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
Learning for Development
Three-Year Plan 2009-2012
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

<table>
<thead>
<tr>
<th>Country</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Taipei</td>
<td>549</td>
</tr>
<tr>
<td>Finland</td>
<td>548</td>
</tr>
<tr>
<td>Hong Kong China</td>
<td>547</td>
</tr>
<tr>
<td>Korea</td>
<td>547</td>
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<tr>
<td>Quebec</td>
<td>540</td>
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<tr>
<td>Netherlands</td>
<td>531</td>
</tr>
<tr>
<td>Alberta</td>
<td>530</td>
</tr>
<tr>
<td><strong>Canada (overall)</strong></td>
<td><strong>527</strong></td>
</tr>
<tr>
<td>Ontario</td>
<td>526</td>
</tr>
<tr>
<td>Macau China</td>
<td>525</td>
</tr>
<tr>
<td>British Columbia</td>
<td>523</td>
</tr>
<tr>
<td>Japan</td>
<td>523</td>
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<td>New Zealand</td>
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</tr>
</tbody>
</table>
TEACHER EDUCATION BY ODL

PERMAMA – Quebec 1970s

NTI – Nigeria 2 million since 1976
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
The New Programme 2009-2012

EDUCATION

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

INITIATIVES

1. Open Schooling
2. Teacher Education
3. Higher Education
4. Virtual University for Small States of the Commonwealth (VUSCoC)

OUTCOMES

- Open Schooling: Plan and implement open schooling on a massive scale to increase access to learning opportunities for the secondary level.
- Teacher Education: More teacher education and training initiatives on ODL methodology or assist and support efforts of member countries.
- Higher Education: Education institutions have policies, systems, and staff to support the use of ODL to enhance access and completion rates while enhancing curricular content.
- Virtual University: Partnerships, co-produce and deliver online courses using blended learning strategies that are affordable and accessible.

IMPACT

- Target countries improve the accessibility and quality of their formal education systems at all levels through the use of ODL tools and strategies.

PERFORMANCE INDICATORS

EDUCATION

- Open Schooling
- Teacher Education
- Higher Education
- Cross-Cutting
- Livelihoods and Health

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 online 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.
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 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

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THANK YOU.
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