



COMMONWEALTH of LEARNING

learning for development

Board/Staff Retreat Three Year Plan 2009-12

Vancouver | June 17, 2008

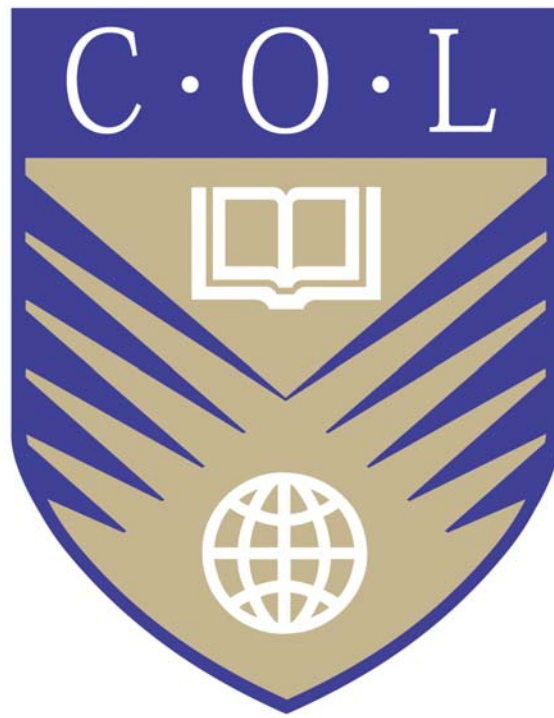


The Commonwealth of Learning

Learning for Development

Welcome!





Preparing COL's Plan for 2009-12



Planning Schedule

Caribbean Focal Points	2008 March
Africa Focal Points	2008 May
Board Planning Retreat	2008 June
Asia/Pacific Focal Points	2008 October
First Draft to Board	2009 January
Executive Committee meets	2009 February
Final Layout and Printing	2009 March
Copies sent to Ministers	2009 April
Board of Governors meets	2009 June
17 th CCEM	2009 June

Priorities

- CIDA
- DFID
- NZAID
- ComSec



COL's

Third Decade



1

Small, strong, effective





2


“radical incrementalism”



3

robust learning for development



 COMMONWEALTH OF LEARNING THREE-YEAR PLAN 2006-2009



UN Millennium
Development Goals

Keep the promise
Millennium Development Goals



4
which goals?

Education for All
(the Dakar Goals)



Peace
Democracy
Equality
Good governance

5

“use of local resources”



6

Topical issues

COL is on the case:

- Food security
- Climate change



7

thought leader



8

learning technologies (tight focus)



9

Small States





10
the interactive web



Find v... hi5



Knowledge Finder



VISION

preferred, trusted partner



AMBITION

thought leader





THANK YOU



Regional Meetings of Focal Points

- Caribbean: 10-11 March, 2008
- Africa & the Mediterranean:
22-23 May, 2008



Objectives

- Mid-term review of COL TYP for the region
- Feedback on TYP 2009-12
- Platform for networking, information-sharing and collaboration



13 FPs from 12 countries



Antigua & Barbuda

The Bahamas

Barbados

Belize

Dominica

Grenada

Guyana

Jamaica

St. Kitts & Nevis

St. Lucia

St. Vincent & the
Grenadines

Trinidad & Tobago





16 of the 18 countries present
Lilongwe, Malawi | 22-23 May 2008





Country reports

- Status of ODL in your country
- Five key priorities
- What COL can do to further your agenda



Country Presentations: priorities

- Teacher training
- Higher education
- Open schooling
- Livelihoods training
- eLearning



Country Presentations: priorities

- Educational Use of Mass Media
- ODL policy development
- Quality assurance
- Gender (Caribbean)
- OERs (Africa)



Recommendations: Caribbean

1. Establish a Base Camp
<https://colkm.updatelog.com/login>
2. Better coordination with different ministries and regional bodies
i.e. CKLN, UWIDEC, CUPIDE
3. Continue to inform FPs of staff visits and COL activities



Recommendations: Africa

- Set up a base camp
- Support ODL Research
- More ODL capacity building
- Continuing support for open universities:
Ghana, Kenya, Malawi, Mauritius, Namibia, Uganda.



Key Conclusions

- Focal Point strategy successful
- Endorsement of current TYP
- Need to continue in the same direction for 2009-12



Priorities: Asia

- Quality
- Capacity building in ODL
- Livelihoods
- Women's empowerment
- Environmental education



Priorities: Pacific

- VUSSC
- Livelihoods
- Community development (health, education)
- Governance
- Teacher training



Inputs to the planning process

- Feedback from Focal points
- Carry forward from current TYP
- Lessons from M&E
- Inputs from partners and other stakeholders
- Global trends



COL: Purpose and Vision



The purpose of COL is....

'...to create and widen access to opportunities for learning, making use of the potential offered by distance education and by the application of communication technologies to education. COL's activities will...strengthen member countries' capacities to develop the human resources'

MOU, 1988, amended 1995



COL's Vision statements

- Mid-1990's: *" Access to education means access to a better future."*
- 2001: *" Access to education - Access to a better future"*
- 2006: *" Access to learning is the key to development"*
- 2009: ?



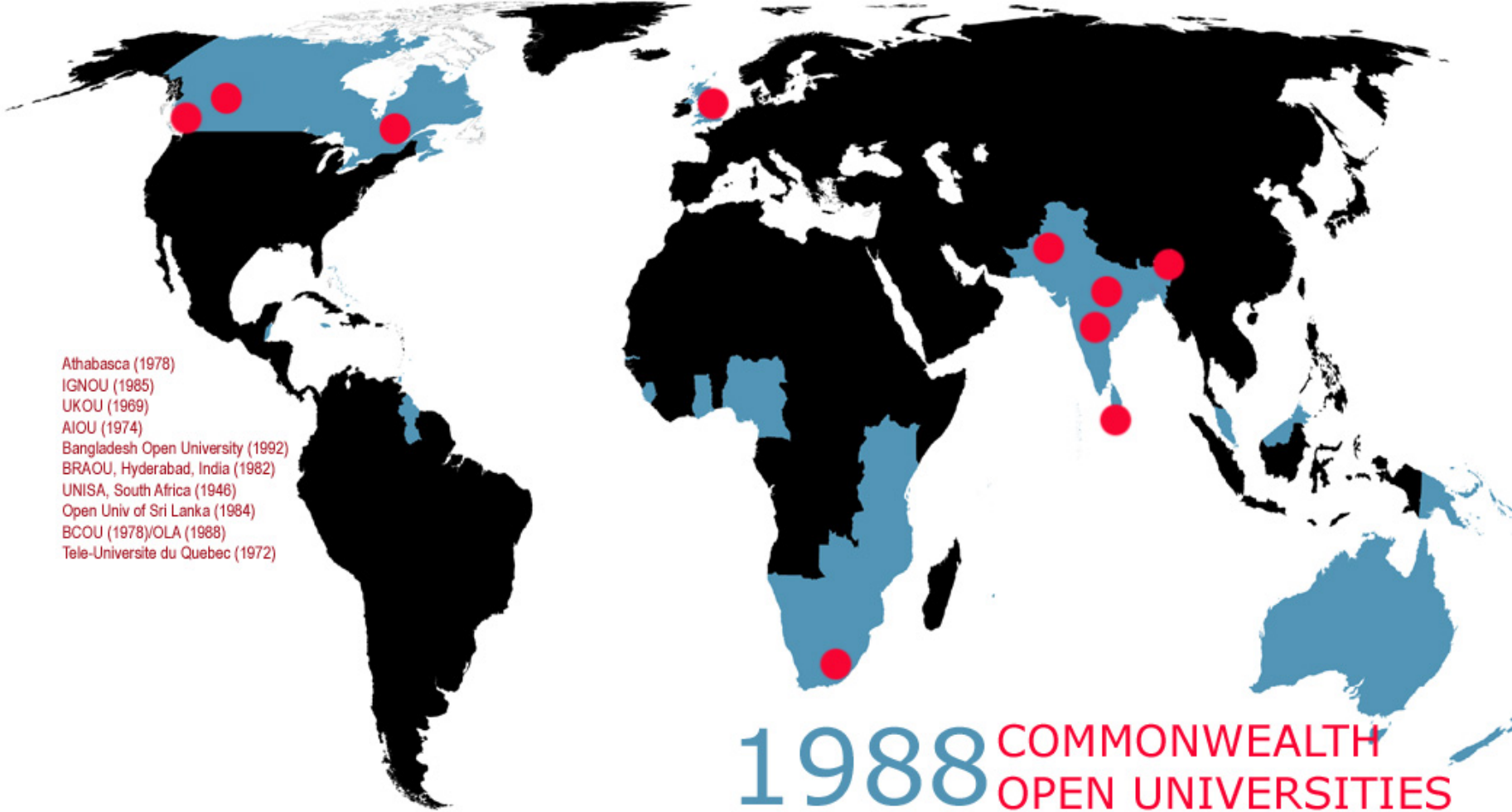
Our niche?



The evolution of DE

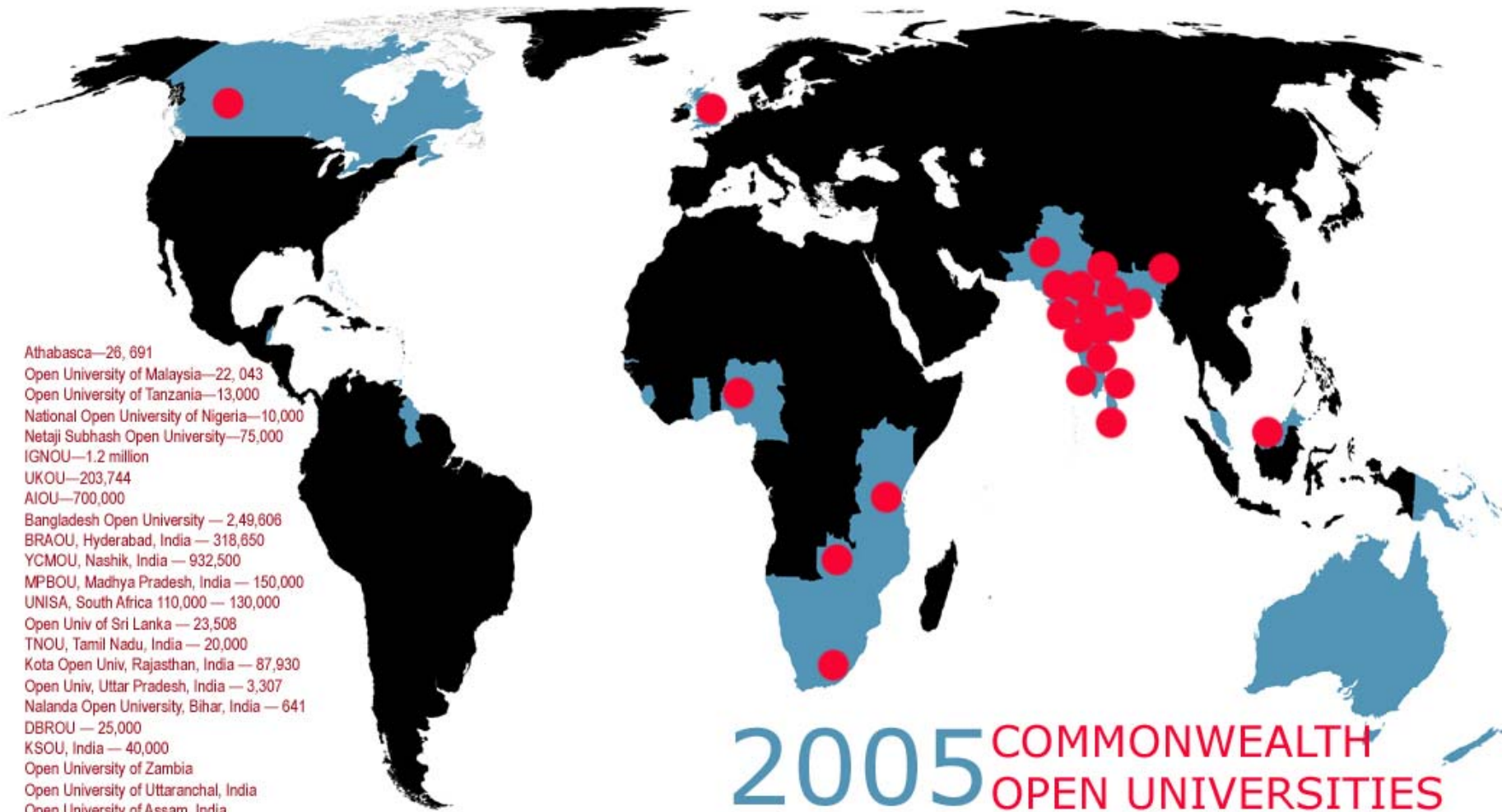
- Correspondence edn
- Distance edn
- Open Learning
- Blended and flexible learning
- Convergence of f2f and ODL

What is the relevance of ODL/COL today?



- Athabasca (1978)
- IGNOU (1985)
- UKOU (1969)
- AIOU (1974)
- Bangladesh Open University (1992)
- BRAOU, Hyderabad, India (1982)
- UNISA, South Africa (1946)
- Open Univ of Sri Lanka (1984)
- BCOU (1978)/OLA (1988)
- Tele-Universite du Quebec (1972)

1988 COMMONWEALTH OPEN UNIVERSITIES



- Athabasca—26, 691
- Open University of Malaysia—22, 043
- Open University of Tanzania—13,000
- National Open University of Nigeria—10,000
- Netaji Subhash Open University—75,000
- IGNOU—1.2 million
- UKOU—203,744
- AIOU—700,000
- Bangladesh Open University — 2,49,606
- BRAOU, Hyderabad, India — 318,650
- YCMOU, Nashik, India — 932,500
- MPBOU, Madhya Pradesh, India — 150,000
- UNISA, South Africa 110,000 — 130,000
- Open Univ of Sri Lanka — 23,508
- TNOU, Tamil Nadu, India — 20,000
- Kota Open Univ, Rajasthan, India — 87,930
- Open Univ, Uttar Pradesh, India — 3,307
- Nalanda Open University, Bihar, India — 641
- DBROU — 25,000
- KSOU, India — 40,000
- Open University of Zambia
- Open University of Uttaranchal, India
- Open University of Assam, India

2005 COMMONWEALTH OPEN UNIVERSITIES



ODL: the evolving situation

- 1988:** 600 publicly funded DE facilities globally;
1 million students
- 2000:** 1,133 DE ventures globally;
3 million students
- 2008:** 140 publicly funded institutions serving
6.6 million students in India alone



Which development goals?



Millenium Development Goals (MDGs)





EFA Goals

1. Early childhood care and education
2. Free and compulsory primary education
3. Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes
4. Adult literacy



EFA Goals

5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

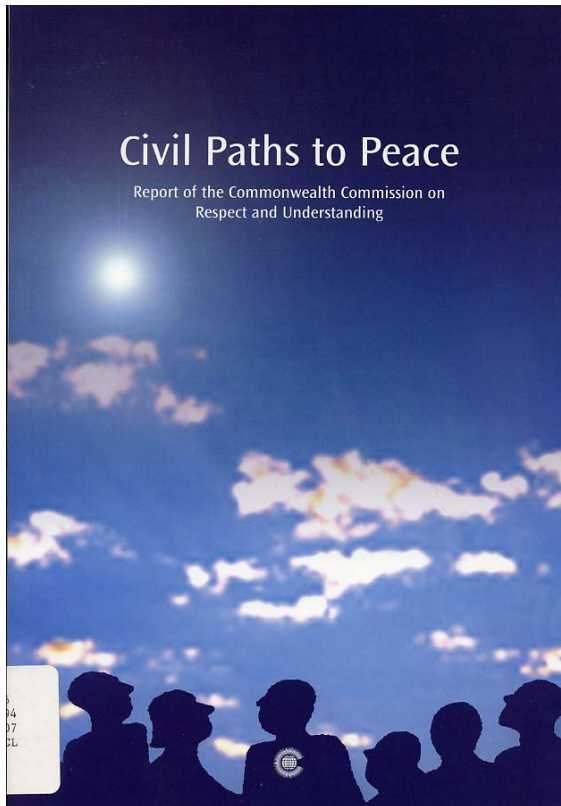


Commonwealth priorities

- Peace
- Democracy
- Equality
- *Good governance*



Commonwealth priorities



Respect and Understanding



The global context



The Commonwealth

- 60% of the population under 30
- 90 million unemployed
- 130 million illiterate

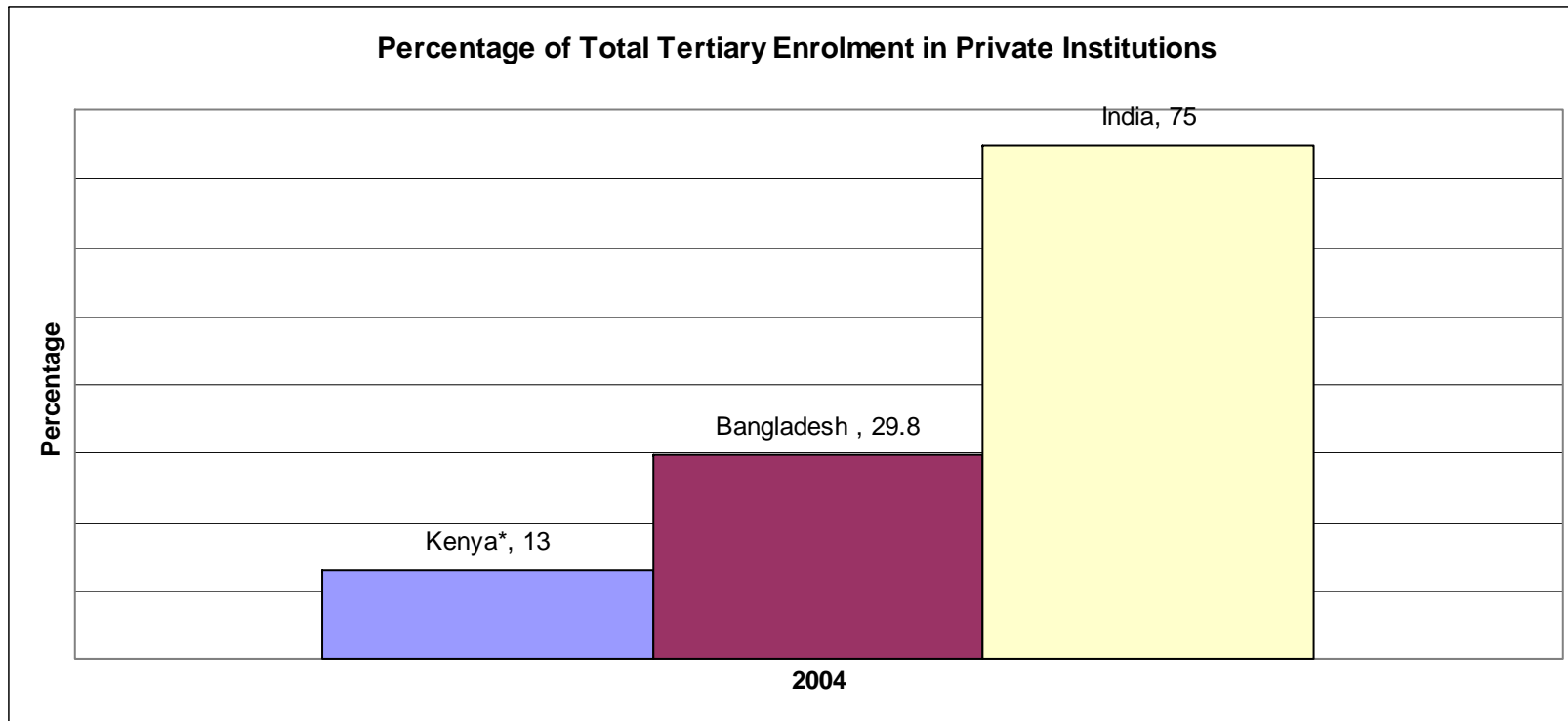


Gross Enrolment Ratio (%)*, Tertiary Education

	1980	1997	2004
Sub-Saharan Africa	1.7	3.9	5
Latin America and the Caribbean	13.7	19.4	28.6
East Asia and Oceania	3.8	10.8	19.6
South Asia	4.3	7.2	9.7

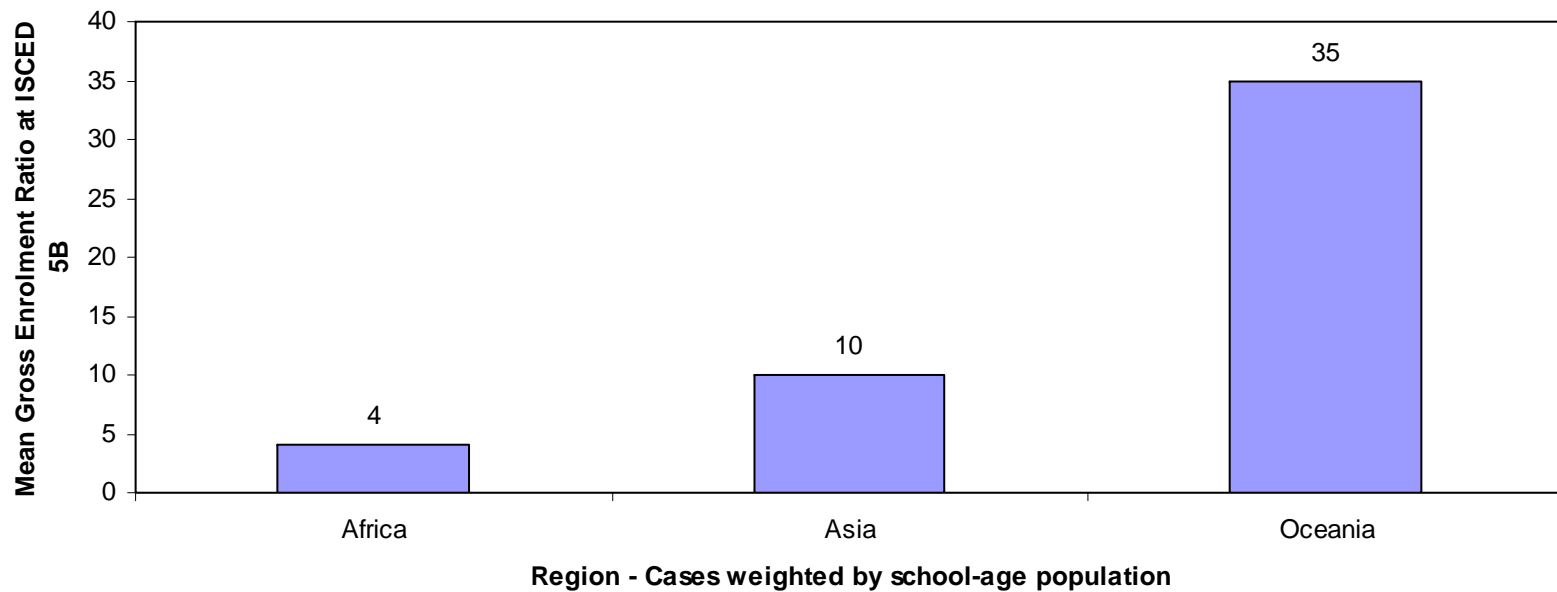
Source: World Bank EduStats

* The gross enrollment ratio is the total enrollment at a given educational level, regardless of age, divided by the population of the age group that typically corresponds to that level of education. The specification of age groups varies by country.



Sources: EdStats, World Bank, 2004; IFC staff assessments and statistics, 2004 & 2005; OECD 2002; Government Statistics. *Data refers to 2003

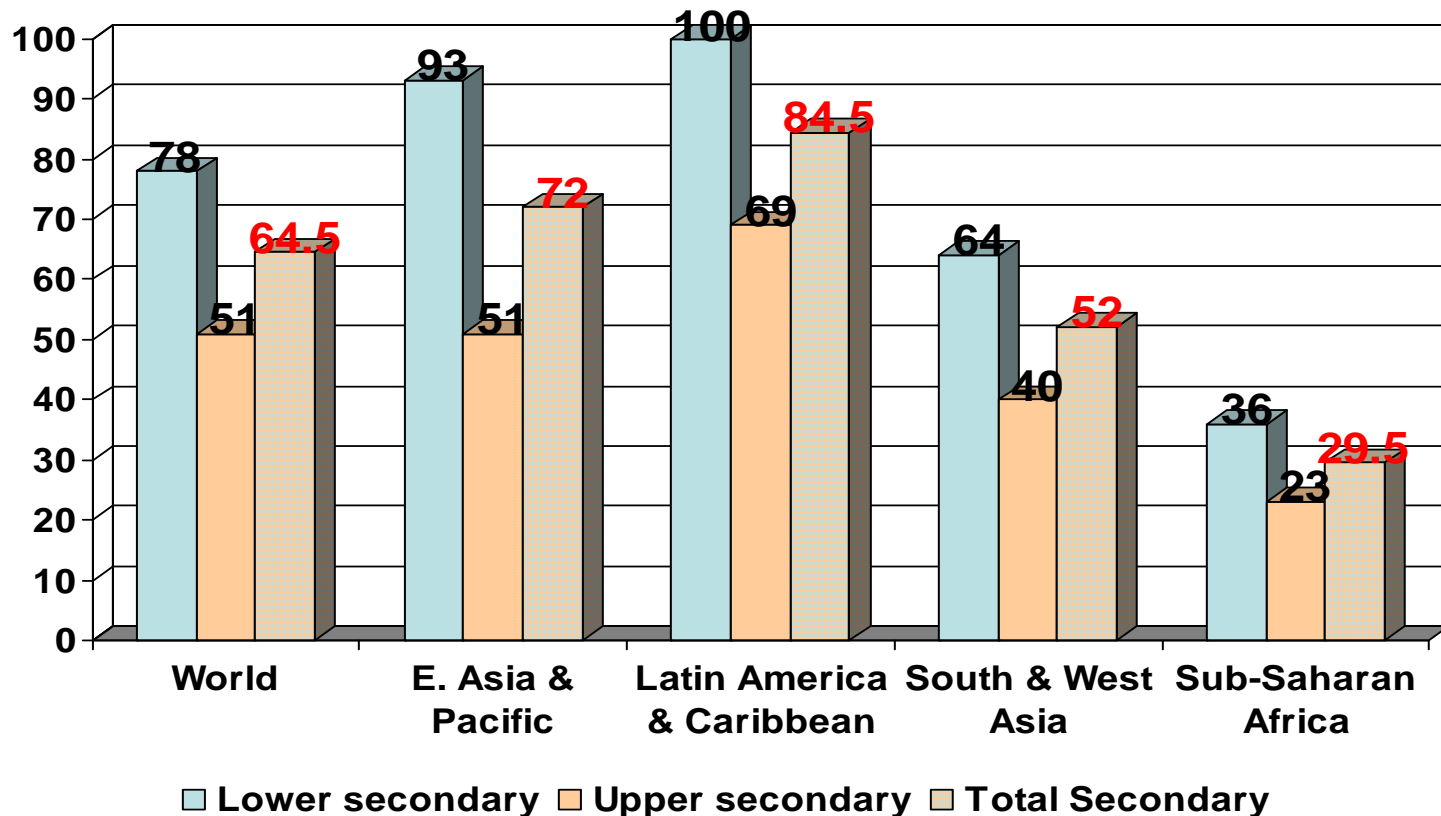
Regional averages for Gross Enrolment Ratios in Post-Secondary TVET





Gross Enrollment Ratios in Secondary Education

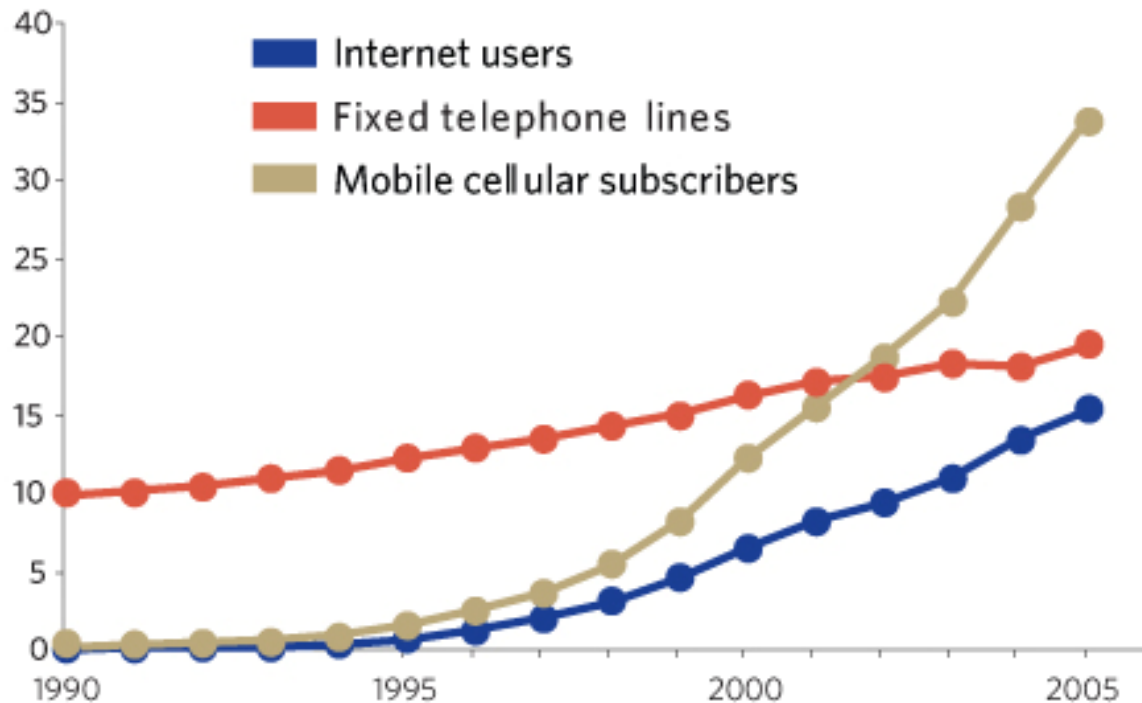
(2004 or latest)



Source: UIS Global Education Digest, 2006 / AFTHD, Secondary Education in Africa
"At the Crossroads: Choices for Secondary Education and Training in Sub-Saharan Africa", 2007



Emerging trends



Access to ICTs grows fastest in the mobile sector.

Number of telephone subscriptions and internet connections per 100 population, 1990-2005 (Percentage)

Source:
The Millennium Development Goals
Report 2007



How will COL respond?

EDUCATION

**LEARNING FOR
LIVELIHOODS**

**HUMAN
ENVIRONMENT**

Policy

Systems

Models

Materials



Education Sector: Outcomes

Increasing access to learning, improving learning quality, and increasing ODL capacity in the formal education systems.

~~Quality Assurance~~

Teacher Development

Open/Alternative Schooling

Higher Education

~~eLearning for Education~~

~~Sector Development~~

EDUCATION



Learning for Livelihoods: Outcomes

Enabling access to education and skills development opportunities for target communities to increase their level of livelihood

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~~

LEARNING FOR LIVELIHOODS



Human Environment: Outcomes

Enable access to training and information for communities to improve the health of individuals, address issues of climate change and to promote good governance.

~~Gender and Development~~

Health and
Community Development

Environmental Education

Good Governance

~~Educational use of Mass
Media and ICTs~~

HUMAN ENVIRONMENT



Special Initiatives: Outcomes

To strengthen regional and international partnerships and to develop individual and institutional capacity by using ODL and ICT enhanced methods.



COL Special Initiatives

- Commonwealth Educational Media Centre for Asia
- RETRIDOL (West Africa) and SADC-CDE (Southern Africa)
- eLearning for International Organisations



Crosscutting Themes: outcomes

- The achievement of gender equality across all activities.
- Closing the digital divide
- The development of Open Education Resources (OERs).



Strategies?



Next TYP will continue to

- Work through partnerships
- Promote south-south collaboration
- Focus on small states
- Use the RBM model
- Continue emphasis on M&E



2009-12: Focus on?

- Clusters of countries with similar priorities
- Innovations
- Scalable and sustainable models
- Open access to materials



Evaluation Report 2006

The geography of COL's work is not optimal - it does not concentrate enough on the poorest countries, (PS)



Least Developed Countries: CW

SMALL STATES

Kiribati
Lesotho
Maldives
Samoa
Solomon Islands
The Gambia
Tuvalu
Vanuatu

OTHERS

Bangladesh
Malawi
Mozambique
Sierra Leone
Tanzania
Uganda
Zambia



Questions

- What are the new development trends since 2006?
- Does the proposed plan respond to these trends?
- Have important areas been missed?
- Are the existing outcomes adequate?
- Is the proposed plan sufficiently focused?



Thank You



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