Promoting Learning for Development

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THE COMMONWEALTH COMPRISSES 53 DEVELOPED AND DEVELOPING NATIONS AROUND THE WORLD

Map Published by the Communications and Public Affairs Division, Commonwealth Secretariat.
The Commonwealth is home to

- 1/3 of the world’s poor, 2/3 of them are women (ODI, 2009);
- 23.3 million children out of primary school (Education in the Commonwealth 2012);
- 462 million adult illiterates (Education in the Commonwealth 2012)
The Commonwealth: more stats

- 60% of the population under 30 (UN World Population Prospects 2012 Revision)
- 52% of the maternal deaths (World Bank 2010)
- 53% of infant deaths (World Bank 2012)
- 65% of HIV/AIDS (WHO 2012)
Tertiary Enrolment in the Caribbean (Commonwealth) 2004 - 2012

## Gross Enrollment Ratio in Secondary & Tertiary, 2011

<table>
<thead>
<tr>
<th>Country/Regions</th>
<th>Secondary %</th>
<th>Tertiary %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamaica</td>
<td>93</td>
<td>26</td>
</tr>
<tr>
<td>Latin American &amp; Caribbean</td>
<td>90</td>
<td>41</td>
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</tbody>
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ICT in the Caribbean 2004 - 2011

Mobile Subscription (Per 100 people)  Fixed Broadband (Per 100 people)  Internet users (Per 100 people)

Why COL?

Why in Vancouver?
Commonwealth Heads of Government Meeting
Vancouver, 1987
Celebrating 25 years
1988 – 2013
The Commonwealth of Learning

WHAT IS IT FOR?

To help Commonwealth governments and institutions use various technologies to improve and expand education, training and learning in support of development
Who are we?

The Hon Burchell Whiteman
Board Chair

Professor Asha Kanwar
President & CEO

COL’s Vancouver Staff
Where is it?

Vancouver
(Headquarters)

New Delhi
(CEMCA)
Regional Support

- Southern African Development Community Centre for Distance Education (SADC-CDE)
- Regional Training and Research Institute for Open and Distance Learning (RETRIDOL)
- Caribbean Regional Centre (being finalised)
- Pacific Regional Centre (being finalised)
Who supports COL?
Commonwealth governments make voluntary contributions to COL’s budget

Major Donors:
- Canada
- UK
- India
- Nigeria
- New Zealand
- Australia
- South Africa

The number of countries contributing rose from 23 in 2003-06 to 44 in 2009-2012
Learning for Development

- Development:  
  - as freedom

- Freedom:  
  - ‘to be and to do’
Capability approach: A. Sen

- From outputs to outcomes
- From capacity to capability
- From skills or ‘functionings’ to the ability of exercise freedom
Learning develops Capability for

- Personal autonomy/independence of thought
- Livelihoods
- Social relations/identity

Walker, 2006
Open Learning for Development: Towards Empowerment and Transformation
Journal of Learning for Development - JL4D
Education for All
(The Dakar Goals)
## COL Programme

### Education
- Open schooling
- Teacher Education
- Higher Education
- VUSSC

### Livelihoods & Health
- TVSD
- Learning for Farmers
- Healthy Communities

### Gender
- models

### eLearning
- policy
- capacity
- materials

### Partnerships
How can ODL & ICT help?

- Accelerate progress towards achieving MDGs & EFA Goals
- Enhance access and equity by reducing costs
- Improve quality
- Reach the unreached
Reporting on our work

- Country Action Proposals
- Country Action Plans
- Country Reports
Focal Points

PACIFIC

AFRICA & THE MEDITERRANEAN

CARIBBEAN

ASIA
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
Recommendations: Caribbean, 2008

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: Education, 2011

- Caribbean Qualifications Framework
- Development of Regional ODL Policies
- Open Schooling and access to HE
- Leadership development
- Institutional capacity in ODL and ICT
Recommendations: L&H, 2011

- Collaborating with other Ministries and strengthening of regional linkages;
- Developing communication and networking skills in health;
- Provide capacity building for ODL in Agriculture in specific countries;
- Developing regional programmes in skills development,
- Train personnel to manage mLearning and media units;
Gender, 2011

- Developing and implementing special programmes for boys’ participation in education;
- Improving male attitudes towards education by providing male role models
- Promoting women’s leadership for higher levels
- Orienting parents on socialization of children with regards to gender;
- Introducing open schooling to provide access to troubled boys and girls (return to school)
BEYOND 2015
1. Meeting unmet goals

- UPE, eg Teacher Training
- Gender equality, eg girls’ education
- Poverty Reduction, eg L3F
- Mother and Child mortality, eg Healthy Communities
2. Minimum intervention, maximum impact approach

- Replicable Models, eg L3F
- Partnerships, eg VUSSC
- Human capital development, eg Higher Education
3. Addressing new challenges

- UPE to USE to UTE
- Skills Development
- Equity eg OER
4. Harnessing technology

- Appropriate technologies eg mobiles, CR
- ‘domesticating’ technologies eg localisation
- Innovations eg Classroom Without Walls
5. Regional focus

- Africa
- South Asia
- Small States
Post-2015 targets (UN High Level Panel)

- End poverty
- Empower girls and women
- Provide quality education and lifelong learning
- Ensure healthy lives
- Ensure food security and good nutrition
- Create jobs, sustainable livelihoods & equitable growth
Post 2015 development framework for Education: Commonwealth

- **Access**: every child completes 9 years of basic education & has access to secondary education
- **Quality**: post-basic education for livelihoods and employment
- **Equity**: class, gender, special needs, location, age
Equitable, Quality Education & Lifelong Learning for All by 2030
UNESCO: post-2015 education agenda

- Basic Education (incl ECCE & lower secondary)
- Post-basic (incl upper sec & tertiary)
- Quality and relevant teaching learning
- Youth & adult literacy
- Skills for life and work
What you get from COL

- COL works for you
- Expertise in learning+technology
- South-south collaboration
- Quality resources in ODL and elearning
- Successful and transferable models
What COL asks of you

- Dialogue about your priorities
- Identification of common regional issues
- Your involvement
THANK YOU