

Meeting of the International Task Force on
'Teachers for Education for All'

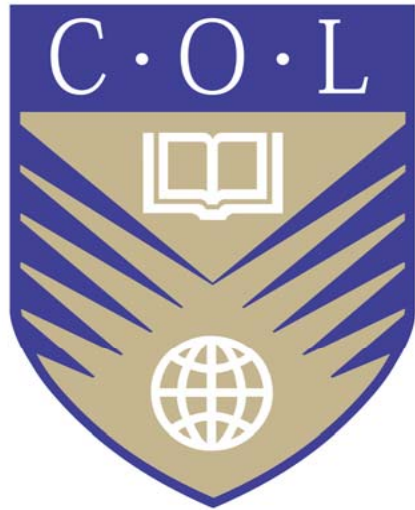
UNESCO HQ, Paris - 22 June 2009

***Addressing the teacher gap through open and
distance learning:
the work of the Commonwealth of Learning***

Stamenka Uvalić-Trumbić (UNESCO)

on behalf of

Abdurrahman Umar & Sir John Daniel
(COL)



Three-Year Plan 2009-12

Teacher Education
(Abdurrahman Umar)



The New Programme 2009-2012



EDUCATION

- Open Schooling
- Teacher Education
- Higher Education
- Virtual University of Small States



COMMONWEALTH *of* LEARNING



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COL'S MISSION

is to help Commonwealth governments, institutions and individuals take advantage of the revolution of

EDUCATIONAL TECHNOLOGY

The Principles of Technology:

- Economies of scale
- Specialisation
- Division of Labour
- Machines



COMMONWEALTH of LEARNING

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Learning for Development

Three-Year Plan 2009-2012



UN Millennium Development Goals

Keep the promise
Millennium Development Goals

2015



Education for All (The Dakar Goals)



Peace
Democracy
Equality
Good governance

CHALLENGES

Worldwide 18 million new teachers will be required by 2015, 3.8 million of them in Africa. Millions of untrained teachers already in post also need extra training.

TEACHER EDUCATION BY ODL

PERMAMA – Quebec 1970s



Top average scores for mathematics

Chinese Taipei	549
Finland	548
Hong Kong China	547
Korea	547
Quebec	540
Netherlands	531
Alberta	530
Canada (overall)	527
Ontario	526
Macau China	525
British Columbia	523
Japan	523
New Zealand	523

TEACHER EDUCATION BY ODL

PERMAMA – Quebec 1970s

NTI – Nigeria 2 million since 1976



Dr Abdurrahman Umar

TEACHER EDUCATION BY ODL

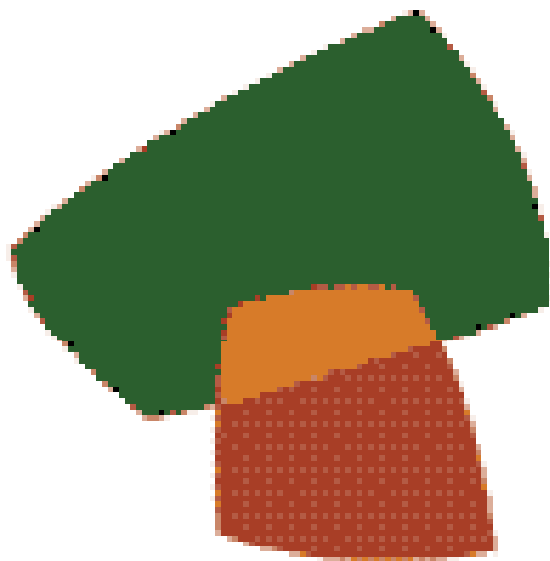
PERMAMA – Quebec 1970s

NTI – Nigeria 2 million since 1976

CNED – France since 1949

CalStateTEACH – 7,500 since 1999

TESSA – 500,000 African Teachers



TESSA

Teacher Education in Sub-Saharan Africa

The New Programme 2009-2012



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COL's aims in Teacher Education

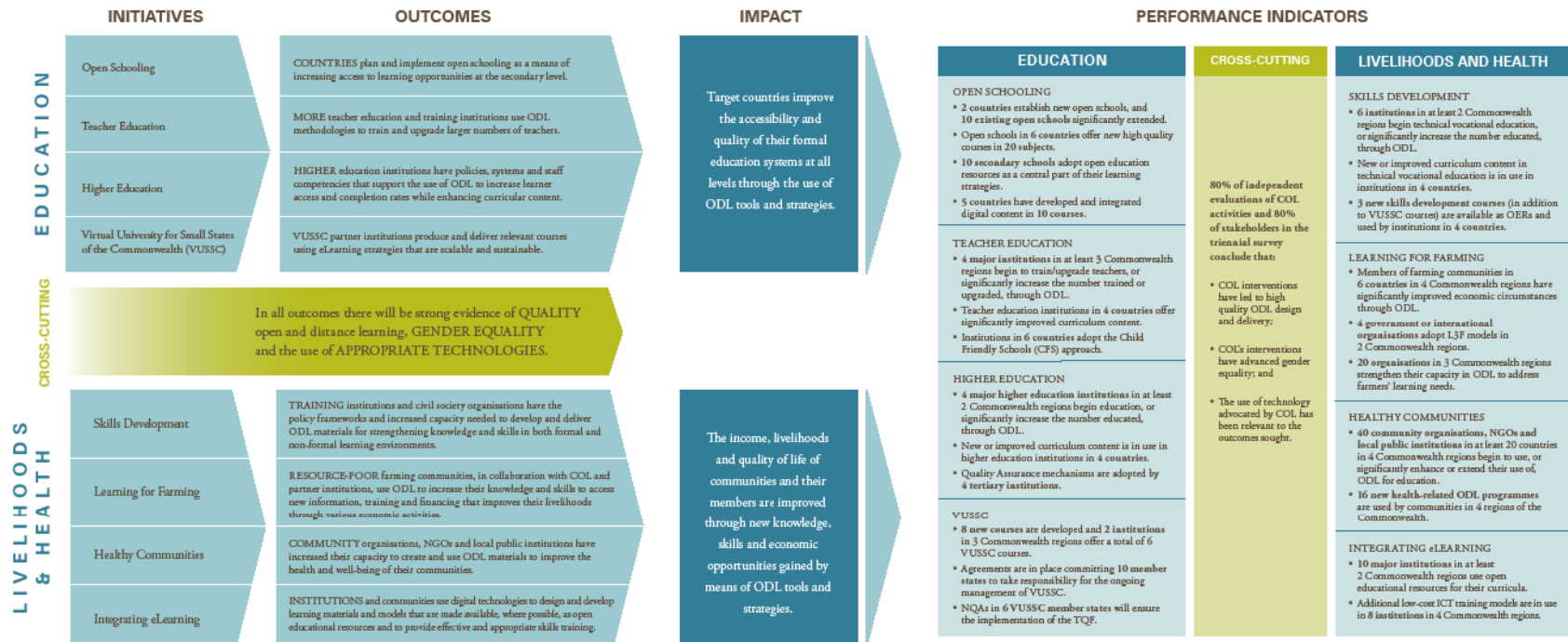
- Advocate the use of ODL in teacher education by supporting policies for professional development.
- Work with selected Teacher Education Institutions to ensure the design and delivery of quality teacher education programmes.
- Emphasise the development of pedagogic content knowledge and skills among ODL practitioners.

COL's aims in Teacher Education

- Support conventional teacher education institutions to make the transition to dual mode.
- Facilitate the use of open educational resources, as in the TESSA consortium.
- Develop the capacity of teachers to implement UNICEF's concept of child-friendly schools.

Commonwealth of Learning Logic Model 2009–2012

Vision:	Access to learning is the key to development
Mission:	To help governments and institutions to expand the scope, scale and quality of learning by using new approaches and technologies, especially those subsumed under the general term of open and distance learning (ODL).
Core Strategies:	Partnerships, models, policies, capacity and materials



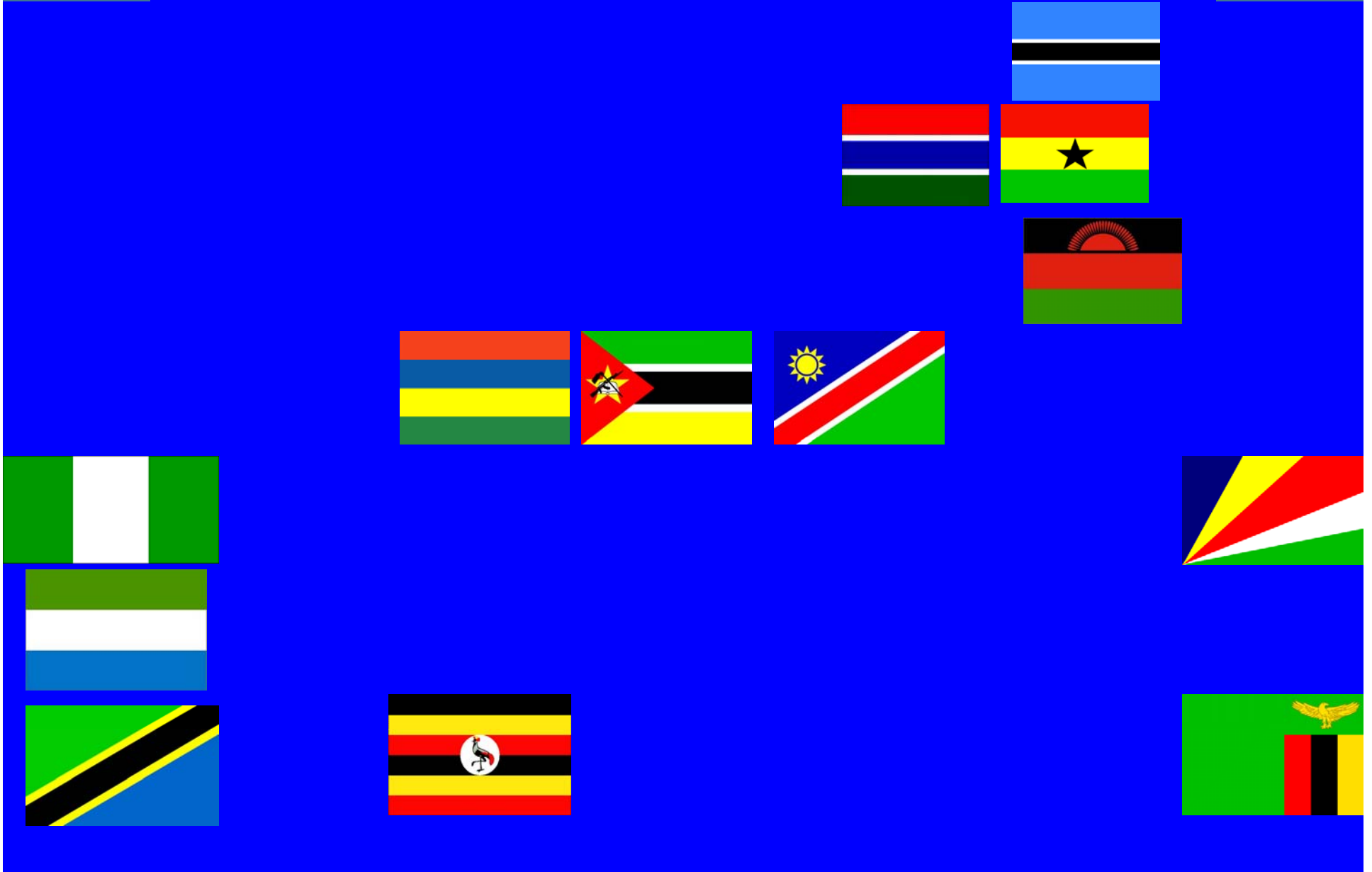
EDUCATIONAL TECHNOLOGY

COL's Performance Indicators

- **4 major institutions** in at least 3 Commonwealth regions begin to train or upgrade teachers, or significantly increase the number trained or upgraded through ODL.
- Teacher education institutions in **4 countries** offer significantly improved curriculum content.
- Institutions in **6 countries** adopt the Child Friendly Schools approach



COL in Africa (T.Ed)



INDIA

The National Assessment and Accreditation Council (NAAC)

(Quality Assurance Toolkit for
Teacher Education -
both ODL and Conventional)



UNESCO-COL JOINT WORK PLAN ON TEACHER EDUCATION 2009-2012.



UNESCO-COL Joint Work Plan

The key projects to be undertaken are:

1. The development and use of OERs. This has three components viz:

a) the development and utilisation of OERs for English Language Teaching at Junior Secondary School level. The aim is to develop a bank of “open content” multi-media resources in on-line and traditional text formats that will support school-based training of teachers working in upper basic education sector.

UNESCO-COL Joint Work Plan

- b) Adaptation and dissemination of the OERs developed by the consortium for Teacher Education in Sub-Saharan Africa (TESSA) in selected countries. The target groups are: teacher trainers and primary school teachers in selected African countries.
- c) The adaptation and dissemination of COL's STAMP 2000+(Science, Technology and Mathematics) modules in Nigeria, Ghana, Sierra Leone and the Gambia.

UNESCO-COL Joint Work Plan

2. Capacity building of selected teacher education institutions in the use of ICTs in Teacher Professional Development.
 - a) This activity will focus on the use of ICT-based delivery systems and advocacy for new forms of teaching and learning such as constructivist pedagogy and different types of learner-centred pedagogy.
 - b) It will be undertaken in collaboration with TTISSA and some regional consortia such as the West African Consortium for Teacher Education (WACTED).

UNESCO-COL Joint Work Plan

3. Capacity building on Quality Assurance in Teacher Education for selected commonwealth developing countries.
 - a) This activity will involve the dissemination and utilisation of the QA Toolkit developed by COL and the National Assessment and Accreditation Council, India.
 - b) The expected outcomes are the creation of awareness of the QA Toolkit among TE institutions in selected countries and the adaptation and utilisation of the QA Toolkit for internal assessment of their programmes.

UNESCO-COL Joint Work Plan

UNESCO and COL will implement these projects in partnership with TE institutions, Ministries of Education, regional consortia and Development partners in the developing countries of the Commonwealth.



For more information:

- This text and slides:
www.col.org/speeches
- COL Three-Year Plan
www.col.org/TYP
- Dr Abdurrahman Umar (aumar@col.org)
- Sir John Daniel (jdaniel@col.org)

THANK YOU.

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