



COMMONWEALTH *of* LEARNING

31st Induction Programme for Diplomats

Promoting
Learning for Development

September 4, 2014

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Commonwealth of Learning*



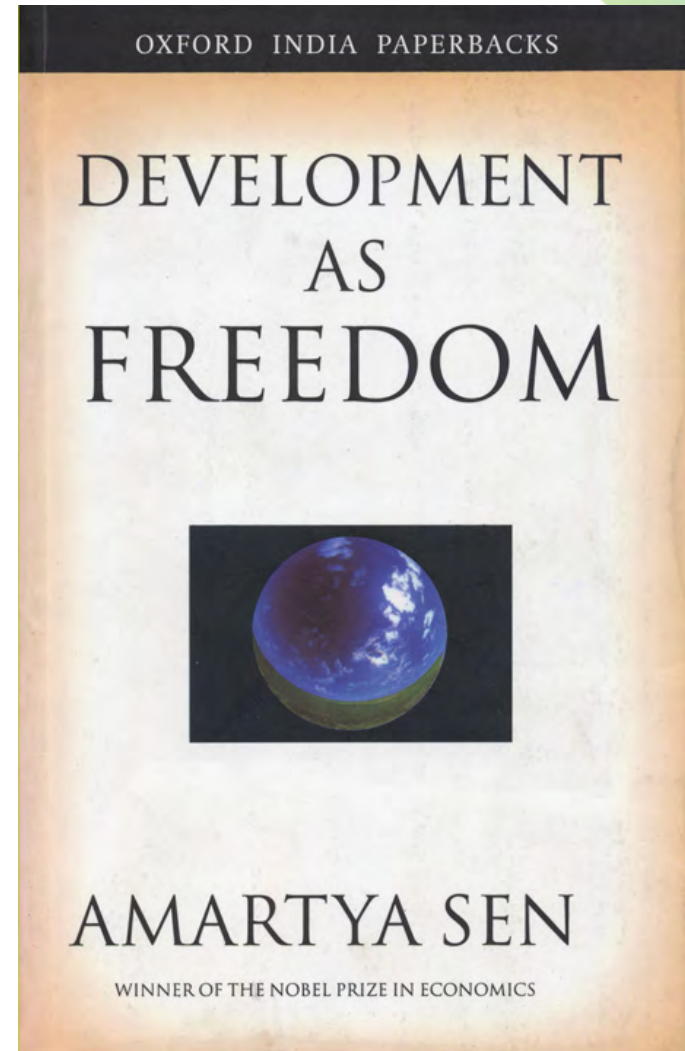
COMMONWEALTH *of* LEARNING



Learning for Development

Learning for Development

- Development:
 - as freedom
- Freedom:
 - ‘to be and to do’



Capability approach: A. Sen

- From outputs to outcomes
- From capacity to capability
- From skills or 'functionings' to the ability of exercise freedom

Learning develops Capability for

- Personal autonomy/independence of thought
- Livelihoods
- Social relations/identity

Walker, 2006



UN Millennium Development Goals

Keep the promise
Millennium Development Goals

2015



Education for All (The Dakar Goals)



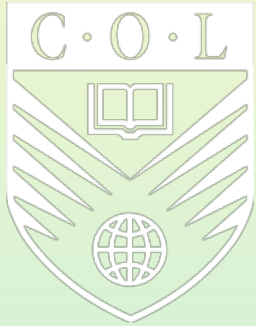
Peace
Democracy
Equality
Good governance

COL Impact Statement

A substantial and equitable increase in the number of Commonwealth citizens acquiring the knowledge and skills for leading productive and healthy lives, through formal and non-formal ODL opportunities

opportunities

through formal and non-formal ODL



COL Priorities

- Girls and Women's Education
- Open Educational Resources
- Skills Development





COL Programme

Mr. Vis Naidoo



Education

- Open schooling
- Teacher Education
- Higher Education
- VUSSC

Livelihoods & Health

- TVSD
- Learning for Farmers
- Healthy Communities

Gender

eLearning

models

policy

capacity

materials

partnerships

Open Schooling

- responds to the increasing demand for secondary education at scale and at lower costs.
- can complement the conventional school system and use ICT to scale up education.



Open Schooling is.....

Frances
Ferreira



A feasible solution :

61 million primary school age and
71 million lower secondary school age
were out of school in 2010 (UIS, 2012)

Cost - Efficient in India & Namibia

Conventional: NIOS = 6:1

Conventional: NAMCOL= 5:1

(Koul & Rumble, 2007)

An ***Equalizer*** for educational opportunities:

I left school in year 5 when I got married at the age of 12. I am now 22 and have 3 children. I want to get back to school so that I can help my children with their schoolwork.

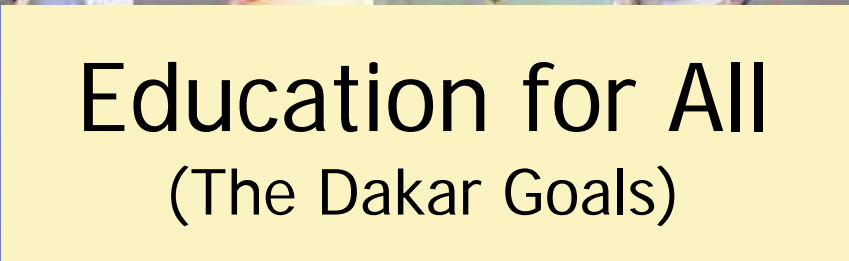




Teacher Education

Global Demand for Teachers: 1.7 million

- strengthening teacher education through the use of technology and distance learning.
- 350,000 teachers and teacher educators trained in 24 countries.
- reaching teachers in marginalised groups including nomadic communities



Constructivist pedagogy:
800 nomadic teachers in Nigeria

ORELT adaptation and utilisation:
1000 teachers in Kenya, Uganda, Ghana,
Gambia, Nigeria, Sierra Leone trained

TESSA OER in use in 19 programmes
(including B Ed, Diploma, Certificate and
unaccredited CPD programmes) 303,300
teachers enrolled in Sub Saharan Africa

690 teacher educators capacity built in
TESSA OER



Higher Education

- Contributing to human resource development
- Improving the quality of higher education
- Increasing access



Dr. Godson Gatsha

COMMONWEALTH EXECUTIVE
MBA MPA

Commonwealth Executive Master of Business Administration
Commonwealth Executive Master of Public Administration

GOAL:
To deliver high quality professional programmes in management and public administration through distance education.

AIMS:
To complement existing MBA/MPA programmes currently offered in the Commonwealth to meet the needs for management and public administration education at the postgraduate level.

FEATURES:

- Flexible
- Cost-effective
- Vision institutional credit transfer
- Modular
- Multiple entry
- International

EXIT POINTS:

PROFESSIONAL	Senior Lecturer
ACADEMIC	Senior Lecturer
RESEARCH	Senior Lecturer
TEACHING	Senior Lecturer
MANAGEMENT	Senior Lecturer
ADMINISTRATION	Senior Lecturer

PROGRAMME HIGHLIGHTS

Quality Assurance:
Course Development

- Qualified scholars for course design, development and review
- Qualified course designers to ensure quality of self-structured material

Delivery

- Partner institutions contribute to supplementary material to fit local contexts
- Tutorship/visitors based in good distance education practice provide learner support

Partnership is the key:

- Programme offered through a consortium of partner institutions
- Partners help optimize the use of available resources, share information and expertise
- Institutions commit to optimizing outcomes to benefit the overall objectives and interests of the partnership
- Provide direction and guidance to the programme by serving on the Academic Board and Executive Steering Board

Resources:

- C.O.L. Web 2.0 Tools (www.col.org/resources/innovations/)
- Newly established OER bank that aggregates and filters content from reliable web sources tracked by C.O.L. on various fronts
- C.O.L. IRC on-line catalogue (www.col.org/IRCSearch/)
- C.O.L. ELibrary (<http://library.col.org/>) repository of C.O.L. publications and reports
- Directory of Open Educational Resources (<http://www.col.org/Open-Educational-Resources>) for the Commonwealth Universities

Gender Guidelines:

- Ensure national laws of gender bias
- Proactive training for recruitment of female students
- Learner support sensitive to the needs of women

PROGRAMME STRUCTURE consists of four components:

<p>Core Courses</p> <p>CEBMA • 8 Core Courses</p> <p>CEMPA • 9 Core Courses</p> <p>CEMPA • Public Systems Management</p> <p>CEMPA • Management of Organizations</p>	<p>Specialist Compulsory Courses</p> <p>CEBMA • Strategic Management</p> <p>CEBMA • Quality Management</p> <p>CEMPA • Public Policy</p> <p>CEMPA • Development Planning and Administration</p>
<p>Elective Courses</p> <p>CEBMA • 3 Elective courses</p> <p>CEMPA • 3 Elective courses</p>	<p>Required Courses</p> <p>CEBMA • Research Methods</p> <p>CEMPA • Research Methods</p> <p>CEMPA • Project</p>



- Institutions in 11 countries offer CEMBA/CEMPA programme
- QA implemented in 14 institutions in 5 countries
- Legislative Drafting course materials converted into OER and freely available




VUSSC Member States



Some of the Institutions that participate in VUSSC

VUSSC reaches more than 21,000 educators and learners in Small Countries

- | | | | |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------|
|  | National University of Samoa |  | St. Vincent and the Grenadines Community College |
|  | National University of Lesotho |  | St. Vincent and the Grenadines Teachers College |
|  | Botswana College of Distance and Open Learning (BOCODOL) |  | University of Cyprus |
|  | University of Swaziland |  | Polytechnic of Namibia |
|  | Maldives College of Higher Education Fondazzjoni Temi Zammit, Malta |  | University of Mauritius |
|  | University of Papua New Guinea |  | Seychelles Agricultural Agency |
|  | Antigua State College |  | Samuel Jackman Prescod Polytechnic, Barbados |
|  | Dominica State College |  | Seychelles Maritime Training Centre |
|  | University of Belize |  | Vanuatu Institute of Technology |
|  | Clarence Fitzroy Bryant College, St. Kitts & Nevis |  | Caribbean Maritime Institute |
|  | College of The Bahamas |  | Lesotho College of Education |
|  | University of Seychelles |  | Maldives National University |
|  | Namibian Open Learning Network |  | Tonga Institute of Higher Education |
|  | Sir Arthur Lewis Community College, St. Lucia |  | Open University of Mauritius |



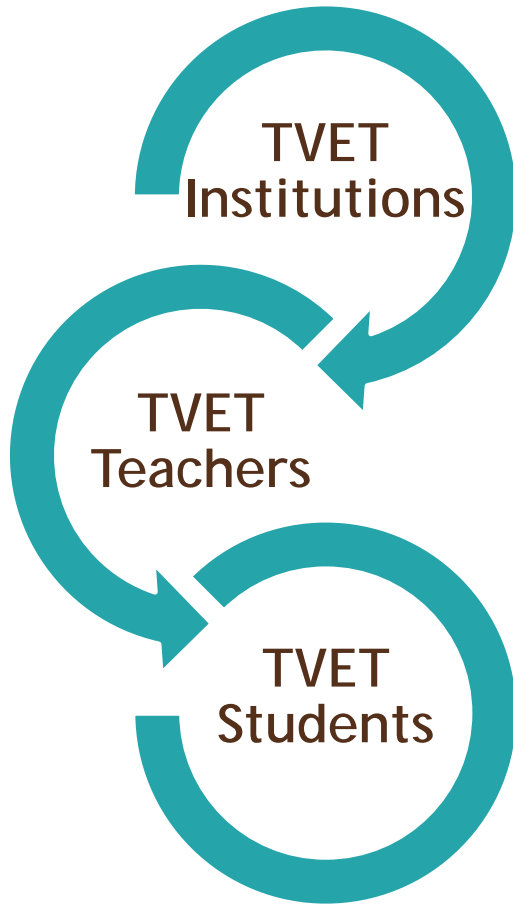
First graduate after following a full-time Diploma in Agriculture in Samoa

Technical & Vocational Skills Development

Alison Mead
Richardson



Outcomes



Impact – 150% increase in income

Concrete Results in Nauru:





Lifelong Learning for Farmers (L3F)

Link them with banks for credit



Mobilize and Organize farmers



Support learning through mobile phones and radio



Facilitate them to develop and profit from enterprises



Increased Food Security among 5000 women
Lifelong Learners in Kenya and Uganda

Every \$1 invested in learning, facilitation and networking resulted in \$ 9 worth of income and assets among 11,000 households in India

Community learning programmes

local
participatory
low-cost

Healthy Communities

Ian Pringle



Phukusi la Moyo (Bag of life) Mchinji District, Malawi



200 groups with more than 6000 members, mostly pregnant women and new mothers, learning and sharing through community radio leading to better health seeking behaviour



eLearning

- Support educational transformation through the use of information & communication technologies (ICT) and open educational resources (OER)
 - Access | Quality | New Pedagogies



**FACE-TO-FACE
TEACHING**



**ICT
IN SUPPORT OF
FACE-TO-FACE
TEACHING**



**BLENDED LEARNING
(FACE-TO-FACE
+
ONLINE)**



**FULLY ONLINE
DISTANCE LEARNING**

eLEARNING

Open Textbooks

The screenshot shows a web browser window with the URL www.caribbeanoer.org. The page features the Organisation of Eastern Caribbean States logo and navigation menu. The main content area is titled "Welcome to the OER Textbook and Repository" and includes sections for "Online OER Textbook" and "Attribution".

Organisation of Eastern Caribbean States

Home Browse All About Us Contact Us Search Surveys

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:

The attribution section displays a grid of logos for the following organizations: Boundless, CK-12, flexbook, C.O.L., EVERYTHING MATHS, KHAN ACADEMY, Mathpower.ca, mathspace, NBCC, and a cartoon character.

<http://www.caribbeanoer.org>

Directory of Open Educational Resource (DOER)

- Open Educational Resources directory service
- Only full courses catalogued
- A service provided by COL

The screenshot shows the Commonwealth Connects Portal, which is the Directory of Open Educational Resources (DOER). The header features a colorful geometric logo on the left and the text "COMMONWEALTH CONNECTS PORTAL" and "DIRECTORY OF OPEN EDUCATIONAL RESOURCES" on the right. Below the header, it states "SERVICE PROVIDED BY" followed by the logo of the Commonwealth of Learning (COL) and the text "COMMONWEALTH OF LEARNING".

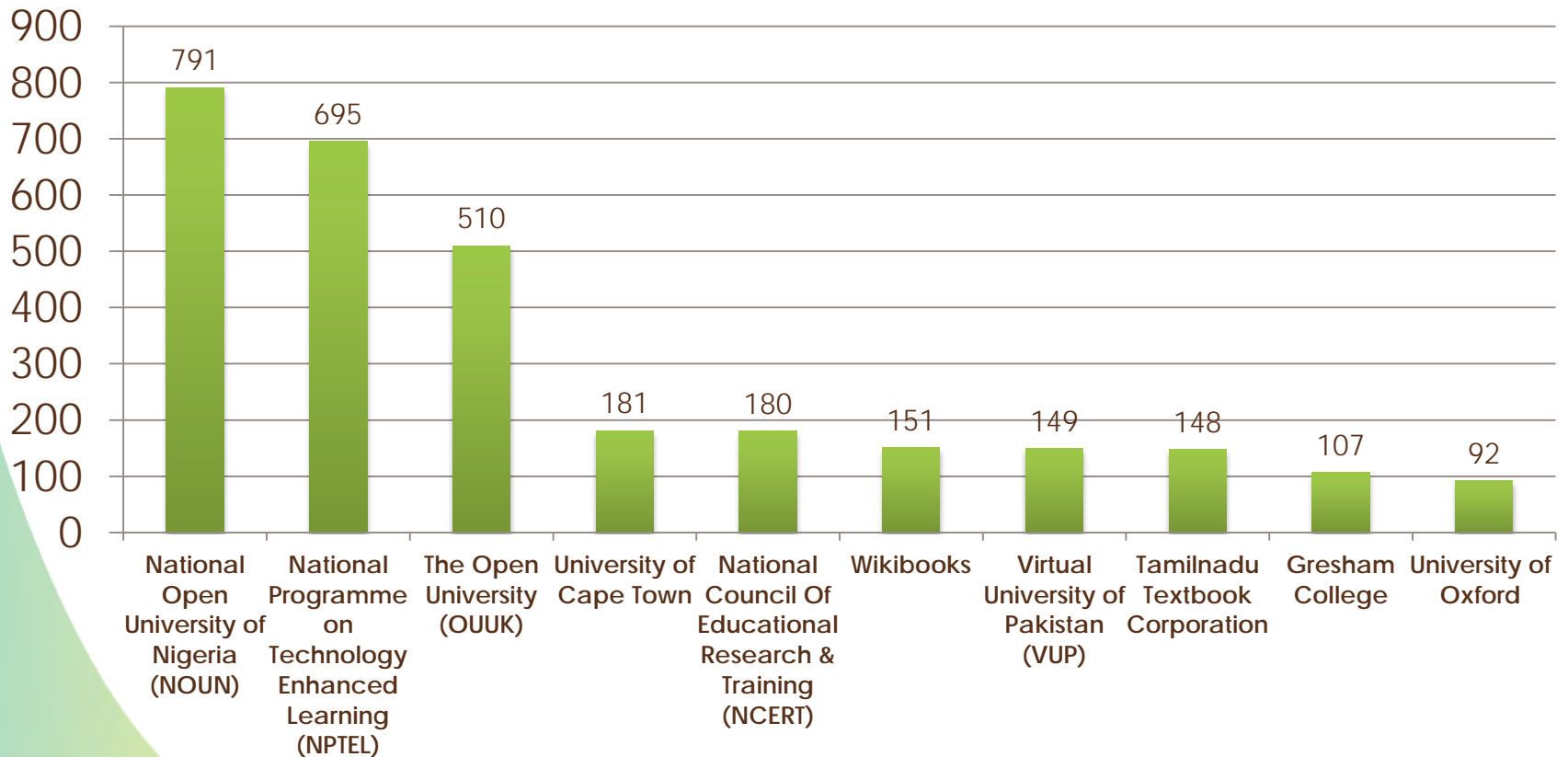
The main content area is divided into three columns:

- Left Column:**
 - Search DSpace:** Includes a search input field with a "Go" button, and links for "Advanced Search" and "Subject Search".
 - Browse:** A list of navigation links: Home, Communities & Collections, Issue Date, Author, Title, Subject, Edutags, and Publisher.
 - Sign on to:** A link for "Receive email updates".
- Middle Column:**
 - Header: "C2P: Open Educational Resources >"
 - DSpace:** A section with the text "Welcome to C2P: Open Educational Resources DSpace directory service!".
 - Search:** A section with the text "Enter some text in the box below to search DSpace." and a search input field with a "Go" button.
 - Communities in DSpace:** A section with the text "Choose a community to browse its collections."
- Right Column:**
 - C2P: Open Educational Resources:** A section with the text "Open Educational Resources from the Commonwealth Universities."
 - RSS Feeds:** A section with two RSS feed buttons: "RSS 1.0" and "RSS 2.0".

DOER

COL's Directory of Open Educational Resources | doer.col.org

Top Institutions



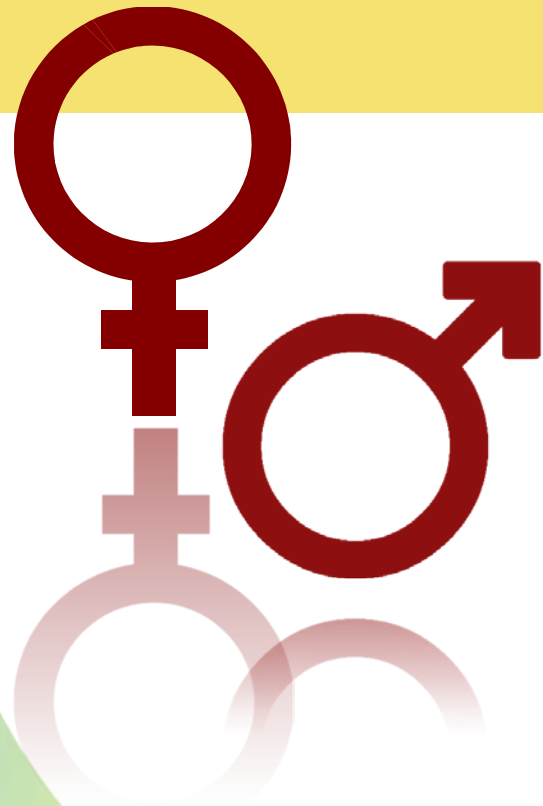
MOOC for Development (M4D)

- Designed and offered by COL and IIT-Kanpur
- Delivery compatible with mobiles
- Experts from different countries for online mentoring
- 2286 sign ups from 116 countries
- 23% of learners certified





Gender



Outcome

More partners adopt gender-inclusive approaches and strategies to promote gender quality.

Gender: cross cutting

“More women
in power”

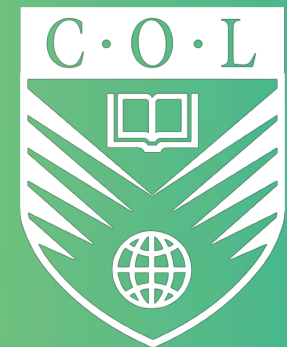
Leymah Gwobee
2011



Dr. Venkataraman
Balaji



CLASSROOM *WITHOUT WALLS*









More than 12,000 women in rural remote villages in India are using Aptus for financial literacy and financial transaction with cooperative bank

COL's two-fold agenda

- Accelerating progress towards achieving MDGs
- Positioning COL for a post-MDG world

I

Minimum intervention, maximum impact approach

- Replicable Models, eg L3F
- Partnerships, eg VUSSC
- Human capital development, eg Higher Education

II

Harnessing technology

- Appropriate technologies eg mobiles, CR
- 'domesticating' technologies eg localisation
- Innovations eg Classroom Without Walls



Regional focus

- Africa
- South Asia
- Small States



COL's strengths

- Expertise in Learning for Development
- Responsiveness
- Flexibility
- Network of Partners
- Bridge between the IADGs and Country priorities

COL's challenges

- Threshold level of operations
- Coordination between ministries of education, health, agriculture
- Balance between stakeholder expectations

Post-2015 targets (UN High Level Panel)

- End poverty
- Empower girls and women
- Provide quality education and lifelong learning
- Ensure healthy lives
- Ensure food security and good nutrition
- Create jobs, sustainable livelihoods & equitable growth

Equitable, Quality Education & Lifelong Learning for All by 2030

UNESCO: post-2015 education agenda

- **Basic Education** (incl ECCE & lower secondary)
- **Post-basic** (incl upper sec & tertiary)
- **Quality and relevant teaching learning**
- **Youth & adult literacy**
- **Skills for life and work**

Post 2015 development framework for Education

- **Access:** every child completes 9 years of basic education & has access to secondary education
- **Quality:** post-basic education for livelihoods and employment
- **Equity:** class, gender, special needs, location, age



COMMONWEALTH
SECRETARIAT



Strategic Plan 2015-2021

learning for sustainable development

EDUCATION &
TRAINING

Environmental
sustainability

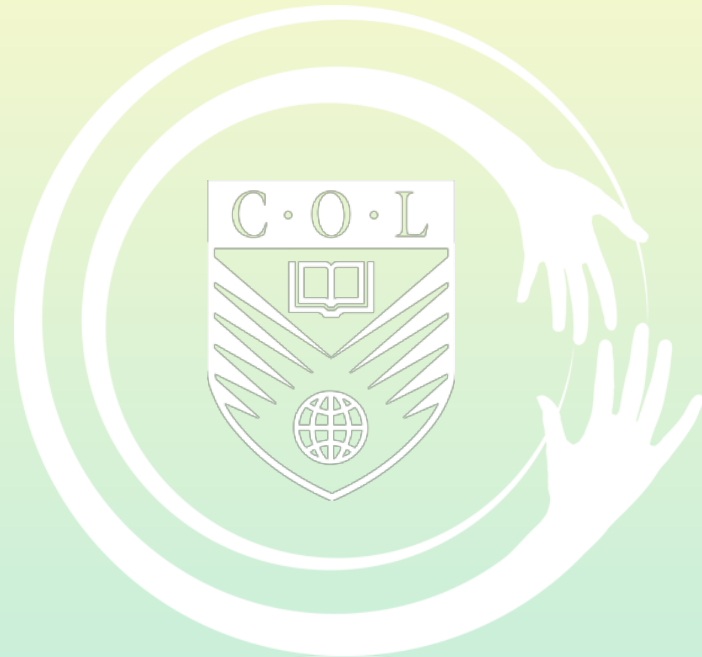
SKILLS

ECONOMIC GROWTH

GENDER EQUALITY

Social Inclusion





THANK YOU

