31st Induction Programme for Diplomats
Promoting Learning for Development
September 4, 2014

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Learning for Development

- Development: as freedom
- Freedom: ‘to be and to do’
Capability approach: A. Sen

- From outputs to outcomes
- From capacity to capability
- From skills or ‘functionings’ to the ability of exercise freedom
Learning develops Capability for

- Personal autonomy/independence of thought
- Livelihoods
- Social relations/identity

Walker, 2006
Education for All (The Dakar Goals)

Peace
Democracy
Equality
Good governance
COL Impact Statement

A substantial and equitable increase in the number of Commonwealth citizens acquiring the knowledge and skills for leading productive and healthy lives, through formal and non-formal ODL opportunities.
COL Priorities

- Girls and Women’s Education
- Open Educational Resources
- Skills Development
COL Programme

Education
- Open schooling
- Teacher Education
- Higher Education
- VUSSC

Livelihoods & Health
- TVSD
- Learning for Farmers
- Healthy Communities

Gender
eLearning
- models
- policy
- capacity
- materials

partnerships

Mr. Vis Naidoo
Open Schooling

- responds to the increasing demand for secondary education at scale and at lower costs.
- can complement the conventional school system and use ICT to scale up education.
Open Schooling is.....

**A feasible solution:**
61 million primary school age and 71 million lower secondary school age were out of school in 2010 (UIS, 2012)

**Cost - Efficient** in India & Namibia
Conventional: NIOS = 6:1
Conventional: NAMCOL= 5:1
(Koul & Rumble, 2007)

**An Equalizer** for educational opportunities:

I left school in year 5 when I got married at the age of 12. I am now 22 and have 3 children. I want to get back to school so that I can help my children with their schoolwork.
Teacher Education

Global Demand for Teachers: 1.7 million

- strengthening teacher education through the use of technology and distance learning.
- 350,000 teachers and teacher educators trained in 24 countries.
- reaching teachers in marginalised groups including nomadic communities
Constructivist pedagogy:
800 nomadic teachers in Nigeria

ORELT adaptation and utilisation:
1000 teachers in Kenya, Uganda, Ghana, Gambia, Nigeria, Sierra Leone trained

TESSA OER in use in 19 programmes
(including B Ed, Diploma, Certificate and unaccredited CPD programmes) 303,300 teachers enrolled in Sub Saharan Africa

690 teacher educators capacity built in TESSA OER
Higher Education

- Contributing to human resource development
- Improving the quality of higher education
- Increasing access

Dr. Godson Gatsha
Institutions in 11 countries offer CEMBA/CEMPA programme
QA implemented in 14 institutions in 5 countries
Legislative Drafting course materials converted into OER and freely available
VUSSC Member States
Some of the Institutions that participate in VUSSC

- National University of Samoa
- National University of Lesotho
- Botswana College of Distance and Open Learning (BOCODOL)
- University of Swaziland
- Maldives College of Higher Education Fondazzjoni Temi Zammit, Malta
- University of Papua New Guinea
- Antigua State College
- Dominica State College
- University of Belize
- Clarence Fitzroy Bryant College, St. Kitts & Nevis
- College of The Bahamas
- University of Seychelles
- Namibian Open Learning Network
- Sir Arthur Lewis Community College, St. Lucia
- St. Vincent and the Grenadines Community College
- St. Vincent and the Grenadines Teachers College
- University of Cyprus
- Polytechnic of Namibia
- University of Mauritius
- Seychelles Agricultural Agency
- Samuel Jackman Prescod Polytechnic, Barbados
- Seychelles Maritime Training Centre
- Vanuatu Institute of Technology
- Caribbean Maritime Institute
- Lesotho College of Education
- Maldives National University
- Tonga Institute of Higher Education
- Open University of Mauritius

VUSSC reaches more than 21,000 educators and learners in Small Countries

First graduate after following a full-time Diploma in Agriculture in Samoa
Technical & Vocational Skills Development

Outcomes

TVET Institutions

TVET Teachers

TVET Students

Impact – 150% increase in income
Concrete Results in Nauru:
Lifelong Learning for Farmers (L3F)

- Link them with banks for credit
- Mobilize and Organize farmers
- Facilitate them to develop and profit from enterprises
- Support learning through mobile phones and radio
Increased Food Security among 5000 women Lifelong Learners in Kenya and Uganda

Every $1 invested in learning, facilitation and networking resulted in $ 9 worth of income and assets among 11,000 households in India
Community learning programmes

local participatory low-cost

Healthy Communities
Phukusi la Moyo (Bag of life)  
Mchinji District, Malawi

200 groups with more than 6000 members, mostly pregnant women and new mothers, learning and sharing through community radio leading to better health seeking behaviour.
eLearning

- Support educational transformation through the use of information & communication technologies (ICT) and open educational resources (OER)
  - Access | Quality | New Pedagogies

FACE-TO-FACE TEACHING

ICT IN SUPPORT OF FACE-TO-FACE TEACHING

BLENDED LEARNING (FACE-TO-FACE + ONLINE)

FULLY ONLINE DISTANCE LEARNING
Open Textbooks

http://www.caribbeanoer.org
Directory of Open Educational Resource (DOER)

- Open Educational Resources directory service
- Only full courses catalogued
- A service provided by COL
MOOC for Development (M4D)

- Designed and offered by COL and IIT-Kanpur
- Delivery compatible with mobiles
- Experts from different countries for online mentoring
- 2286 sign ups from 116 countries
- 23% of learners certified

Photo source: http://www.m4dev.org/m4d.pdf
Gender

Outcome

More partners adopt gender-inclusive approaches and strategies to promote gender quality.
Gender: cross cutting

“More women in power”

Leymah Gwobee
2011
CLASSROOM WITHOUT WALLS
More than 12,000 women in rural remote villages in India are using Aptus for financial literacy and financial transaction with cooperative bank.
COL’s two-fold agenda

- Accelerating progress towards achieving MDGs
- Positioning COL for a post-MDG world
Minimum intervention, maximum impact approach

- Replicable Models, eg L3F
- Partnerships, eg VUSSC
- Human capital development, eg Higher Education
Harnessing technology

- Appropriate technologies eg mobiles, CR
- ‘domesticating’ technologies eg localisation
- Innovations eg Classroom Without Walls
Regional focus

- Africa
- South Asia
- Small States
COL’s strengths

- Expertise in Learning for Development
- Responsiveness
- Flexibility
- Network of Partners
- Bridge between the IADGs and Country priorities
COL’s challenges

- Threshold level of operations
- Coordination between ministries of education, health, agriculture
- Balance between stakeholder expectations
Post-2015 targets (UN High Level Panel)

- End poverty
- Empower girls and women
- Provide quality education and lifelong learning
- Ensure healthy lives
- Ensure food security and good nutrition
- Create jobs, sustainable livelihoods & equitable growth
Equitable, Quality Education & Lifelong Learning for All by 2030
UNESCO: post-2015 education agenda

- Basic Education (incl ECCE & lower secondary)
- Post-basic (incl upper sec & tertiary)
- Quality and relevant teaching learning
- Youth & adult literacy
- Skills for life and work
Post 2015 development framework for Education

- **Access**: every child completes 9 years of basic education & has access to secondary education
- **Quality**: post-basic education for livelihoods and employment
- **Equity**: class, gender, special needs, location, age
Strategic Plan 2015-2021
learning for sustainable development

EDUCATION & TRAINING

Environmental sustainability

SKILLS

ECONOMIC GROWTH

GENDER EQUALITY

Social Inclusion
THANK YOU