Presentation to Ministers

12 December 2006

Commonwealth of Learning
The Commonwealth of Learning

PURPOSE
To help Commonwealth governments and institutions use various technologies to improve and expand education, training and learning in support of development
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WHAT YOU GET FROM COL

• COL works for you
• Expertise in learning + technology
• South-south collaboration
• Development without donors
• Successful and transferable models
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One successful model:

DISTANCE LEARNING

• Economies of scale
• Geographical reach
• Flexible and cost-effective
Virtual University for Small States of the Commonwealth

PARTICIPATING COUNTRIES

An emerging model...
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An evolving mission:

2003-06
“Capacity Building for Open and Distance Learning”

2006-09
“Learning for Development”
Education for All
(The Dakar Goals)

Peace
Democracy
Equality
Good governance
WHAT HAS COL DONE?
(2003-06)
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EXAMPLES
BY REGION
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ASIA:

L3 Farmers (Poverty MDG)

India >> Sri Lanka >> Africa
Lifelong Learning for Farmers

4 Principles:
- Mobilise farmers to define their vision
- Link them to those with useful information
- Use commercial ICT kiosks
- Get banks and business involved
How do I tell a good milk cow from a poor milk cow?
Learning about milk quality
Processing a loan
RESULTS

1. “Development without donors” (COL input $80,000)
2. Loans of $200,000 to 120 villagers
3. 400 more in preparation
4. 60% of farmers are women
5. Self-replicating spontaneously from village to village
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AFRICA:

Media Empowerment (Health MDG)

The Gambia, Sierra Leone,
South Africa, Tanzania >> Sri Lanka
Papua New Guinea, Solomons
Media empowerment
MEDIA EMPOWERMENT

Partnership with the WHO
Village cinema
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CARIB BBEAN:

VUSSC (Partnership MDG)

Antigua & Barbuda, Bahamas, Barbados, Belize, Dominica, Guyana, Jamaica, St Kitts & Nevis, St Lucia, St Vincent & the Grenadines, Trinidad & Tobago
VUSSC Bootcamp: Aug 2006
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PACIFIC:

Skills training  (Poverty MDG)

Fiji, Samoa, Kiribati, Tonga, Vanuatu
PATVET
Pacific Association for Technical and Vocational Education and Training

- Working with Timber
- Working with Concrete
- Working with Small Engines
TRANS COMMONWEALTH

SHARING PROGRAMMES

e.g. CEMBA/CEMPA

Bangladesh, India, Pakistan, Sri Lanka >>
Nigeria, Papua New Guinea, UWI

e.g. TVET Teachers’ Diploma

Jamaica > Bahamas > St Kitts & Nevis >
Ghana
TRANS COMMONWEALTH

SHARING KNOW-HOW

e.g. OPEN/ALTERNATIVE 2\textsuperscript{ry} SCHOOLING
India $\gg$ Nigeria
Botswana, Namibia $>$ Lesotho, Malawi, Zambia (SADC-CDE)

e.g. QUALITY IN TEACHER EDUCATION
Pan-Commonwealth Guidelines
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Three-year Plan 2006-09
EDUCATION

LEARNING FOR LIVELIHOODS

HUMAN ENVIRONMENT

Policy
Systems
Models
Materials
Quality Assurance
Teacher Development
Open/Alternative Schooling
Higher Education
eLearning for Education
Sector Development

EDUCATION
LEARNING FOR LIVELIHOODS

Learning and Skills for Livelihoods

Rural and Peri-Urban Community Development

National/International Community Development

Virtual University for Small States of the Commonwealth

Transnational Programmes
Gender and Development
Health, Welfare and Community Development
Environmental Education
Good Governance
Educational use of Mass Media and ICTs

HUMAN ENVIRONMENT
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THREE KEY DOCUMENTS:

• Country Reports 2003-06
• Three-Year Plan 2006-09
• Country Action Plans 2006-09
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COUNTRY ACTION PROPOSALS

COUNTRY ACTION PLANS

2006-09

(here at 16CCEM)
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WHAT COL ASKS OF YOU:

• Dialogue about your priorities
• Finalise your Country Action Plan
• Get involved (e.g. in VUSSC)
BUDGET TRENDS

Revenue vs. Expenditures

Year

Millions

1989 1991 1993 1995 1997 1999 2001 2003 2005

$- $3 $6 $9 $12 $Can 12 million

Expenditures
Revenue
THE BOARD RECOMMENDS:

• Endorse the 3-year Plan
• Note progress on VUSSC
• Agree target of $Can 12 million
Learning for Development

THANK YOU