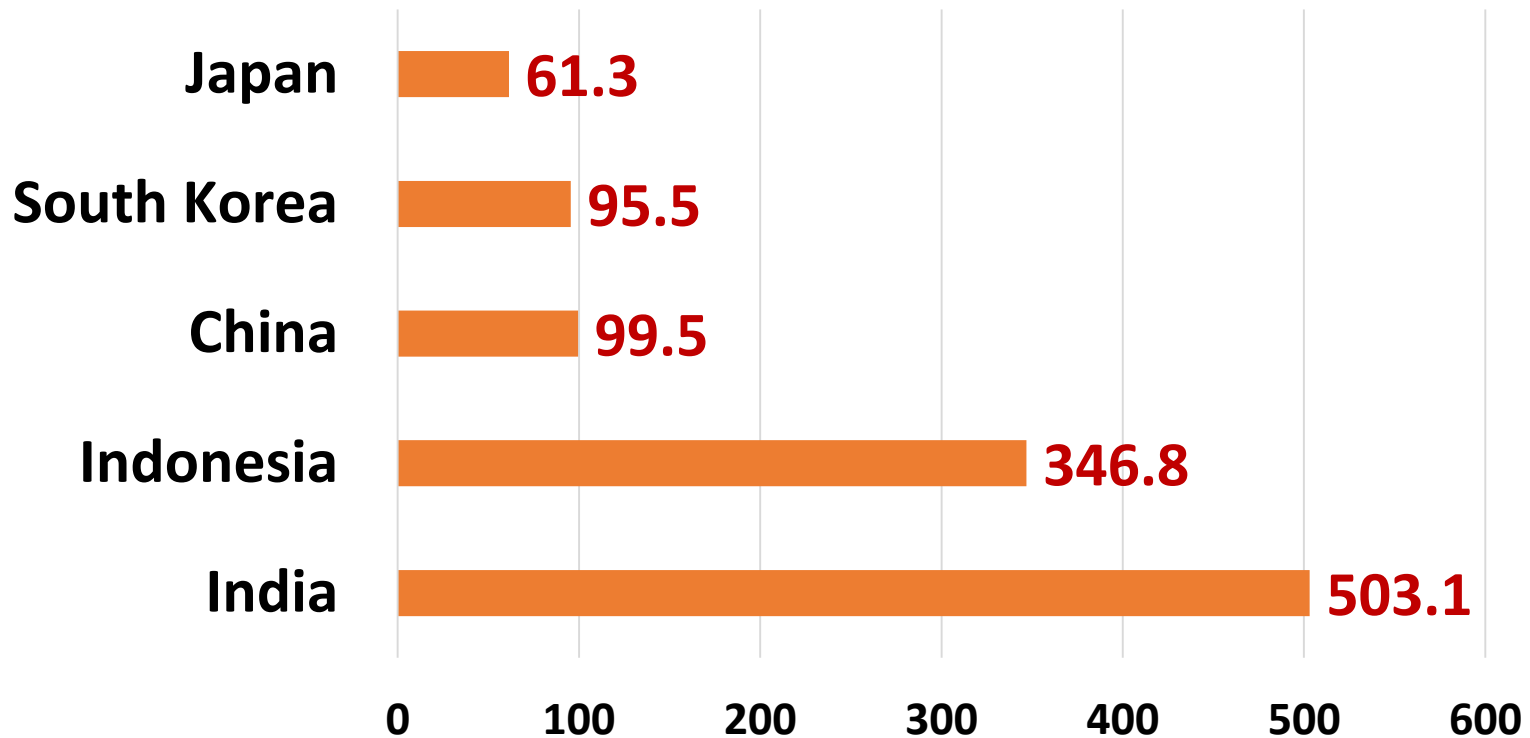


Tertiary enrollment rate in 2017

■ World ■ Bangladesh ■ Ghana ■ Pakistan ■ Rwanda ■ Mozambique ■ Sub-Saharan Africa

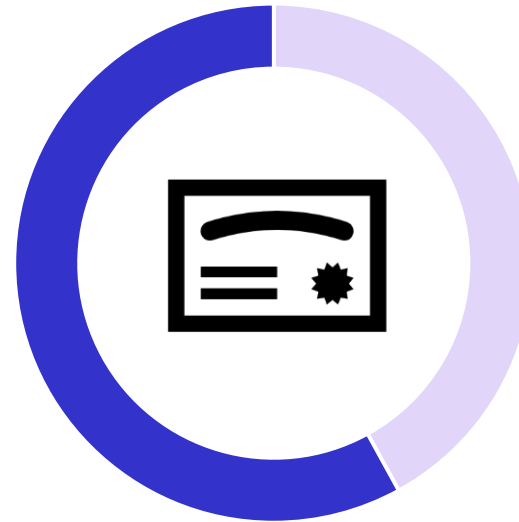
Cost of Tertiary Education

Cost as % of income in 2015



3. Employability

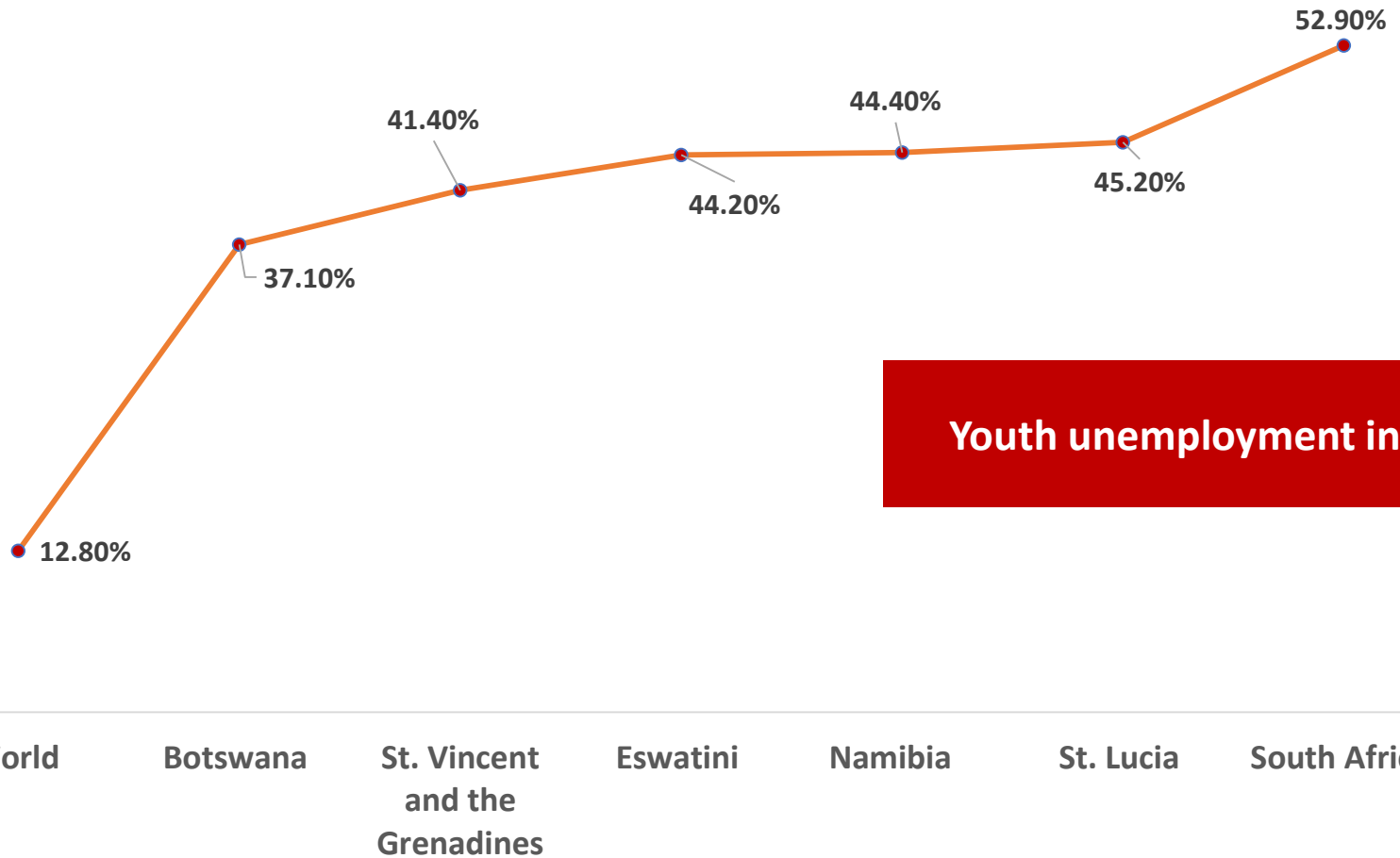
Half of youth are not sure that post secondary education has improved their chances of finding a job



58% of worldwide employers do not believe new graduates are adequately prepared for work

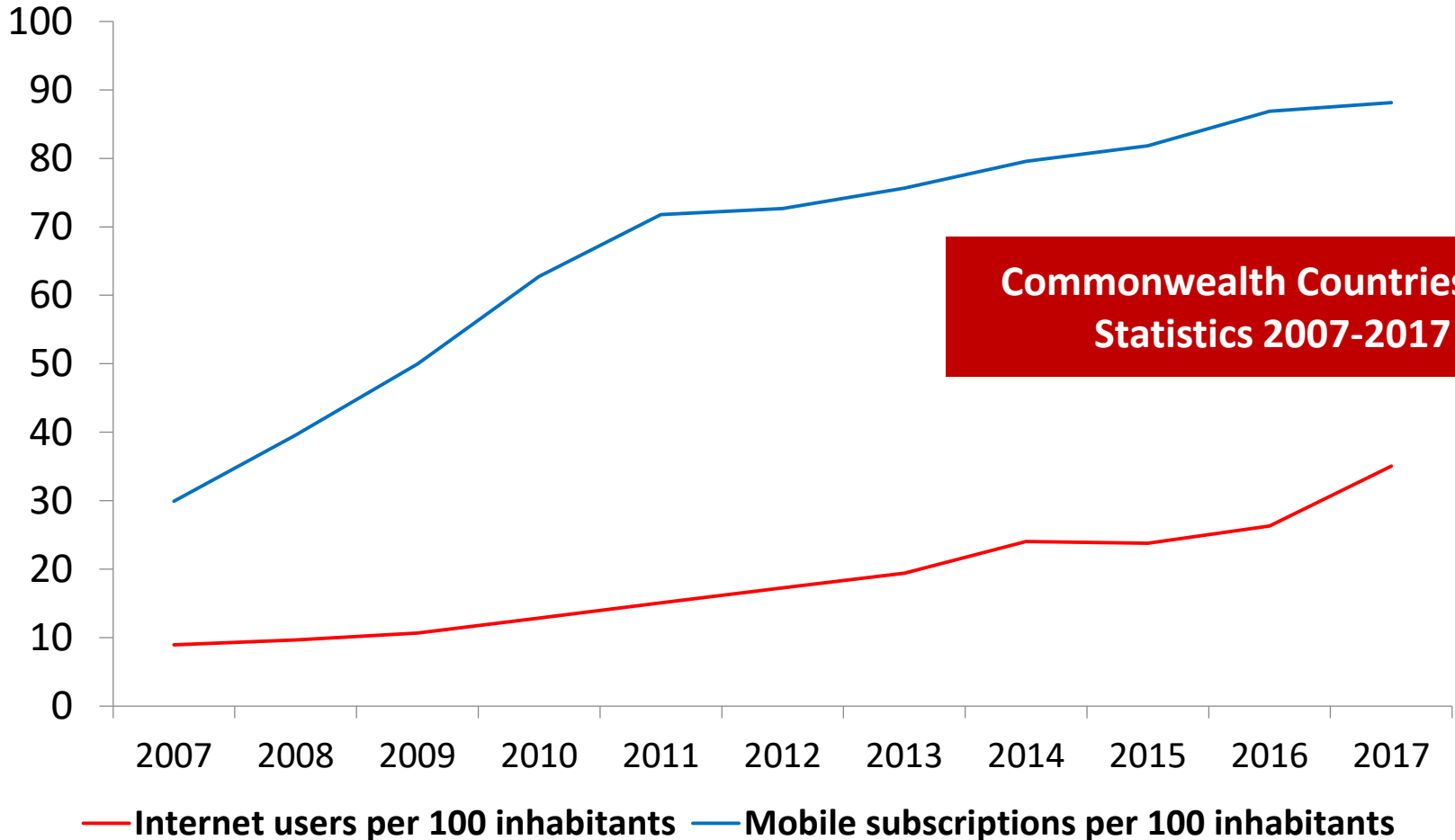
Skills Gap

Youth Unemployment



Youth unemployment in 2018

4. Technology



Networked Society

...to include everything in the global while excluding the devalued local... is a major source of the structuration of power relationships.

Manuel Castells



Quality Education

- In West and Central Africa, less than 45% students in Grade 6 achieved competency level in maths and reading
- In South Africa, majority of Grade 4 students displayed the capacity of Grade 1

(World Bank, 2018)



“The world is facing a learning crisis”

Lifelong Learning is not an option

- Achieve universal primary, secondary and tertiary education for all
- Skill people for the future of work
- Cater to the needs of the 'third age'



Questions to consider...

1. Where is Lifelong Learning in the targets and indicators of SDG 4?
2. Is Literacy a sine qua non of Lifelong Learning?
3. What are the mechanisms for Lifelong Learning to integrate formal, non-formal and informal learning?



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 (AIU)

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

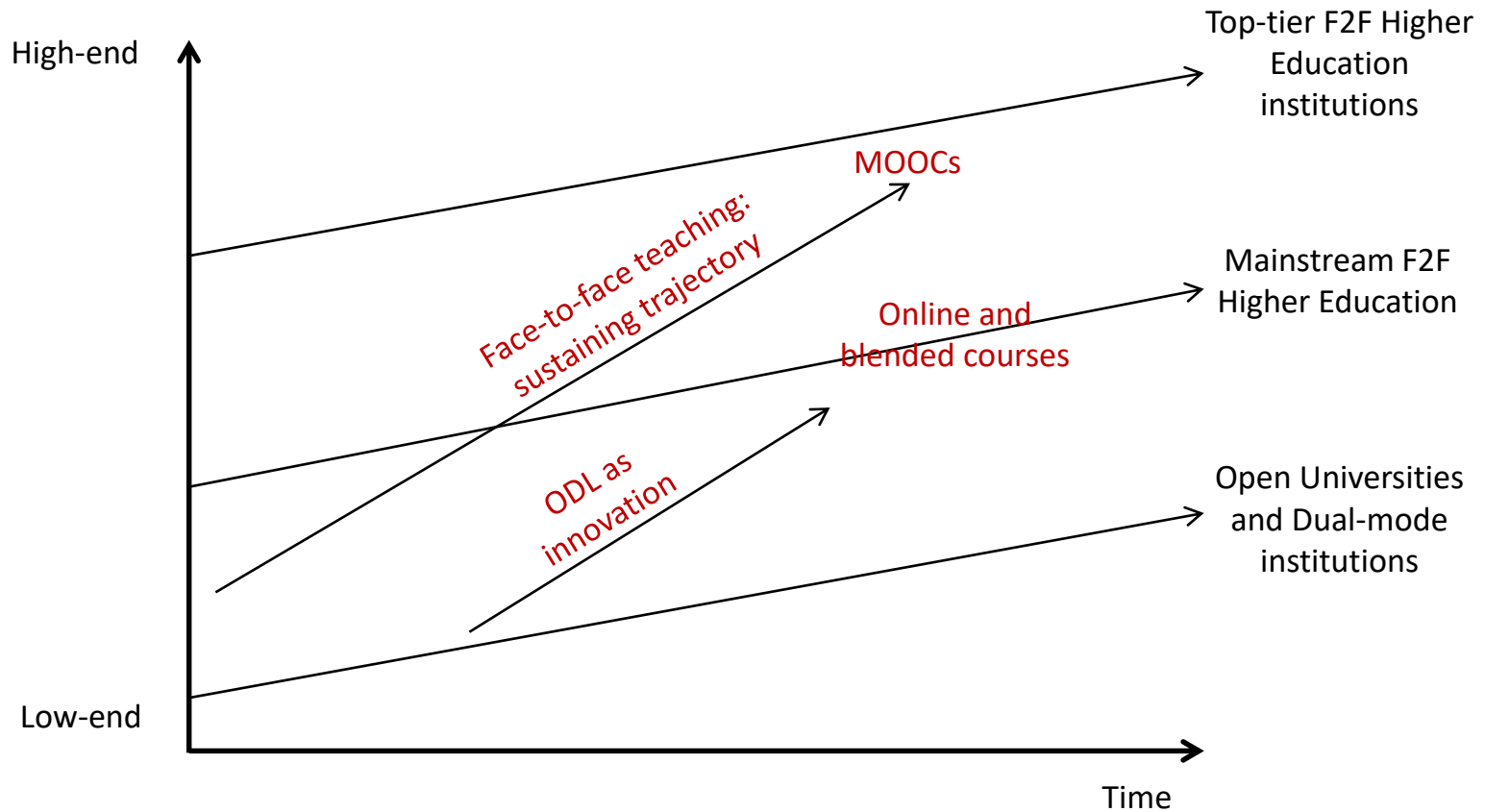
PACIFIC

NEW ZEALAND

Open Polytechnic of New Zealand (OPNZ)

November 12, 2018

Disruptive Innovation





Education

Learning

Impact

Individual, Societal,
Sustainable
Development

Bottomline of this PCF



Key questions over the next three days

1. How can governments and institutions integrate lifelong learning into education systems?
2. What is the role of technology in promoting quality education?
3. How can we create cultures of innovation within our institutions to promote sustainable development?





welcome