



COMMONWEALTH of LEARNING

Commonwealth of Learning

Board Retreat

15-16 June 2005

Commonwealth of Learning

1. Format of the Retreat
2. Planning milestones
3. The context of planning

15-16 June 2005

Commonwealth of Learning

*The Commonwealth of Learning:
Past, Present and Future*

15-16 June 2005

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1. Format of the Retreat

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2. Planning milestones

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3-YEAR PLANNING CYCLES

Conference of Commonwealth Education Ministers

Halifax 2000 >>>> 2000-2003 Plan

Edinburgh 2003 >> 2003-2006 Plan

Cape Town 2006 > 2006-2009 Plan

PREPARING THE 2006-09 PLAN

Role of the Board

- | | |
|----------------|-----------------------------|
| 2005 June: | Discussion at retreat |
| 2006 January: | First draft of 2006-09 Plan |
| 2006 June: | Board Approval |
| 2006 December: | Presentation to CCEM |

PREPARING THE 2006-09 PLAN

Internal Process

2004 July: Planning Committee set up

PREPARING THE 2006-09 PLAN

Internal Process

2004 July: Planning Committee set up

2004/05: Expert regional scans

PREPARING THE 2006-09 PLAN

Internal Process

- 2004 July: Planning Committee set up
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- 2004/05: 13 consultations (so far)

PREPARING THE 2006-09 PLAN

Internal Process

- 2004 July: Planning Committee set up
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- 2004/05: Views of Commonwealth leaders

PREPARING THE 2006-09 PLAN

Internal Process

- 2004 July: Planning Committee set up
- 2004/05: Expert regional scans
- 2004/05: 13 consultations (so far)
- 2004/05: Views of Commonwealth leaders
- 2005 June: This Retreat

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*The Commonwealth of Learning:
Past, Present and Future*

15-16 June 2005



COMMONWEALTH of LEARNING

Why?

What?

Which?

Where?

How?

Who?



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Why?

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Why?

- Move courses instead of students
- Technology for teaching/learning

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Why?

- Give people fish

or

- Teach them to fish



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Recognising knowledge as key to cultural, social and economic development, The Commonwealth of Learning is committed to assisting Commonwealth member governments to take full advantage of open, distance and technology-mediated learning strategies to provide increased and equitable access to education and training for all their citizens.

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Why?

“All indications are that COL’s mission is more relevant than ever”

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Why?

“The policy soil in developing countries is more fertile than ever for COL’s work”



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What?

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What does COL do?

- Outputs?
- Sectors?
- Modes of operation?



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Capacity Building in Open and Distance Learning



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The outputs:

- Policy
- Systems
- Applications



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Open and Distance Learning for Development



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The outputs:

- Policy
- Systems
- Applications

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What does COL do?

Which sectors?



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The Purpose:
Learning for Development
(Millennium Development
Goals)



Millennium Development Goals

- Poverty and hunger
- Primary education
- Gender equality
- Health
- Environment
- Partnership

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What does COL do?

Which sectors?

- Poverty eradication, agriculture, environment and health
- Education, gender and literacy
- Democracy, good governance and civil society.



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How?

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How does COL operate?

1. Situational analysis
2. Getting people together
3. Initiating programmes
4. Operation and implementation
5. Outcomes
6. Recognition of achievement
7. Evaluation and Reflection

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COL's Qualities

- Concrete action

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- Concrete action
- Small: free of hierarchy

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COL's Qualities

- Concrete action
- Small: free of hierarchy
- RBM: smart operations

The Commonwealth of Learning

COL's Qualities

- Concrete action
- Small: free of hierarchy
- RBM: smart operations
- Competence/experience of staff

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COL's Qualities

- Span of contacts

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COL's Qualities

- Span of contacts
- No HQ vs. Field split

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COL's Qualities

- Span of contacts
- No HQ vs. Field split
- Development with a human face
- Hearing the voice of the poor

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COL's Qualities

- Networks of allies

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COL's Qualities

- Networks of allies
- Credible expertise

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COL's qualities: consequences

- Work directly for results
- National/Commonwealth impact
- Connected to grassroots
- South-south cooperation
- Self-replicating innovations

PREPARING THE 2006-09 PLAN

Ways of working

PREPARING THE 2006-09 PLAN

Ways of working

- Partnerships and alliances

PREPARING THE 2006-09 PLAN

Ways of working

- Partnerships and alliances
- Sharing knowledge

PREPARING THE 2006-09 PLAN

Ways of working

- Partnerships and alliances
- Sharing knowledge
- Equipping and training organisations

PREPARING THE 2006-09 PLAN

Ways of working

- Partnerships and alliances
- Sharing knowledge
- Equipping and training organisations
- Guiding and nurturing

PREPARING THE 2006-09 PLAN

Ways of working

- Partnerships and alliances
- Sharing knowledge
- Equipping and training organisations
- Guiding and nurturing
- Evaluating and learning lessons



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Where?

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Where?

- Remain “contribution blind” ???

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- 27 Commonwealth states contribute
(June 2003 to June 2005)

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- 27 Commonwealth states contribute
(June 2003 to June 2005)
- New contributions coming:
(Fiji, Kiribas, Vanuatu)
- Renewed contributions coming:
(Bangladesh (1996); Pakistan (1995); Ghana (2002))



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Who?

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Who?

- Who funds COL?
- With whom does COL work?
- Who works for COL?

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Who?

- Who funds COL?

Extrabudgetary funds

Three trends:

- More focused COL programme

Extrabudgetary funds

Three trends:

- More focused COL programme
- Accessing agency funds difficult

Extrabudgetary funds

Three trends:

- More focused COL programme
- Accessing agency funds difficult
- Consulting firms

Extrabudgetary funds

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MAY CREATE CONFLICTS OF INTEREST

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Who?

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Who?

- Who funds COL?
- With whom does COL work?
- Who works for COL?

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Who?

“Amongst the many pleasures of my job, the greatest is working with such an intelligent, dedicated and productive group of colleagues”

SUMMARY OF QUESTIONS

1. What should COL do?

Are you content that we should continue to identify policies, systems and applications as key outputs?

SUMMARY OF QUESTIONS

- 2. Which sectors should COL focus on?
Are you satisfied with the notion of learning for development in the framework of the Millennium Development Goals?
What about the balance of our work between the various goals?*

SUMMARY OF QUESTIONS

3. How do you want COL to operate?

I have talked about the types of activities that we conduct; about COL's special qualities and about our ways of working.

Does all this make sense?

SUMMARY OF QUESTIONS

4. *Where COL should work?*

*Should we continue to be
contribution blind in deciding
where to work?*

SUMMARY OF QUESTIONS

*5. How do you, as the Board, propose that we address the unsatisfactory situation of unfulfilled pledges?
Are there better ways of raising extrabudgetary funds?*

SUMMARY OF QUESTIONS

6. Partnerships with other intergovernmental agencies: your advice please.

THE FINAL QUESTION

What can we do together;
Board, President and staff,
to increase further COL's
impact for good?



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THANK YOU