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## **The World's Best Basic Learning for All**

### **From an Education Breakdown to a Learning Breakthrough**

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### **Introduction**

Global education is experiencing a giant breakdown with serious, critical and increasing problems related to learning, enrolment, quality, equity, relevance and financing, which for the past three years has been presented and verified by the UNESCO Global Education Monitoring Report (2015), the World Education Conference (2015), The International Commission on Financing Global Education Opportunity (2016) and the World Development Report 2018.

This breakdown can only be counteracted by utilizing the great breakthrough that modern technology has developed with new ways to efficiently and sustainably provide top quality learning and education for everyone, everywhere and at anytime.

Education development has hardly made any progress for the past 25 years, because it is led, monitored and controlled by an unofficial and politically extremely powerful Traditional Education Establishment (named TEE, for short, in this document), which also leads and controls all institutions and organizations – governmental and non-governmental - dealing with education research, development and financing. The basic agents of the TEE are Teachers' Trade Unions and Teacher Training Institutions, which forcefully oppose any suggestions that modern technology can replace teachers, despite apparent evidence that this today is a reality.

An practical example of how the TEE ignores the possibilities and opportunities to solve the global education problems is the preparation and publication of The WORLD DEVELOPMENT REPORT 2018 with the subtitle – LEARNING TO REALIZE EDUCATION'S PROMISE. Expectations were high that the report would be able to come up with new proposals for a constructive transformation of education and learning to better respond to the needs of modern society, trade and industry, both in the industrial and the developing world. At the initiation of the report - in mid-2016 - the World Bank invited one of the developers of the new learning technology, Salman Khan, to present how that has been used in the Khan Academy's education programs for; "*providing free, world-class education for anyone, anywhere*", now enrolling about 100 million students in 190 countries. The presentation is now taken off the Bank website, but several similar presentations can be found at – [www.khanacademy.org](http://www.khanacademy.org) - [Conversations with Sal: Talks and presentations](#).

Despite this, WDR 2018 ignores to deal with, present and discuss any of the many excellent possibilities for education development that modern technology presents. It only picks up an old theme about learning, which two previous UNESCO International Commissions – the 'Faure Report', 1972, "Learning to be" and the 'Delors Report', 1996, "Learning: The Treasure Within" – have more comprehensively dealt with and presented proposals for how to introduce a

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new learning concept in modern education. With massive statistics, the WDR 2018 shows that learning still is dismal in our schools but fails to present any new and viable ideas of how to tackle the giant global learning problems. It suggests only, in conclusion, three vague and insignificant strategies for improving learning: *First, assess learning to make it a serious goal; Second, act on evidence to make schools work for learning; Third, align actors to make the entire system work for learning.*

**In a world desperately needing practical and viable solutions for the education problems, WDR 2018 is a massive let-down for global education development.**

This document therefore presents both the primary problems/issues of today's global education and the extraordinary possibilities/opportunities for the successful education development that WDR 2018 totally missed. It starts with a presentation of the fundamental education problems that are built into the traditional education delivery system and it ends up with presenting a new Global Learning System, which can universally and sustainably solve the global education problems.

The final proposal of this document is to establish an “**International Commission on Learning in the Digital Age**”, which in the spirit of two previous UNESCO international commissions work will present a much needed and wanted resetting, reconstruction and revitalization of global education development.

## **The basic flaws in the global education delivery system**

The traditional education system was established more than 150 years ago under the basic condition a that there must be a long summer break as both teachers and students then were engaged in farm work, and that for one hour of teaching, teachers should have one hour of preparation time. It was not until after the Second World War, with the establishment of UNESCO, that efforts were made to “modernize” the system. As an example of a “modernized” education delivery system I will use the Swedish Basic Education System, which was introduced in 1962 and then became a global model for basic education to replace the old colonial system in developing countries.

In general terms and as an average, in today's modernized traditional education delivery system, a teacher teaches classes of 25 – 30 students about 20 hours per week during about 35 weeks per year, which means totally about 700 hours per year. That has become both teachers' “teaching-capacity” and students' official contact hours with a teacher. The education content is limited to what can be accommodated during that time.

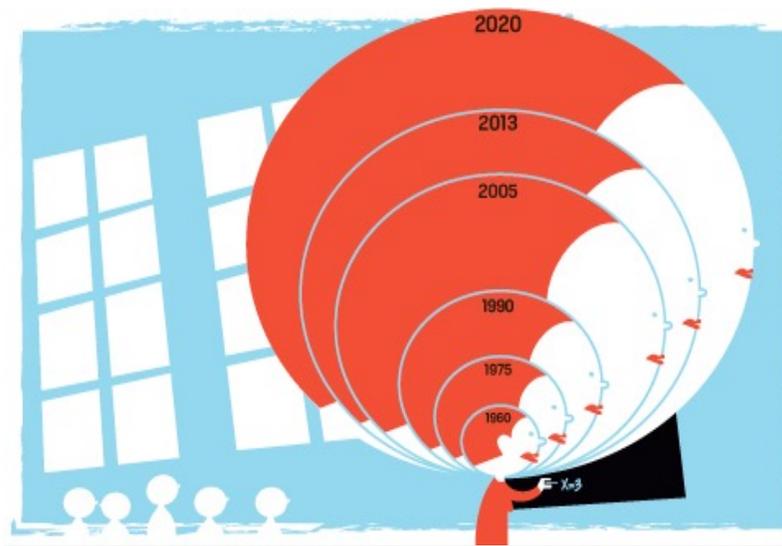
In 1960s (when I became a full-time teacher) it seemed to work out fairly well. The schools had largely homogeneous classes; teachers and textbooks were the main source of knowledge; schools were a central point in students' life; and functioned at the forefront of the technical, economic and social development. Teachers could still be masters of their subjects,

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and their work was appreciated and rewarding. There were no computers or cell phones and TV only in the evenings. There were good opportunities to get work and practice in the labor market.

But the technical-, social- and economic-development changed all that quickly, dramatically and permanently, as is shown in the picture below. (Reference to knowledge development is hardly ever presented or discussed in today's official education research or investigations - e.g. in the WDR 2018 or the about 500 research-papers it makes references to).

## Knowledge-Boom (or the Education Bubble)



**Grafics: Anna Spång, Dagens Samhälle, Sweden**

*For the past 50 years, the amount of knowledge in the world has doubled every 7 to 8 years. If the head volume of the teacher represents the amount of knowledge with 1960 as a base unit, the volume has in 2013 increased about 130 times, in 2020 increased about 260 times and in 2030 it will be about 600 times bigger.*

The knowledge-boom has made students' and teachers' situation today totally different and basically hopeless for both students and teachers. With the same teaching capacity, methods, tools and time, but with a body of knowledge to deal with about 170 times larger, the teachers' job has become practically impossible to perform at satisfactory level. However competent, well educated and well paid, a teacher can today never do the teaching job in the amount and quality needed for providing an often diversified group of 25 -30 students during 700 contact hours the individualized, high quality and comprehensive learning they need and could demand.

To increase teachers' teaching-capacity to required level, by e.g. better and more training or higher salaries has shown impossible, and schools, therefore, now deliver an education with continuously decreasing academic standard and lacking much of the content a high class, comprehensive education should contain according UNESCO investigations and proposals. Schools are no longer the main source of knowledge; students can get more and up-to-date information instantly on their iPhones, and iPads. Teachers' authority and status can be easily

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questioned and students often find schools and teachers lacking in up-to-date knowledge and experience. The school environment is increasingly perceived as boring, hostile and even dangerous.

The probably most serious problem is that students only have 700 hours/year of official support time from the schools, when the "Normal Operation Time" in the labor market is about 40 hours x 45 weeks= 1800 hours per year. This means that students can spend about 1100 hours of unsupervised "extra free time" - in addition to "ordinary" free time - in an environment packed with unproductive and misleading attractions and enticements. Students have rare opportunities for getting job practice, part-time jobs or internships. This may be the main cause of today's extensive problems – alienation, gang building, criminality, unemployment etc. that the youth, their parents and communities-at-large now often struggle with. These problems, neither parents nor schools or teachers can solve; only with an extension of the guided education time and a new learning system can this be accomplished.

The fundamental and crucial education problems, which today's official education research and development programs never deal with or even want to discuss are:

- 1) Teachers' teaching-capacity and student/teacher contact time has become utterly inadequate;
- 2) The content of basic education programs have, therefore, become inadequate and outdated in relation to the demands of modern business, trade, industry and society.
- 3) Students are mainly left without support and guidance 60% of the "Normal Operation Time".

## **The sustainable solution to the education problem.**

The teaching problems – 1) above - can today be solved by digitalizing and individualizing knowledge-learning and replace the knowledge-teaching part a teachers job with a special computer - call it an iKnow or iLearn –, which with 24/7 capacity the year around can give every student, everywhere, a personalized, high quality learning assistance by the very best teachers in every subject on all levels. This technology is today already available, developed and tested by e.g. the [Khan Academy](#) - Conversations with Sal: Talks and presentations - but the day they are requested, learning programs will be developed and provided in unprecedented quality and quantity.

The content and students' support problems – 2) and 3) above – can now be solved by restructuring, reorganizing and expanding the old education system for efficient use of time and space and providing all students, everywhere with a modern, comprehensive and fulltime basic education. This can be accomplished with the use of the recommendations of two international UNESCO Commissions - *the Faure Commission* and *the Delores Commission* – as is presented in next chapter.

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## A Model and Preliminary Design of a new Global Learning System

### Basic assumptions and criteria

In order to present a practical and concrete model, I have taken as example the Swedish “Grundskola”, which is a 9-year basic education school, and transformed it into a modern, technology-based Learning System. It is assumed that all the existing subjects, course content and curricula will be included and enhanced with all that a first-class, comprehensive basic education program should include according to UNESCO research and recommendations.

**The content of comprehensive basic education.** UNESCO’s “*International Commission on Education for the Twenty-first Century*”- the *Delores Commission* - and its report in 1996: “*Learning: The treasure within*” are used for the design of the total content and organization of the comprehensive basic education system:

*“If it is to succeed in its task, education must be organized around four fundamental types of learning, which, throughout a person’s life, will in a way be the pillars of knowledge; Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be”.*

*“Learning to Be” is designed to “enable each individual to discover, unearth and enrich his or her creative potential. This means going beyond an instrumental view of education, as a process to achieve specific aims in terms of skills, capacities, competence, etc., to one that emphasizes the development of a complete person.”*

**The system of knowledge learning.** The “*International Commission on the Development of Education*” – the *Faure Commission* - comprehensively studied “*the world of education today and tomorrow*” and found that the teaching job required can only be done by using modern technology:

*“The commission accordingly underlined the fact that despite doubts and differing orientations, and whatever the progress or saving might be obtained from changes in the traditional educational system, the very heavy demand for education can only be met if instruments derived from modern technology are put to use..”*

The technology they required was at that time not available, but today it is readily available everywhere, fully developed and tested by e.g. the [Khan Academy - Conversations with Sal: Talks and presentations](#) – with Tip: Let’s teach for mastery -- not test scores | TED Talk | 2015)

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The solution to the teaching problem is to digitalize and individualize all knowledge learning and replace the teacher with a knowledge computer – call it ”iLearn” or ”iKnow”. It can, with 24/7 capacities the year around, give every student an individual, equal and comprehensive knowledge-learning of highest quality by the best teachers.

## **The four pillars - or modules - of comprehensive basic education:** **Learning to Know, Learning to Do, Learning to Be and Learning to Live Together.**

**Learning to Know: Interactive and individual learning in Learning Centers.** At the beginning students will be psychologically tested and assessed to determine what type of learning program they best respond to and what type of assistance they need in their studies. The learning programs can be adjusted to fit the student’s learning and intelligence type. Students will be responsible for their own learning and learn individually and interactively, with the assistance of specially outfitted and programmed computers – call them iKnow or iLearn. Students’ learning is continuously assessed and continues until the student master the subject.

Students will spend half the time on individual learning and half the time on group projects in direct relation to the learning program. Knowledge learning will take place in groups of 10 students for individual learning and 20 students in group-sessions. There will be one teacher per group in all sessions. During individual learning, each student will get learning support from a student that recently has completed the same course.

The role of teachers will evolve from dispensers of information and knowledge to facilitators and enablers of learning. The teacher will be a learning specialist who can assess the student’s learning type, select suitable programs, supervise the learning assistants and monitor the learning progress. Students will be automatically assessed through the learning process.

**Learning to Do: Facilitating and preparing the transition from school to work and employment.** Students will spend one quarter of the academic year doing practical work. They should practice – and be exposed to - as many different areas of the job market as possible, in order to realize employment opportunities that can fit their personal interests and aptitudes. Students must learn to follow rules and regulations of work places as regards to time keeping, safety rules, teamwork, environmental and trade union issues and considerations, etc. The program will be adjusted to the student’s age, grade, gender and personal considerations.

Private, state, and community employers in the area will organize the “Learning to Do” activities and all of them will take place outside the Learning Center environment.

**Learning to Be: Preparation for Free Time Activities and non-knowledge-based learning.** This module deals with learning of skills, which are non-knowledge-based. Its objective is separate from employment and working life issues of the “Learning to Do” module. It incorporates all cultural (art, theater, music, song, etc.), social (clubs, hobbies, etc.), and free-time (sports, athletics, etc.) activities that are available in the community where the student lives.

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The students will be presented with, can try out and learn about all these different areas of free-time activities and then select one or several that they want to be engaged in according to their interests and aptitudes. These activities will be organized by private and public organizations within the community and located outside the Learning Center.

**Learning to Live Together: Introduction to social living and citizenship.** The UNESCO formulation “Learning to Live Together” has been in our model been shortened to SUPPORT. The students will learn and experience what it means to live in a community or society and what responsibilities they have in supporting common programs and maintain common properties. Students will learn to work together and give service and support to the common programs of the community, e.g., health, old age, retirement and education programs.

The most important support work will be as a learning assistant. A student, who recently has taken the Learning to Know module and now follows the SUPPORT module, will support another student that takes the Learning to Know module for the first time. Students will thus attend the Learning to Know course twice; first as a student, and then as a learning assistant supporting a first-time student, which will greatly contribute to both students’ learning. This part of the SUPPORT module will be organized by the Learning Centers.

The SUPPORT module program will initially enroll most of the students as learning assistants, but in higher grades students will also work and support the community’s different welfare, maintenance and development programs.

## **A new organization and yearly plan**

The education program will be restructured to fit all needs, at the same time as the effectiveness of education is greatly increased and the cost is reduced.

The four modules, Learning to Know = KNOW, Learning to Do = DO, Learning to Be = BE, and Learning to Live Together = SUPPORT will be allocated one quarter per year in time and organized as a rolling scheme during the year. Students in the same grade are divided into four groups. Every student group takes one learning module in a rotating schedule from grade to grade. Each of the nine grades of basic education will look like this:

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## LEARNING TO:

| STUDENT GROUP | YEARLY QUARTERS |         |         |         |
|---------------|-----------------|---------|---------|---------|
|               | I               | II      | III     | IV      |
| 1             | KNOW            | DO      | SUPPORT | BE      |
| 2             | BE              | KNOW    | DO      | SUPPORT |
| 3             | SUPPORT         | BE      | KNOW    | DO      |
| 4             | DO              | SUPPORT | BE      | KNOW    |

## Cost of a Global Learning System vs. Traditional Education.

A direct cost comparison between the costs of traditional schools and estimated costs of a new Global Learning System in the Swedish school system is presented in Attachment 2. This can be made in the same manner for any country or community, which has collected statistical enrollment and cost data. The cost for knowledge learning will approximately be cut in half.

## Benefits of a Global Learning System.

### The quality of education:

- 1 The students will be in charge and responsible for their learning. All learning will be individual and attuned to each student's personal background, knowledge and experience. The students will get learning support 100% of the society's "Normal Operation Time"
2. All students learn until they fully master the portion of the subject or course they are studying. No grading is needed as achievements are continuously and automatically tested and recorded.
3. The throughput in the system will be 100% and dropouts will be 0%.
4. Every school can have the same top-quality comprehensive education program, irrespective of where they are located - in a city or in the countryside, from the North to the South Pole. A remote village with 5 students can have the same top standard as an Ivory League facility.
5. The school efficiency as regards to quality, content, depth and speed of learning, and cost can be estimated to be about twenty times higher than in the traditional schools.
6. Developing countries will get a shortcut in education development and an opportunity for a speedier catch up with the more developed and industrialized countries.

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## **Teacher related issues:**

1. All the present teacher-related problems will disappear. The role of teachers will evolve from dispensers of information and knowledge to facilitators and enablers of learning. The teachers will become professional learning specialists whose tasks will be to determine the students' learning type, select suitable programs, supervise the learning assistants and generally supervise the students' development.
2. Teacher training programs completely revised and very much shortened. Ultimately, all teachers will be recruited from persons with subject knowledge, commitment and 5 – 10 years work experience.

## **Economy:**

1. Estimates show that the recurrent cost per student in the new Learning system can be halved - -50% - as compared the traditional education system. See Attachment 1.
2. New investments in buildings will not be needed. See attachment 1.

## **Financing and development aid transfer to needing countries.**

1. Viable, attractive and well-designed projects of technical nature can be presented for financing from both the private market and the development aid donors. This new type of project will bring back old and bring in new investors into the education sector.

## **UNESCO Research and New Technology can start the development of a new Global Learning System in 2018**

We have now reached a point in education development history, when we can sustainably solve one of the biggest, remaining, global, social, economic and financial problems – Education. With the use of modern technology, a new Global Learning System can be made to be ten times more effective than the traditional one at the same time as education cost can be halved. UNESCO has for the past 50 years laid the foundation for this development.

In foreword to the UNESCO document “Re-Thinking Education” (2015), the then Director-General, Irina Bokova wrote: “In the spirit of two landmark UNESCO publications, *Learning to Be: The world of education today and tomorrow* (1972), the ‘Faure Report’ and *Learning: The treasure within* (1996), the ‘Delors Report,’ I am convinced we need to think big again today about education.”

The new global education development can start immediately and I invite UNESCO - under the leadership of the newly elected Director General, Audrey Azoulay – to take the initiative to establish a third “**International Commission on Learning in the Digital Age**” to investigate and make recommendations for replacing the present traditional education system with a new Global Learning System, including proposals for “policy, legislation and advocacy”.

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In the foreword to the World Education Monitoring Report 2017/18 she wrote: "Accountability means being able to act when something is going wrong through policy, legislation and advocacy, including through ombudspersons to protect citizen's rights."

I submit this document as an "Ombudsman to protect the rights" of the 264 million children and youth, unnecessarily without education, and the billions with inadequate education.

**This will be the greatest breakthrough in education history  
and the biggest development project in human history!**

Respectfully and responsibly submitted,  
In October, 2018

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P.S. I shall be pleased to explain, justify and clarify all figures and statement in this document and assist in adjusting the figures to comply with any country's special needs and requirements.

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## Attachment 1

### **How education developed from being promoted by progressive forces to being held back by traditional and reactionary powers.**

After the Second World War a new organization, UNESCO, started to lead and coordinate global education development. With its Universal Declaration that “*education is a human right for all*”(1948) a rapid global education development started through expanding the traditional education delivery system. It was assessed and scrutinized for feasibility and efficiency and many new independent countries searched for a modernized version of the traditional school systems. In 1960, Sweden had developed a new Basic Education System, which became a kind of standard for UNESCO and later the World Bank to replace the old colonial schools in the developing world, and it will be used as a typical example of a modernized traditional education system. This education development was initially successful from an enrolment point of view, but the quality of education soon became a serious problem.

UNESCO established, therefore, the first “*International Commission on the Development of Education*” - the Faure Commission - to comprehensively study “*the world of education today and tomorrow*”. This dealt in an objective and comprehensive way with all aspects of education as a vehicle for economic and social change. It made an in-depth analysis of the development potential of the traditional education system and found that it could never be expanded and extended to provide global quality education for all. In its final report, “*Learning to be*”(1972) the Commission suggested that “*the time has come to overhaul education, that education today is facing a critical challenge and we have to think it out afresh in its entirety*”, and “*.. underlined the fact that despite doubts and differing orientations, and whatever the progress or saving might be obtained from changes in the traditional educational system, the very heavy demand for education ... can only be met if instruments derived from modern technology, with its limitless possibilities, are put to use on an adequate scale and with appropriate means.*”

This came down as a bombshell for the traditional education establishment (TEE), which saw a giant threat to its survival and heatedly rejected the Commission’s proposals as being utopian and totally unacceptable. “*Learning to be*” was, unfortunately, too far ahead of its time. The learning technology, which was required for improving education development, existed in 1972 only as a vague possibility. TEE branded UNESCO as being politicized and too liberal, why very influential countries like USA and UK, with very traditional education systems, left the institution. Because of this and lack of funds for development projects and research, during the 70s and 80s, UNESCO’s leadership and influence on global education started to slowly diminish. Since then, there has no overhaul of the traditional education delivery system, resulting in severe consequences for education development up to date.

A new actor, the World Bank (WB) with big money for education financing and research entered the scene in mid-70s and started gradually to take over UNESCO’s role as a leader of

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global education development work. Its education sector staff strongly promoted the traditional education system, despite learning technology had developed rapidly in the 80s and the UNESCO recommendations seemed to be increasingly viable for solving education problems.

One of the vital questions for the WB was what criteria for financing education projects should be applied. Attempts to determine the standard “the economic rate of return” for financing development projects turned out to be very difficult as far as quantifying the benefits of education. Therefore, for financing education development a “social rate of return” was agreed upon, which in practical terms meant that education development projects never needed to be subjected to strict economic scrutiny or being financially accountable, but financed out of a social necessity. This is still in effect and one of the reasons why education development today is lagging far behind other sectors of the economy in development.

Instead of using economic criteria for development, the education sector now uses a system of international comparative testing to determine the “quality of education” – PISA, TIMSS, etc. Countries take the same test and are graded in relative terms according to the results, which never reveals the absolute and fundamental problems of education. Therefore, for the past 20 years, all global education research and development work has ignored the two fundamental and critical education problems, previously presented, and used comparative testing to justify the continuance of an obsolete and inefficient education delivery system.

In 1990, The World Bank hosted and paid for the first World Education Conference in Jomtien, Thailand, where new goals and strategies for global education development were established to year 2000 and the Conference declared that the “World had decided” that the traditional education system should be continued. The World Bank promised billions of dollars in support and was, together with TEE, firmly established as leaders of global education.

The progressive portion of UNESCO was not satisfied with the outcome of the Jomtien Conference, which had totally ignored the recommendations from “*Learning to be*”. In order to search for new and progressive solutions to the education development problems UNESCO established a second “*International Commission on Education for the Twenty-first Century*” - the *Delores Commission*. The ‘Delores Report’ in 1996: “*Learning: The treasure within*” could have greatly contributed to the efforts of modernizing and restructuring the education system. It offered good and workable approaches and new strategies for education development and introduced new, practical and important elements for the design of comprehensive education programs. It suggested an expansion of the learning process to encompass the four “pillars” or modules of a comprehensive basic education program: “Learning to know”, “Learning to do”, “Learning to be”, and “Learning to Live Together” and to “*enable each individual to discover, unearth and enrich his or her creative potential,.. to one that emphasizes the development of a complete person.*” The TEE managed to marginalize, ignore and disregard even this Commission’s excellent work and proposals.

This was the end of the progressive period of global education development. The two UNESCO Commissions are the only ones that have studied the possibilities of a progressive

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education development. It is symptomatic for the decline of education that they are never cited or referred to in today's education research outside UNESCO.

Despite the fact that the Jomtien goals were not reached according to evaluations and the state of education had worsened, the TEE organized a second World Education Conference in Dakar, Senegal and agreed upon new goals and strategies for education development up to 2015, still with no other alternative than using the traditional education system intact.

It became rapidly evident that the Dakar proposals and strategies would not be able to achieve their intended goals. The World Bank tried to find new solutions to the education problem and made an extensive global education review in 2009 – 2010. The results and findings were presented in the World Bank Education Sector Strategy 2020, "Learning for All." In order to show a new initiative, it took up an old UNESCO theme and suggested a major strategic shift from promoting Education for All to Learning for All. This strategic shift was, in principle, well motivated, but not accompanied by any proposals for changes or adjustments to the traditional education system and it has, therefore not had any positive impact on education development.

All concerned UN organizations and all world governments took part in a thorough global review of the state of education in 2012 - 2014 and UNESCO presented their findings in The 2015 EFA Global Monitoring Report (GMR). The Report states that the Dakar and UN Millennium goals for education development are "*far from reached*" and education is still in serious crises. The GMR report included recommendations for continued education development without any substantive changes in the traditional education delivery system.

The GMR recommendations were forwarded to a third World Education Forum in Incheon, Korea, (May, 2015), which set new goals and strategies for education development up to 2030. The "Incheon Declaration" presents and calls for "*a new vision for education, with bold and innovative actions*" but it does not present proposals or recommendations for changing the traditional education delivery system. On the contrary, all calculations of the "*increased financing need to reach the ambitious goals by 2030*" are based on a continued use of an outdated and inefficient education delivery system.

A sparkle in the education darkness, presenting a new and extraordinary education development possibility was the "International Conference on ICT AND POST-2015 EDUCATION" (May, 2015) organized by the People's Republic of China in Qingdao. It was follow-on from "Incheon", with many of the same participants, and it showed that "*Technology offers unprecedented opportunities to reduce the long-existing learning divide*". "The Qingdao Declaration" presented a modern variation of what UNESCO's "*Learning to be*" outlined in 1972, but its suggestions and recommendations could not be accommodated within the framework of the limited traditional system and have been ignored by the TEE.

After these world conferences, the "The International Commission on Financing Global Education Opportunity" was set up to reinvigorate the case for investing in traditional education. This, the most prominent Commission in education history ([www.educationcommission.org](http://www.educationcommission.org))

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delivered its final report “The Learning Generation” to the UN Secretary-General on the 18<sup>th</sup> of September 2016. The Report states that “*education systems must develop new and creative approaches to achieving results..*”, but gives no indications of any significant change to the present education delivery system. The Commission misses completely - and in an irresponsible way - the point that the lack of financing for education is because of the grossly ineffective and obsolete education delivery system used and that efficient learning systems built on modern technology like e.g. the Kahn Academy has no problems to attract investors and financiers.

At this point in time the **World Development Report 2018** was presented as commented on at the beginning of this paper. The only merit with the report is that it possibly triggered the beginning of a new era for global education with the development of the global learning system.

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## Attachment 2

### Cost of a Global Learning System vs. Traditional Education.

For this comparison, statistics from the Swedish Basic Education “Grundskolan” is chosen. The cost comparison can be made in the same manner for any country or community and the actual figures can easily be substituted and adjusted for appropriate estimates.

As a rough estimate, Sweden has a population of about 10 000 000 people and the Swedish Basic Education has 9 grades, with about 1 000 000 students and about 90 000 teachers. The number of students in basic education is 10% of the population and the number of students per teacher is then about 10:1. There is an average of 25 students per class.

### Comparison of education resources and capacities in a Swedish community with a population of 10,000 people

Total number of students in 9 grades of Traditional Education (10%) = 1000  
 Total number in the new Global Learning System (the same) = 1000  
 No. of students in the KNOW module at the Learning Centers =  $1000/4 = 250$

Traditional Education has 25 students per classroom and 1 teacher per 10 students. The Learning Centers have 10 students per media room and 20 students per group room with one teacher in each.

#### Facilities and teachers required:

|   | <u>Traditional Education</u> | <u>Learning Centers</u> |
|---|------------------------------|-------------------------|
| Classroom needs                                     | $1000/25 = 40$               |                         |
| Media room needs                                    |                              | $250/10/2 = 13$         |
| Group room needs                                    |                              | $250/20/2 = 7$          |
| Old type of teachers needed                         | $1000/10 = 100$              |                         |
| New type of teacher needs (+20% for vacation, etc.) |                              | $(13+7)*1.20 = 24$      |

The total cost for traditional education is about US\$ 10,000 per student and the cost distribution is approximately as follows:

|  |       |
|--|-------|
| Teacher salaries and expenditure                                       | = 50% |
| Buildings, inventories   | = 20% |
| Student learning, Library  | = 5%  |
| Administration, incl. student meals, welfare, transportation and misc. | = 25% |

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This distribution is made for the Swedish school system and figures may vary in other education systems. The cost for students' welfare and meals will be reduced as to about half as there are only in the Learning Centers about half of the time. The cost for learning materials is calculated under the assumption that each student will have access to a new learning computer and that interactive learning programs will be produced and distributed in all knowledge-based subjects. The computer equipment cost is estimated at a high total of \$1000 per unit, including standard software. Today the cost of a appropriate "super-computer" for schools is about \$300; ultimately expected to decrease to \$100 in global mass production.

## **Cost comparison between a Traditional Education system and a new Global Learning System for a community with a population of 10,000 people.**

The basic cost per student and year at present is set to US\$ 10,000. The Global Learning System cost is US\$ 4,900 as shown in Figure 3.

| <u>COST CATEGORY</u>  | <u>Traditional Education System</u> | <u>New Learning System</u>            |
|---|-------------------------------------|---------------------------------------|
| Teacher costs 50%   | \$ 5,000                            | $\$5,000/100*24 = \$1,200$            |
| Administration+ Misc. +<br>Students' meals + School<br>Transportation+  |                                     |                                       |
| Welfare, etc., 25%  | \$ 2,500                            | $50\% \text{ of } \$ 2,500 = \$1,250$ |
| Buildings and Inventory, 20%  | \$ 2,000                            | $20/40*2000 = \$1,250$                |
| Library 5%  | \$ 500                              | Estimated @ = \$1,000                 |
| Learning computers for<br>Learning Centers replaced<br>every year + extra media<br>equipment and basic software |                                     | $20*10*\$1000/1000 = \$ 200$          |
| <b>Cost per student and year</b>  | <b>\$ 10,000</b>                    | <b>\$ 4,900</b>                       |

These approximate cost estimates will vary very much from country to country and from continent to continent. In general, they indicate that a new media- based Global Learning System can reduce the recurrent cost of basic education considerably. The cost per student for computer equipment is negligible in comparison with other costs, despite the fact that we have made a high estimate of equipment cost. The cost for teacher training will be dramatically reduced.