Commonwealth of Learning Logic Model 2009–2012

Vision: Access to learning is the key to development

Mission: To help governments and institutions to expand the scope, scale and quality of learning by using new approaches and technologies, especially those subsumed under the general term of open and distance learning (ODL) .

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

INITIATIVES

EDUCATION

- Open Schooling
- Teacher Education
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)

CROSS-CUTTING

LIVELIHOODS & HEALTH

- Skills Development
- Learning for Farming
- Healthy Communities
- Integrating eLearning

OUTCOMES

- COUNTRIES plan and implement open schooling as a means of increasing access to learning opportunities at the secondary level.
- MORE teacher education and training institutions use ODL methodologies to train and upgrade larger numbers of teachers.
- HIGHER education institutions have policies, systems and staff competencies that support the use of ODL to increase learner access and completion rates while enhancing curricular content.
- VUSSC partner institutions produce and deliver relevant courses using eLearning strategies that are scalable and sustainable.

In all outcomes there will be strong evidence of QUALITY open and distance learning, GENDER EQUALITY and the use of APPROPRIATE TECHNOLOGIES.

- TRAINING institutions and civil society organisations have the policy frameworks and increased capacity needed to develop and deliver ODL materials for strengthening knowledge and skills in both formal and non-formal learning environments.
- RESOURCE-POOR farming communities, in collaboration with COL and partner institutions, use ODL to increase their knowledge and skills to access new information, training and financing that improves their livelihoods through various economic activities.
- COMMUNITY organisations, NGOs and local public institutions have increased their capacity to create and use ODL materials to improve the health and well-being of their communities.
- INSTITUTIONS and communities use digital technologies to design and develop learning materials and models that are made available, where possible, as open educational resources and to provide effective and appropriate skills training.

IMPACT

Target countries improve the accessibility and quality of their formal education systems at all levels through the use of ODL tools and strategies.

The income, livelihoods and quality of life of communities and their members are improved through new knowledge, skills and economic opportunities gained by means of ODL tools and strategies.

PERFORMANCE INDICATORS

EDUCATION

OPEN SCHOOLING
- **2 countries** establish new open schools, and **10 existing open schools** significantly extended.
- Open schools in **6 countries** offer new high quality courses in **20 subjects**.
- **10 secondary schools** adopt open education resources as a central part of their learning strategies.
- **5 countries** have developed and integrated digital content in **10 courses**.

TEACHER EDUCATION
- **4 major institutions** in at least 3 Commonwealth regions begin to train/upgrade teachers, or significantly increase the number trained or upgraded, through ODL.
- Teacher education institutions in **4 countries** offer significantly improved curriculum content.
- Institutions in **6 countries** adopt the Child Friendly Schools (CFS) approach.

HIGHER EDUCATION
- **4 major higher education institutions** in at least 2 Commonwealth regions begin education, or significantly increase the number educated, through ODL.
- New or improved curriculum content is in use in higher education institutions in **4 countries**.
- Quality Assurance mechanisms are adopted by **4 tertiary institutions**.

VUSSC
- **8 new courses** are developed and **2 institutions** in 3 Commonwealth regions offer a total of 6 VUSSC courses.
- Agreements are in place committing **10 member states** to take responsibility for the ongoing management of VUSSC.
- NQAs in **6 VUSSC member states** will ensure the implementation of the TQF.

CROSS-CUTTING

80% of independent evaluations of COL activities and 80% of stakeholders in the triennial survey conclude that:

- COL interventions have led to high quality ODL design and delivery;
- COL's interventions have advanced gender equality; and
- The use of technology advocated by COL has been relevant to the outcomes sought.

LIVELIHOODS AND HEALTH

SKILLS DEVELOPMENT
- **6 institutions** in at least 2 Commonwealth regions begin technical vocational education, or significantly increase the number educated, through ODL.
- New or improved curriculum content in technical vocational education is in use in institutions in **4 countries**.
- **3 new skills development courses** (in addition to VUSSC courses) are available as OERs and used by institutions in **4 countries**.

LEARNING FOR FARMING
- Members of farming communities in **6 countries** in 4 Commonwealth regions have significantly improved economic circumstances through ODL.
- **4 government or international organisations** adopt L3F models in 2 Commonwealth regions.
- **20 organisations** in 3 Commonwealth regions strengthen their capacity in ODL to address farmers' learning needs.

HEALTHY COMMUNITIES
- **40 community organisations, NGOs and local public institutions** in at least 20 countries in 4 Commonwealth regions begin to use, or significantly enhance or extend their use of, ODL for education.
- **16 new health-related ODL programmes** are used by communities in 4 regions of the Commonwealth.

INTEGRATING eLEARNING
- **10 major institutions** in at least 2 Commonwealth regions use open educational resources for their curricula.
- Additional low-cost ICT training models are in use in **8 institutions** in 4 Commonwealth regions.