COL in the Commonwealth: promoting learning for development

Professor Asha Kanwar
President & CEO, Commonwealth of Learning
H.E. Burchell Whiteman
Chair of the Board
New & old technologies
COL in the Commonwealth: Country Reports: 2009-2012
COL in the Commonwealth:
Country Reports: 2009-2012
Challenges for Ministers

- Access
- Quality
- Costs
2 sectors of COL’s work

1. EDUCATION
2. LIVELIHOODS & HEALTH
Open Schooling

- Universal Primary Education = progress
- Now a Surge to Secondary
Costs

- NIOS, India & NAMCOL
Open Schooling

Developing high quality educational resources for use in secondary schools worldwide

OERs 4 Open Schools
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Commonwealth of Learning - NAMCOL videos: Mathematics, English, Physical Science and Accounting
www.col.org
The Namibian College of Open Learning (NAMCOL) has
Three-Year Plan
2012-2015

Open Schooling
(Frances Ferreira)
Training of Teachers & Teacher Educators

Materials Development

Child Friendly School

GT Online

Quality Assurance
Open University of Mauritius

Welcome to ORELT and hope that you will find the resources useful and relevant to your classroom activities. Our aim is to provide you, the teachers in junior secondary schools (JSS) with a range of resources that you can adapt and use in your classrooms to promote effective communication among your students. Please remember that this is not a course but a bank of resources you can adapt and use. You do not have to move around the modules in a sequential manner and you may decide to use a whole module or only a part of the module. The choice is yours. You are also free to modify the discussions to suit the needs and requirements of your students.

If you are a teacher educator, ORELT provides a variety of ideas to help you prepare your students for the professional world.

The ORELT portal provides:

- A range of resources for teachers in junior secondary schools (JSS).
- Aims of ORELT:
  - Provide a range of open content multi-media resources for effective communication among your students.
  - Provide support resources for teacher educators to assess the needs and requirements of your students.

We hope these resources will be useful to teachers and students.
Three-Year Plan
2012-2015

Higher Education
(Madhulika Kaushik)
The Virtual University for Small States of the Commonwealth

Not a new university but a collaborative network for developing eLearning materials
The Virtual University for Small States of the Commonwealth

John Lesperance
The Virtual University for Small States of the Commonwealth

Transnational Qualifications Framework
Flexible Skills Training

- Increased access to quality TVET through ODL in the Commonwealth—use of videos
Three-Year Plan
2012-2015

Skills Development
(Alison Mead Richardson)
Three-Year Plan
2012-2015

Healthy Communities
(Ian Pringle)
Education

Open Schooling
Teacher Education
Higher Education
Virtual University for Small States of the Commonwealth

Livelihoods & Health

Technical and Vocational Skills Development
Lifelong Learning for Farmers
Healthy Communities
Cross cutting

- eLearning
- Gender
Integrating eLearning
(Mark Bullen)
Gender
Commonwealth Educational Media Centre for Asia (CEMCA)
New Delhi
(Sanjaya Mishra)
Our Focus 2012-2015

- Girls and women’s education
- Skills development
- The use of OER
What COL can do for you

- Provide world class expertise on ODL and technology based approaches
- Develop innovative models for scale and sustainability
- Build capacity for lifelong learning for development
Thank you for appointing Focal Points for COL
Thank you for making voluntary contributions to COL
**Vision:** To be the foremost global agency that promotes learning for development

**Mission:** To help governments and institutions to expand the scale, efficiency and quality of learning by using open, distance and technology-based approaches

**Core Strategies:** Partnerships, capacity, materials, models and policies

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**STRATEGIC GOALS**

**Quality education for all Commonwealth citizens**
- Increased access to affordable primary, secondary and tertiary education, especially for girls, women and the marginalised

**Human resource development in the Commonwealth**
- Sustainable and replicable learning systems in place for farming, health and skills development in the formal and informal sectors

**Harnessing open and distance learning (ODL) and technologies to achieve development goals**
- Improved capacity of governments and civil society to provide quality learning for achieving Millennium Development Goals and Education for All goals

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**INITIATIVES**

- **Open Schooling**
  - More learners, particularly girls, have access to quality learning opportunities at the secondary level through the introduction and expansion of open schooling.

- **Teacher Education**
  - More teacher education and training institutes now use ODL methodologies to provide quality training and continue professional development of larger numbers of teachers.

- **Higher Education**
  - Higher education institutions have ODL policies, systems and materials in place to provide quality education to transnational students, particularly women and marginalized communities.

- **Virtual University for Small States of the Commonwealth (VUSSG)**
  - More VUSSG partner institutions collaboratively develop and deliver relevant courses through the use of appropriate ODL methodologies, including eLearning strategy, as part of the Transnational Qualifications framework (TQF).

- **eLearning**
  - More governments, institutions and civil society organizations use eLearning and open educational resources (OER) for teaching and training in formal and non-formal environments.

- **Gender**
  - More partners adopt gender-inclusive approaches and strategies to promote gender equality.

- **Technical and Vocational Skills Development**
  - Organizations and institutions increase equitable access to quality technical and vocational skills development through flexible and blended approaches, particularly for the informal sector.

- **Lifelong Learning for Farmers**
  - Marginalized communities in agriculture are now having access to development resources in a sustainable manner through the use of gender-sensitive ODL, and as a result of partnerships between government, civil society and the private sector.

- **Healthy Communities**
  - More and better learning opportunities about community health and development are in use, particularly by youth and girls in resource-poor communities.

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**OUTCOMES**

- Open Schooling
  - 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.

- Teacher Education
  - At least 10 new schools substantially increase enrolment and performance by adopting new policies and systems.
  - At least 10 open schools introduce new vocational subjects and new personal learning subjects to allow teachers who would otherwise have been excluded.

- Higher Education
  - Open schools adopt and use ODL.

- eLearning
  - At least 6 governments adopt OER policies.
  - At least 6 governments adopt OER policies.

- Gender
  - At least 6 governments adopt OER policies.

- Technical and Vocational Skills Development
  - At least 6 governments adopt OER policies.

- Lifelong Learning for Farmers
  - At least 6 governments adopt OER policies.

- Healthy Communities
  - At least 6 governments adopt OER policies.

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**IMPACT**

- **EDUCATION**
  - **VUSSG**
    - 10 institutions use gender inclusive OER to offer new certificate/diploma/research programmes at level 5 of the TQF.
    - VUSSG countries reference their qualifications framework to the TQF.
    - 10 institutions increase their use of ICTs to deliver programmes to larger numbers of learners.

- **PERFORMANCE INDICATORS**
  - **L III**
    - 50% increase in the empowerment of participants in 5 countries of 3 Commonwealth regions.
    - 25% increase in the number of participants identified by identified gender and gender in 5 countries and gender in 5 countries of Commonwealth.

- **LIVELIHOODS & HEALTH**
  - **Gender**
    - At least 50% of the participants are women.

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**Lifelong Learning for Farmers (L III)**
- 50% increase in the empowerment of participants in 5 countries of 3 Commonwealth regions.
- 25% increase in the number of participants identified by identified gender and gender in 5 countries of Commonwealth.
- Social rate achieved: 1 to 3 among 20,000 participants, dissaparated by social groups and gender in 5 countries of 3 Commonwealth regions.
- L III, as a sustainable system, is replicated by secretaries and extension workers in Commonwealth in 5 countries of 3 Commonwealth regions.
- At least 50% of the participants are women.

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**Healthy Communities**
- 30 new or significantly enhanced relevant and gender sensitive community 5 for programmes are delivered to resource poor communities in 5 countries in Commonwealth.
- There are 50,000 users of community ODL programmes in five to key social or groups 50% women and 50% youth.
- Learning achievements and positive changes in health-seeking behaviour are evident.