The Commonwealth of Learning

Learning for Development

Presentation at the World Bank

31 January 2007

Sir John Daniel
Professor Mohan Menon
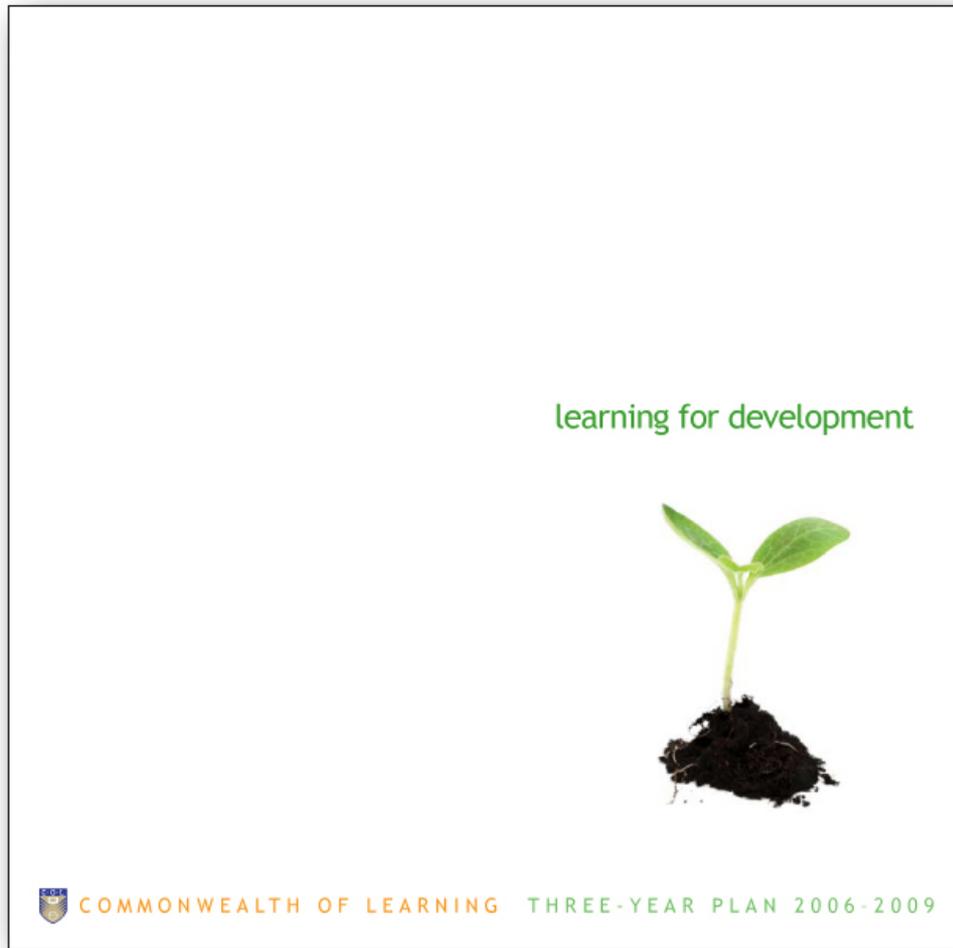
Commonwealth of Learning

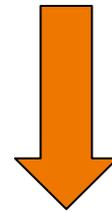# Learning for Development:

The Work of the

Commonwealth of Learning

The Commonwealth of Learning

learning for development

Three-year Plan 2006-09

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THREE-YEAR PLAN 2006-09

49 COUNTRY ACTION PLANS 2006-09

The Commonwealth of Learning

WHAT IS IT?

- Intergovernmental

- CHOGM 1987 - Vancouver

- Voluntary $$$ Commonwealth countries

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WHO IS IT?

- Commonwealth-wide Board

- 40 staff in Vancouver and New Delhi

- Networks across Commonwealth

- Country focal points

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PURPOSE

To help Commonwealth governments and institutions use various technologies to improve and expand education, training and learning in support of development

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WHY DISTANCE LEARNING?

- Economies of scale

- Geographical reach

- Flexible and cost-effective

Virtual University for Small States of the Commonwealth

PARTICIPATING COUNTRIES

The Commonwealth of Learning

FUNDING?

Major donors (Board Members *ex officio)*

Canada

India

New Zealand

Nigeria

South Africa

United Kingdom

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FUNDING?

Contributions in 2003-06 from 27 other Commonwealth Governments

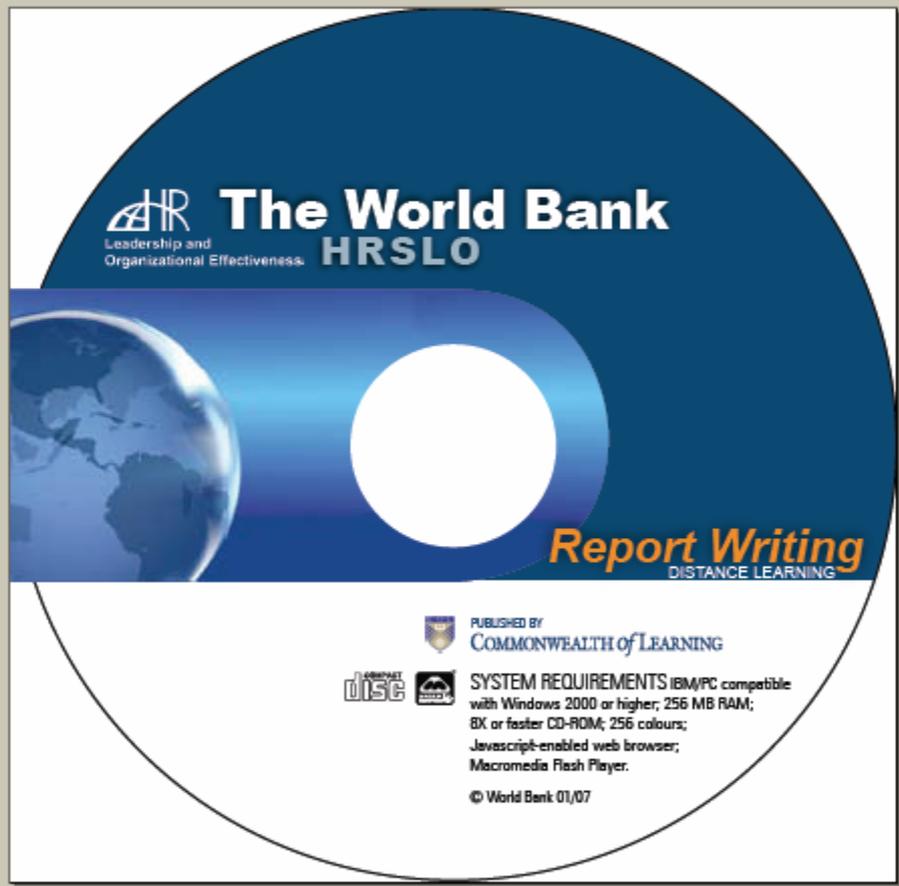**World Health Organization**

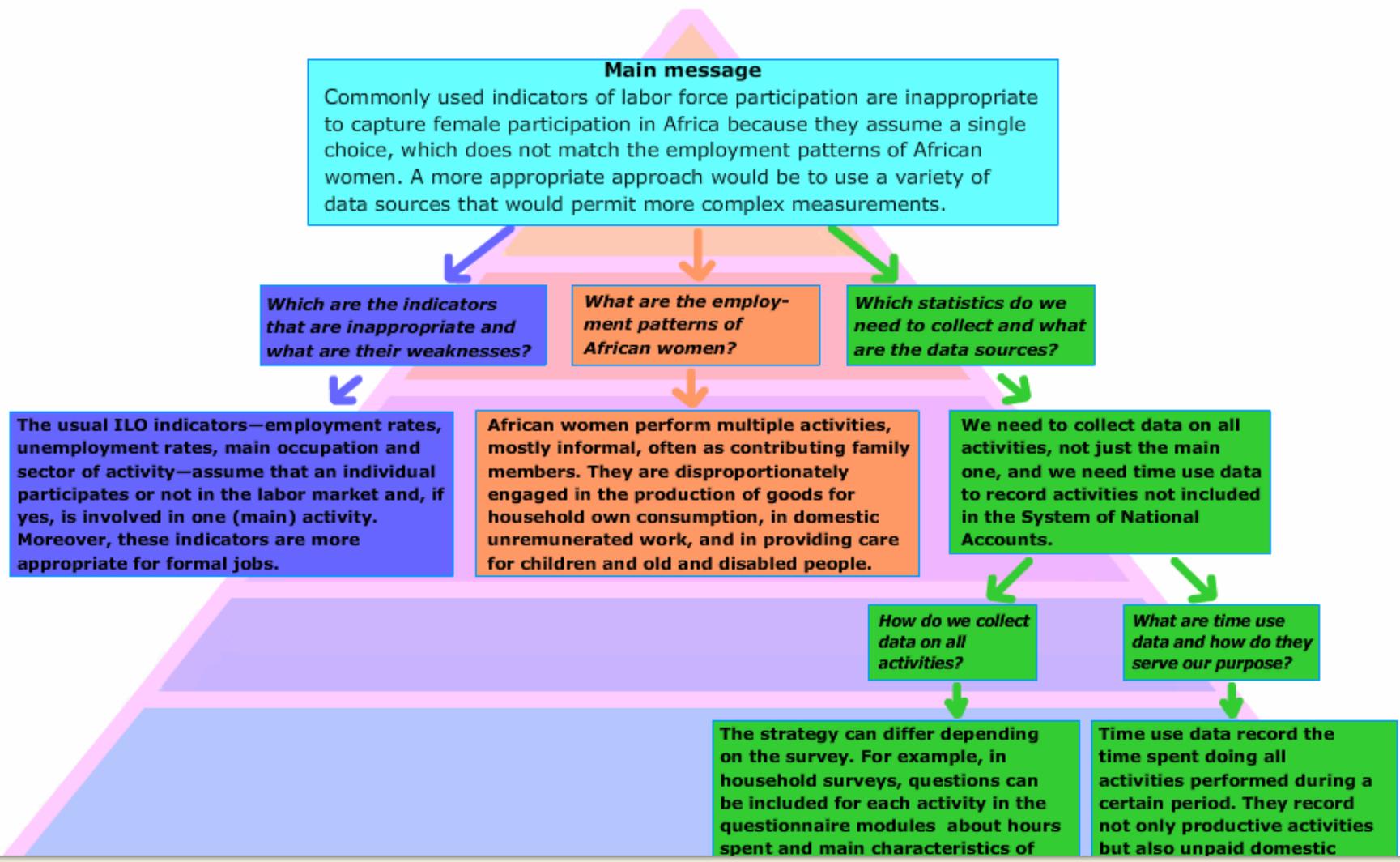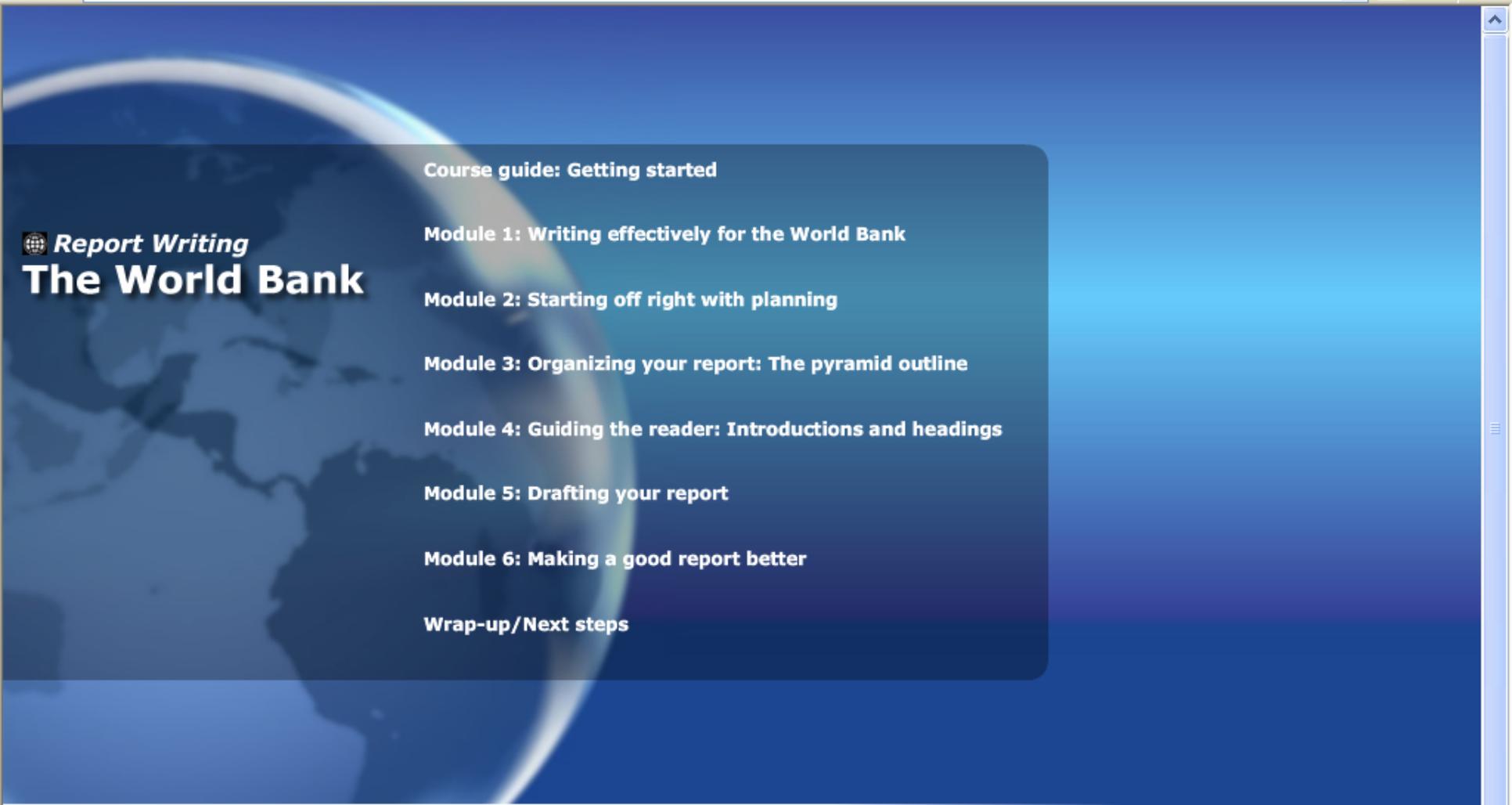Writing Effectively for WHO

Choose a module to start:

Choose a module to start:
Course Guide
Module 1: Strategies and Principles
Module 2a: General Office Correspondence
Module 2b: Report Writing
Module 2c: Briefing Notes and Notes for the Record

Analyze a pyramid outline

Before you write your own pyramid outline, review the sample below. Read the Dialogue with the Reader Worksheet first. Then scroll down and use the checklist to evaluate the pyramid.
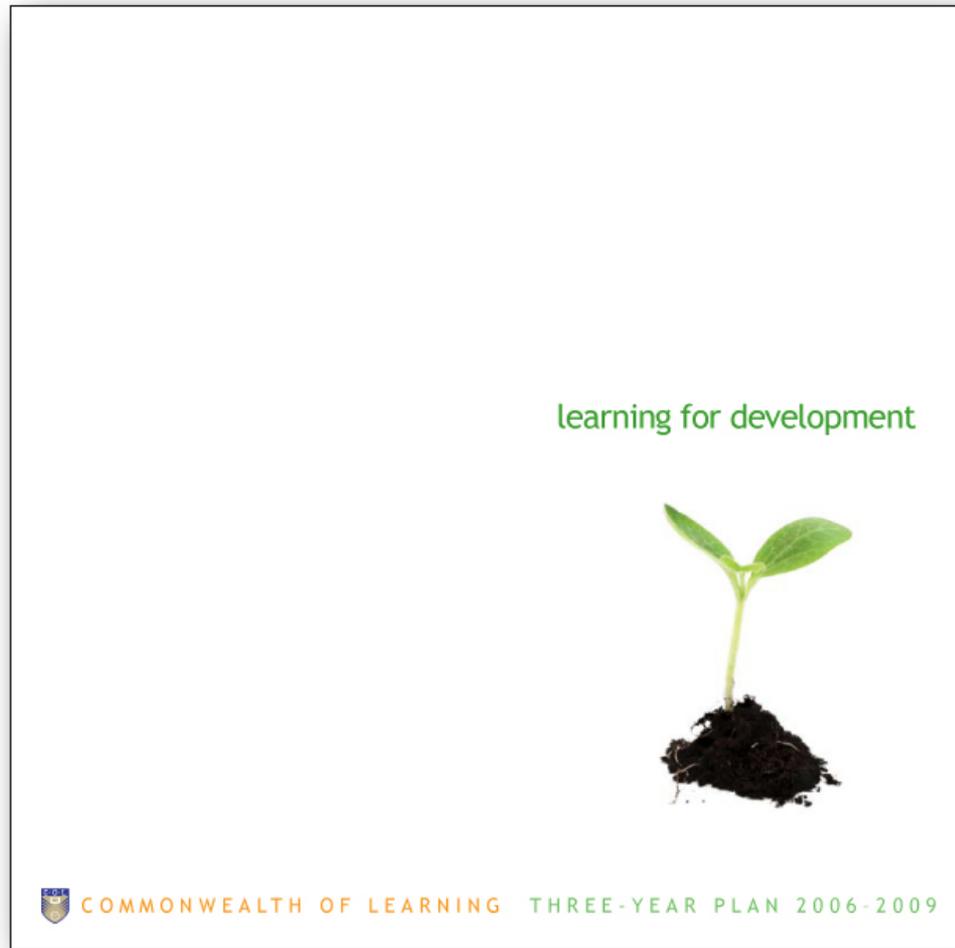
Main message
Commonly used indicators of labor force participation are inappropriate to capture female participation in Africa because they assume a single choice, which does not match the employment patterns of African women. A more appropriate approach would be to use a variety of data sources that would permit more complex measurements.

Which are the indicators that are inappropriate and what are their weaknesses?

What are the employment patterns of African women?

Which statistics do we need to collect and what are the data sources?

The usual ILO indicators—employment rates, unemployment rates, main occupation and sector of activity—assume that an individual participates or not in the labor market and, if yes, is involved in one (main) activity. Moreover, these indicators are more appropriate for formal jobs.

African women perform multiple activities, mostly informal, often as contributing family members. They are disproportionately engaged in the production of goods for household own consumption, in domestic unremunerated work, and in providing care for children and old and disabled people.

We need to collect data on all activities, not just the main one, and we need time use data to record activities not included in the System of National Accounts.

How do we collect data on all activities?

What are time use data and how do they serve our purpose?

The strategy can differ depending on the survey. For example, in household surveys, questions can be included for each activity in the questionnaire modules about hours spent and main characteristics of

Time use data record the time spent doing all activities performed during a certain period. They record not only productive activities but also unpaid domestic

Report Writing for the World Bank - Microsoft Internet Explorer provided by Commonwealth of Lea...

File   Edit   View   Favorites   Tools   Help

Back

Address   http://www.byrneeducation.com/wb/   Go   Links

Report Writing
The World Bank

Course guide: Getting started

Module 1: Writing effectively for the World Bank

Module 2: Starting off right with planning

Module 3: Organizing your report: The pyramid outline

Module 4: Guiding the reader: Introductions and headings

Module 5: Drafting your report

Module 6: Making a good report better
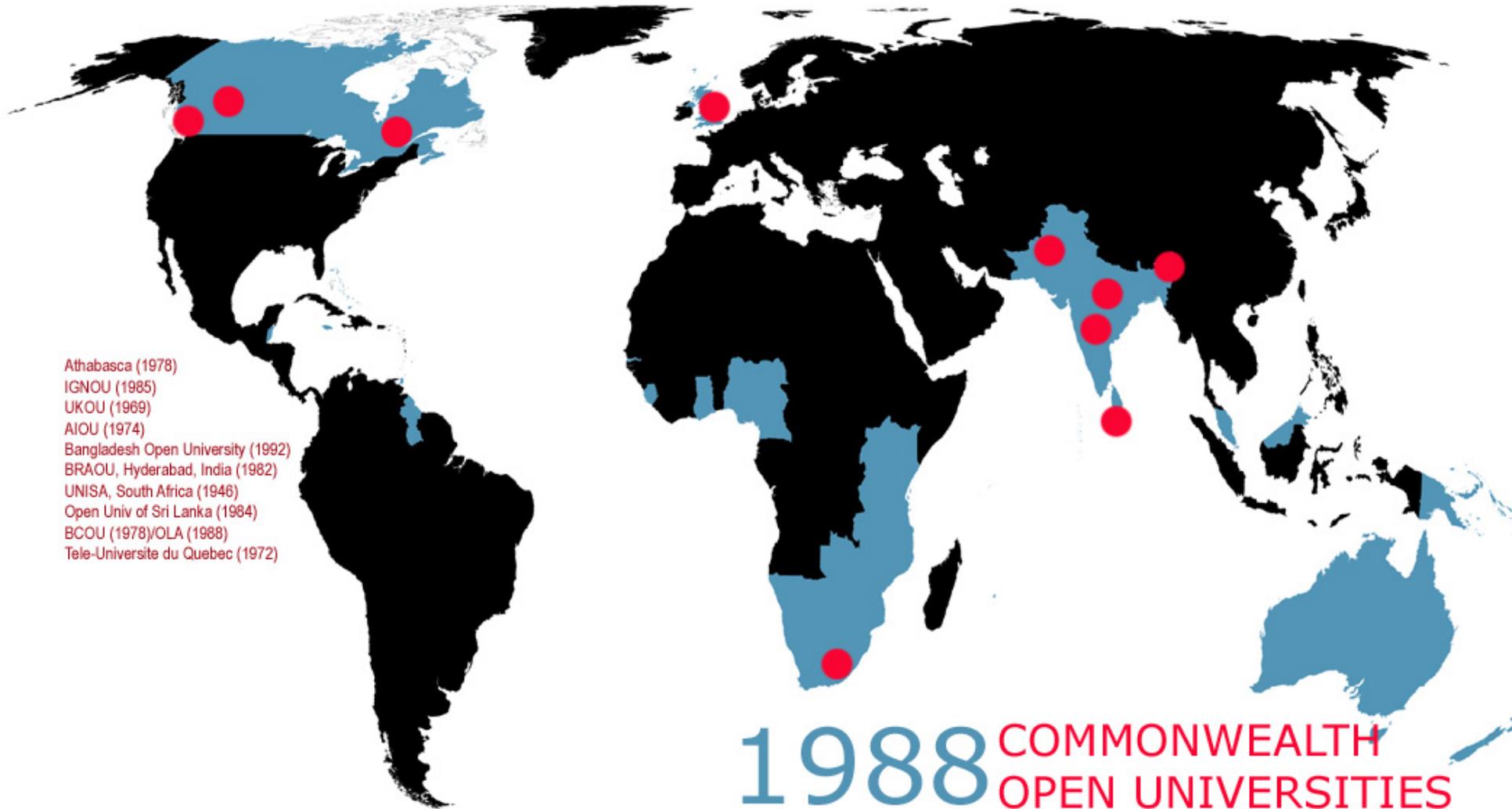
Wrap-up/Next steps

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COMMONWEALTH OF LEARNING   THREE-YEAR PLAN 2006-2009

Three-year Plan 2006-09

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LOOKING BACK

The growth of Open Universities

Athabasca (1978)
IGNOU (1985)
UKOU (1969)
AIOU (1974)
Bangladesh Open University (1992)
BRAOU, Hyderabad, India (1982)
UNISA, South Africa (1946)
Open Univ of Sri Lanka (1984)
BCOU (1978)/OLA (1988)
Tele-Universite du Quebec (1972)

1988 COMMONWEALTH OPEN UNIVERSITIES

The growth of Open Universities

Athabasca—26, 691
Open University of Malaysia—22, 043
Open University of Tanzania—13,000
National Open University of Nigeria—10,000
Netaji Subhash Open University—75,000
IGNOU—1.2 million
UKOU—203,744
AIOU—700,000
Bangladesh Open University — 2,49,606
BRAOU, Hyderabad, India — 318,650
YCMOU, Nashik, India — 932,500
MPBOU, Madhya Pradesh, India — 150,000
UNISA, South Africa 110,000 — 130,000
Open Univ of Sri Lanka — 23,508
TNOU, Tamil Nadu, India — 20,000
Kota Open Univ, Rajasthan, India — 87,930
Open Univ, Uttar Pradesh, India — 3,307
Nalanda Open University, Bihar, India — 641
DBROU — 25,000
KSOU, India — 40,000
Open University of Zambia
Open University of Uttaranchal, India
Open University of Assam, India

2005 COMMONWEALTH OPEN UNIVERSITIES

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- a young world

- a diverse developing world

- spreading technology

- an unfinished agenda

- Sustainable livelihoods
  = key development challenge

- HIV/AIDS
  = development disaster

- Education/training of women
  = governments' priority

- Digital divide
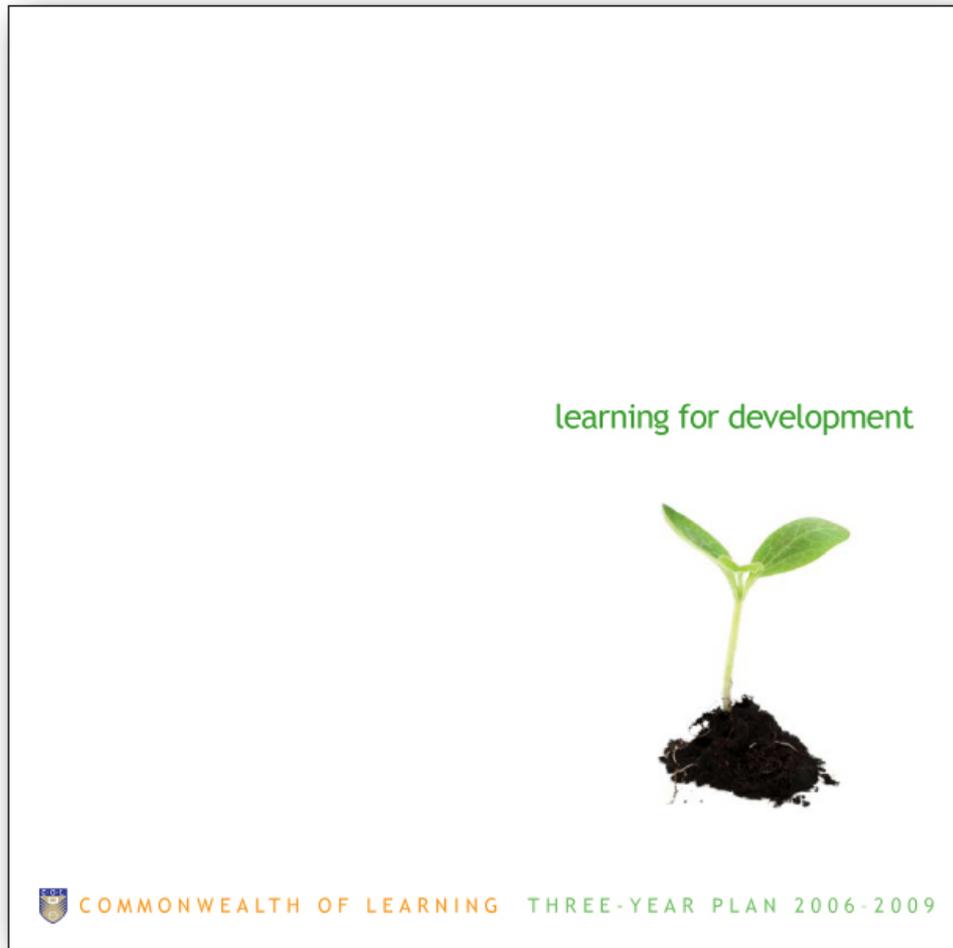 *= concern at CHOGM*

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EVALUATION

- Fewer programmes for longer

- Link to government priorities

- Programme focus: not projects

- Autonomy + teamwork

- Partnerships

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COMMONWEALTH OF LEARNING   THREE-YEAR PLAN 2006-2009

Three-year Plan 2006-09

UN Millennium Development Goals

keep the promise
Millennium Development Goals
2015

Education for All
(The Dakar Goals)

Peace
Democracy
Equality
Good governance

EDUCATION

learning for development

LEARNING FOR LIVELIHOODS

C·O·L

HUMAN ENVIRONMENT

EDUCATION

LEARNING FOR LIVELIHOODS

HUMAN ENVIRONMENT

Policy

Systems

Models

Materials

Quality Assurance

Teacher Development

Open/Alternative Schooling

Higher Education

eLearning for Education
Sector Development

EDUCATION

Learning and Skills for Livelihoods

Rural and Peri-Urban Community Development

National/International Community Development

Virtual University for Small States of the Commonwealth

Transnational Programmes

LEARNING FOR LIVELIHOODS

Virtual University for Small States of the Commonwealth

PARTICIPATING COUNTRIES

FUNDING

❑ William and Flora Hewlett Foundation
$US 350,000

❑ Commonwealth Fund for Technical Cooperation
£1 million (4 years)

Key events in VUSSC progress

- Singapore:
  Planning meeting - September 2005
  Planning meeting - April 2006

- Canada (Vancouver):
  Organisation meeting- July 2006

- Mauritius:
  Course development 'Boot Camp' - Aug. 2006

- Jamaica:
  Planning meeting - November 2006

Singapore Statement (Courses)

- Teacher Education,
- Information and Communications Technology,
- Information Systems,
- Tourism and Hospitality,
- Nursing and Health Care,
- TechVoc Edn & Trg and Life Skills,
- Management & Public Administration,
- Agriculture and Fisheries.

Mauritius Bootcamp: Aug 2006

❑ Orientation: concept of online collaboration and project planning

❑ Introduction to technologies, free open source software, Wikis, ePortfolios, etc.

❑ Production of course frameworks and creation of initial content

❑ Rapid learning of technology skills to enable participants to provide buddy-training

Mauritius Bootcamp: Aug 2006

COMMONWEALTH *of* LEARNING

Mauritius Bootcamp: Aug 2006

Mauritius Bootcamp: Aug 2006

COL's role in the VUSSC

❑ Coordinate the initiative

❑ Facilitate creation of networks

❑ Share expertise in educational technology: radio, TV, print, multi-media, internet, wikis, eLearning

❑ Support local capacity enhancement

❑ Share resources

COMMONWEALTH *of* LEARNING

But COL is not…

❑ A degree-awarding body

❑ A funding body

The role of Ministries

❑**Develop policy**

❑**Liaise with other ministries**

❑**Allocate people and responsibilities**

❑**Support implementation**

❑**Monitor implementation**

The role of Institutions

❑ **Take responsibility for program development and delivery**

❑ **Adapt course materials to local contexts**

❑ **Grant awards earned by students**

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PARTICIPATING COUNTRIES

Learning and Skills for Livelihoods

Rural and Peri-Urban Community Development

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Transnational Programmes

LEARNING FOR LIVELIHOODS

Gender and Development

Health, Welfare and Community Development
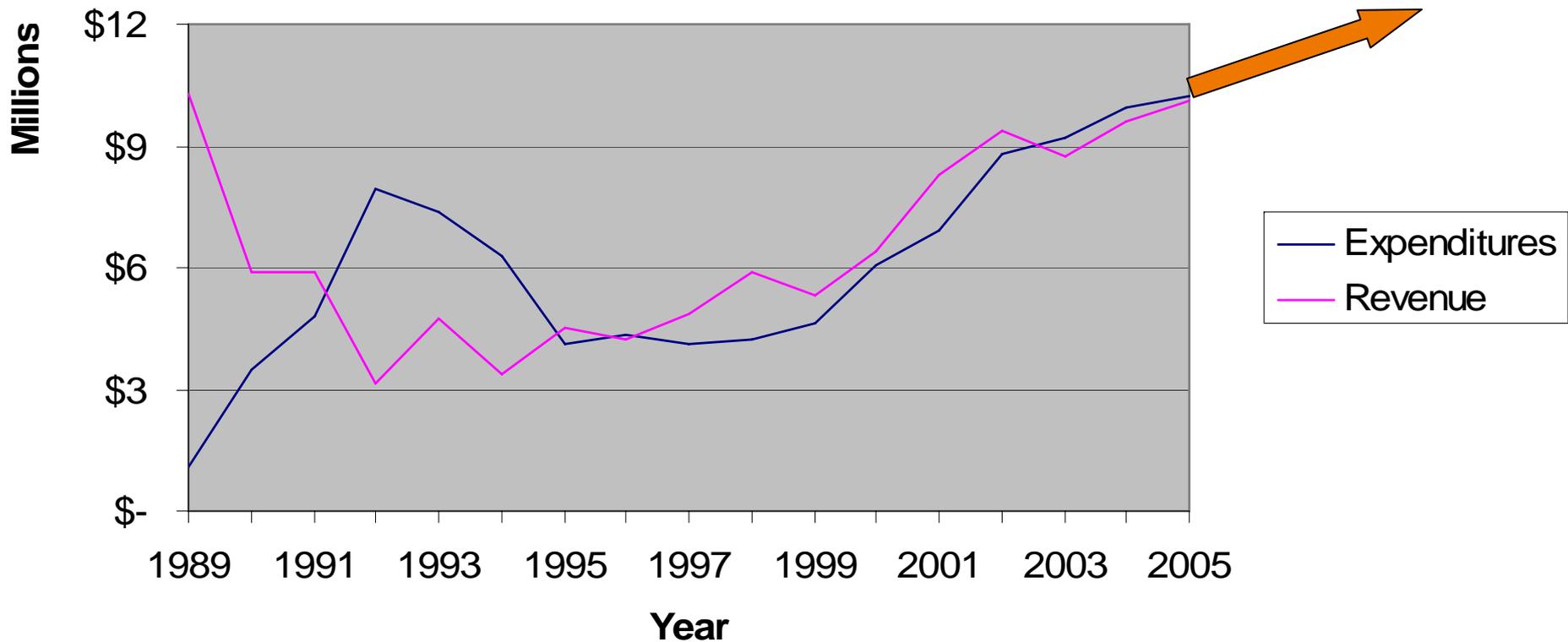
Environmental Education

Good Governance

Educational use of Mass Media and ICTs

HUMAN ENVIRONMENT

BUDGET TRENDS

Revenue vs. Expenditures

$Can 12 million

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WHAT MINISTERS GET FROM COL:

- COL works for them

- Expertise in learning + technology

- South-south collaboration

- Development without donors

- Successful and transferable models

Learning and Skills for Livelihoods

Rural and Peri-Urban Community Development

National/International Community Development

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Transnational Programmes

LEARNING FOR LIVELIHOODS

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ASIA:

L3 Farmers   (Poverty MDG)

India >> Sri Lanka >> Africa

Lifelong Learning for Farmers

4 Principles:

- Mobilise farmers to define their vision

- Link them to those with useful information

- Use commercial ICT kiosks

- Get banks and business involved

How do I tell a good milk cow from a poor milk cow?

Learning about milk quality

Processing a loan

RESULTS

1. "Development without donors" (COL input $80,000)

2. Loans of $200,000 to 120 villagers

3. 400 more in preparation

4. 60% of farmers are women

5. Self-replicating spontaneously from village to village

Gender and Development

Health, Welfare and Community Development

Environmental Education

Good Governance

Educational use of Mass Media and ICTs

HUMAN ENVIRONMENT

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Media Empowerment (Health MDG)

The Gambia, Sierra Leone, Malawi

South Africa, Tanzania, Swaziland

Sri Lanka, India

Papua New Guinea, Solomons, Kiribati

Barbados, Guyana

Media empowerment

MEDIA EMPOWERMENT

Partnership with the WHO

Village cinema

David Walker (dwalker@col.org)

Quality Assurance

Teacher Development

Open/Alternative Schooling

Higher Education

eLearning for Education Sector Development

EDUCATION

THANK YOU