

Learners Our Common Wealth: Towards Lifelong Learning for All



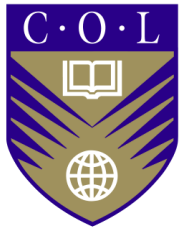
COMMONWEALTH *of* LEARNING

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President & CEO, Commonwealth of Learning
Dr Sanjaya Mishra, Education Specialist: eLearning

Council for Education in the Commonwealth Annual Conference
21-23 May 2019 | St George's University, Grenada



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

Plan

- Who are our learners?
- Diversity of COL Learners
- Role of technology
- Towards Lifelong Learning for All



Who are our
Learners?

The Commonwealth

- population 2.4 billion,
more than **60% under 30**

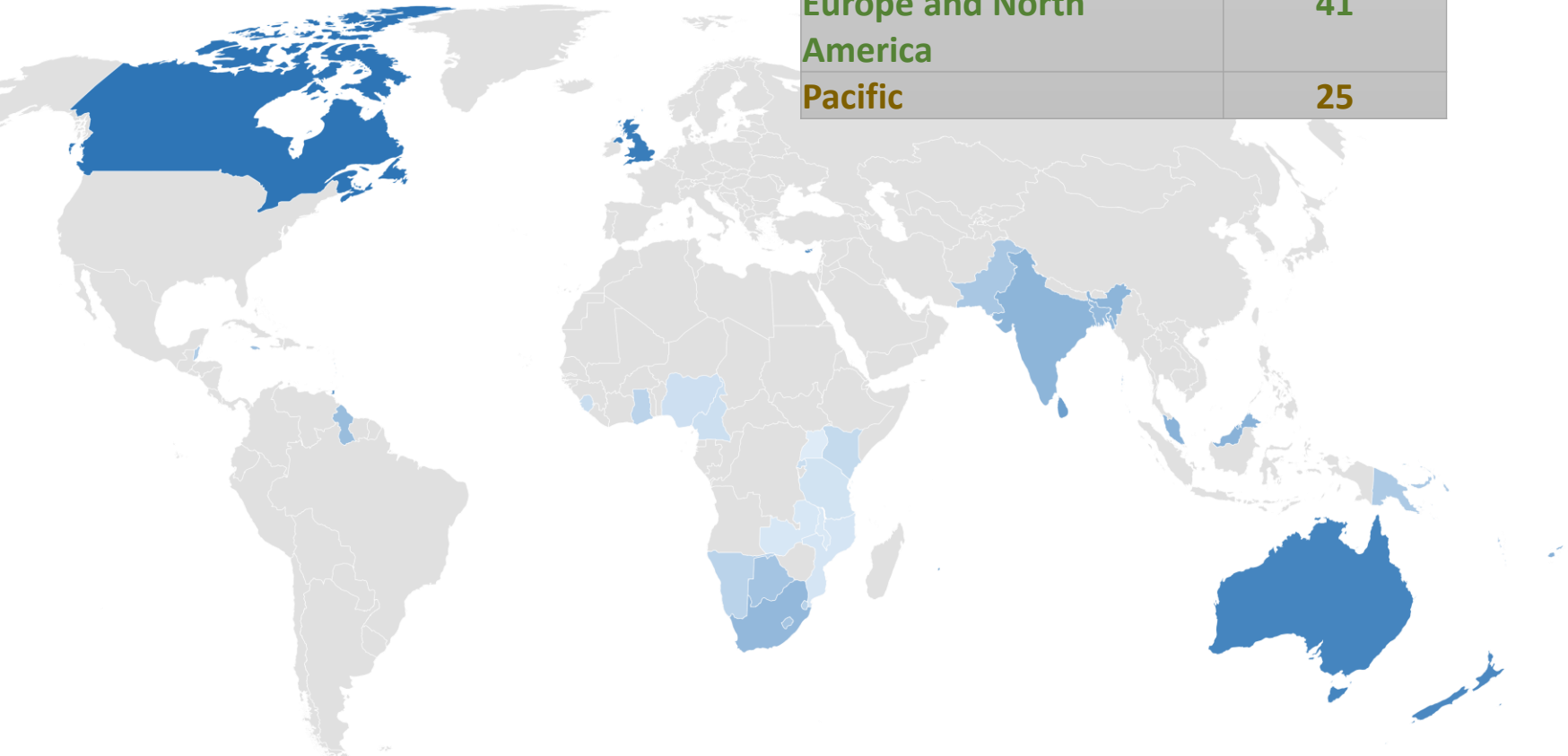


Source: The Commonwealth Secretariat, [Fast facts on the Commonwealth](#), retrieved on 7 November, 2017



Commonwealth Citizens: Median Age

Region	Median Age
Africa	19
Asia	28
Caribbean	33
Europe and North America	41
Pacific	25



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

400 million illiterate adults



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



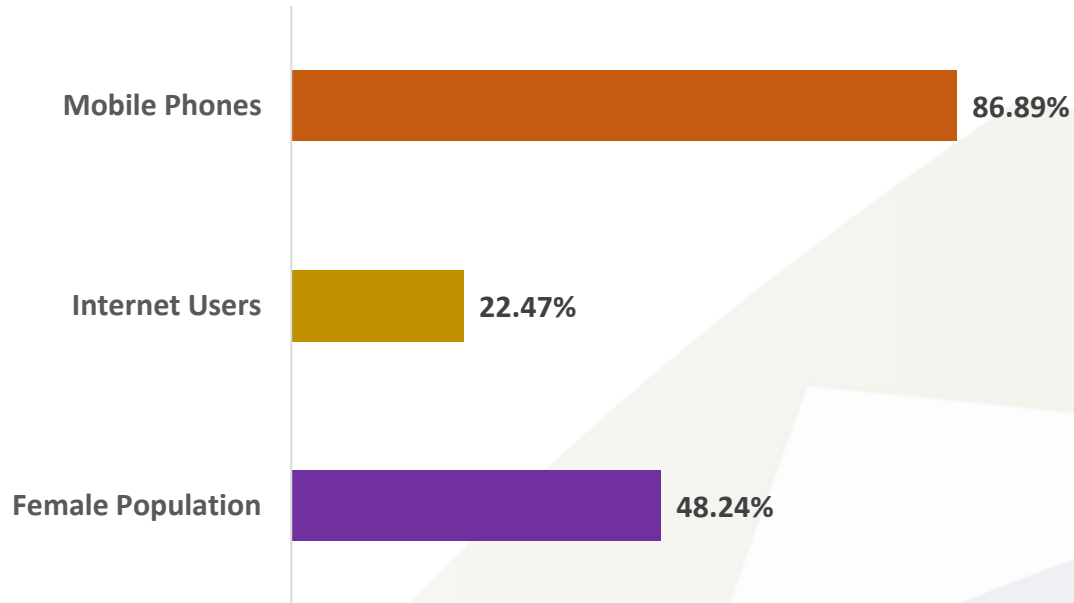
Will we achieve education for all by 2030?

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

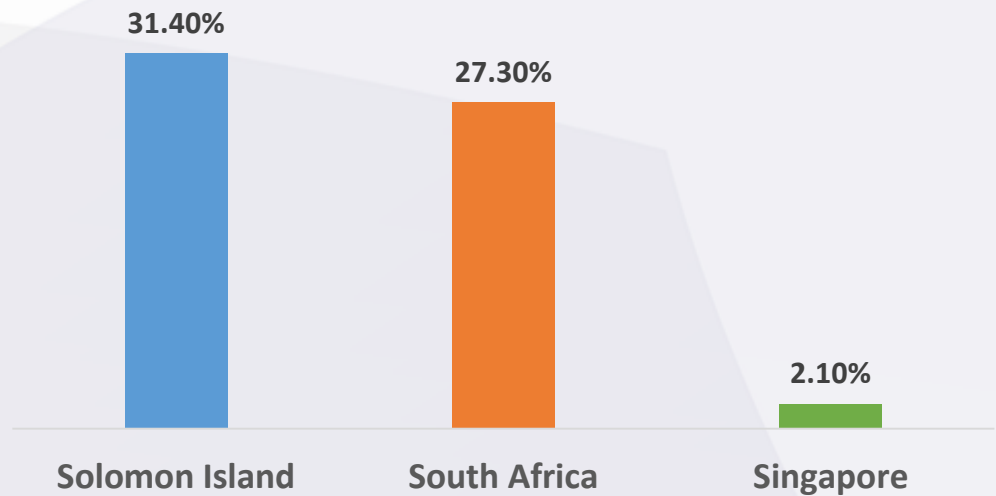


Source: <https://unesdoc.unesco.org/ark:/48223/pf0000245752>

Context



Unemployment rate



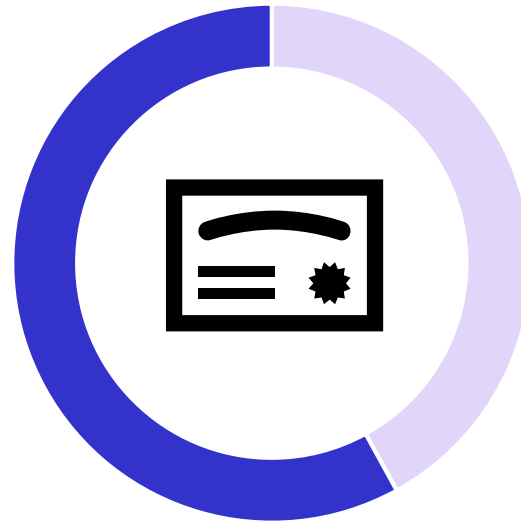
Sources (last accessed on 6 February 2018):

1. <http://thecommonwealth.org/fastfacts>
2. <https://data.worldbank.org/indicator/SL.UEM.TOTL.ZS>
3. <https://data.worldbank.org/indicator/SP.POP.TOTL.FE.ZS>
4. <http://www.itu.int/en/ITU-D/Statistics/Pages/stat/default.aspx>



Skills Gap

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

McKinsey ("[Education to Employment](#)")

Reaching our Learners means...

- Business as usual approach inadequate
- “Brick and Mortar” mindset outdated
- Harnessing ICTs



Diversity of COL Learners



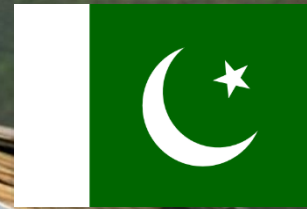
Out-of-school youth in a remote fishing village graduate





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





Australian Government
Department of Foreign Affairs and Trade



Government
of Canada

Gouvernement
du Canada

Skilling and Schooling 45,000 girls in 5 countries





“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.”





Building knowledge and skills in the use of ICT in the classroom
Commonwealth Certificate for Teacher ICT Integration (CCTI)

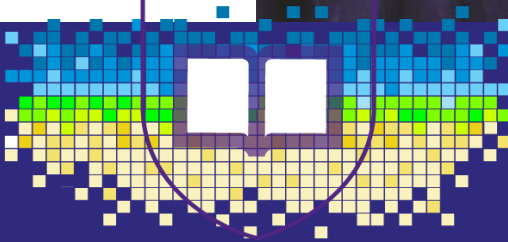




Graduation

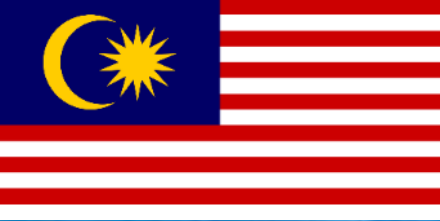
Leafaitulagi Vaaelua,
graduated after
following a full-time
Diploma in
Sustainable
Agriculture, Samoa
and in full
time employment

VUSSC



Virtual University for Small States of
the Commonwealth (VUSSC)





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



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Commonwealth Executive MBA/MPA - 11 Countries





1% increase in empowerment. 2.3% increase in profit





Improving women's empowerment and livelihoods - Every one dollar spent resulted in 16 dollar income for the participants





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

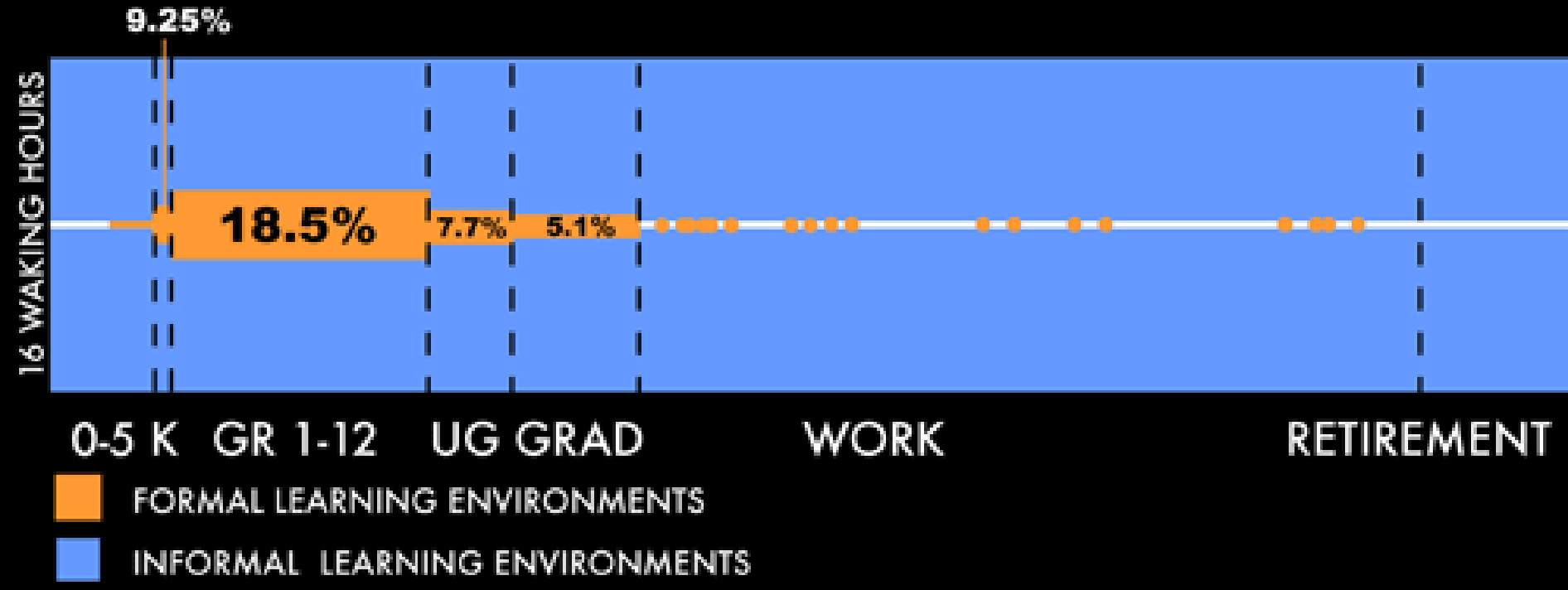




Innocent Kusiima, a 24-year old with a hearing impairment



LIFELONG AND LIFEWIDE LEARNING



Who are the COL Learners?



Lifelong learners

Life phases: from cradle to grave; life-wide



Take different learning pathways

Modality of delivery: formal, non-formal, informal

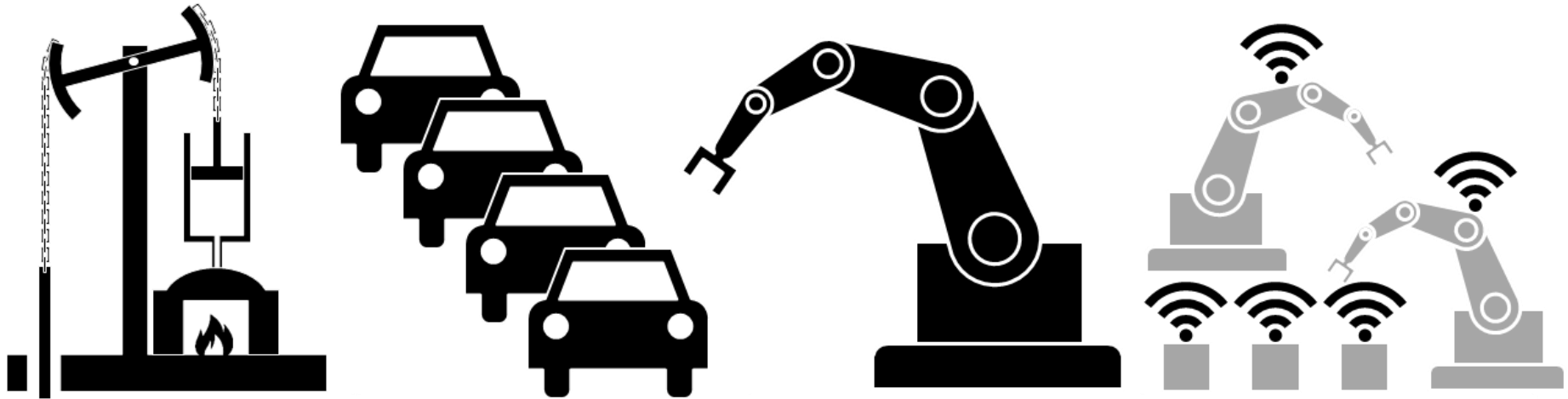


Motivation for learning

Personal, social, cultural, developmental

Role of Technology

Fourth Industrial Revolution



1st

2nd

3rd

4th

Mechanization,
water power, steam
power

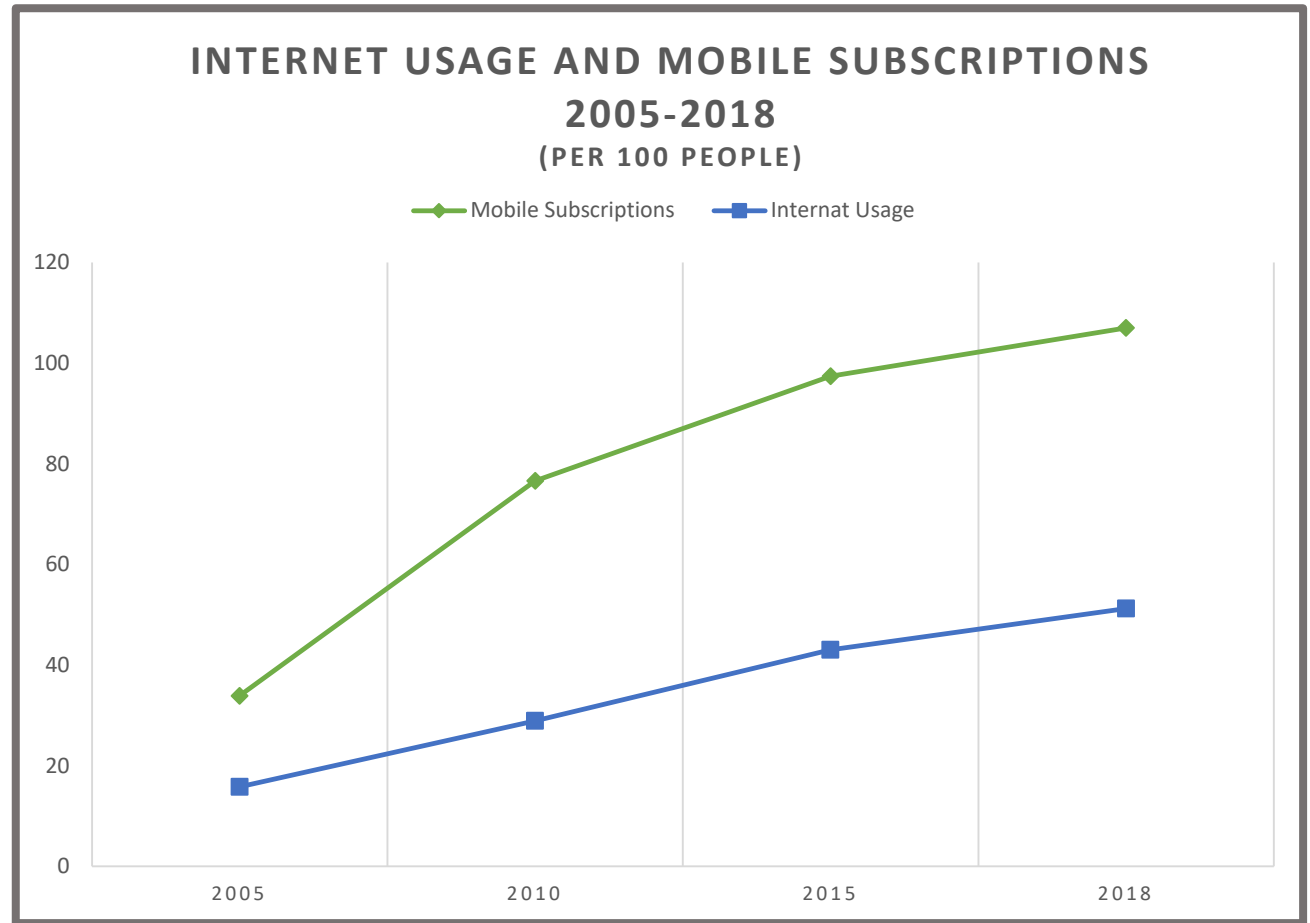
Mass production,
assembly line,
electricity

Computer and
automation

Cyber Physical
Systems



At the end of 2018,
51.2 per cent of the
global population
using the Internet
while mobile
penetration
107%



Based on data from ITU World Telecommunications/ICT indicators



Impact of Technology

The effect of today's technology on tomorrow's jobs will be immense

- The Economist

47% of today's jobs could be automated in the next 20 years

- Oxford University Study



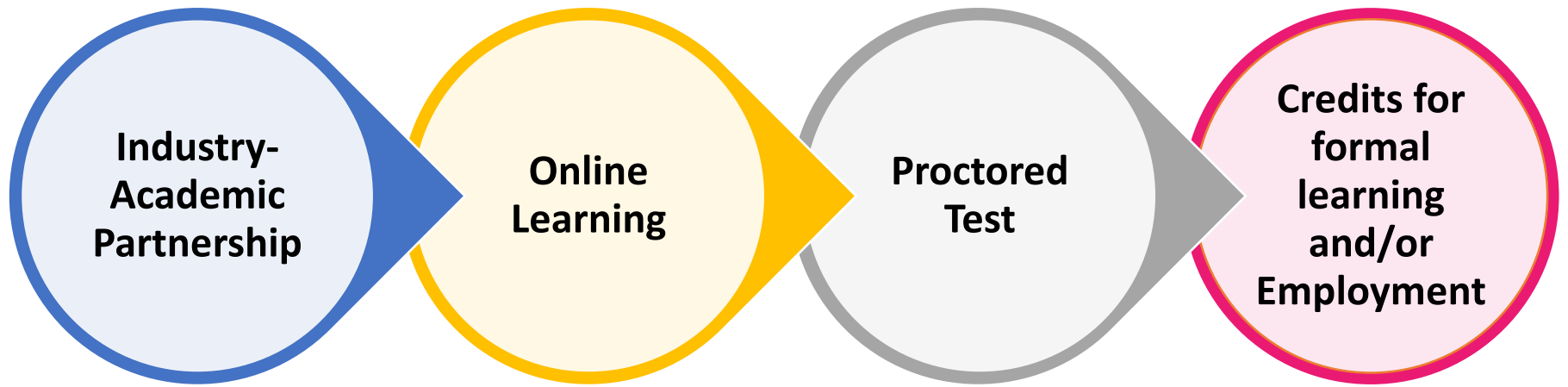


1% increase in
training days

3% increase in
productivity

Overall productivity
increases to 16%

Micro-credentials: skilling and reskilling



- Short duration
- Modular approach
- Skills based

- Community learning
- Self-paced
- Mentoring support

- Verifiable credential
- Project-based

- Job-ready
- Reduced cost
- Blended with F2F for formal degree

M

Massive

O

Open

O

Online

C

Course

Massive Open Online Course

“MOOCs are online courses designed for large numbers of participants, that can be accessed by anyone, anywhere as long as they have an Internet connection, are open to everyone without entry qualifications and offer a full/complete course experience online for free”

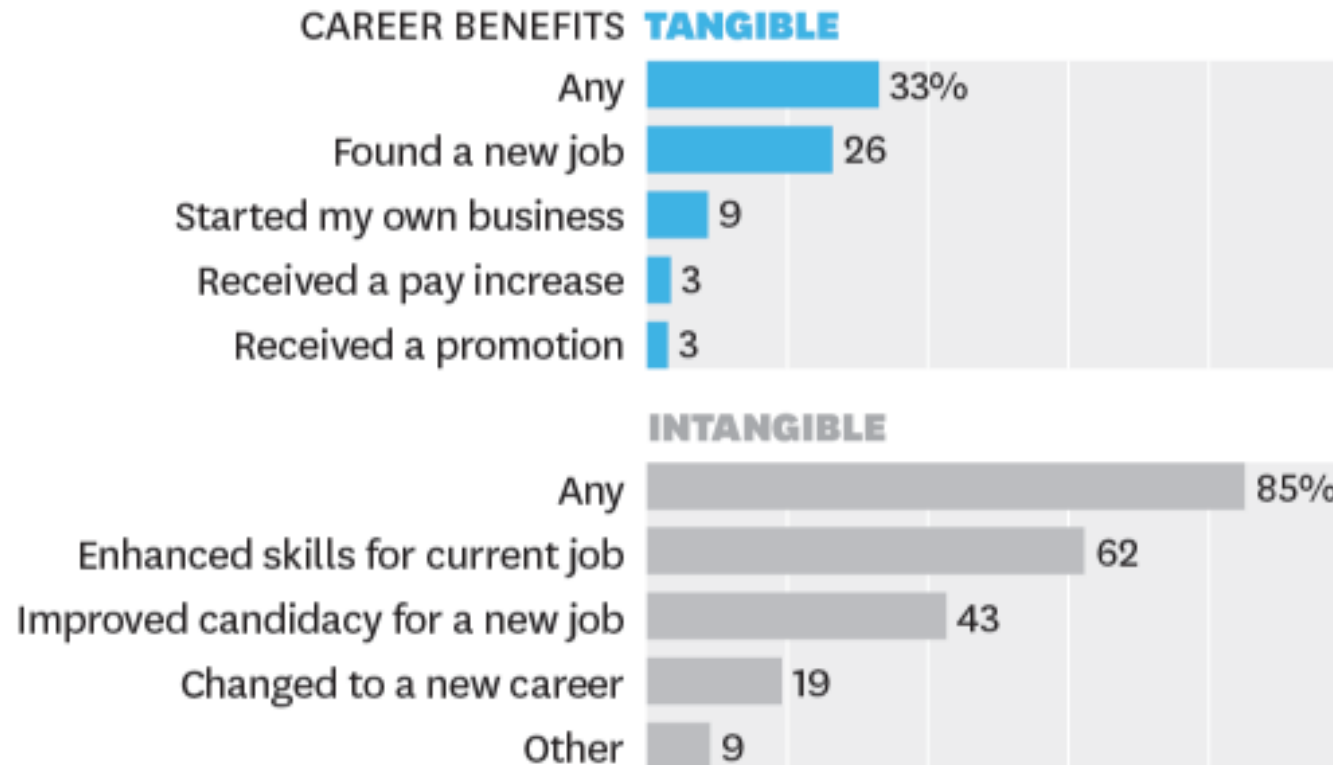
- Mulder & Jansen, 2015



MOOCs & Employability

The Career Benefits of MOOCs

As reported by those who stated career benefits as their primary reason for completing a MOOC.

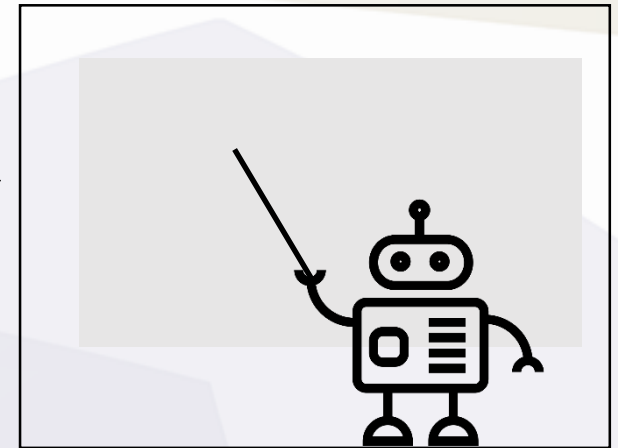


SOURCE COURSERA SURVEY DATA



AI in Education

- Can provide an intelligent, personal tutor for every learner
- Encourage intelligent support for collaborative learning
- Adaptive group formation
- Expert facilitation

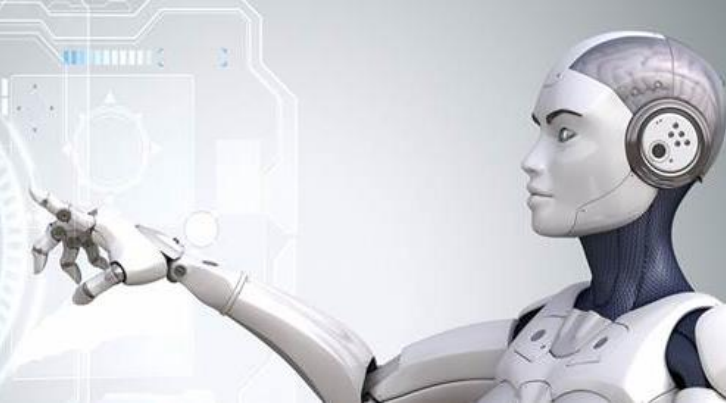


Jill Watson: World Famous Teaching Assistant

- Deployed in four offerings of an online course in Computer Science in Georgia Tech (Instructor: Ashok Goyal)
- A conversational chatbot built on AI
- Three versions built and deployed:
 - Jill Watson
 - Stacy Sisko
 - Liz Duncan

Source: <http://hdl.handle.net/1853/59104>





Robots: From Teaching to Oversight

Robots will replace teachers in the next ten years.....robots will enable pupils to learn new material at their own pace, rather than as part of a class...teachers would adopt the role of “overseers”, monitoring the progress of individual pupils, leading non-academic activities and providing pastoral support.

--Anthony Seldon, VC, Buckingham U (Sep 2017)

Inquire: an intelligent textbook

Tap any biology term to see a quick **popup definition** and get a link to Inquire's detailed glossary.

Highlighting is quick and easy, and each highlight serves as the anchor for a notecard and a list of related questions.

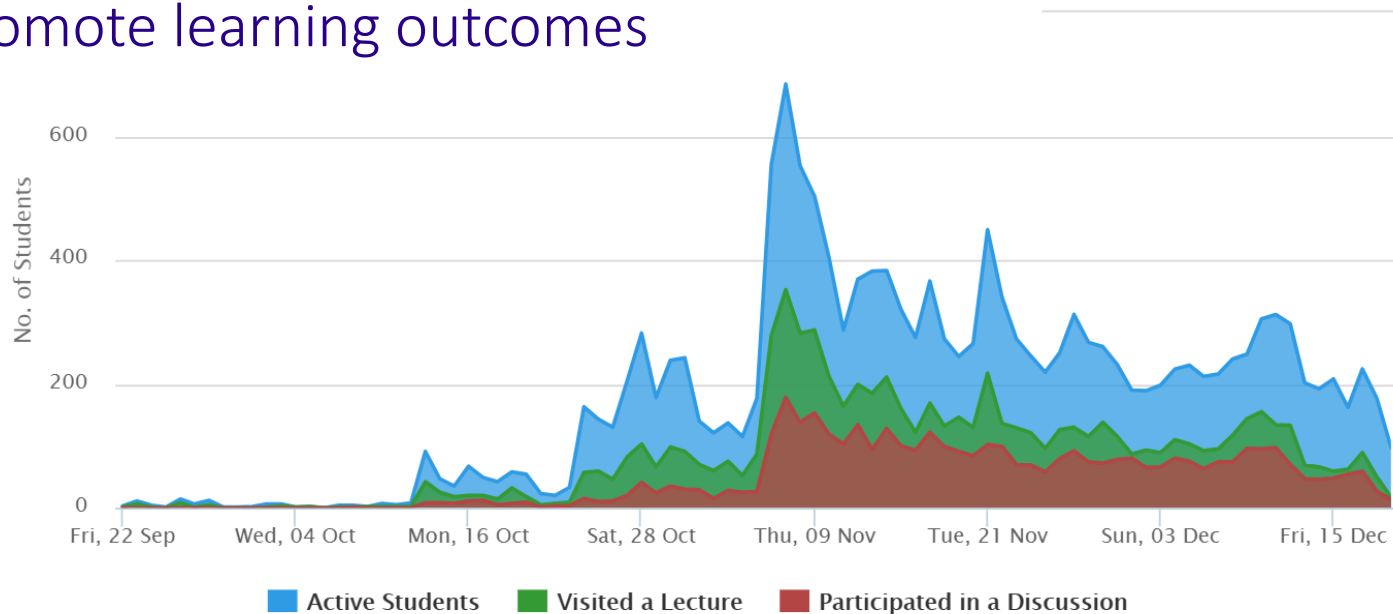
The screenshot shows a digital textbook page titled "7.3 Passive transport is diffusion of a substance across a membrane with no energy investment". The page includes a section on "Effects of Osmosis on Water Balance" and a sub-section "Water Balance of Cells Without Walls". A popup definition for "diffusion" is visible, stating: "The spontaneous movement of a substance down its concentration gradient, from a region where it is more concentrated to a region where it is less concentrated." The main text describes diffusion as the movement of molecules of any substance so that they spread out evenly into the available space. It includes a diagram (Figure 7.13) illustrating the diffusion of solutes across a synthetic membrane. The diagram shows three stages: (a) Diffusion of one solute, where a membrane with a pore allows larger dye molecules to pass; (b) Diffusion of two solutes, where a larger membrane allows both dye and water molecules to pass; and (c) Diffusion of two solutes, where a membrane permeable to both dye and water allows dye to diffuse down its concentration gradient. The interface also features a sidebar with navigation icons, a search bar, and a bottom navigation bar with "NOTES" and "QUERIES" tabs. A list of suggested questions is displayed on the right side of the page.

Each highlight has a blue card with **suggested questions**, encouraging students to dig deeper into the material.

Write notes in the margin, making them easy to reference later.

Learning Analytics

- Identify at-risk learners
- Provide personal guidance and support
- Identify & address difficulties
- Promote learning outcomes



Implications for Learners

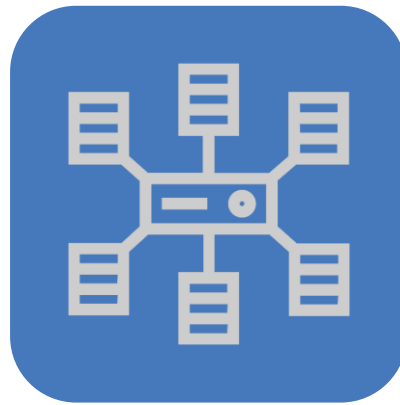
- Learners can move from education to society and back and attend multiple institutions
- Micro-qualifications: rapid acquisition of highly specific knowledge and skills rather than a full degree
- Learners must have digital skills



Three Key Literacies in the Age of AI



Human



Data



Technological

Literacies

Source: Joseph Aoun (2017): Robot-proof, MIT Press, <https://mitpress.mit.edu/books/robot-proof>

Towards Lifelong Learning for All

Digital Native: C21

- ‘Digital Native’: technology-savvy learners, usually young school-leavers



Millennial Learners

- Doing is more important than knowing
- Game-based learning through practice, trial and error approach
- Multi-tasking; texting while doing another task is common
- Instant gratification; zero tolerance for delays
- Collaboration and team work
- From consumers to producers

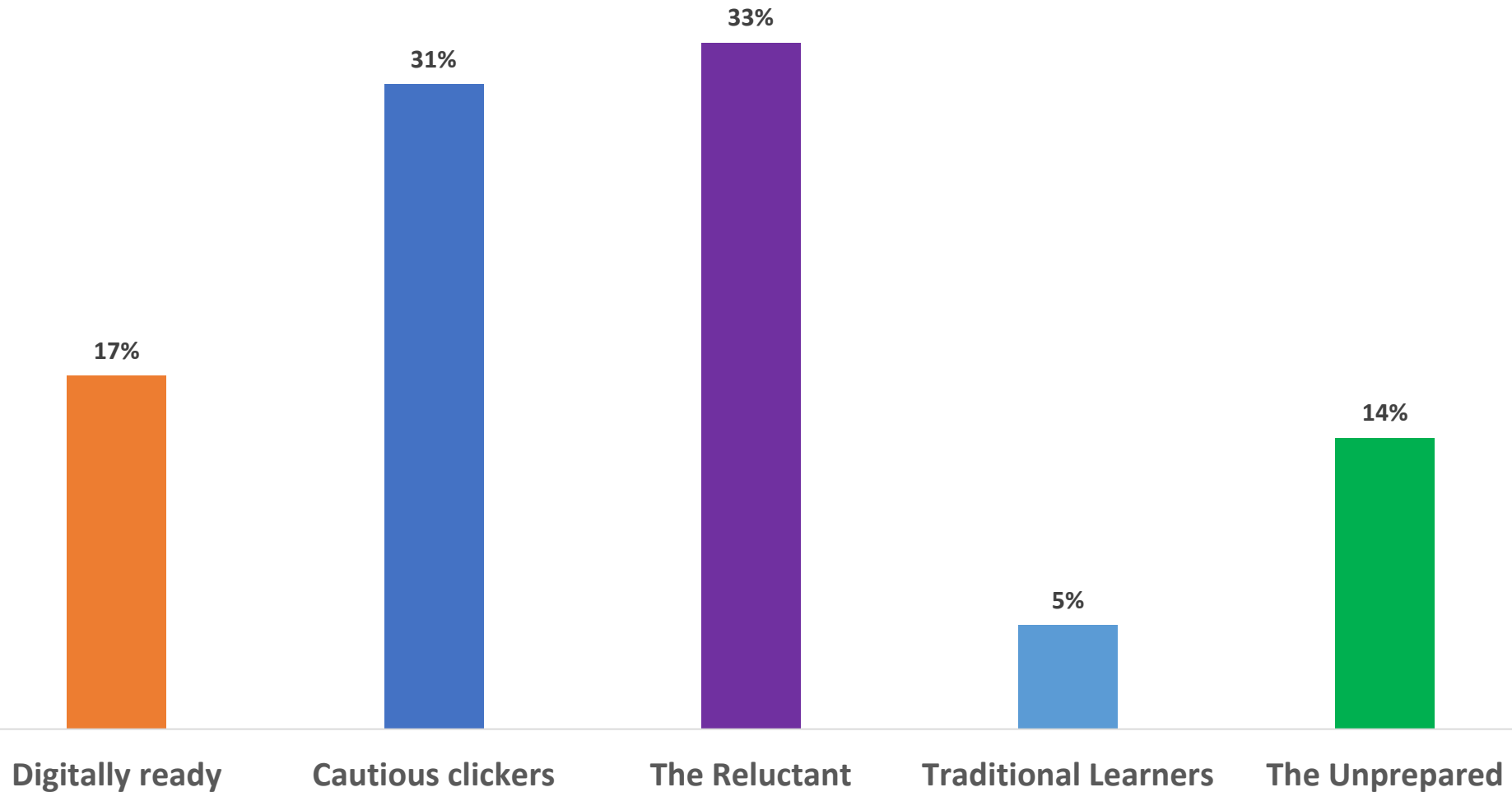


Reaching the Unreached

- Economic status
- Gender
- Remote locations
- Language
- Disabilities



Digital Readiness for Learning



Source: <https://www.pewinternet.org/2016/09/20/digital-readiness-gaps/>



How People Learn

- People continue to learning throughout their life-span
- Learning depends on culture
- Ability to learning decreases with age, but experience can make up for it
- Prior knowledge influences learning
- Providing instant feedback improves learning



How can institutions support learners? Embrace Lifelong learning

- Simply reforming current education systems ...to meet future skills requirements is not going to be enough....
- Ageing countries ...will need wholesale reskilling of existing workforces throughout their life



Integrate Employability

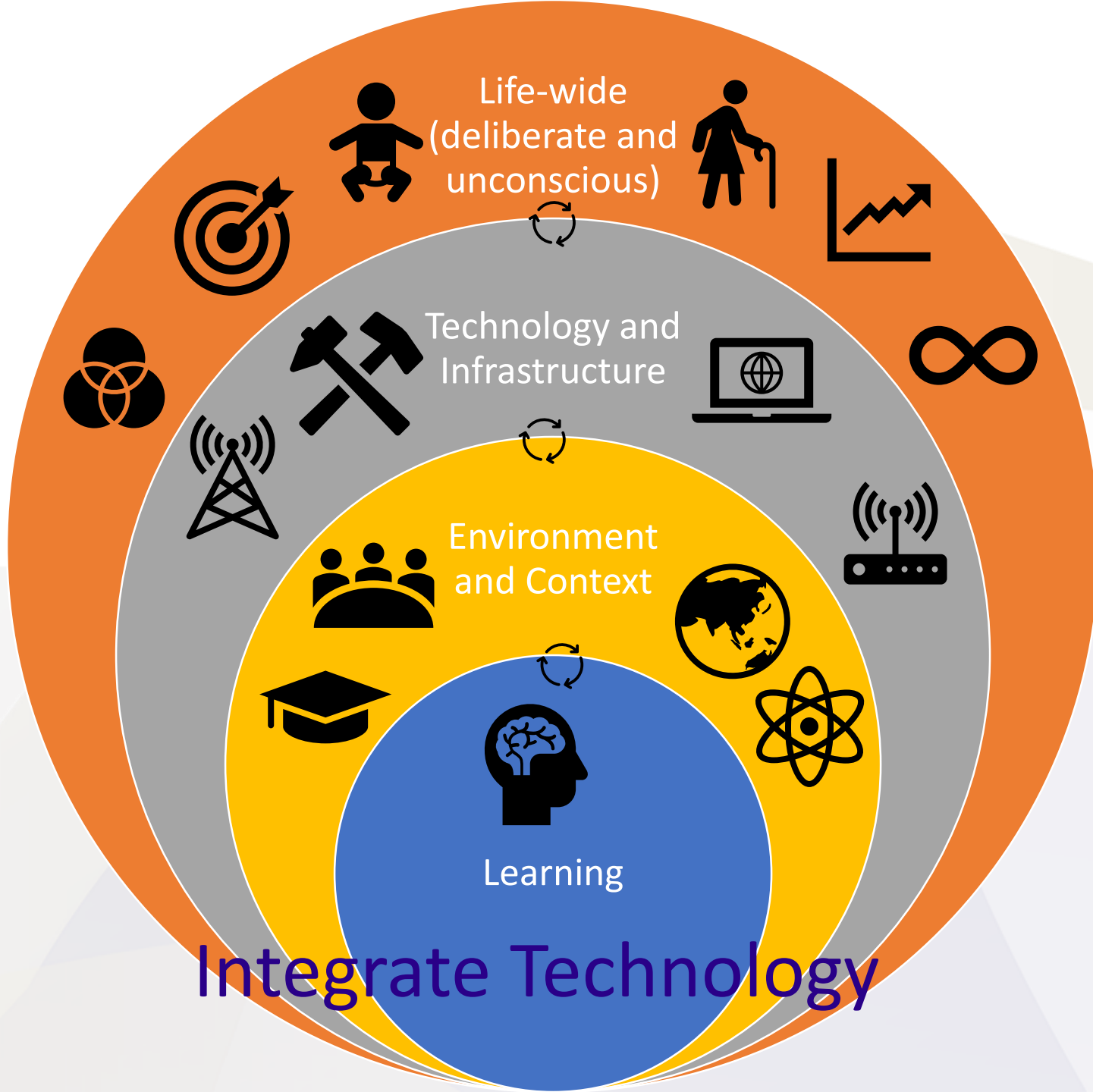
- Balance between theory and practice; hard and soft skills
- Engage industry: internships; apprenticeships
- Provide career support
- Measure competence rather than number of hours



Credit Hour



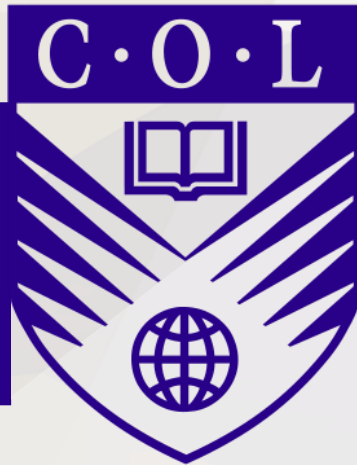
Range of skills



Integrate Technology

Thank You

col.org





COMMONWEALTH
of LEARNING



The Open
University

PCF



www.pcf9.org

PAN-COMMONWEALTH FORUM

9-12 September 2019

Edinburgh, Scotland

**Innovations for Quality Education
& Lifelong Learning**