



COMMONWEALTH *of* LEARNING



COL in the Commonwealth

2018–2020 HIGHLIGHTS

INDIA

LEARNING FOR SUSTAINABLE DEVELOPMENT

TARGETS 2021



Improved sustainable livelihoods
300,000 PEOPLE



470
ORGANISATIONS
Improved organisational
capacity to leverage ODL

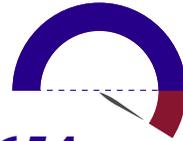


1.4 million
PEOPLE
Increased and equitable
access to, and use of, quality
learning opportunities

ACHIEVED BY 2020



257,484 people



Target
EXCEEDED

654 organisations



880,039 people



Introduction

Since its creation some 30 years ago, the Commonwealth of Learning (COL) has become a true catalyst for positive change for a third of the world's population. Our vision of “learning for sustainable development” means that learning must lead to social inclusion, economic growth and environmental conservation. This aligns COL's work with Sustainable Development Goal 4 (SDG4), which aims to “ensure inclusive and equitable quality education and promote learning opportunities for all.”

COL harnesses the potential of open, distance and technology-enabled learning to help Member States accelerate progress towards achieving development outcomes.



To achieve outcomes and impact, COL has led six paradigm shifts:

- If the child cannot go to school, the school comes to the child.
- Technology-enabled learning can break open the ivory towers of tertiary education.
- Open educational resources (OER) are the answer to closed and costly textbooks.
- The digital divide can be transformed into a digital dividend.
- Literacy is not always a precondition for learning.
- The social capital of the mother is the most important determinant in bringing girls to school.

What are COL's key success factors? COL aligns its work with global priorities and ensures that it stays relevant to Member States' needs and priorities. COL is relevant, responsive and results oriented. The 2018–2020 Country Highlights summarise COL's progress towards achieving SDG4.

Professor Asha S. Kanwar
President and Chief Executive Officer
Commonwealth of Learning



Highlights

Working in two sectors, Education and Skills, with Gender as a crosscutting theme, COL uses pioneering models and approaches to achieve impact.

- COL has developed an innovative employability framework to strengthen and evaluate the impact of higher education institutions on graduates' employability, with a focus on industry and labour-market engagement.
- GIRLS Inspire has reached close to 81,000 girls and young women in remote and unreached communities, providing schooling and skilling them for livelihoods.
- The Lifelong Learning for Farmers (L3F) model is being upscaled in partnership with national banks, moving from the meso to the macro level.
- The Commonwealth Digital Education Leadership Training in Action (C-DELTA) programme is now being implemented across the Commonwealth.
- Ambitious projects to improve gender equality in two Commonwealth regions have been launched. These holistic models are based on community mobilisation and address areas such as capacity building in education, gender-based violence, health, empowerment, economic opportunities, and policy.
- Blockchain technology, built according to open standards, was used to issue certificates for massive open online courses (MOOCs) in different disciplines.
- COL has developed a comprehensive solution for data resilience in education for small states facing climate-related disasters.
- The ninth Pan-Commonwealth Forum (PCF9), held in Edinburgh, brought together close to 550 thought leaders, policy makers and practitioners to share best practices and harness innovation for change, with a view to providing employability skills to young people, offering a quality education to all regardless of circumstances, and identifying practical ways for technology to speed up our progress.



INDIA

COL works with partners in India to expand access to quality education and lifelong learning for all. Professor Datuk Dr Asma Ismail, President, Academy of Sciences, Malaysia, and Chairperson, Malaysian Qualifications Agency, represents Asia on COL's Board of Governors, and Mr Amit Khare, Secretary, Department of Higher Education, Ministry of Human Resource Development, represents the Indian government on the Board.

Mr Madan Mohan, ADG, Department of Higher Education, Ministry of Human Resource Development (MHRD), is COL's Focal Point for India. Professor T.V. Prabhakar, Department of Computer Science, Indian Institute of Technology Kanpur, serves as a COL Chair.

COL's current work in India is in a variety of areas — from girls' and women's education and training, to open and innovative schooling, to higher education, to technology-enabled learning, and technical and vocational skills development. India is home to COL's only regional office: the Commonwealth Educational Media Centre for Asia. Learners from India have benefited from open online courses and other COL resources.

The following are the highlights from 2018 to 2020.



Programmes

HIGHER EDUCATION

The Higher Education initiative works with ministries and higher education institutions to increase equitable access to tertiary education, and to address the needs of industry and national development through the use of policies, systems, models and gender-responsive learning resources.

A high-level roundtable for vice chancellors (VCs) and heads of ODL was held in Kuala Lumpur, Malaysia in May 2018. Thirty-one VCs and representatives from 19 countries participated, including nine from India. The meeting was co-hosted by Asia eUniversity.

In April 2019, in partnership with CEMCA, Indira Gandhi National Open University (IGNOU) and MHRD, COL organised a roundtable for VCs of African and Asian universities in New Delhi to discuss models for the 21st century.

VIRTUAL UNIVERSITY FOR SMALL STATES OF THE COMMONWEALTH (VUSSC)

Initiated by ministers of education of developing small states of the Commonwealth, VUSSC supports the collaborative development and sharing of OER to promote learning for sustainable development.

As part of a tripartite Commonwealth initiative with the Commonwealth Secretariat and the University of the West Indies Open Campus, VUSSC has repurposed and made available online certificate, diploma and undergraduate degree programmes in Youth Work Development to universities that are members of the Commonwealth Higher Education Consortium for Youth Work. Rajiv Gandhi National Institute of Youth Development is a member of the consortium. COL's Education Specialist: VUSSC facilitated sessions on institutional readiness and the Transnational Qualifications Framework at a technical workshop hosted by the partners in London, UK in June 2018.

GIRLS INSPIRE

GIRLS Inspire is a COL initiative funded by the Government of Canada through Global Affairs Canada and Australia's Department of Foreign Affairs and Trade, with the aims of ending the cycle of child, early and forced marriage and addressing the barriers that prevent women's and girls' economic participation.

In India, COL is working with the Mann Deshi Foundation (MDF), which has reached close to 9,000 women and girls. Programme beneficiaries have been trained in life skills. Through its digital literacy program, MDF has trained women and girls in accessing online information and using online payment methods. Another focus area has been education about cleanliness of the environment in and around houses.

As well, close to 500 men and boys have been registered in MDF's gender equality training. MDF has also developed learning resources that were converted into video format. Gender equality workshops are arranged for boys and men within communities and cover various topics, including health, nutrition, inequality between men and women, education and employment opportunities.

MDF representatives serve on the core committee of the Women Entrepreneur’s Platform (WEP). Formed by NITI Aayog (a think tank of the Government of India), it consists of government bodies, organisations working in women’s empowerment and other policy and advocacy organisations. Through this platform, they will be able to publicise the project at the national level.

As per its exit strategy, MDF is screening change agents from their core alumni; eventually, they anticipate these change agents becoming advocates for uplifting young girls and women in their communities. If they succeed in building a community support structure, the work they’re doing through the project will automatically happen within the community.

OPEN AND INNOVATIVE SCHOOLING (OIS)

OIS increases access to secondary education, especially for out-of-school youths. COL’s approach focuses on the training of teachers in eLearning and the use of OER, improving the management of open schools, and supporting the use of appropriate technologies in teaching and learning.

Peer-to-peer (P2P) quality review between regional open schools is an important part of COL’s open schooling mandate. COL initiated P2P activities to support the development of common criteria for reviewing quality at the National Institute of Open Schooling (NIOS) in India and Bangladesh Open University’s (BOU’s) Open School. Following an agreement between the two institutions to conduct quality assurance audits based on an inter-institutional audit framework, the NIOS team visited BOU in August 2018 and reviewed the quality assurance process of the BOU Open School using the common criteria developed jointly with the BOU team. Reciprocally, the BOU team visited NIOS in February–March 2019, reviewed the quality of NIOS’s open schooling process and validated the self-assessment report prepared by the NIOS team.

In January–May 2018, COL hosted Mrs Anshul Kharbanda, NIOS Academic Officer, for an internship. Mrs Kharbanda had an opportunity to visit Open School BC, the South Island Distance Education School, the North Vancouver Distributed Learning School and the Vancouver Learning Network.

As well, with support from COL, a workshop was organised in May 2018 on *Gender Mainstreaming and Development of Gender Policy*. The objective was to develop a comprehensive gender policy for BOU's Open School. NIOS provided three facilitators.

LIFELONG LEARNING FOR FARMERS (L3F)

L3F aims to establish ICT/ODL-based systems for continuous learning among marginalised farming communities, particularly women, leading to sustainable livelihoods and empowerment. The model embodies a holistic approach to human resource development that integrates social capital, financial capital and human capital to implement a self-sustaining and self-replicating development process.

L3F initiatives in Tamil Nadu by COL's partners — Vidiyal, Reddiyarchatram Seed Growers Association and Arul Anandar College — have been focusing on strengthening the results achieved over the last three years. The main thrust was upscaling the initiative both horizontally and vertically with the support of other stakeholders, such as NGOs, banks and farmer training centres. The initiative also focused on lobbying academic institutions to adopt L3F and mainstream it into their academic curricula. The project expanded its geographic reach to three more districts: Madurai, Karur and Virudhunagar.

More NGOs, banks and farmer training centres were identified as partners to collaborate and implement L3F activities.

The National Institute of Bank Management and COL jointly conducted an “Impact Study of the Lifelong Learning for Farmers (L3F) Project by the Mann Deshi Foundation and Mann Deshi Cooperative Bank.” The findings showed that every dollar invested in the project generated 16 dollars' worth of social return.

In December 2018, COL organised a Farmers Conference in Theni, India to facilitate collaboration between L3F participants, farmer-producer organisations and financial institutions. The discussions mainly centred on developing modalities for integrating L3F into macro-institutions such as Pandyan Grama Bank, the National Bank for Agriculture and Rural Development (NABARD), as well as the Small Farmers Agribusiness Consortium in India.

In Tamil Nadu in July 2019, a workshop on rural credit guarantee in support of informal learning brought together leaders in the banking and regulatory sector in Tanzania with senior officials in development banking in India. The purpose was to help the Tanzanian

delegation understand the nuances of lending with just learning as the collateral, as has happened in L3F locations in South India. NABARD, India's premier development bank, expressed keenness to work with bankers in Sub-Saharan Africa and to scale up the successes of L3F in South India to cover hundreds of thousands of farmers.

In November 2019, COL organised a capacity-building workshop for NABARD managers in Chennai, India. The workshop focused on logical framework analysis, which had been conceptualised with input from NABARD's regional management, and was attended by 15 officials.

TECHNOLOGY-ENABLED LEARNING (TEL)

This initiative aims to encourage more institutions to integrate TEL and OER policies and practices to improve teaching and learning for skills development. TEL activities focus on the individual, institutional and country levels.

In the framework of TEL's advanced ICT skills development project, Centurion University of Technology and Management (CUTM) completed the development of four skills courses, IGNOU developed two courses — *Introduction to Mobile Architecture* and *Introduction to Windows and IOS* for the Diploma in Mobile Application Development — and Odisha State Open University (OSOU) launched a diploma programme in Multimedia and Animation. The programme has six courses: (i) *Introduction to Multimedia*, (ii) *Digital Imaging*, (iii) *2D Animation*, (iv) *3D Animation*, (v) *Audio Visual Production* and (vi) *Project Work*.

A total of 18 blended courses were developed at SNTD Women's University and offered to over 1,200 students.

In the framework of the TEL initiative, COL is also supporting the faculty of Rajiv Gandhi University of Knowledge Technologies (RGUKT) to build its capacity through a series of workshops and mentoring using the Moodle learning management system, as well as messaging via mobile phone and WhatsApp. Following the development of a TEL policy, RGUKT staff engaged in offering 17 blended courses to over 2,000 students in different disciplines. As well, in March 2018, COL facilitated a workshop on the review of TEL implementation at RGUKT.

In partnership with the Digital Empowerment Foundation (DEF), India, COL developed a course on wireless engineering entitled *Barefoot Wireless Engineers* to help persons in

rural areas maintain wireless networks, thereby providing last-mile connectivity to the Internet. A two-day workshop to finetune the curriculum and train course writers to prepare learning materials using OER was organised in June 2018 in the New Delhi office of DEF. A review workshop was organised in April 2019 to finalise the course learning materials.

TEL hosted a workshop on *Designing a Community of Practice* for participating institutions in December 2018 in New Delhi. A total of 18 participants from 11 Commonwealth countries were in attendance, including Dr Indira Koneru, ICFAI Business School, Dr Kaushal K. Bhagat, Indian Institute of Technology, and Professor K. Srinivas, National Institute of Educational Planning and Administration.

As well, a workshop on *Training of Trainers for the Commonwealth Digital Education Leadership Training in Action (C-DELTA)* was held in December 2018 in New Delhi. A total of 22 participants from 12 countries attended, including Ms Pooja Pandey, Educational Technology Management Academy.

As well, with COL's support, OSOU organised a national workshop on *Quality Assurance of OER* in June 2019, with participants hailing from 15 open universities in India. OSOU also took steps to adopt C-DELTA for all its students and organised a workshop in June 2019 on preparing teachers to support learners.

Under the aegis of TEL, COL has been offering a MOOC on *Introduction to Technology-Enabled Learning*, in partnership with Athabasca University, Canada. In 2018–2019, 698 learners from India benefited from the third and fourth course offerings.

GENDER

COL's Gender initiative supports partners in mainstreaming gender and in implementing holistic projects to address specific gender issues. It aims to tackle the distinct challenges faced by girls/women and boys/men in regions where they are most disadvantaged, while also shifting the social norms that create and perpetuate gender inequalities.

NIOS conducted a needs analysis and planning workshop to develop a project plan for the proposed Gender Green Teacher (GGT) programme. The GGT programme aims to equip NIOS teachers to integrate gender and environment into their teaching, and three modules have already been developed

The M.S. Swaminathan Research Foundation completed a project in September 2018 aimed at strengthening gender perspectives in academic research and increasing the capacity of researchers to include gender perspectives in their research.

TECHNICAL AND VOCATIONAL SKILLS DEVELOPMENT (TVSD)

COL's TVSD supports partners in using ODL to increase access to demand-driven, competency-based skills training. TVSD is increasingly focused on innovative models that harness ODL for theory, with practical skills development organised in workplaces and communities.

The Vice President of COL visited the State Resource Centre Kerala — a TVSD partner — on 28–29 November 2018. The VP attended the convocation of community development workers who had completed the COL-supported Certificate in Community Development in the Pathanamthitta district and presented a certificate of lifelong learning to Mrs Kartyayani Amma, a 97-year-old woman who had completed a literacy programme through the Kerala State Literacy Mission Authority.

Under the Skills Online initiative, COL has entered into an agreement with READ-India to skill at least 2,500 community women and men in two specific areas: Marketing Skills and Techniques on Social Media; and Online Safety and Cyber Security for Community Members. Through 47 READ-India centres spread across ten states in India, these trained individuals will be provided with support and training materials to train at least one other member of the community, bringing the total number of learners to 5,000. The courses will be available in OER formats for their reuse and adaptation in other geographies.

COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA)

Established by COL in 1994 with the goal of effectively utilising educational resources for distance education, CEMCA works in seven Commonwealth countries of Asia: Bangladesh, Brunei Darussalam, India, Malaysia, Pakistan, Singapore and Sri Lanka. CEMCA works in two sectors — Education and Skills — with Gender as a cross-cutting theme.

CEMCA has developed an integrated model to address the challenges of higher education in the current dynamic environment and is moving towards working in depth with its partners. CEMCA is providing support and strengthening the capacity of higher education institutions to improve sustainable livelihoods. The integrated model covers

the whole value chain, i.e., the lifecycle of learners across the higher education system. This includes from enrolment to graduation and then entering the professional arena. The approach is to utilise the potential of ODL to increase access while maintaining quality and decreasing the cost, with the ultimate objective being to create more employable graduates who will contribute to socio-economic development. CEMCA also initiated a programme to enhance the life skills of learners and professionals for sustainable livelihoods. CEMCA has adopted OER and online/blended learning approaches for better learner competencies and opportunities in its initiatives.

In India, the Higher Education Integrated Model has been implemented in six higher education institutions: Bilaspur University (BU), K.K. Handiqui State Open University (KKHSOU), OSOU, Netaji Subhas Open University (NSOU), University of Hyderabad (UoH) and Uttarakhand Open University (UOU) Haldwani.

Through this integrated approach, 120 teachers and content developers enhanced their capacity for e-content development, online course offering, curriculum revision and MOOCs development during hands-on training workshops. Overall, 16 needs-based and industry-linked courses were developed, 19 existing and 16 new certificate/diploma/advanced diploma/postgraduate diploma-level courses were offered, approximately 4,853 learners were enrolled in these CEMCA-supported courses, and 3,178 learners successfully completed these courses. CEMCA also supported online and face-to-face counselling for 3,114 learners on employment and entrepreneurship to enhance their employability through job fairs and online placement services.

In collaboration with UoH and Osmania University, CEMCA designed and developed a MOOC on *Life Skills for Engineers*. The objective of the course was to introduce various concepts relevant to life skills for engineers, such as communication skills, critical thinking, leadership skills, morals and ethics.

As well, CEMCA and the Centre for Educational Technology, IIT Kharagpur developed a set of guidelines that will be used to prepare quality e-content for different types of courses. The guidelines will assist higher education teachers in e-content development.

With a view to developing the capacity of ODL institutions, CEMCA designed and developed a quality assurance toolkit that has been reviewed by an expert committee from Bangladesh, India and Sri Lanka, and pilot tested at UOU.

CEMCA supported three of India's open universities — Tamil Nadu Open University, Yashwantrao Chavan Maharashtra Open University (YCMOU) and Dr Babasaheb Ambedkar Open University (BAOU) — in the development, adoption and implementation of institutional OER policies. In 2019–2020, a series of workshops were held for more than 150 faculty from these three open universities. The universities are now in the process of finalising their policies and obtaining approvals from their statutory authorities.

CEMCA prepared guidelines for linking skills programmes with academic programmes to provide additional skills to students during their formal study, with the aim of increasing their livelihoods, employability and sustainability.

In the Skills sector, CEMCA has developed a flexible and blended model for counselling and training in three areas: pedagogy, livelihoods life skills and generic employability skills.

In partnership with the Tata Institute of Social Sciences – School of Education and Vocation, the National Skill Development Council, Action Aid, and Apar India, CEMCA undertook a research-based project to analyse unemployment in the communities of nomadic tribes and de-notified tribes.

In partnership with Focal Skills Pvt. Ltd., CEMCA worked to establish “Incubation Centres” in three locations in Himachal Pradesh, where 100 prospective women entrepreneurs over a three-month period learned how to set up beauty salons and become self-employed after being trained for the beauty trade.

CEMCA is supporting the government of Odisha through the Odisha Rural Development and Marketing Society to train 1,000 vocational trainers using the train-the-trainers method. So far, 800 vocational trainers have been trained.

As well, CEMCA supports civil society organisations and institutions involved in community media to empower communities to pursue sustainable development goals. It strives to use community media as a tool to improve the employability, productivity, entrepreneurship, health, well-being and empowerment of the citizens of Commonwealth Asia.

CEMCA has been organising annual community radio video challenges with the goal of creating awareness among community radio (CR) stations, media students, and members of the general public about the role of CR in bringing about social development. As well, *Community Radio (CR) Awareness* workshops were organised by CEMCA in 2019–2020,

in Ahmedabad, Gujarat, and Dimapur, Nagaland. The objective was to raise participants' awareness about how to establish CR stations. The workshops were supported by the Ministry of Information and Broadcasting, Government of India. More than 100 participants from 60 NGOs in Gujarat State, Nagaland and Manipur participated in the workshops. Around 20 NGOs from these states have expressed interest in applying for CR licences.

In collaboration with the Department of Mass Communication and Journalism, Babasaheb Bhimrao Ambedkar University, Lucknow, CEMCA organised a two-day workshop on *Documentary Film Making* in March 2019. A total of 32 students from all over India, from Jammu to Kerala, participated in the workshop.

In January–February 2020, in partnership with the Guiding Souls Trust, New Delhi, CEMCA organised a two-part *Enterprise Development Training for Tribal Women* in the Sonbhadra District of Uttar Pradesh. The main objective was to orient the women to enterprise and build their knowledge and skills for setting up businesses. A total of 100 tribal women participated, and some of them showed interest in creating business plans and presenting these to the bank.



Events and Special Activities

INDIA'S HIGH COMMISSIONER TO CANADA VISITS COL

India's High Commissioner to Canada, H.E. Mr Vikas Swarup, visited COL headquarters on 18 January 2018 to familiarise himself with its work. Mr Swarup was accompanied by the Consul-General of India in Vancouver, Ms Abhilasha Joshi. COL's President and CEO, Professor Asha Kanwar, briefed the High Commissioner on COL's work in Member States, particularly India.

REGIONAL MEETING OF COL FOCAL POINTS

The Asia regional meeting of COL's Focal Points took place on 10–11 December 2018 in New Delhi, India to strengthen the effectiveness of COL's work in addressing key priorities for education and training in the region, and to share information about developments

related to learning for sustainable development. Mr Madhu Ranjan Kumar, Joint Secretary (DL & BP), Ministry of Education, represented India at the meeting.

MANN DESHI FOUNDATION PRESIDENT VISITS COL

The Founder and President of the Mann Deshi Foundation, Ms Chetna Sinha, visited COL headquarters on 11 April 2018 to share insights about the L3F initiative and the GIRLS Inspire project. She was provided with an update on a new board game that was developed by COL and the Mann Deshi Foundation, with the help of interns from the University of British Columbia, to educate women and girls in India about their legal and social rights.

GIRLS INSPIRE STAKEHOLDER MEETING

In February 2019, COL, in collaboration with Tanzania's Ministry of Education, Science and Technology, co-hosted the GIRLS Inspire end-of-project meeting for preventing child, early and forced marriage, with the participation of project partners from India. The event was also attended by government representatives and parliamentarians from nine countries. The outcomes of the project and lessons learned were shared, along with a roadmap for how to engage policy makers and partners to integrate this initiative into national programmes for preparing women and girls for employment and entrepreneurship.

MOOC ON INTRODUCTION TO SUSTAINABLE DEVELOPMENT IN BUSINESS

The two offerings of COL's MOOC on *Introduction to Sustainable Development in Business*, organised in collaboration with the Open University of Mauritius in May–June 2019 and November–December 2019, attracted 240 participants from India.

PCF9

Close to 550 policy makers, practitioners and thought leaders from across the Commonwealth and beyond gathered at the historic Murrayfield Stadium in Edinburgh, Scotland for the ninth Pan-Commonwealth Forum (PCF9), themed *Innovations for Quality Education and Lifelong Learning*. It was organised from 9 to 12 September 2019 in partnership with The Open University, UK.

The four days of insightful keynote addresses, engaging plenary panels, informative parallel sessions, and other programme highlights provided a unique opportunity to bridge traditional divides between borders and sectors. Discussions centred around four key sub-themes: *Opening Up Education*, *Equity and Inclusion*, *Technology and Employability*, and delegates appreciated the focus on new forum features — artificial intelligence, youth and girls’ education, and learners with special abilities. Under the auspices of PCF9, COL hosted a ministerial roundtable with participation from six education ministers.

At PCF9, COL conferred the title of Honorary Fellow on two eminent individuals from India: Professor Nageshwar Rao, Vice Chancellor, IGNOU, in recognition of his outstanding service to the advancement of ODL in the Commonwealth and his leadership of open universities, and Mr Kamaraj Keppanan, Founder of Vidiyal, in recognition of his outstanding service to the advancement of lifelong learning for farmers in the Commonwealth and contribution to sustainable development. Yashwantrao Chavan Maharashtra Open University received COL’s Award of Excellence for Institutional Achievement for having a positive impact on those who otherwise had no hope for a better future. Ms Sakshi Kumari, a NIOS student, received the Award of Excellence in a Distance Learning Experience.

COL sponsored 35 delegates from India to attend the forum. In partnership with NIOS, COL co-hosted the *Open and Innovative Schooling* workshop, which was attended by eight delegates from India. As well, eight participants from India joined the TEL Partners meeting, and there were eight delegates at the L3F workshop. All three workshops were hosted by COL in Edinburgh ahead of PCF9.





PCF9 Edinburgh Statement

Forum partners from over 60 countries believe that it is possible to significantly accelerate progress towards the aim and targets of SDG4 by prioritising the following collective actions now:

1. **Accomplishment at scale**

Mobilise an emergency response to ensure that all children in the Commonwealth, including girls, learners with different abilities, and learners from vulnerable and marginalised communities, experience a quality education focused on accomplishment, knowledge exchange and the continued ability to learn.

2. **Skills for productive lives**

Urgently create learning opportunities for marginalised, excluded, vulnerable and out-of-school young people to build skills for leading a productive life, embracing technology to enhance employability, entrepreneurship and confidence, and bridging accessible formal, non-formal and informal education.

3. **Creating new digital dividends**

Develop new, innovative, flexible modes of education to foster creativity, imagination and peer knowledge exchange, increase reach and ensure no one is left behind, through the use of appropriate media and delivery, including blended approaches to digital learning.

4. Teachers as skilled agents of change

Teachers and teacher educators are the main agents of change for quality education and can be supported to catalyse action in their schools, communities and colleges as respected professionals who model lifelong learning. To do this we propose:

Creating **alternative, flexible and technology enabled pathways into teaching** to resolve the shortage of skilled and motivated teachers;

Expanding low-cost, highly effective ways to **support school-based teacher professional development** to build change capacity and capability within regional and national educational systems.

5. Positively disrupt higher education

Support innovation for quality higher education; **strengthen the technology-enabled learning ecosystem** throughout the Commonwealth, including the scope to develop professional skills, recognition, validation and verification of experiential and prior learning through micro-credentialing and blockchain technology; expand the reach of open education for dispersed audiences; and improve barrier-free access to tertiary education.

6. Challenging assessment

Radically relook at assessment models: build a culture of assessment to support employability and micro-entrepreneurship.

Our ambition is to achieve this through:

Bold inclusive collaboration;

Bringing together the diverse groups of critical thinkers, innovators and practitioners who can collaboratively make change happen by delivering quality education and lifelong learning for all;

Making greater use of data, evidence and storytelling to galvanise political will for enabling policies and well-resourced implementation plans;

Sustaining the momentum;

Building an active network of learning, support and action starting now.

Sustaining and building our momentum for change, we aim to bring our key commitments to the fore of the policy agenda through the Conference of Commonwealth



New Publications and Resources

In 2018–2020, COL produced a number of publications and resources, including:

***Knowledge Series: Designing and Implementing Micro-Credentials:
A Guide for Practitioners***

As online learning and MOOCs become mainstream, it is important to explore new forms of credentialing. This publication offers a step-by-step guide to plan, design and implement micro-credentials and badges in diverse contexts and provides greater flexibility in the journey of the new learner-earner through a skills and capability framework.

A Blueprint and Toolkit for School-Based Teacher Development: SECONDARY

This toolkit is for implementing school-based teacher development as a way to improve the performance of schools and raise the achievement of children. This valuable resource includes a detailed framework, which can be adapted to the context of a particular country, region, district or school, and offers practical daily activities for teachers.

Guidelines on the Development of Open Educational Resources Policies

This new publication provides specific tools to analyse current contexts and policy environments, understand issues related to copyright and licensing, and align policy in support of Sustainable Development Goal 4. The guidelines present a systematic process for designing and implementing OER policies and measuring their impact.

A Guide to Integrating Employability in Higher Education Institutions: The Commonwealth of Learning's Employability Model

This publication provides clear guidelines on how to integrate employability pathways into instructional systems. From career counselling to career support, the guide demonstrates how institutions can prepare graduates for employment or entrepreneurship.

Gender Scorecard 2.0: Instructions and Templates

This is a tool to audit the capacity of institutions to mainstream gender. It helps with analysing existing policies and practices and developing clear steps for the effective promotion of gender equity.

All COL publications can be found on its open-access repository at oasis.col.org.



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