



COMMONWEALTH *of* LEARNING

ONLINE EDUCA BERLIN

Theme

Technology-supported  
learning and training

## Our aim

How can we give billions of poor people access to learning and training?

# Digital Divide to Digital Dividend

## What will it take?



**John Daniel**



**Paul West**

**Commonwealth of Learning**

# The Challenge

## 1. Demography:

7-8 billion (50% young) in  
developing world by 2025

# The Challenge

## 1. Demography:

7-8 billion (50% young) in  
developing world by 2025

## 2. Discrepancy:

Developed = APR 40% plus

Developing = APR 10% minus

- Proliferation of new providers
- Cross-border offerings

**BUT**

“cross-border post-secondary education is, for the moment at least, a negligible phenomenon in developing countries”

Daniel, Kanwar & Uvalić-Trumbić (2005)

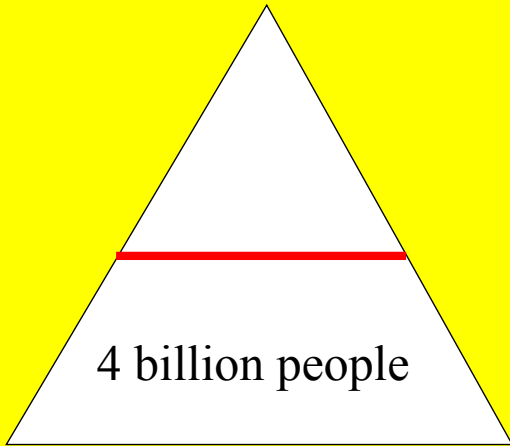
**THEREFORE**

the developing world needs home-grown solutions – is eLearning one of them?



*The Fortune at the Bottom of the Pyramid*

C. K. Prahalad



C.K.Prahalad

*The Fortune at the Bottom of the Pyramid*

‘for companies with the resources and persistence to compete at the bottom of the world economic pyramid, the prospective rewards include growth, profits and incalculable contributions to humankind’

C.K.Prahalad

*The Fortune at the Bottom of the Pyramid*

**An APR of 35% within this group would yield 150 million additional post-secondary students, far more than total current enrolments worldwide.**

C.K.Prahalad

*The Fortune at the Bottom of the Pyramid*

‘radical innovations in technology and  
business models’

‘an ideal of highly distributed small scale  
operations married to world-scale  
capabilities’

# C.K.Prahalad

## *The Fortune at the Bottom of the Pyramid*

‘helping people improve their lives by producing and distributing products and services in culturally sensitive, environmentally sustainable and economically profitable ways’

Does eLearning  
fit the bill?

# TECHNOLOGY ✓ ✓

(Internet connections)

*Communication links are altering dramatically the way that poor villages in the developing world function.*

**BUT**

**Can we take advantage  
of the opportunity???**



The most promising innovation

OPEN EDUCATIONAL  
RESOURCES (OERs)

=

open course content, open  
source software and tools

The most promising innovation

OPEN EDUCATIONAL  
RESOURCES (OERs)

**apply to teaching and learning  
the basic principle of sharing  
that underpins academic  
research**

## Barriers to sharing courseware:

- ‘Not invented here’
- Copyright
- Non-digital formats

Re-usable Learning Objects



Published research articles

# eLearning - 4 questions:

- Accessible?

1. Connectivity?

# eLearning - 4 questions:

- Accessible?

1. Connectivity?

2. OERs available?

[www.col.org/lor](http://www.col.org/lor)

Software

=

*eRIB (Canarie)*

+

*pakXchange*



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Knowledge services and databases

**COL Learning Object Repository**

more links...

**COL's Learning Object Repository Software**

An online database of learning content that provides software to Commonwealth countries free of charge. Institutions or governments can establish a shared repository by accessing free open source software from COL's LOR.

**SEARCH for Open Education Resources** | **Technical and download information**

A number of online databases of learning content - or Learning Object Repositories - have been created around the world including CAREO, MERLOT and EdNA. COL has worked with eduSource and CANARIE (a not-for-profit corporation for advanced Internet development supported by its members, project partners and the Canadian Government) to develop the necessary tools, standards and protocols. The partners invested more than CDN \$8 million in this venture. The software produced by this consortium has been made available in COL's Learning Object Repository under a free open source software license.

Vancouver-based 3waynet Inc. developed complementary open source software that, when used together, could provide a fully functioning repository. In co-operation with COL, 3waynet created all the programming "connective tissue" to make these systems work together and provide an easy-to-use webpage to access content.

The system includes the ability to add information about the learning material ("learning objects") with "meta tags". These are IMS-compatible (IMS Schema 1.2.2) and the system is able to "federate-search" other repositories when the user is looking for learning materials. Installed on a local or shared server, this will enable course developers to locate learning materials along with the necessary copyright information from multiple continents.

COL is hosting the software and is collaborating with the African Virtual University, headquartered in Nairobi, Kenya, that will upload and make

# eLearning - 4 questions:

- Accessible?
- Appropriate?



# eLearning - 4 questions:

- Accessible?
- Appropriate?
- Accredited?

# eLearning:

- How to promote trust and confidence?

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- How to promote trust and confidence?

*UNESCO/OECD Guidelines on Quality  
Provision in Cross-Border Higher Education:*

Six stakeholders:

Governments; institutions; QA agencies; student associations; professional bodies; qualification recognition agencies

http://www.unesco.org/education/amq/guidelines

UNESCO | Education | UNESCO/OECD guidelines on "Quality provision in cross-border higher education" - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Media

Address [http://portal.unesco.org/education/en/ev.php-URL\\_ID=29228&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=29228&URL_DO=DO_TOPIC&URL_SECTION=201.html) Go Links

WELCOME About UNESCO UNESCO Media Services Programs Documentary Resources UNESCO Worldwide

United Nations Educational, Scientific and Cultural Organization

## EDUCATION University Quality and Mobility

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### GLOBAL FORUM

- Objectives
- Background
- Action Plan
- Meetings

### QUALITY ASSURANCE

- Activities
- Cross-Border Providers of Higher Education

### LEGAL INSTRUMENTS

- Conventions
- Recommendations
- Good Practice

### INFORMATION TOOLS

- Study Abroad
- Trade in Higher Education
- Basic
- Open & Distance Learning

### UNESCO/OECD guidelines on "Quality provision in cross-border higher education"

In the context of increasing and new forms of cross-border provision of higher education, there is a need for new international initiatives to enhance quality provision in cross-border higher education at a global level by further strengthening quality assurance, accreditation and recognition of qualifications schemes at both national and international levels. UNESCO and OECD have been asked by their respective constituencies to work on the development of non-binding guidelines on "Quality provision in cross-border higher education".

Such guidelines would not supersede individual countries' authority to regulate the quality assurance and accreditation of their own higher education system. The endeavour will involve the collaboration of both sending and receiving countries of education services and will have global reach.


UNESCO and OECD have been asked by their respective constituencies to work on the development of such guidelines according to the resolution of the 32nd session of the General Conference of UNESCO, October 2003, and to the decisions taken at the OECD/CERI Governing Board meeting, October 2003.

There are four main policy objectives for the guidelines:

- "Students/learners protection" from the risks of misinformation, low-quality provision and qualifications of limited validity.
- Qualifications should be readable and transparent in order to increase their international validity and portability. Reliable and user-friendly information sources should facilitate this.
- Recognition procedures should be transparent, coherent, fair and reliable and impose as little burden as possible to mobile professionals.
- National quality assurance and accreditation agencies need to intensify their international cooperation in order to increase mutual understanding.

**Public Consultation on the draft text of the Guidelines on Quality Provision in Cross-border Higher Education**

### REGIONAL MAP



Africa | Arab States | Asia & the Pacific | Europe & North America | Latin America & the Caribbean | Inter-Regional

### RELATED RESOURCES

- ♦ Publications

### HIGHLIGHTS

- News
- Calendar
- Archives

Internet

# eLearning - 4 questions:

- Accessible?
- Appropriate?
- Accredited?
- Affordable?

## The Virtual University for Small States of The Commonwealth

### Invitation to participate

NOVEMBER 2004

 [PRINTER-FRIENDLY PDF VERSION](#) (122kb download)

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#### Purpose & Summary

The Commonwealth of Learning (COL) invites the Small States<sup>1</sup> of the Commonwealth, through their Ministers of Education, to indicate whether they wish to participate in the creation of the Virtual University for Small States of the Commonwealth (VUSSC) and, if so, what outcomes and results they seek to achieve for their country through this initiative.

This guide gives the background to the initiative, explains the purpose of the VUSSC, describes how it will be created, details the conditions of participation, and clarifies the role of COL.

#### Background

Commonwealth Education Ministers conceived the idea of the Virtual University for Small States of the Commonwealth at their meeting in Halifax, Canada, in 2000. The dotcom frenzy was then at its peak and Ministers from the Small States were worried that, unless they took collective action, the new world of eLearning would pass their countries by.

Following the Halifax meeting, COL chaired a technical advisory committee and helped draft a proposal for the VUSSC. A small group of Ministers, meeting in the Seychelles in March 2003, reviewed the proposal<sup>2</sup> and recommended it to the Edinburgh Conference of Commonwealth Education Ministers (CCEM) in October 2003.

Following endorsement by the CCEM, COL reviewed developments in eLearning since 2000 and explored potential sources of financial support for the VUSSC<sup>3</sup>. It came to two conclusions.

First, in the years since 2000 eLearning has expanded in a gradual and evolutionary way rather than provoking the rapid revolution in education that some predicted. This means that the Small States have ample time to integrate eLearning in a systematic way with their existing use of media and technology in education and training.

## Role of governments in eLearning:

DON'T

operate (except gov't functions)

DO

create the right context

# Barriers to eLearning

Issues of bandwidth:

- Telecoms legislation and monopolies



# Barriers to eLearning

Issues of bandwidth:

- Telecoms legislation and monopolies

*“developing country institutions can pay over 100 times more for Internet access than in the industrialised world.”*

# Barriers to eLearning

Issues of bandwidth:

- Telecoms legislation and monopolies

*Expensive connectivity  
handicaps institutions  
and countries.*

## Barriers to eLearning

Issues of bandwidth:

2. Little joint buying:

*Institutions should club together to buy bandwidth*

# Barriers to eLearning

Issues of bandwidth:

3. Poor policy and management:

- *Define acceptable use*

- *Maximise benefits day and night*

# Barriers to eLearning

Issues of bandwidth:

3. Poor policy and management:

- *Define acceptable use*
- *Maximise benefits day and night*
- *Extended hours of access*

# Barriers to eLearning

## NON-TECHNICAL ISSUES



UNESCO Publishing  
International Institute for Educational Planning

- [→ Web Publication](#)
- [→ Forums](#)
- [→ Links](#)

# Barriers to eLearning

## NON-TECHNICAL ISSUES

- Institutional development and organisation
  - General policy on eLearning
  - Policy on OERs



# Barriers to eLearning

## NON-TECHNICAL ISSUES

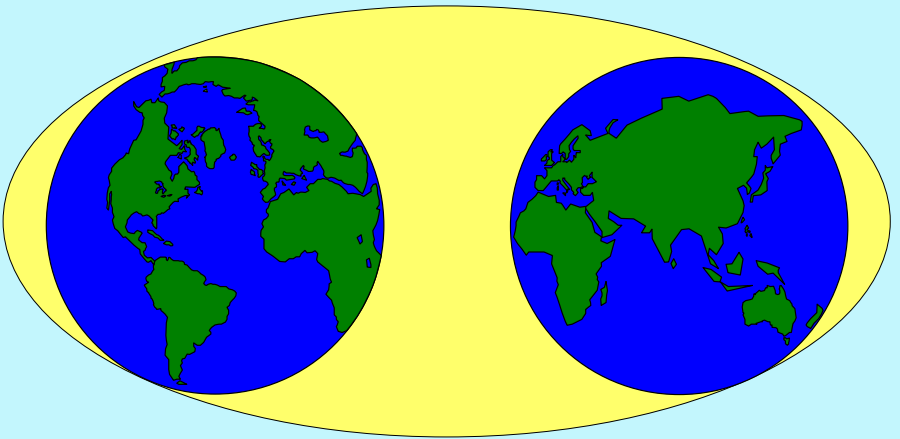
- Academic issues
  - Choice of programme
  - Being student centred

# Barriers to eLearning

## NON-TECHNICAL ISSUES

- National and international environment
  - Partnerships and cooperation to avoid dependence on others

Can partnerships and collaboration



help developing countries develop their HE systems?


# Barriers to eLearning

## NON-TECHNICAL ISSUES

- Management
  - Proprietary or Open Source?

# Seven issues for management:

1. Standard decision-making procedures



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Consultant's report

### LMS Evaluation Tool User Guide

This document is a written guide to start using the software tool for **evaluating Learning Management Systems (LMS's)**. This guide is written for the persons who will be actually using the tool to evaluate the LMS software. It assumes that you have a basic understanding of spreadsheets, and some working knowledge of either Microsoft Excel or OpenOffice.org. It is not a reference for either of these spreadsheet products. Commissioned by the Commonwealth of Learning from 3Waynet Inc.

August 2004

<http://www.col.org/Consultancies/04LMSEvaluation.htm>

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[Evaluation Tool User Guide](#) (35 pages, 232 Kb. Acrobat/PDF download)

[LMSReportCard](#) (Excel/XLS download)

[About downloading PDF files](#)

#### INTRODUCTION

We have written this guide to help you start using a software tool for evaluating Learning Management Systems (LMS's). This evaluation tool was created and designed by 3Waynet and licensed to Commonwealth of Learning. The tool is in the format of a spreadsheet. This guide is written for the persons who will be actually using the tool to evaluate the LMS software. It assumes that you have a basic understanding of spreadsheets, and some working knowledge of either Microsoft Excel or OpenOffice.org. It is not a reference for either of these spreadsheet products.

We encourage you to open the spreadsheet and follow along as you go through this user guide. The first sections of this guide provide an overview of the tool. The concluding sections provide instruction on how to use the tool as it is. It does not provide instructions for modification.

## Seven issues for management:

1. Standard decision-making procedures
2. Long-term perspective

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4. Cross-training of IT staff
5. Start in Server Room

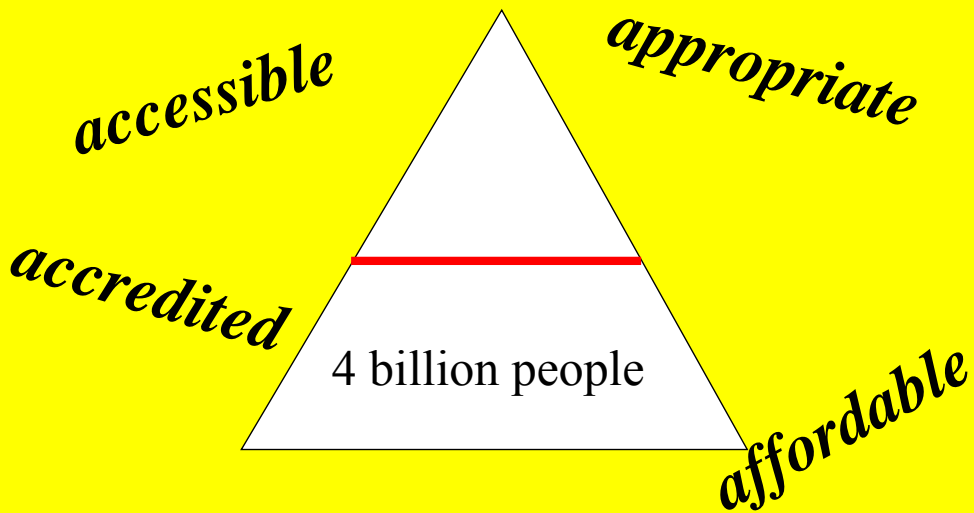
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6. Variety and specialisation

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1. Standard decision-making procedures
2. Long-term perspective
3. Know OS costs and functions
4. Cross-training of IT staff
5. Start in Server Room
6. Variety and specialisation
7. Students write code

How can we improve learning and training at the bottom of the pyramid?



“our aim must be to combine connectivity with learning resources so as to create a global intellectual commons accessible to the whole of humankind”

# Thank you!



**John Daniel**



**Paul West**

**Commonwealth of Learning**

