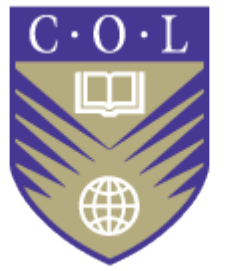


From Policy to Practice: Lessons from the Commonwealth



Asha Kanwar & Sanjaya Mishra
Commonwealth of Learning



- Context
- Does ICT in education work?
- Commonwealth Examples
- Lessons & Way Forward



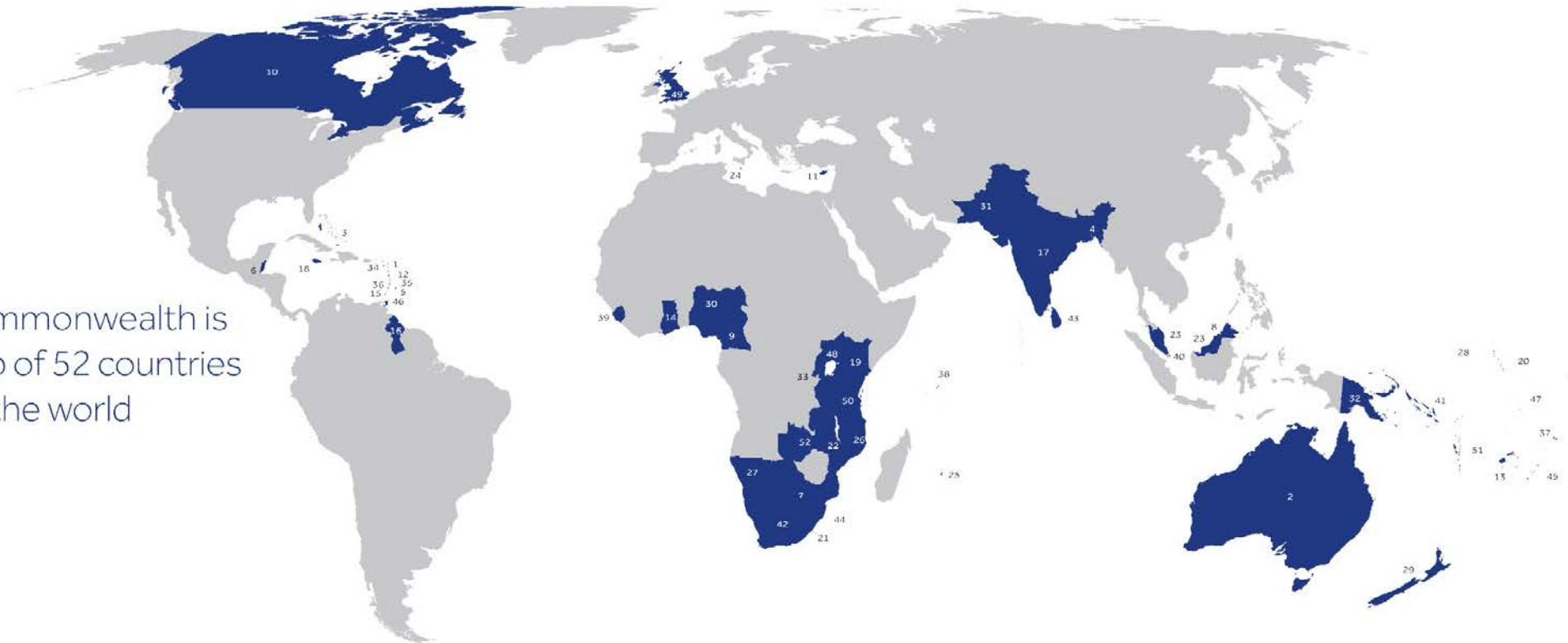
The Context


Context: The Commonwealth



The Commonwealth

The Commonwealth is
made up of 52 countries
around the world

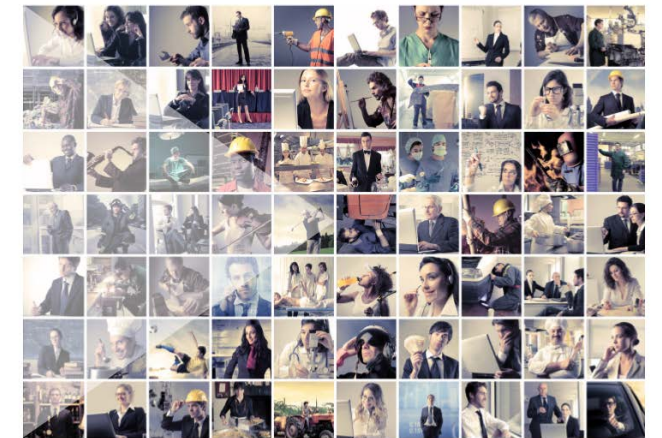


- Young Commonwealth: 60% under 30
 - 65% of children entering primary school today will work in completely new job types that don't yet exist.
- 

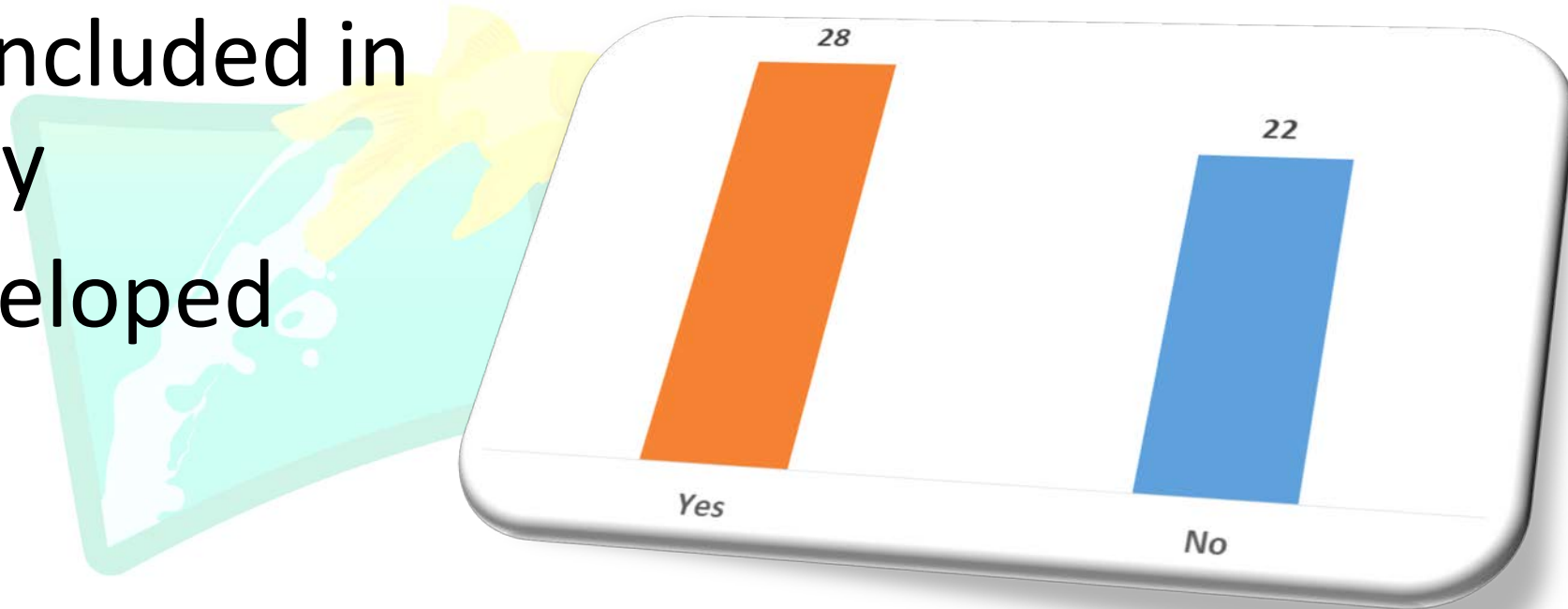
The Future of Jobs

Employment, Skills and
Workforce Strategy for the
Fourth Industrial Revolution

January 2016



- Information scattered
- ICT in education included in National ICT policy
- Most policies developed before 2015



Does ICT in Education Work?

- Increasing access to education
- Enhancing quality of teaching/learning
- Reducing costs



ICT in education policies are developed in the context of national priorities and available resources

- ICT use between ages 7 and 16 can result in significant relative gains in English, science, design, technology.
- Schools with higher levels of e-maturity demonstrate a more rapid increase in performance scores than those with lower levels.
- ICTs have positive effects on behaviour, motivation, communication and process skills.

http://www.becta.org.uk/page_documents/research/ImpaCT2_strand_3_report.pdf

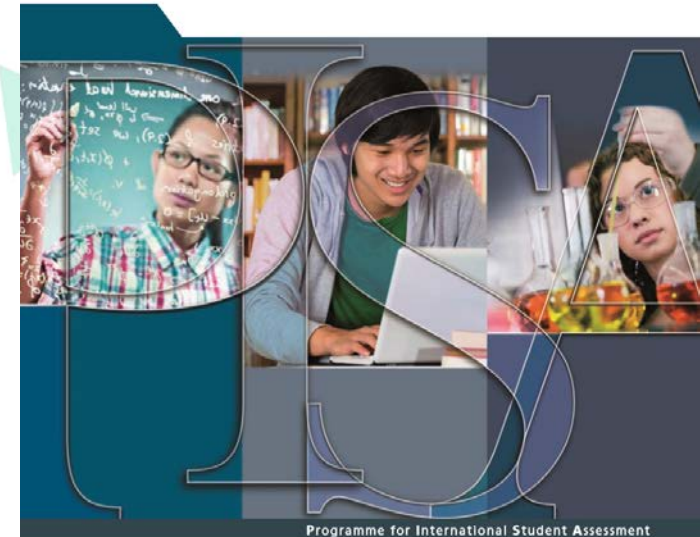
- Small to moderate impact over more traditional instruction.
- Technology that **supports** instruction has a higher impact compared to technology applications that provide direct instruction.
- Impact of K–12 applications of computer technology higher than in post-secondary classrooms.

Tamim, R., et al (2011). What Forty Years of Research Says About the Impact of Technology on Learning: A Second-Order Meta-Analysis and Validation Study, *Review of Educational Research*, 81 (1), 4-28.

The relationship between computer use at school and performance indicates that limited use of computers at school may be better than no use at all, but higher use may be associated with significantly poorer results. (OECD, 2015)



**Students, Computers
and Learning**
MAKING THE CONNECTION



- Tablet distribution by itself will not lead to improved outcomes
- Focus must be on the educational process for learners: pedagogy, accessibility of content, teacher support
- One financial/organizational model may not work in another country



Commonwealth Examples

- Local support necessary
- Commitment of senior leadership
- Models must suit specific contexts
- Partnerships are important



The NEPAD e-Schools
Demonstration Project:
A Work in Progress

A Public Report

A PUBLICATION PREPARED FOR
THE COMMONWEALTH OF LEARNING & infoDev
BY:

Glen Farrell
The Commonwealth of Learning

Shafika Isaacs
Mindset Network

Michael Trucano
infoDev

ICT AND EDUCATION SERIES



- National Programme on Technology Enhanced Learning (NPTEL)
- Policy revised and adopted in 2012
- National Repository of OER
- Distribution of tablets to students
- National competency standard for ICT in Education
- ePathshala (WebApp)
- SWAYAM – Massive Open Online Course Platform

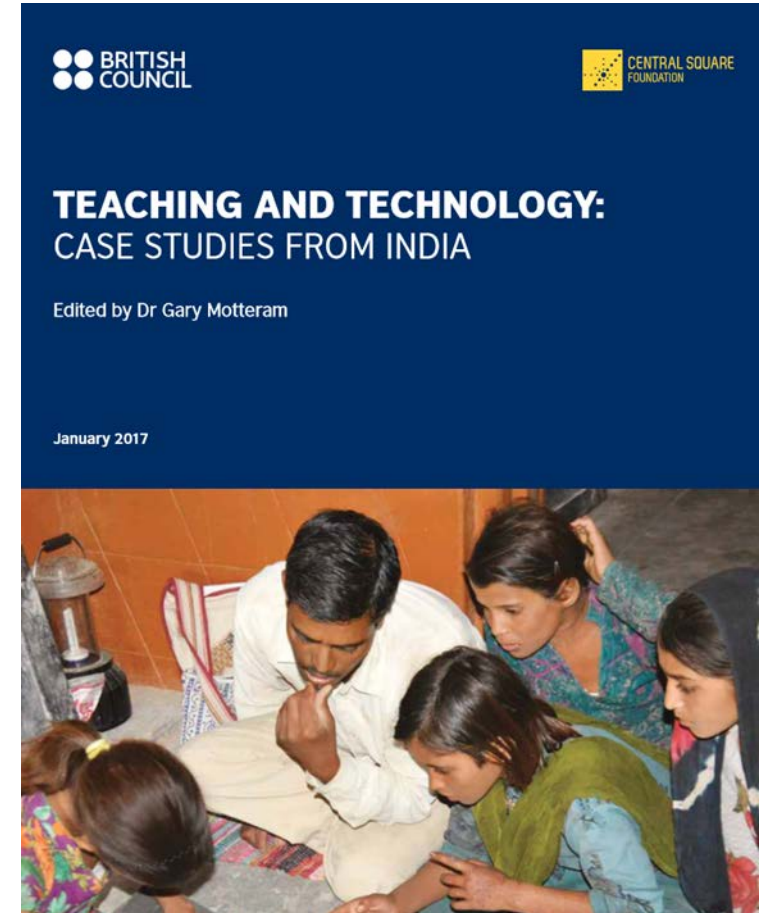


Policy IMPACT

- Wide range of technologies being used in schools
- Improved engagement in classroom
- Change in pedagogy through more active learning methods

'I have noticed a clear change in my children and my professional development. My second grade children can read English and Telugu very fluently and my class average attendance has reached 98 per cent after using these videos.'

- A Teacher

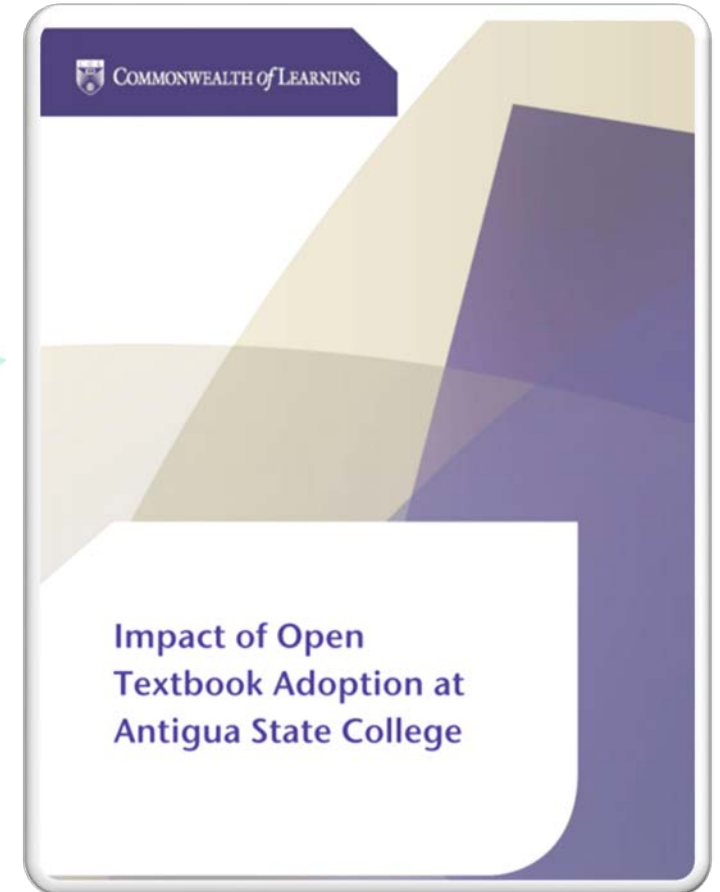
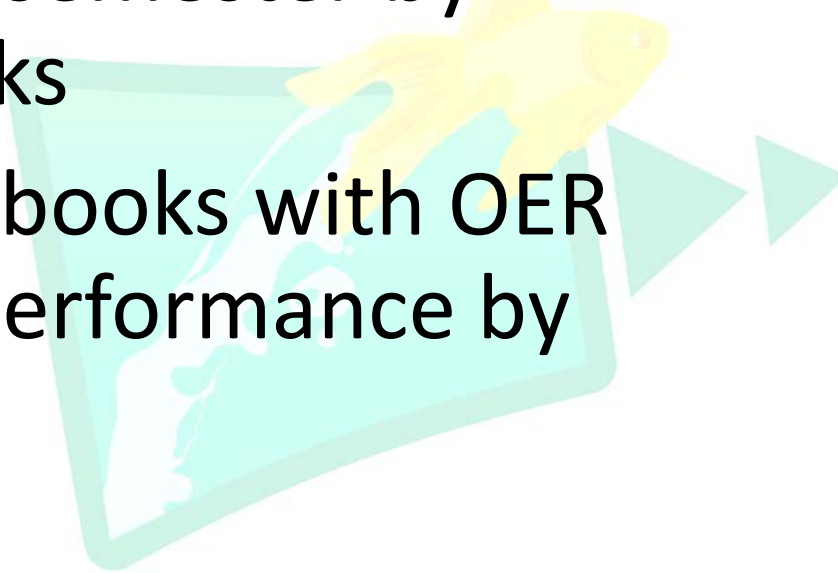


- OER embedded in ICT in Education Policy
- Commitment to support ICT infrastructure
- Emphasis on learning outcomes
- Regular teacher capacity building
- Use of eBooks and OER

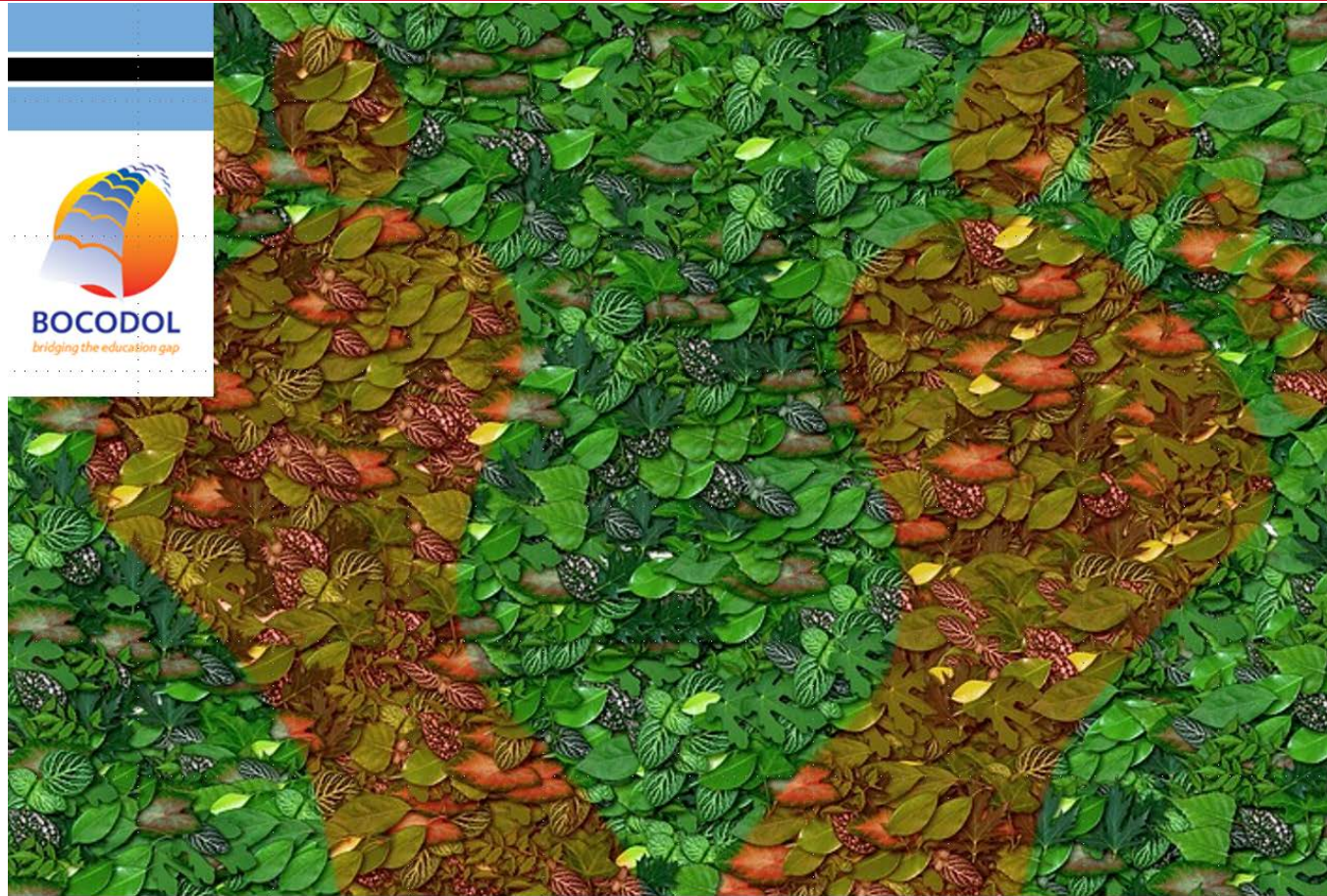


Policy IMPACT

- 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 on Environment



ENVIRONMENTAL CONSERVATION

ODL students have 1/10th carbon footprint compared to campus-based students

Lessons and the Way Forward

GOAL 4

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

SUSTAINABLE DEVELOPMENT GOALS

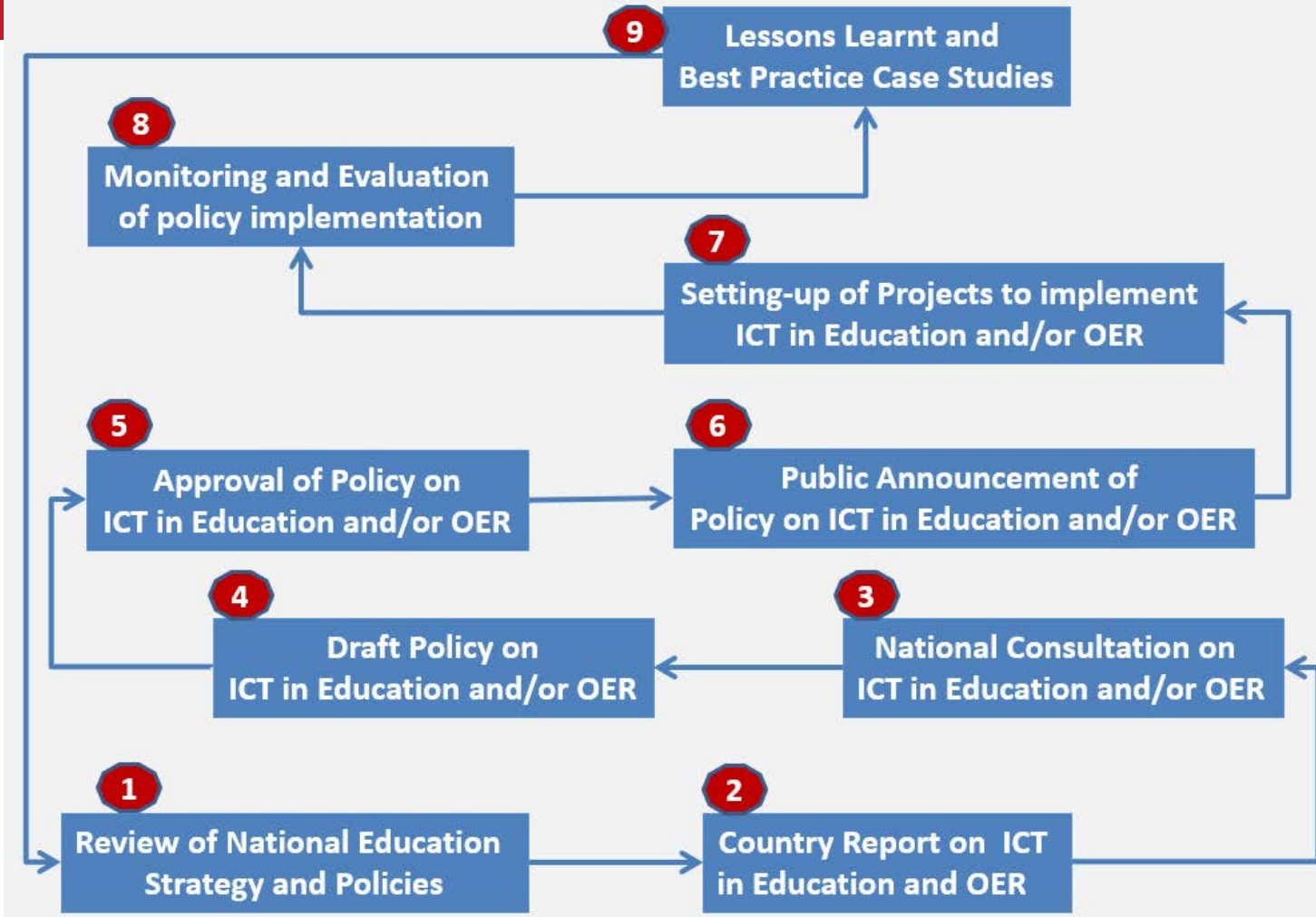
More at sustainabledevelopment.un.org/sdgsproposal

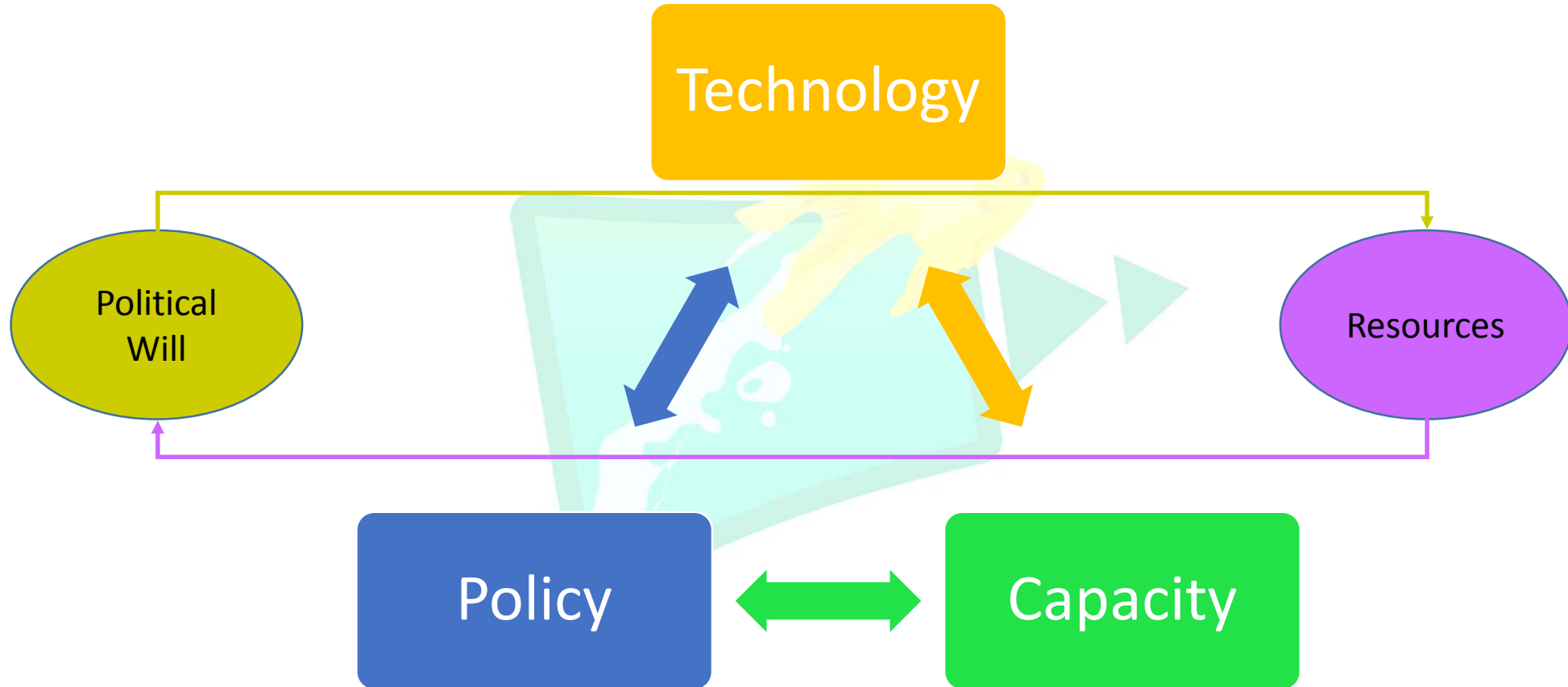
	Support to Vulnerable Groups	Learning Outcomes	Lifelong Learning	Skills for Employability	Sustainable Development
Country 1	Yes	Yes	No	ICT Skills	No
Country 2	Yes	Yes	No	ICT Skills	Yes
Country 3	Partially yes	Yes	No	Yes	No
Country 4	No	Yes	Yes	ICT Skills	No
Country 5	No	No	Yes	ICT Skills	No
Country 6	No	No	No	ICT Skills	Yes
Country 7	No	No	No	No	No
Country 8	No	No	No	No	No

- Lifelong learning
- Gender and people with disabilities
- Learning outcomes
- ICT for C21 skills
- ICTs to promote sustainable development

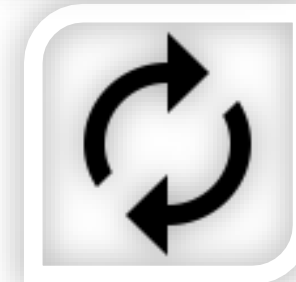
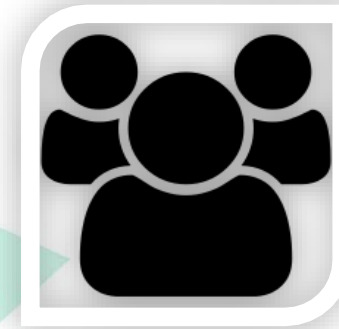


ICT in Education and OER Policy Roadmap





- Political will
- People: Capacity
- Pedagogy
- Partnerships: private sector
- Process: timelines & M&E



From Policy to Practice: Lessons from the Commonwealth

Thank you

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<https://www.youtube.com/user/comlearn>