COMMONWEALTH of LEARNING

COL in the Commonwealth

2018–2020 HIGHLIGHTS

MOZAMBIQUE

LEARNING FOR SUSTAINABLE DEVELOPMENT

TARGETS 2021	ACHIEVED BY 2020
Improved sustainable livelihoods **300,000 PEOPLE**	**257,484** people
470 **ORGANISATIONS** Improved organisational capacity to leverage ODL	Target EXCEEDED **654** organisations
1.4 million **PEOPLE** Increased and equitable access to, and use of, quality learning opportunities	**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

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.

MOZAMBIQUE

COL works with partners in Mozambique to expand access to quality education and lifelong learning for all. Mr Armoogum Parsuramen, Founder-President, Global Rainbow Foundation, Mauritius, represents Africa on COL's Board of Governors, and Mr Sérgio Cossa, Head, Planning Department, National Institute of Distance Education (INED), is COL's Focal Point for Mozambique.

COL's current work in Mozambique is primarily in the areas of open and innovative schooling, technical and vocational skills development, and girls' and women's education and training. Mozambique benefits from the programmes offered by the Southern African Development Community Centre for Distance Education (SADC-CDE). Learners from Mozambique have also benefited from COL's open online courses and other resources.

The following are the highlights from 2018 to 2020.

Programmes

OPEN AND INNOVATIVE SCHOOLING (OIS)

OIS increases access to secondary education, especially for out-of-school youths. COL's approach focuses on training teachers in eLearning, using OER, improving the management of open schools and supporting the use of appropriate technologies in teaching and learning. COL's partners in this initiative are the Ministry of Education and Human Development and INED.

In the framework of OIS, COL has supported the ministry in identifying school subjects to be re-versioned into eLearning resources and teachers to be trained in curriculum design. INED has developed high-quality OER to be used in mainstream schools and open schools for out-of-school youths and adults. Faculty have been trained in TEL and pedagogy for teaching with COL's low-cost, off-grid Aptus device.

The implementation phase of the OIS model was launched at a workshop in Matola, Mozambique in August 2018, where the Honourable Minister of Education and Human Development, Ms Conceita Sortane, handed the Aptus devices and laptops to representatives of 15 pilot schools. A follow-up workshop was organised in December 2018 to develop learning resources. Another workshop was held in December 2019 to finalise the content, pedagogical model and learner support, as well as the monitoring and evaluation (M&E) of the model in the pilot schools.

COL provided support to INED to develop an M&E strategy and a baseline report on open schooling. According to the report findings, 15 schools are currently informally using the curriculum-based content that has been developed.

Two education practitioners involved in curriculum writing and content development for OIS participated in a study visit to Namibian College of Open Learning (NAMCOL) in April 2018. The purpose of the visit was to understand how NAMCOL had evolved in the use of ICT and to explore opportunities for similar applications in the context of Mozambique.

Under COL's agreement with the University of Mauritius (UoM) to present a course on *Developing and Teaching Online* across the Commonwealth, participants from Mozambique have successfully completed the training for the UoM certificate in online teaching.

GIRLS INSPIRE

The education and training of girls is a key priority for COL. GIRLS Inspire is a special initiative supported by the Governments of Canada and Australia. A recently completed project supported by Global Affairs Canada aimed to skill girls for livelihoods in four countries, including Mozambique, to prevent child, early and forced marriage (CEFM). In Mozambique, COL has worked with two partners: Ajuda de Desenvolvimento de Povo para Povo (ADPP) and Associação Progresso (Progresso).

Both partners have delivered training for women and girls, as well as increased national advocacy efforts to spread the message of ending CEFM.

ADPP used various media channels to advocate against CEFM, including radio and television programmes showcasing the GIRLS Inspire Project. ADPP produced a short documentary in which GIRLS Inspire participants shared their stories of CEFM and their experiences in the GIRLS Inspire project. The video was aired on national television.

Under the aegis of the project, COL helped train teachers in gender-sensitive pedagogy to increase their skills and their awareness about the negative consequences of gender-based violence, such as CEFM, sexual abuse and exploitation.

Awareness-raising events have included solidarity marches for International Day of the Girl Child, 16 Days of Activism and World AIDS Day, along with letters to district parliamentarians, exchanges of experience between women and girls from different groups, and sharing of stories of violence and its impact, to further mobilise community members in addressing the challenges of violence against women and children.

Throughout the life of the project, 138 staff members have been trained in project collaboration for women's and girls' issues, content development, technology integration and data collection; 28 life-skills and vocational-skills courses have been developed; 47 exchanges with external agencies have been carried out; 125 events have been held, in addition to ten radio/video spots that have reached at least 118,306 community members in 16 communities of four regions; 48 support groups have been created — 30 cultural groups and TRIOs for girls' peer support at ADPP and 18 support groups as well as three District Technician Advocates at Progresso; 16 safe learning environments have been established and agreed with communities, in addition to 258 agreements signed with parents and spouses to allow girls to attend school; 4,712 women and girls have completed skills training and 1,710 girls were reintegrated into formal schooling; 203 women and girls applied for employment, of whom 172 were successful; 143 women and girls opened bank accounts; and 55 internships have been established.

TECHNICAL AND VOCATIONAL SKILLS DEVELOPMENT (TVSD)

TVSD supports partners in harnessing open and distance learning (ODL) to increase access to demand-driven, competency-based skills training. TVSD is increasingly focused on innovative models that use ODL for theory, with practical skills development organised in workplaces and communities.

COL has been providing support to the National Directorate for Technical and Professional Education (DINET) for introducing eLearning into the government TVET system. The TVSD initiative established an online training/planning session on TVSD Moodle (in Portuguese).

In June 2018, COL hosted a regional workshop in Kenya on *Sustainable Development in TVET*, with the participation of 26 representatives from 13 institutions in Ghana, Kenya, Mozambique (Superior Dom Bosco Higher Institute), Nigeria and Zambia.

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.

Under the aegis of TEL, COL has been offering a MOOC on *Introduction to Technology-Enabled Learning*, in partnership with Athabasca University, Canada. Nine learners from Mozambique benefited from the third course offering, in October–November 2018.

THE SOUTHERN AFRICAN DEVELOPMENT COMMUNITY CENTRE FOR DISTANCE EDUCATION (SADC-CDE)

Hosted by Botswana Open University, SADC-CDE promotes training and development in ODL and increases the provision of quality distance education in southern Africa.

In January 2019, SADC-CDE held a workshop in Botswana on non-formal education, with participants from eight countries in the region, including Mozambique. The goal was to sensitise them to ODL, as well as ICT in non-formal education programmes. Participants developed draft institutional action plans for non-formal ODL programmes.

In February 2019, SADC-CDE and the Botswanan NGO Gender Links organised a gender sensitisation workshop in Johannesburg, South Africa. Participants included academics and administrators of ten institutions from Botswana, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles and South Africa.

Through enrolment in the SADC-CDE Certificate for Distance Education Practitioners programme, several ODL practitioners from Mozambique are currently augmenting their skills, competencies and knowledge.

In July 2019, SADC-CDE sponsored three staff from Eduardo Mondlane University to enrol in the Certificate for Distance Education Practitioners programme to augment their skills, competencies and knowledge.

Events and Special Activities

CANADIAN DEPUTY MINISTER VISITS GIRLS INSPIRE

During a visit to COL's GIRLS Inspire partners in Mozambique in February 2018, the Canadian Deputy Minister of International Development, Ms Diane Jacovella, appreciated the positive impact that the project was having on the women and girls being trained in Nacala Porto, Nampula Province. The Deputy Minister had the opportunity to meet with women and girls undergoing training in a variety of vocational courses and attended a presentation on the plight of the girl child and the root causes of CEFM.

REGIONAL MEETING OF COL FOCAL POINTS

The Africa and Mediterranean regional meeting of COL's Focal Points took place on 24–25 September 2018 in Gaborone, Botswana 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 Sérgio Cossa, Head, Planning Department, INED, represented Mozambique at the meeting.

GIRLS INSPIRE STAKEHOLDER MEETING

In collaboration with Tanzania's Ministry of Education, Science and Technology, COL co-hosted the GIRLS Inspire end-of-project meeting in February 2019 in Dar es Salaam, Tanzania. 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. Member of Parliament Ms Marengue Da Cruz and GIRLS Inspire partners from Mozambique were in attendance.

MOOC ON INTRODUCTION TO SUSTAINABLE DEVELOPMENT IN BUSINESS

The two offerings of COL's MOOC on *Introduction to Sustainable Development in Business*, which was organised in collaboration with the Open University of Mauritius in May–June 2019 and November–December 2019, attracted 32 participants from Mozambique.

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.

eLEARNING FOR INTERNATIONAL ORGANISATIONS (eLIO)

Following a successful first year of developing and delivering an online induction programme for United Nations Population Fund (UNFPA) staff in headquarters, country offices and field offices, eLIO enrolled 36 learners from UNFPA Mozambique, who participated together in cohorts during December 2019 to February 2020. Within this period, one learner received a third certificate, which marks full completion of UNFPA's Virtual Orientation Programme.

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**.

COMMONWEALTH of LEARNING (COL)

4710 Kingsway, Suite 2500
Burnaby, BC V5H 4M2 Canada
Phone + 1 604 775 8200 / Fax + 1 604 775 8210
info@col.org
www.col.org
@col4d
facebook.com/COL4D/
instagram.com/commonwealthoflearning/

February 2020