



COMMONWEALTH *of* LEARNING



COL in the Commonwealth

2018–2020 HIGHLIGHTS

PAPUA NEW GUINEA

LEARNING FOR SUSTAINABLE DEVELOPMENT

TARGETS 2021



Improved sustainable livelihoods
300,000 PEOPLE



470
ORGANISATIONS
Improved organisational
capacity to leverage ODL

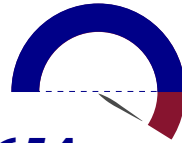


1.4 million
PEOPLE
Increased and equitable
access to, and use of, quality
learning opportunities

ACHIEVED BY 2020



257,484 people



Target
EXCEEDED

654 organisations



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.”

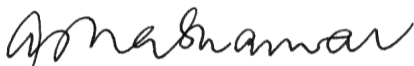
COL harnesses the potential of open, distance and technology-enabled learning to help Member States accelerate progress towards achieving development outcomes.



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



Highlights

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.



PAPUA NEW GUINEA

COL works with partners in Papua New Guinea (PNG) to expand access to quality education and lifelong learning for all. The Honourable Siasoi 'Ofakivahafolau Sovaleni, Minister of Education and Training, Kingdom of Tonga, represents the Pacific Region on COL's Board of Governors. Mr Anthony Rayappan, Deputy Principal Services, Flexible Open and Distance Education, Department of Education, and Ms Leah Margis, Executive Manager, Innovation and Digital Education, Department of Higher Education, Research, Science and Technology, are COL's Focal Points for PNG.

COL's current work in PNG is primarily in the areas of technical and vocational skills development (TVSD) and technology-enabled learning (TEL). PNG is a member of the Virtual University for Small States of the Commonwealth (VUSSC), and it also benefits from the support of the Pacific Centre for Flexible and Open Learning for Development (PACFOLD). Learners from PNG have benefited from open online courses and other COL resources.

The following are the highlights from 2018 to 2020.



Programmes

HIGHER EDUCATION

The Higher Education initiative works with ministries and higher education institutions to increase equitable access to tertiary education and to address the needs of industry and national development through the use of policies, systems, models and gender-responsive learning resources. COL supported five faculty members from the University of Papua New Guinea (UPNG) to complete the Certificate in Designing and Facilitating eLearning, through the Open Polytechnic of New Zealand.

VIRTUAL UNIVERSITY FOR SMALL STATES OF THE COMMONWEALTH (VUSSC)

PNG is a member of VUSSC. Initiated by ministers of education of developing small states of the Commonwealth, VUSSC supports the collaborative development and sharing of OER to promote learning for sustainable development.

In the past few years, VUSSC has connected institutions through online technologies to promote eLearning and the collaborative sharing of educational resources using multi-institutional partnerships. The emphasis is now on supporting institutions to offer VUSSC courses and programmes, while promoting the use of the Transnational Qualifications Framework.

TECHNICAL AND VOCATIONAL SKILLS DEVELOPMENT (TVSD)

TVSD supports partners in harnessing 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.

In February 2018, COL's Education Specialist: TVSD visited PNG and met with staff and senior management of the Department for Higher Education, Research, Science, and Technology (DHERST) to discuss their strategic objectives for achieving quality improvements through the introduction of blended online learning.

In 2018, DHERST was supported via a visioning exercise workshop, with a view to upgrading four technical and vocational education and training (TVET) institutions as Centres of Excellence. With input from COL, PNG stakeholders have created FOLIC – the Flexible Open Learning Implementation Committee – to guide new developments. FOLIC members participated in a workshop in June 2018 to help PNG TVET institutes start implementing flexible and open learning. Subsequently, DHERST requested COL's support for a Skills in Demand model, which blends workplace-based and online learning, to build their own employees' skills in project management.

In February–March 2019, COL facilitated a series of activities to develop a learner journey map, a monitoring and evaluation plan, and a project plan that outlines next steps to implement the training. In the framework of the project, 20 staff members have completed initial online training. COL supported DHERST through a tender process to

select a TVET provider to deliver a formal Australian Project Management Qualification programme, using online learning for theory, and work experience to practise skills.

As well, TVSD has been offering ongoing online training courses in *Facilitating Online Courses* and *Flexible Skills Development* to learners across the Commonwealth, and participants from PNG regularly join in.

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. Activities of the TEL initiative focus on the individual, institutional and country levels.

COL supports UPNG in implementing TEL. A baseline study was completed in 2018 to review the infrastructure and access to technology for teachers and students at UPNG. Dr Janet Rangou, UPNG, participated in the Technology-Enabled Learning Community of Practice Meeting held by COL in New Delhi, India in December 2018.

In March 2019, COL's Education Specialist: eLearning visited UPNG to conduct a workshop on developing policy for TEL implementation. He also delivered a public lecture on "OER in the Pacific" at UPNG and had a meeting at DHERST to provide updates on COL's activities. Following the policy development workshop at UPNG, a three-day workshop on designing blended learning using the Moodle learning management system was organised in May 2019. Further, a workshop on *Blended Course Development Using Moodle* was held in November 2019.

In partnership with Athabasca University, Canada, COL has been organising a MOOC on *Introduction to Technology-Enabled Learning*. In 2018–2019, a total of 47 participants from PNG joined the course's third and fourth offerings.

GENDER

COL's Gender initiative supports partners in mainstreaming gender and in implementing holistic projects to address specific gender issues. It aims to tackle the distinct challenges faced by girls/women and boys/men in regions where they are most disadvantaged, while also shifting the social norms that create and perpetuate gender inequalities.

With the support of Wageningen University, the Netherlands, a concept note for a programme on Social Protection Literacy for the Pacific was developed. The programme

aims to leverage ICT to provide people with timely and relevant information about the social services and programmes available to them, while also influencing community norms about the use of such services.

In partnership with the Servants of St. Joseph, COL will be implementing Empowering Women and Girls in the Pacific, a “livelihoods for women and girls” project, which will provide training to 150–170 women.

In the framework of the Gender initiative, COL has hosted the Pan-Commonwealth Training Programme on Women and Leadership in ODL, in Malaysia. Dr Janet Bulumaris Rangou, UPNG – Open College, participated in the training in 2018, while Ms Karen Maki Garo, UPNG – Open College, attended the 2019 session.



Events and Special Activities

REGIONAL MEETING OF COL FOCAL POINTS

The Pacific regional meeting of the COL Focal Points took place on 16 and 17 February 2018 in Nadi, Fiji 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 Anthony Rayappan, Deputy Principal Services, Flexible Open and Distance Education, Department of Education, and Mr Charles Mabilia, Assistant Director, Institutional Development Branch, Department of Higher Education, Research, Science and Technology, represented PNG at the meeting.

MEETING WITH MINISTER OF HIGHER EDUCATION, RESEARCH, SCIENCE AND TECHNOLOGY

In February 2018, COL’s Education Specialist: TVSD visited PNG and had a meeting with PNG’s Minister of Higher Education, Research, Science and Technology, the Honourable Pila Niningi, who expressed appreciation for COL’s support and looked forward to a strong partnership. DHERST’s Secretary, Dr Fr. Jan Czuba, and 30 staff from the department attended the meeting. COL used this unique opportunity to provide an overview of relevant programmes.

WORKSHOP ON PROFESSIONALISING YOUTH WORK IN THE PACIFIC

In collaboration with COL's regional centre, the Pacific Centre for Flexible and Open Learning for Development (PACFOLD), and the Commonwealth Higher Education Consortium for Youth Work, COL convened a regional workshop in Suva, Fiji on *Professionalising Youth Work in the Pacific* in June 2019. Thirty-two participants from ministries and local and regional youth organisations gathered to discuss regional priorities and challenges related to youths in the Pacific. The main objective of the workshop was to draw upon participants' knowledge of youth work and familiarisation with the Youth Work courses developed by The University of the West Indies. Participants collaborated to devise competencies and practices to contextualise curricular content and repurpose these courses for consumption in the South Pacific. Delegates from PNG who participated in the workshop included two representatives from the Department of Education.

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. At PCF9, New Zealand's Ministry of Foreign Affairs and Trade, COL and the University of the South Pacific (USP) organised a workshop on skills development in the Pacific.

COL sponsored four delegates from PNG to attend the forum. As well, one PNG delegate participated in the TVSD workshop, one participant from PNG attended the TEL Partners Meeting, and there was one attendee from PNG at the Interlocutors Meeting organised by VUSSC – all hosted in Edinburgh ahead of PCF9.



IN-COUNTRY CONSULTATION

An in-country consultation was held in October 2019 in PNG under the auspices of COL, the Centre for Flexible Learning and PACFOLD at USP, and New Zealand’s Ministry of Foreign Affairs and Trade. The purpose of the consultation was to present proposed initiatives to key stakeholders and experts, validate the areas of focus, and ensure that they will meet the needs of learners. The consultation sought feedback and helped to build consensus around initiatives aimed at providing educational opportunities through open and flexible learning opportunities.

MOOCs ON INTRODUCTION TO SUSTAINABLE DEVELOPMENT IN BUSINESS AND FUNCTIONAL LITERACY

A total of 19 participants from PNG joined the MOOC on *Introduction to Sustainable Development in Business*, which was co-organised by COL and the Open University of Mauritius in May–June 2019 and November–December 2019.

Recognising the need to improve numeracy skills among youths in the South Pacific region, PACFOLD created a MOOC entitled *Functional Numeracy*. It ran for five weeks in February–March 2020 and attracted eight participants from PNG.



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.



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