

# *Transforming learning through innovation: the COL experience*

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***Commonwealth of Learning***



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# Commonwealth Heads of Government Meeting Vancouver, 1987

# *What is it for?*

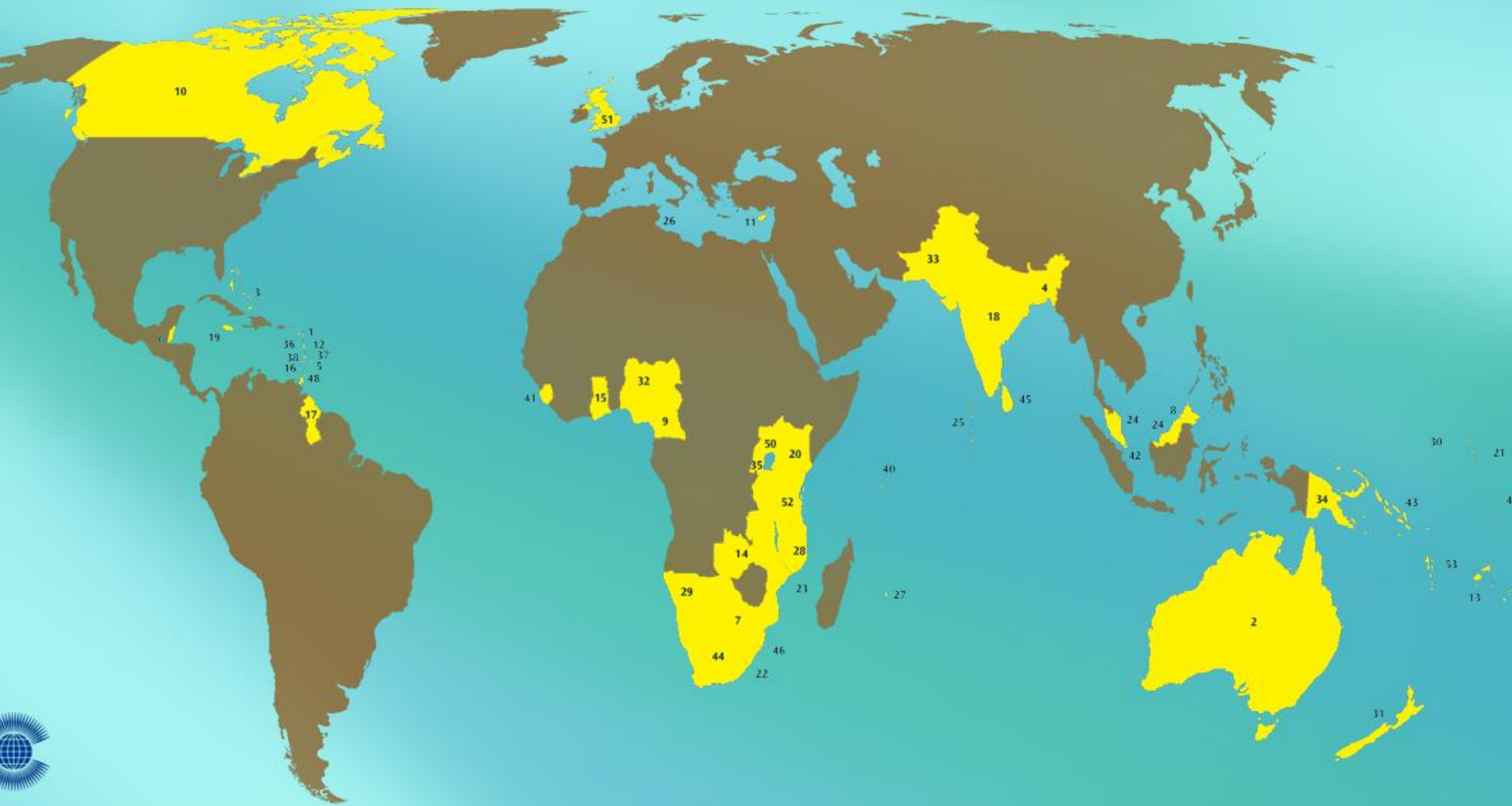


To help Commonwealth governments and institutions use various technologies to improve access to learning in support of development.



***Context***

# The Commonwealth



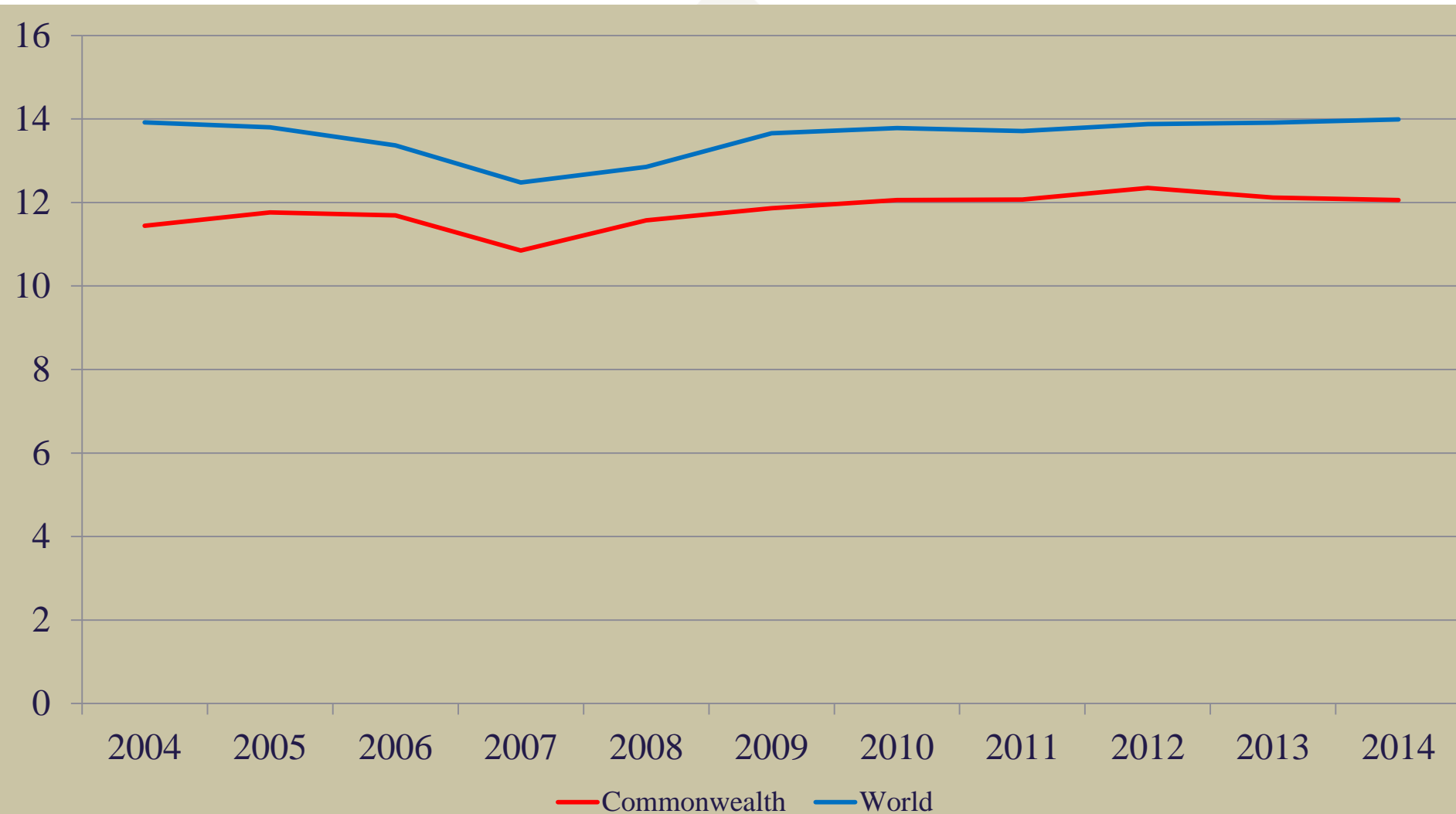
THE COMMONWEALTH COMPRISES 53 DEVELOPED AND DEVELOPING NATIONS AROUND THE WORLD

# *The Youth 'Bulge': 1.2 million 15-24*



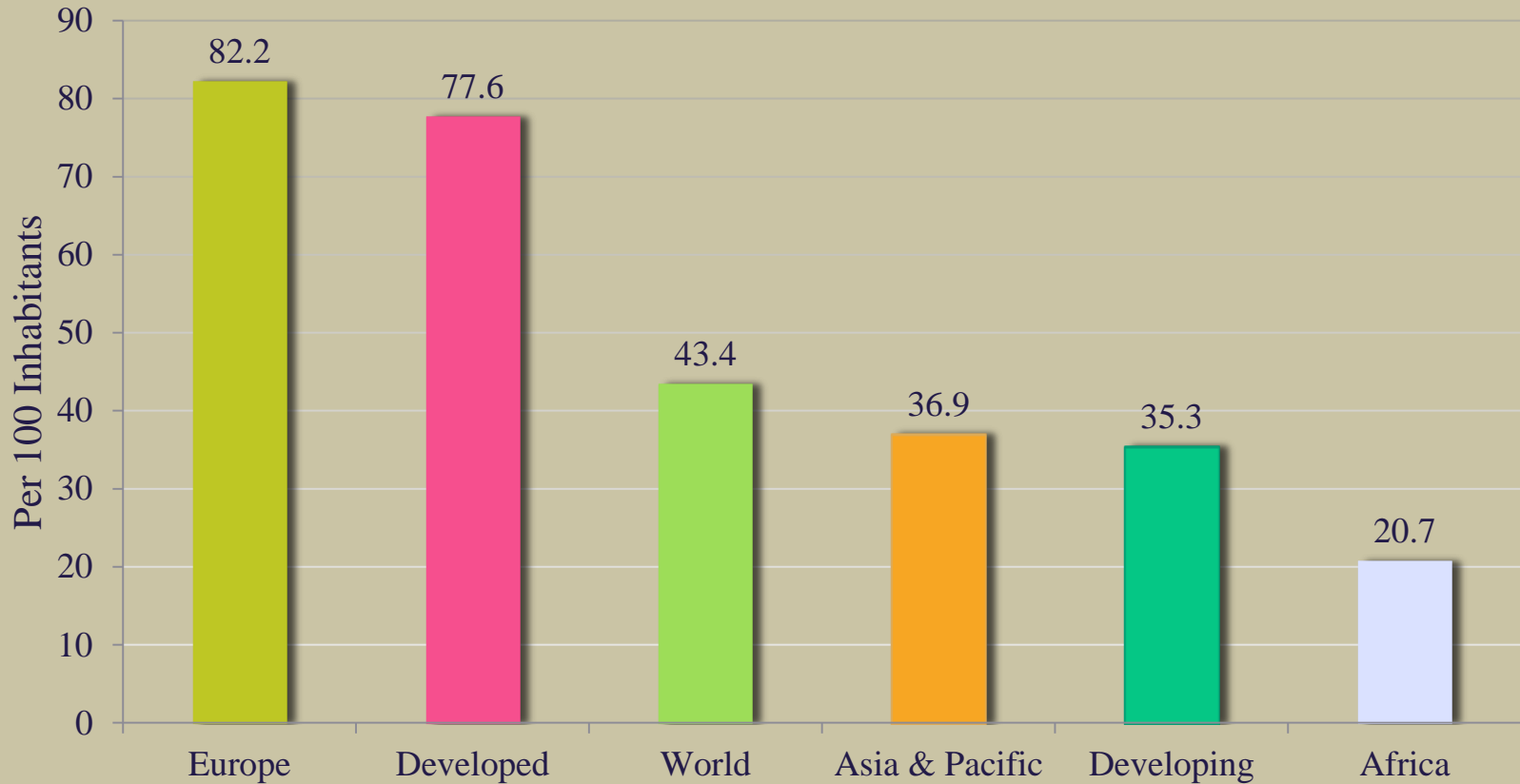
Of the 2.3 billion  
population, 60%  
under the age of  
30

# Commonwealth: Youth Unemployment Rate (ages 15-24, ILO estimate) 2004-2014



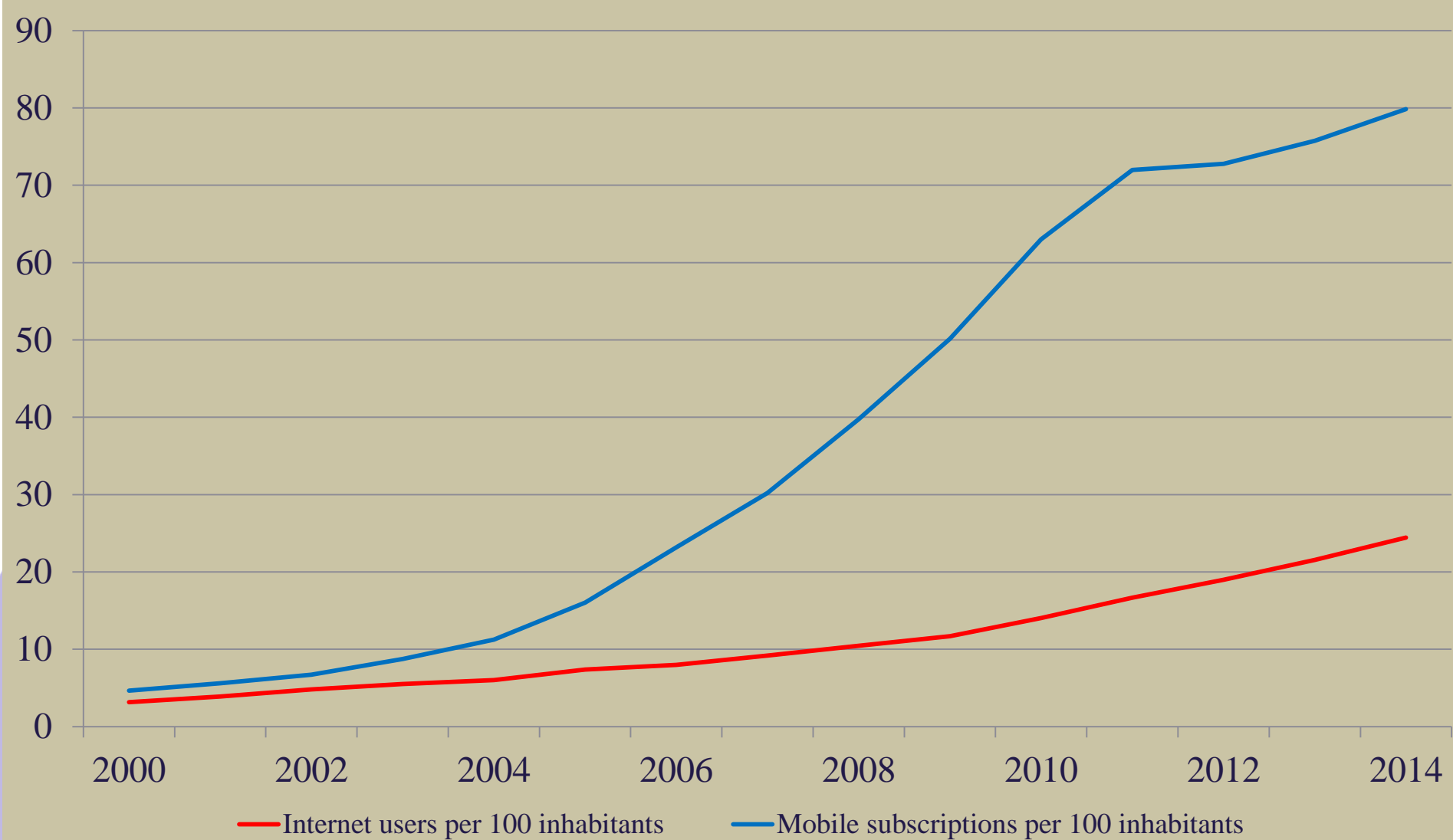
Source: [World Bank Open Data](#), last accessed on May 4, 2016





## *Percentage of households using the internet, 2015*

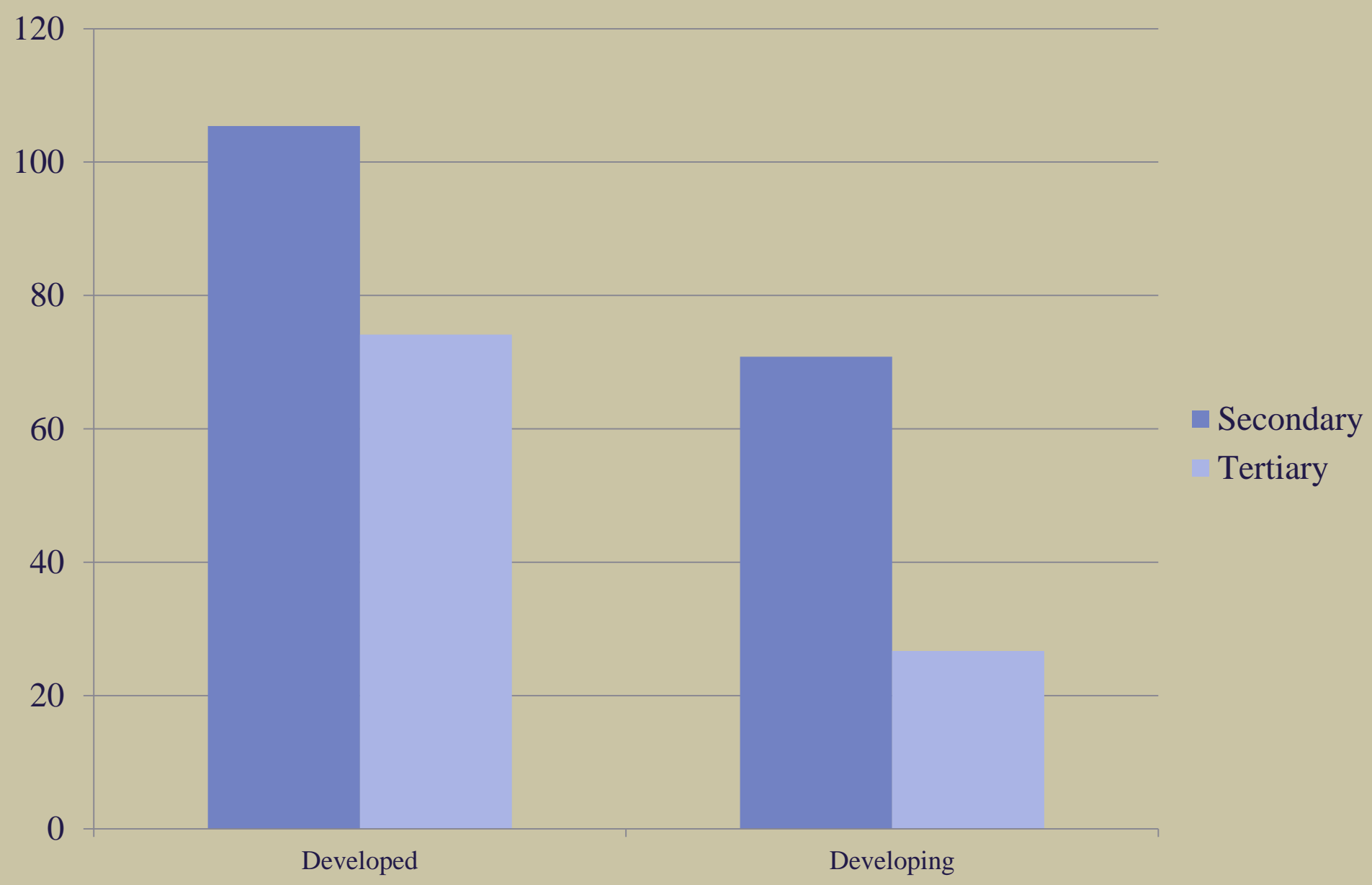




## *Commonwealth: ICT Statistics 2000-2014*

Source: [ITU Statistics](#), last accessed on May 4, 2016





## ***Gross Enrolment Ratio 2013 by Region and Level of Education***

Source: [UNESCO Institute for Statistics](#), Last accessed on May 19, 2016.



# GOAL 4

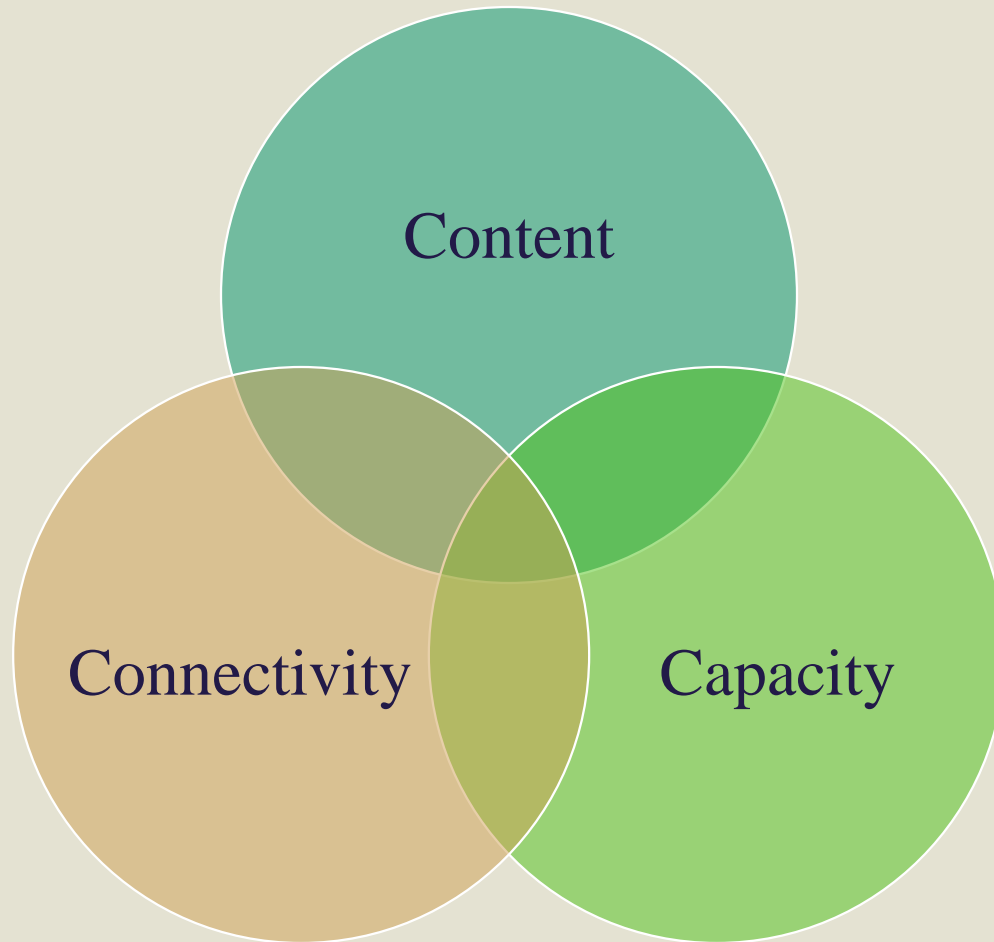
ENSURE INCLUSIVE AND EQUITABLE QUALITY  
EDUCATION AND PROMOTE LIFELONG LEARNING  
OPPORTUNITIES FOR ALL



**SUSTAINABLE DEVELOPMENT GOALS**

More at [sustainabledevelopment.un.org/sdgsproposal](https://sustainabledevelopment.un.org/sdgsproposal)

# *What are the challenges?*





*Content*

# *The Need*

- 1 reading textbook for 12 students
- 1 math textbook for 14 students



UNESCO, 2012



# Open Textbooks



## Welcome to the OER Textbook and Repository

### Online OER Textbook

The Caribbean Examinations Council (CXC) Caribbean Secondary Education Curriculum (CSEC) mathematics syllabus has been used to guide the selection and sequencing of quality Open Education Resources (OER) to create a free textbook or online course. The resources have been collected and vetted by experienced mathematics teachers and organised to allow a 'reader' gain mastery of each of the CSEC topics and objectives. The topics available for study include:

1. Computation
2. Number Theory
3. Consumer Arithmetic
4. Sets

### Attribution

The following contributions are acknowledged:



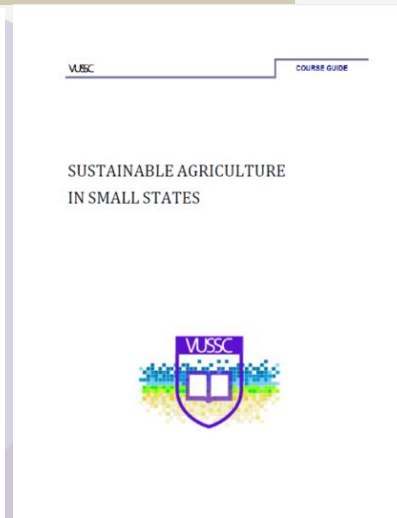
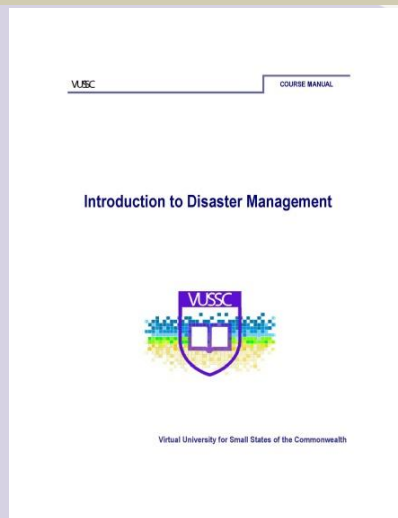
<http://www.caribbeanoer.org>





# VUSSC OER Courses

- Sustainable Tourism
- Disaster Management
- Port Management - Stevedoring
- Sustainable Agriculture for Small States
- Bachelor in Business and Entrepreneurship
- Master in Educational Leadership



## TH 002 - Introduction to Sustainable Tourism

Home > Courses > Tourism and Hospitality > Tourism 002

### NAVIGATION

- Home
  - My home
  - Site pages
  - My profile
- Current course
  - Tourism 002
    - Participants
    - Badges
    - Course Information
    - Course Introduction
    - Unit 1: Introduction to Sustainable Tourism
    - Unit 2: The Impact of Tourism
    - Unit 3: Carrying Capacity as a Management Tool
    - Unit 4: Scope of Sustainable Tourism
    - Course Summary
  - Courses

### ADMINISTRATION

- Course administration
  - Turn editing on

Welcome to BBE

### Course Information

This section is used to introduce your instructor and as a place for Course News/Announcements forum. You can also communicate

- Your instructor
- Instructor Expectations
- Course News and Announcements
- Class Cafe
- Course Chat Room

### Course Introduction

This unit provides an introduction to your course and a list of ins

- Course Description, Assignments & Schedule
- Student Introductions
- Course References



Welcome to the Bachelor of Business & Entrepreneurship (BBE) programme. This section describes the BBE and its curriculum. It also includes programme and course news and announcements and a chat line you can use to connect with online peers.

- BBE Curriculum Description
- Course News and Announcements
- Navigating Moodle - An Introduction
- Technical Support
- BBE Cafe

## Educational Leadership

- Module 1 : Higher Education in a Global World: The Context of Quality Assurance
- Module 2 : External Quality Assurance
- Module 3 : Operating an External Quality Agency
- Module 4 : Maintaining Quality within the Institution



# *Courses offered: 10 institutions in 8 countries*

- National University of Samoa 
- University of the West Indies (Open Campus) 
- Botswana College of Distance and Open Learning 
- Barbados Community College 
- University of Seychelles 
- Seychelles Tourism Academy 
- Villa College Maldives 
- Open University of Mauritius 
- Mauritius Institute of Training 
- Antigua State College 

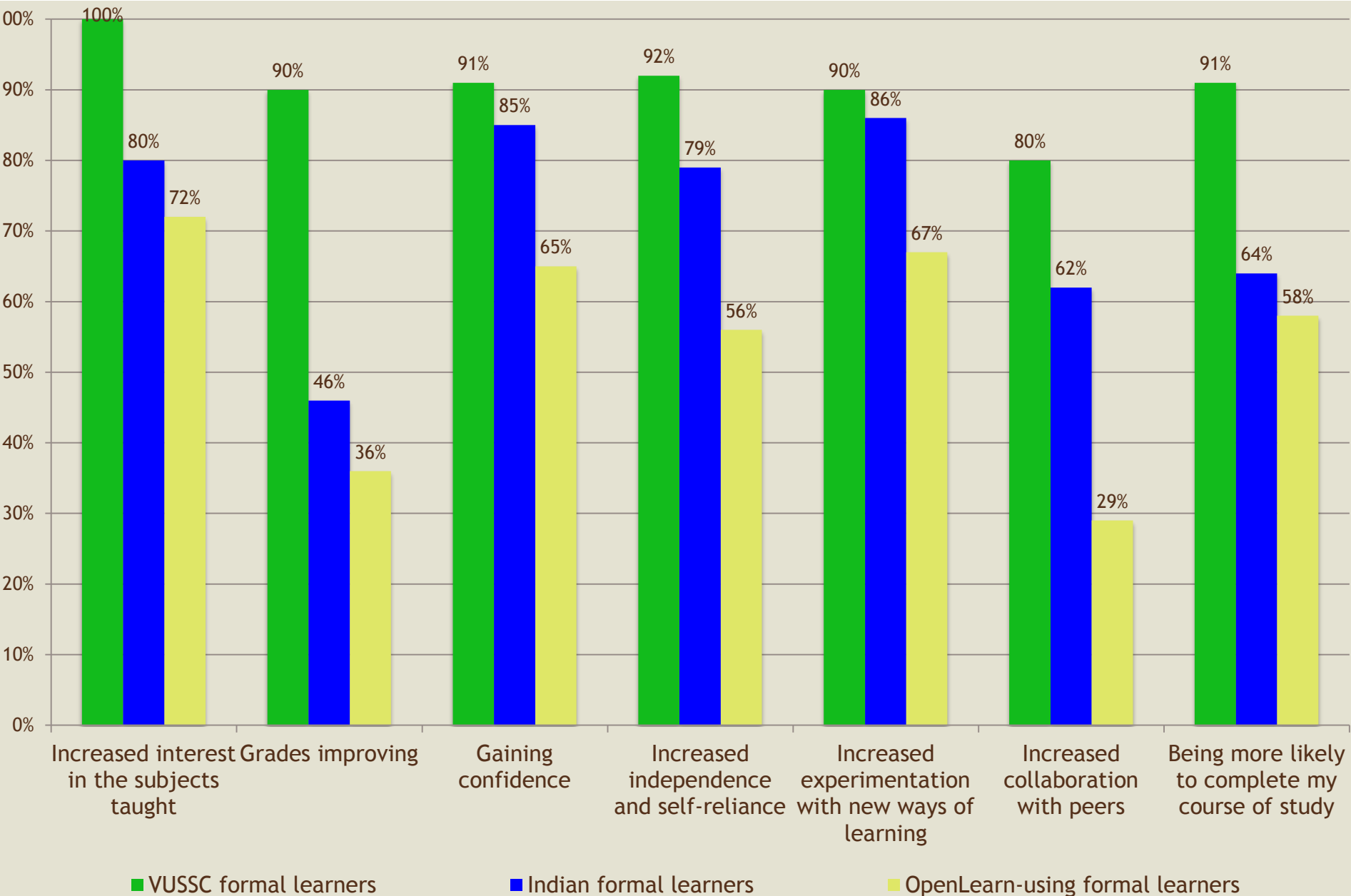
# *Enabling education across borders*

“ The VUSSC Diploma in Sustainable Agriculture has given me the opportunity to follow a full diploma programme in Agriculture for educators at the National University of Samoa. I am proud to have a full qualification and a job plus the opportunity to undertake a full degree programme in Agriculture at the University of the South Pacific.”.

Leafaitulagi Vaelua, Teacher, Avele College, Samoa; Graduate VUSSC Diploma in Sustainable Agriculture



# Impact of VUSSC on formal learners



# Towards Innovation

- OER not just a **product** but a **process**
- **Involve stakeholders** such as teachers and learners
- Support learners to make the transition from becoming ‘consumers’ to ‘**producers**’ of content.

*Capacity*

# *Lifelong Learning for Farmers*



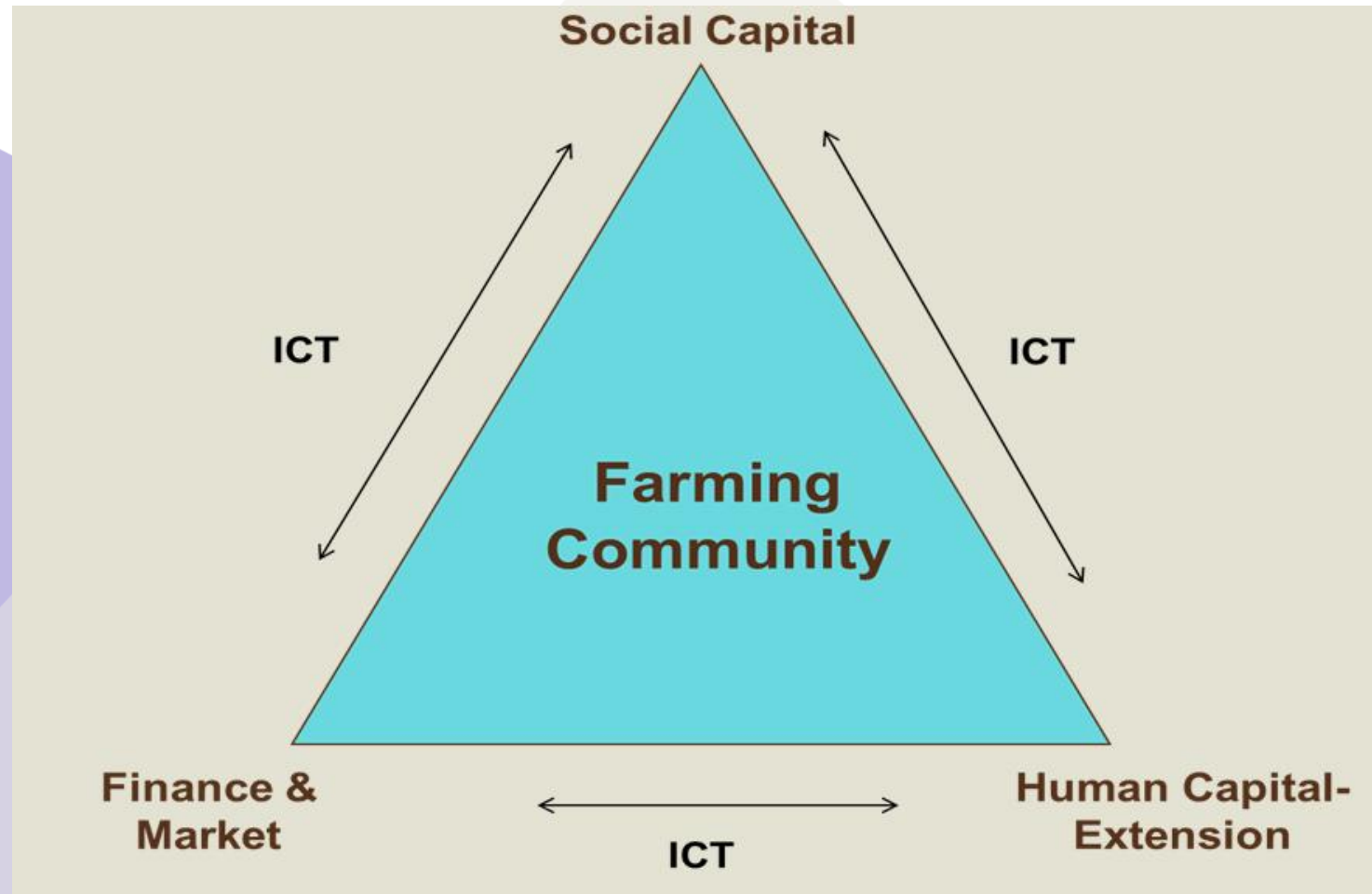


# ***Ms. Olivia Atieno, Ugunja, Kenya***

- School dropout: joined L3F during 2010
- Learns daily through Mobile phone
- Manages her enterprise using mobile phone
- Established Dairy, Goat, Sweet Potato, Maize enterprises
- Enhanced her household income and sends her 3 children to schools



# *L3F: Capacity to Capability*



- Learning is a pre-condition for credit
- In Uganda over 10,000 farmers use mobile phones for audio-based learning.
- In Kenya over 5,000 participants use radios and DVDs for learning .
- More than 140,000 participants in Asia

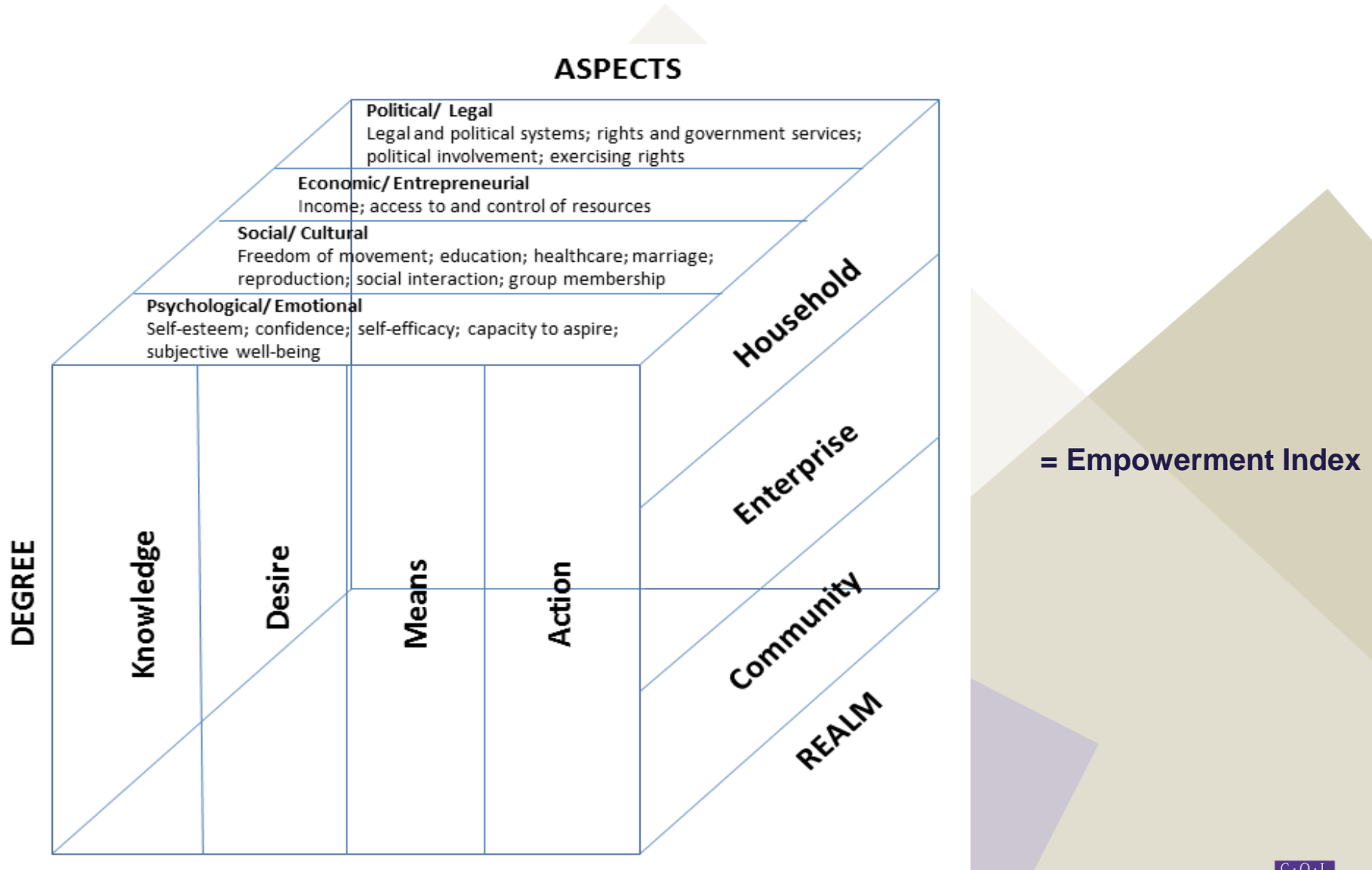


# *Increasing food security*



*Every \$1 invested in learning, facilitation and networking resulted in \$9 worth of income and assets.*

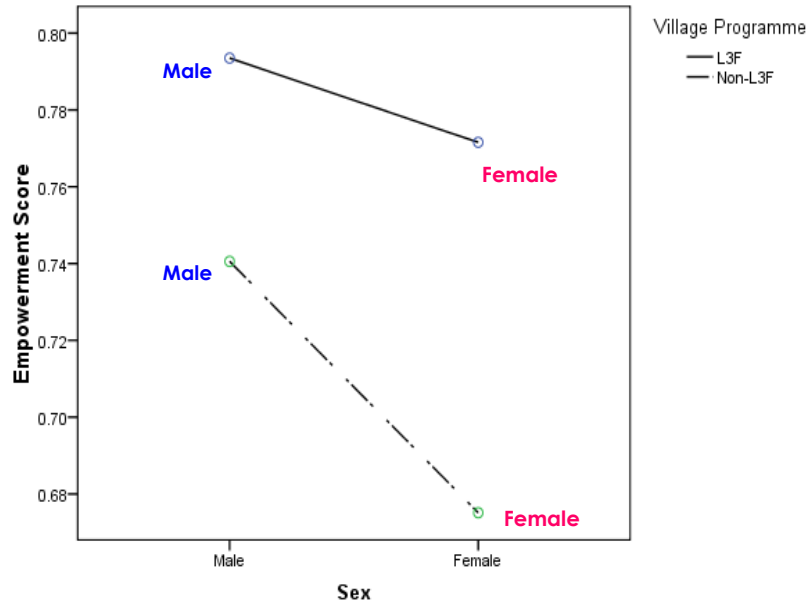
# COL's 3 Dimensional Model of Empowerment



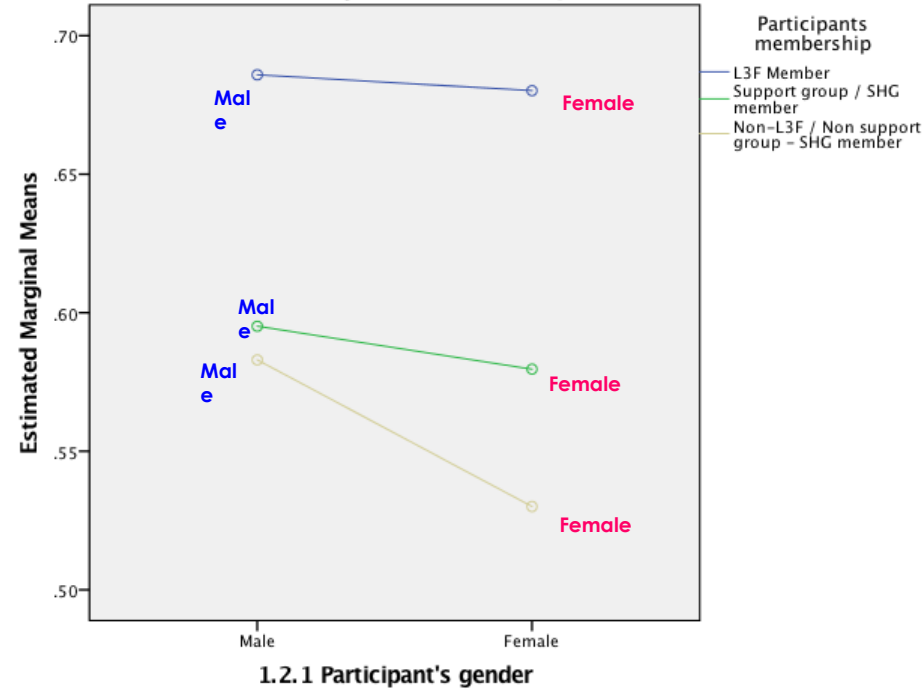
# In Uganda

# In Kenya

Empowerment Score for Sex and Village Programme



Estimated Marginal Means of empowerment\_scale



- Empowerment scores are higher for the 3F village than the Non-L3F village
- Female empowerment scores are lower than the Male scores- though in L3F the margin is less
- Women in the L3F village have a higher mean empowerment score than men in the Non-L3F village.

- Empowerment scores are higher for the L3F Households compared to other two control groups
- Female empowerment scores are almost equivalent to Male L3F
- Female empowerment scores in L3F is much higher than male empowerment in other two groups

# ***‘Domesticating’ Technology***

participating communities  
facilitated to  
*domesticate*  
the technology





*Connectivity*





# Aptus



# *Aptus*

- Can create a digital learning environment without the need for internet and grid power.
- Is built on open technologies:
  - Open source hardware
  - Open source software
  - OER



# *Minister of Education, Vanuatu presents Aptus to officials (April 2015)*



# *Pakistan mobile learning project*

- Allama Iqbal Public School and College located at Kanju village, Swat District, Pakistan

Qatar Foundation/ROTA



# Project findings

“Students take interest in this technology because there is multimedia option using Aptus and Tablets. Students can watch animated videos on each topic”.



# Project findings

- Test scores demonstrate significant improvement in students' academic performance.
- Teachers' attitude toward mobile learning improved: teachers agreed that using mobile technologies in the classroom make it easier for students to learn.

# *Digital Inclusion*

- Tailoring ICT for the last person in the queue
- ‘Appropriating’ technology for specific contexts





*Transforming  
Learning*

# *Innovation: from 'divide' to 'dividend'*

- *emphasis on people, rather than on technologies*
- *learning as a process of knowledge creation*

**knowledge**



# *The COL experience*

ICT strategies are only effective and sustainable if they are integrally linked to broader, more comprehensive development and education strategies.



# *In Conclusion*

- Technology by itself cannot lead to innovation
- Innovation is about harnessing technologies in an appropriate socio-economic and political context
- Innovation must specially target the unreached



*Thank you*  
*[www.col.org](http://www.col.org)*

