UNESCO
Bangkok – 24 April 2012
UNESCO Bangkok Special Seminar 2012 (No. IV):

**The Future of (Open) Education**

Sir John Daniel
Commonwealth of Learning
PLAN

• Opening up universities

• Technology – The Iron Triangle

• Commonwealth of Learning

• Trends to watch
Paris, May 1968
Nixon: What was the impact of the French Revolution?

Zhou Enlai: It’s too early to say.
Storming of the Bastille 1789
Storming of the Bastille 1789

Student riots 1968

Which French Revolution?
Nixon: What was the impact of the French Revolution?

Zhou Enlai: It’s too early to say.
Moon landing
1969
Open as to:

- People
- Places
- Methods
- Ideas
"We took it as axiomatic," said the Planning Committee, "that no formal academic qualifications would be required for registration as a student." Anyone could try his or her hand, and only failure to progress adequately would be a bar to continuation of studies.
Open as to: Places

...a multi-media distance teaching system, using printed documents, television, radio and later the Internet to reach large numbers of people in their homes and workplaces...
Open as to: Methods

“every new form of human communication will be examined to see how it can be used to raise and broaden the level of human understanding.”
"there are two aspects of education, both necessary. The first regards the individual human mind as a vessel, of varying capacity, into which is to be poured as much it will hold of the knowledge and experience by which human society lives and moves. But the second regards the human mind rather as a fire which has to set alight... This also we take as our ambition."
The Open University – Walton Hall (1972)
Open as to:

- People
- Places
- Methods
- Ideas

260,000 students
of which
>60,000 ex UK
Sir John Daniel, Vice-Chancellor, Open University with Prime Minister Tony Blair
Open as to:

- People
- Places
- Methods
- Ideas
Ernest L. Boyer

Chancellor of SUNY 1970-77
US Commissioner of Education 1977-79
President of the Carnegie Foundation 1979-95

165 honorary degrees
EMPIRE STATE COLLEGE
STATE UNIVERSITY OF NEW YORK
‘My Degree – My Way’
BRITAIN’S TOP NINE UNIVERSITIES

Quality Rankings of Teaching

based on all subject assessments 1995-2004

*(Sunday Times University Guide 2004)*

<table>
<thead>
<tr>
<th>Rank</th>
<th>University</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1</td>
<td>CAMBRIDGE</td>
<td>96%</td>
</tr>
<tr>
<td>2</td>
<td>LOUGHBOROUGH</td>
<td>95%</td>
</tr>
<tr>
<td>3=</td>
<td>LONDON SCHOOL OF ECONOMICS</td>
<td>88%</td>
</tr>
<tr>
<td>3=</td>
<td>YORK</td>
<td>88%</td>
</tr>
<tr>
<td>5</td>
<td>THE OPEN UNIVERSITY</td>
<td>87%</td>
</tr>
<tr>
<td>6</td>
<td>OXFORD</td>
<td>86%</td>
</tr>
<tr>
<td>7</td>
<td>IMPERIAL COLLEGE</td>
<td>82%</td>
</tr>
<tr>
<td>8</td>
<td>UNIVERSITY COLLEGE LONDON</td>
<td>77%</td>
</tr>
<tr>
<td>9</td>
<td>ESSEX</td>
<td>77%</td>
</tr>
</tbody>
</table>

…and tops for student satisfaction
Tops in student satisfaction
OPEN EDUCATIONAL RESOURCES (OER)

educational materials that may be freely accessed, reused, modified and shared.
In 2001 MIT put some 100 of its courses online for free and defined them as “... publicly available materials that are either a part of or a complete course usually from a higher-education institution such as a university or college.”
UNESCO HQ Paris

2002 Forum on Impact of OCW
19 countries reported on their OER policies/intentions

<table>
<thead>
<tr>
<th>Country</th>
<th>Country</th>
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<tbody>
<tr>
<td>Australia</td>
<td>Brunei</td>
<td>China</td>
</tr>
<tr>
<td>Fiji</td>
<td>Indonesia</td>
<td>Iran</td>
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<tr>
<td>Kazakhstan</td>
<td>Korea</td>
<td>Malaysia</td>
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<tr>
<td>Mongolia</td>
<td>New Zealand</td>
<td>Pakistan</td>
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<tr>
<td>Philippines</td>
<td>Samoa</td>
<td>Sri Lanka</td>
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<tr>
<td>Thailand</td>
<td>Uzbekistan</td>
<td>Vanuatu</td>
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<tr>
<td>Vietnam</td>
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</tr>
</tbody>
</table>
28 million users

Interactive eBooks
450,000 downloads of the UKOU’s materials per week account for 10% of all iTunesU traffic
“the task of universities today is to provide paths from their informal cloud of learning towards formal study for those who wish to take them”

Martin Bean
Vice-Chancellor
Open University
GENTLER, MORE OPEN SLOPES

"Informal Learners"

Smaller milestones
Exploiting www resources
Accredited by mentors and the platform

Institutional Accreditation

Fixed granularity, standard, curriculum and price
The
Open Educational Resource University

Open Education Resource Foundation

OER is a sustainable and renewable resource
PLAN

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• Trends to watch
The Iron Triangle
The Iron Triangle

- ACCESS
- QUALITY
- COST
The Iron Triangle

ACCESS

QUALITY

COST
The Iron Triangle

ACCESS

QUALITY

COST
“an insidious link between quality and exclusivity”
260,000 students
of which
>60,000 ex UK

Open as to:

• People
• Places
• Methods
• Ideas
Principles of Technology

• Division of labour
• Specialisation
• Economies of scale
• Machines and ICTs

Adam Smith
1723-1790
DIGITAL TECHNOLOGY

“networked individualism”

“participating, collaborating and producing as part of a community”

“connectivism”
Digital Technology = Generation Gap
Digital Technology = Generation Gap

= WRONG
“no evidence of a clear break between two separate populations”
## Sample

7,000 students aged between 21 and 100

<table>
<thead>
<tr>
<th>Ages</th>
<th>Number of Students</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>1,000</td>
<td>31% (46% online)</td>
</tr>
<tr>
<td>30-39</td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td>40-49</td>
<td>1,000</td>
<td>(average for all groups 58%)</td>
</tr>
<tr>
<td>50-59</td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td>60-69</td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>70 and over</td>
<td>1,000</td>
<td>81% (60+% online)</td>
</tr>
</tbody>
</table>
“Those students who had more positive attitudes to technology were more likely to adopt a deep approach to studying, more likely to adopt a strategic approach to studying and less likely to adopt a surface approach to studying.”
Students who combine work and study learn better
PLAN

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WHO ARE WE?

- 35 staff in Vancouver
- 7 staff in New Delhi
- Networks across Commonwealth
- Focal points in 52 countries
- Commonwealth-wide Board
WHERE IS IT?

Vancouver (Headquarters)

New Delhi (CEMCA)
WHO SUPPORTS COL?

The number of countries making voluntary contributions to COL rose from 27 in 2005 to 44 in 2011.

(There are 54 Commonwealth countries)
The Commonwealth of Learning

WHAT IS IT FOR?

To help Commonwealth governments and institutions use various technologies to improve and expand education, training and learning in support of development
The Commonwealth of Learning (COL)
Learning for Development
Education for All
(The Dakar Goals)

Peace
Democracy
Equality
Good governance
EDUCATION

• Open Schooling
• Teacher Education
• Higher Education
• Virtual University for Small States of the Commonwealth
Open Schooling:

Aim:
To expand secondary schooling because 400 million children between 12 and 17 are not in school

Frances Ferreira
(Namibia)
Teacher Education

Aim:
to expand and improve teacher education, because 10 million new teachers are needed

Abdurrahman Umar
(Nigeria)
Higher Education

Aim:
To improve the quality of higher education

Madhulika Kaushik
(India)
The Virtual University for Small States of the Commonwealth
The Virtual University for Small States of the Commonwealth

Not a new university but a collaborative network for developing eLearning materials

The Commonwealth of Learning
The Virtual University for Small States of the Commonwealth

Emma Kruse Vaai
Samoa

John Lesperance
Seychelles

The Commonwealth of Learning
LIVELIHOODS & HEALTH

- Skills Development
- Learning for Farming
- Healthy Communities
- *Integrating eLearning* (cross-cutting)
Skills Development

Aim:
Informal approaches to skills development

Alison Mead Richardson (United Kingdom)
Learning for Farming

Aim:
Lifelong Learning for Better Farming

Kodhandaraman Balasubramanian
(India)
Healthy Communities

Aim:
To help communities improve health by using local media

Ian Pringle
(Canada)
Integrating eLearning

Aim:
To integrate eLearning wherever appropriate

Trudi van Wyk (South Africa)
Commonwealth Educational Media Centre for Asia (CEMCA): New Delhi

Aim:
Development of technology for Asia, especially community radio

Ramamurthy Sreedher
(India)
COL

HOW DOES IT WORK?

The Watchword:

INNOVATION

The Mantra:

SCALE
COL’S STRATEGIES:

- Policies
- Partnerships
- Models
- Capacity
- Materials
Reaching 6,000 farmers and agricultural labourers daily by mobile phone
COL

HOW DOES IT WORK?

An Obsession:

COUNTRY FOCUS
COL IN THE COMMONWEALTH

COUNTRY REPORTS
(54 countries)
STAKEHOLDER ENGAGEMENT

Professor Asha Kanwar
Vice-President
(and President designate)
COL in the Commonwealth
2006–2009 Country Reports

Commonwealth of Learning
Logic Model for 2009-2012

Commonwealth of Learning Logic Model 2009–2012

Vision: Access to learning is the key to development

Mission: To help governments and institutions to expand the scope, scale and quality of learning by using new approaches and technologies, especially those subsumed under the more general term of open and distance learning (ODL).

Core Strategies:
- Partnerships, models, policies, capacity and materials

**INITIATIVES**

- Open Schooling
- Teacher Education
- Higher Education
- Virtual Delivery for Small States of the Commonwealth (VDSIC)

**OUTCOMES**

- Country plans and implement open schooling as a means of increasing access to learning opportunities at the secondary level.
- MOESS teacher education and practicum institutions can use ODL methodology to train and upgrade larger numbers of teachers.
- LOGOS education institutions can pilot projects, monitor and staff development to improve the quality of education, to ensure better access and completion rates, while increasing the quality of learning.
- VDSIC supports institutional development and pilot tele-learning courses using open educational resources that are wide, accessible and sustainable.

**IMPACT**

- Target countries improve the accessibility and quality of their formal education systems at all levels through the use of ODL tools and strategies.

**EDUCATION**

- Open Schooling
  - 3 countries establish new open schools, and 10 existing open schools significantly expand.
  - Open schools to ensure delivery of new higher education courses in 2010.
  - 18 secondary schools adapt open education to support new models of education.
  - Countries have developed and integrated digital citizens in 20 countries.

- Teacher Education
  - 4 major institutions in at least 3 Commonwealth regions have successfully developed new methods to train teachers in online and blended environments.
  - Teachers in education institutions in Commonwealth countries offer a significant improved educational elements.
  - Institutions in the Commonwealth regions offer the CDEP innovation to ODL institutions.

- Higher Education
  - 3 major higher education institutions in at least 2 Commonwealth regions have expanded their learning opportunities and capabilities through ODL.
  - New in improved education content is in use in higher education institutions.
  - Quality management processes are shaped by the Commonwealth.

- Skills Development Learning for Farming
  - 2 Commonwealth regions have advanced skills and knowledge in agricultural education.
  - The use of technology advances in ODL has been evident in these regions.

**PERFORMANCE INDICATORS**

- 80% of independent evaluations of ODL institutions and 60% of enrollees in distance learning courses have high quality.
- ODL institutions have increased their capacity to use high quality ODL, and are delivering.
- ODL institutions have improved skills acquisition.
- The use of technology advances in ODL has been evident in these regions.

**LIVELIHOODS AND HEALTH**

- Vocational Development
  - 6 Commonwealth regions have significantly increased education and training through ODL.
  - Commonwealth regions with high quality ODL institutions in Commonwealth.
  - 20 countries in Commonwealth regions have major gains in health education strengthens.

- Educational Partnerships
  - Commonwealth partnerships have significantly increased their capacity in ODL to address educational needs.

- Digital Communities
  - Commonwealth regions use ODL programming in 20 countries.

- Integrating ALKING
  - 10 major initiatives in at least 2 Commonwealth regions have open educational resources.

- Additional Common CTN ongoing activities are led in these regions.
We are obsessed with OUTCOMES and IMPACTS and we can demonstrate those to you.
The Commonwealth

THE COMMONWEALTH COMPRISSES 54 DEVELOPED AND DEVELOPING NATIONS AROUND THE WORLD

Map Published by the Communications and Public Affairs Division, Commonwealth Secretariat, 2010.
PLAN

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Universal Primary Education

SUCCESSES

&

FAILURES
SUCCESS IN SCHOOL
SUCCESS

In sum, there were 40 million more children in school in developing countries in 2006 than in 1999.
FAILURE

NOT IN SCHOOL
FAI LURE

On present trends there will still be some 72 million of children out of primary school by 2015
CHALLENGES

Of success:

‘The success of the campaign for Universal Primary Education is creating a surge of children towards secondary schooling and there is nowhere for most of them to go’
CHALLENGES

Of failure:

Getting the remaining 75 million children into primary school will require various strategies but, above all, the employment of more teachers.
Surging to Secondary

200 to 400 million youth
Surging to Secondary

200 to 400 million youth
Since the Industrial Revolution…

7 x more people

7 x the impact each

7x7 = 50 x total impact

So… curb population growth
The education of girls may also be the most powerful tool against climate change.
Key points:

• Expand secondary
Key points:

- Expand secondary

- Secondary is inefficient
If the unit cost of SECONDARY is more than double PRIMARY, a country will NEVER achieve UNIVERSAL SECONDARY EDUCATION.

Professor Keith Lewin
Key points:

- Expand secondary
- Secondary is inefficient
- Expand Open Schooling
Key points:

• Expand secondary

• Secondary is inefficient

• Expand Open Schooling

• Educational ecosystem
21st Century Educational Ecosystem
Conventional schools cannot cope!

ADD

OPEN SCHOOLING
Develop and expand

OPEN SCHOOLING

and

INTEGRATE IT

with other approaches
Blur the unhelpful distinction

Between formal and non-formal education
Build a bridge between knowledge acquisition and skills development.
Reduce inequalities
OPEN SCHOOLING

Is less expensive than

CONVENTIONAL SCHOOLING
in most countries

and the difference in cost

IS INCREASING!
Integrative

Placed at the heart of the educational system to strengthen it

Model for the future
21st Century Educational Ecosystem
For text and slides

www.col.org/speeches