Quality education for all Commonwealth citizens
Increased access to affordable primary, secondary and tertiary education, especially for girls, women and the marginalised

Human resource development in the Commonwealth
Sustainable and replicable learning systems in place for farming, health and skills development in the formal and informal sectors

Harnessing open and distance learning (ODL) and technologies to achieve development goals
Improved capacity of governments and civil society to provide quality learning for achieving Millennium Development Goals and Education for All goals

EDUCATION

Higher education institutions in 10 countries provide increased access to ODL
4 additional countries establish new open schools to expand access to ODL
10 existing open schools substantially increase enrolment and performance
At least 4 additional institutions – from each region of the Commonwealth
60,000 users of community ODL
15 new quality TVSD courses are in use, and are being widely adopted
10 institutions increase their use of ICTs to deliver programmes to girls and women
10,000 girls and women
2,000 teachers and teacher educators are trained on various aspects of ODL, particularly for the informal sector
At least 6 governments
10 institutions in 3 Commonwealth regions develop and implement eLearning and OER programmes
At least 6 governments adopt OER policies
2,500 teachers and trainers use eLearning effectively (including OER and mLearning)
10,000 learners across sectors (including civil society) effectively use eLearning (including OER and mLearning)

CROSS-CUTTING

Technical and Vocational Skills Development (TVSD)
10 institutions implement flexible and blended TVSD policies and strategies
20 institutions or organisations in 15 countries across all Commonwealth regions start or strengthen flexible and blended learning and substantially increase their learner enrolments, particularly for the informal sector
15 new quality TVSD courses are in use, and are available as OER
New technology-enhanced quality TVSD course components are in use in 20 institutions

LIVELIHOODS & HEALTH

Lifelong Learning for Farmers (L3F)
50% increase in the empowerment of participants in 5 countries of 3 Commonwealth regions
20% increase in the income of participants identified by social groups and gender in 5 countries of 3 Commonwealth regions
Social rate of return achieved of 1:1 to 3:1 among 20,000 participants, disaggregated by social groups and gender, in 5 countries of 3 Commonwealth regions
L3F, as a sustainable system, is replicated by secondary stakeholders with enhanced investment in 8 countries of all Commonwealth regions
At least 50% of the participants are women

HEALTHY COMMUNITIES

Healthy Communities
30 new or significantly enhanced relevant and gender-sensitive community ODL programmes are delivered in resource-poor communities in at least 16 countries in 3 Commonwealth regions
There are 60,000 users of community ODL programmes in two key social groups (60% women and 40% youth)
Learning achievements and positive changes in health-seeking behaviour are evident

INITIATIVES | OUTCOMES | IMPACT
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Open Schooling | More learners, particularly girls, have access to quality learning opportunities at the secondary level through the introduction and expansion of open schooling. | 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
Teacher Education | More teacher education and training institutions use ODL methodologies to provide quality training and continuing professional development of larger numbers of teachers. | More teacher education and training institutions use ODL methodologies to provide quality training and continuing professional development of larger numbers of teachers.
Higher Education | Higher education institutions have ODL policies, systems and materials in place to provide quality education to increased numbers of people, particularly women and marginalised communities. | Higher education institutions have ODL policies, systems and materials in place to provide quality education to increased numbers of people, particularly women and marginalised communities.
Virtual University for Small States of the Commonwealth (VUSSC) | More VUSSC partner institutions collaboratively develop and deliver relevant courses through the use of appropriate ODL methodologies, including eLearning strategies, as per the Transnational Qualifications Framework (TQF). | More VUSSC partner institutions collaboratively develop and deliver relevant courses through the use of appropriate ODL methodologies, including eLearning strategies, as per the Transnational Qualifications Framework (TQF).
eLearning | More governments, institutions and civil society organisations use eLearning and open educational resources (OER) for teaching and training in formal and non-formal environments. | More governments, institutions and civil society organisations use eLearning and open educational resources (OER) for teaching and training in formal and non-formal environments.
Gender | More partners adopt gender-inclusive approaches and strategies to promote gender equality. | More partners adopt gender-inclusive approaches and strategies to promote gender equality.
Technical and Vocational Skills Development | Organisations and institutions increase equitable access to quality technical and vocational skills development through flexible and blended approaches, particularly for the informal sector. | Organisations and institutions increase equitable access to quality technical and vocational skills development through flexible and blended approaches, particularly for the informal sector.
Lifelong Learning for Farmers | Marginalised communities in agriculture negotiate and access development resources in a sustainable manner through the use of gender-sensitive ODL and as a result of partnerships between government, civil society and the private sector. | Marginalised communities in agriculture negotiate and access development resources in a sustainable manner through the use of gender-sensitive ODL and as a result of partnerships between government, civil society and the private sector.
Healthy Communities | More and better learning opportunities about community health and development are in use, particularly by women and youth in resource-poor communities. | More and better learning opportunities about community health and development are in use, particularly by women and youth in resource-poor communities.

IMPEDIMENTA

Baseline data from results of Three-Year Plan 2009–2012 and other sources.