



**BOARD OF GOVERNORS
President's Quarterly Progress Report:
April – June 2015**

The Board of Governors of the Commonwealth of Learning met on 20 June 2015 in The Bahamas. In lieu of a Quarterly Progress Report from the President for April – June 2015, the President's Report and the Programme Reports that were provided to Board members for this meeting, updating the Board on the achievements to date on COL's Three-Year Plan, 2012–2015, are provided below. Also included at the end are updates for April – June that were provided at the meeting.



PRESIDENT'S REPORT

This year has been exceptionally busy. In addition to ensuring the successful completion of the Three-Year Plan (TYP) 2012-15, a new Strategic Plan for the next six years was developed after wide consultations with stakeholders around the Commonwealth. Focal Points meetings for Asia and the Pacific were held in collaboration with the ministries of education in Malaysia and Samoa. Two external evaluations were completed and a Health Check on Internal Controls was carried out.

COL completes its TYP 'Learning for Development' this month. As the external outcome evaluators conclude *'All the initiatives moved successfully forward, on time and within budget. The large majority of the agreed Performance Indicators were met by March 2015....the relative cost-effectiveness of COL has been commented on favourably....'* We are pleased that the expected results have been achieved and in some cases exceeded and that COL continues to demonstrate 'value for money'.

COL commissioned another external evaluation, with support from DFID, to assess its impact over the past nine years. The report concludes that COL has had *'a major impact on individualssome limited impact on formal institutions....significant impact on selected non-formal and informal learning organizations....'* However, the report indicates that impact on public policy at the national level has been *'modest'* and an area that COL will need to focus on. COL will need to align its work better with national goals and priorities. Both evaluations stress the need for more in-depth work in countries, a recommendation that we will address systematically over the next six years.

The regional Focal Points meetings and stakeholder consultations have helped us to identify Education and Skills as two key sectors which are of common concern to all Commonwealth Member States. These are central to the new Strategic Plan 2015-21 entitled 'Learning for Sustainable Development'. This Plan is placed within the context of the emerging global consensus around Goal 4 of the proposed Sustainable Development Goals, which focuses on 'ensuring inclusive and equitable quality education and lifelong learning opportunities for all by 2030'.

This Goal was the subject of detailed discussion at the World Education Forum (WEF) organised by seven UN agencies in Incheon, Korea in May and attended by 130 ministers/ deputy ministers. I had been invited to speak on 'Innovation and Technology' and was able to meet over a dozen ministers of education from the Commonwealth and to brief them about COL, including the Minister of Education, Fiji, the Honourable Dr. Mahendra Reddy. Fiji has only recently re-joined the Commonwealth and this was an important opportunity to outline the benefits that COL can provide.



The WEF discussions focused on completing the unfinished business of EFA and of placing a greater emphasis on not just access to learning but also quality, equity and social inclusion. The role of teachers was seen as critical to improving the quality of education. The global community agreed that it was important to take a holistic view and include all sectors of education rather than Universal Primary Education alone. Lifelong learning was seen as fundamental to achieving sustainable development.

Immediately after the WEF, UNESCO in partnership with the government of China organised a conference on 'ICT and post-2015 Education'. COL had been invited as a partner along with OECD and UN Women. The key message that emerged was that technology provided unprecedented opportunities to close the learning divide. The role of non-state actors in harnessing technology would become more critical in the future and the global community must collaborate and learn from each other. COL has strong technical experience and expertise in this field. COL's leadership will depend on what innovations it can develop related to the effective use of technologies for learning from a developing world perspective.

I was happy to note that all these ideas are ingrained in our Strategic Plan and COL is well-placed to play a significant role in Commonwealth countries as they sign on to the new development agenda in September. However, successful implementation will require funds and resources.

There are increasing claims on shrinking resources around the globe. Maintaining current levels and aspiring to increased contributions will be a challenge. COL will continue to i) demonstrate results and value for money to its stakeholders; ii) manage resources prudently; iii) diversify its sources of funding; and iv) maintain a healthy reserve. In addition, COL will need to proactively nurture its networks and high-level contacts, particularly in Commonwealth circles. In order to enhance the quality of higher education institutions in Pakistan, the Higher Education Council and the British Council sent a delegation of 15 Vice Chancellors for leadership training to COL, all expenses covered. The University Grants Commission, Bangladesh has made a similar request with comparable terms.

During this financial year, COL has received funding from 42 countries. Australia has doubled its contribution and the additional contribution is earmarked for skilling girls and women in Bangladesh, India and Pakistan. Malaysia has offered an additional one-time contribution. Overall, the target for total expected revenues for this year has been exceeded.

This is an indication of the confidence that Member States have in COL's ability to deliver. But that is not enough. If COL is to be seen as an organisation of the future, it must develop new models and paradigms. An example of this was carving a niche for itself in MOOCs for Development (MOOC4D). During this year, COL offered MOOCs in teacher training, skills



development and capacity building. COL's MOOC on 'Mobiles for Development' offered in partnership with IIT-Kanpur won an international award for Open Education Excellence 2015.

With the generous support of Hewlett Foundation, COL's Aptus will be distributed as a demonstration piece to each delegation during the 19CCEM in the Bahamas. This has particular relevance for small states with dispersed island communities. COL will organise a meeting for Ministers of small states to discuss the future direction of VUSSC and a ministerial round table on MOOCs. COL has been invited by COMSEC to facilitate the first online discussion under its newly inaugurated Education Hub on 'Technology and Innovation'. This is an area where COL is steadily gaining higher visibility and recognition. The point will be to sustain and surpass it.

COL has a very strong team of professionals who are prepared to walk the many extra miles when the occasion demands. One example of this collaborative spirit and dedication was demonstrated when COL moved to new premises in Burnaby. The whole transition took place smoothly and without any disruption in services.

The success of the current Three-Year Plan gives us the confidence and encouragement to embark on the new Strategic Plan with renewed commitment. Member States have supported us financially and intellectually over the years. COL will do everything to justify their continued confidence.

Asha Kanwar
June 2015

COMMONWEALTH OF LEARNING

Achievement Report 2012 – 2015



INTRODUCTION

This final report assesses the Commonwealth of Learning's (COL) progress towards achieving the Three Year Plan (TYP) outcomes indicated in its Logic Model and offers an overview of the work COL has undertaken in the Commonwealth. The information is organised within the framework of Relevance, Results, Region, Resources and Relationships.

Various sources of data have informed this report:

1. Regular internal updates.
2. Evaluation reports for each initiative.
3. Consultant reports.

RELEVANCE

How does the programme contribute to the needs of Member States, COL's mission and mandate, Commonwealth Priorities and progress towards the Millennium Development Goals (MDGs) and Education for All (EFA) Goals?

COL's TYP was developed after consulting widely in the Commonwealth. It focused specifically on the expressed needs of Member States and the imperative of progressing the MDGs and EFA Goals, within the context of its own mission and mandate.

COL presented the TYP to the Conference of Commonwealth Education Ministers (CCEM) (Mauritius, 2012) for the Ministers to review and ratify the Plan. The Mauritius communiqué states:

"Ministers ... commended COL on its growing impact since 17CCEM, especially in relation to its needs-based work in each Member State. Ministers were pleased with the leadership of COL in developing innovations in technology to enhance access to education in both the formal and non-formal sectors ..."

The communiqué of the Commonwealth Heads of Government Meeting (CHOGM) (Sri Lanka, 2013) "commended COL for evolving to remain relevant to the needs of member states; for its enhanced focus on outcomes and impact and on delivering value for money."

In line with the focus of the international development community on the MDGs and EFA Goals, COL has put an emphasis on the challenge of poverty and food security (MDG 1); teachers' education and secondary schooling (MDGs 2 and 3); Mother and Child Health (MDGs 4 and 5). COL also focuses on the EFA goals relating to "access to primary education"; "gender equality"; "quality education"; and "learning and life skills for young people and adults" through teacher training, gender mainstreaming, quality assurance and skills development.

The outcome-based evaluation report illustrates COL's need to remain relevant to all of its stakeholders, "While COL's brand currently enjoys strong equity in terms of respect and loyalty, the application of ICT and OER in the international delivery of education is fast changing, with many new players and new approaches to delivery, and from both public and private sectors."

COL will continue to listen to, analyse and respond to the needs of Member States, as well as respond to changes in the global environment for the next plan period.

RESULTS

What is the progress towards the achievement of the Performance Targets identified in the Logic Model of the TYP?

COL's Logic Model for the TYP 2012 – 2015 sets out the expected outcomes and impact of COL's work in two sectors, Education and Livelihoods & Health (L&H). The performance indicators (PIs) provide benchmarks for results which are monitored regularly.

The Education sector focused on secondary education, teacher education, the Virtual University for Small States of the Commonwealth (VUSSC) and higher education. The L&H sector supported formal and non-formal learning for skills, farming and healthy communities. The two cross-cutting themes, Gender and eLearning, underpinned the two sectors. The individual summaries of outcomes achieved for each of the seven initiatives, the cross-cutting themes, COL's regional centre the Commonwealth Educational Media Centre for Asia (CEMCA), and eLearning for International Organisations (eLIO) are presented.

COL conducted an Internal Assessment to measure its performance in achieving the PIs listed in the COL Logic Model. Of 34 PIs, 15 were “exceeded,” 11 were “achieved” and eight were “partially achieved.” The partially achieved results were due to external factors that are outside of COL’s control and resulted from activities that either had to stop or could not be successfully concluded.

The overall initiative results of the Internal Assessment are presented below and measured against the following ratings:

Exceeded: Progress in this area has been better than anticipated in the corporate PIs.

Achieved: The target indicated in the PIs has been met.

Partially achieved: The target indicated in the PIs has not been met.

Sector	Initiative	Rating
Education	Open Schooling	Exceeded
	Teacher Education	Achieved
	Higher Education	Partially achieved
	Virtual University for Small States of the Commonwealth	Achieved
Livelihoods & Health	Technical and Vocational Skills Development	Exceeded
	Lifelong Learning for Farmers	Exceeded
	Healthy Communities	Achieved
Cross-cutting themes	eLearning	Achieved
	Gender	Achieved
Regional support	Commonwealth Educational Media Centre for Asia	Achieved
Fee-for-service	eLearning for International Organisations*	Achieved

Overall Achievement	Initiative	%
Exceeded	3	30%
Achieved	6	60%
Partially achieved	1	10%

**NOTE: eLearning for International Organisations (eLIO) was not included in the Overall Achievement assessment.*

The external outcome-based evaluation notes that “all the Initiatives moved successfully forward, on time and within budget. The large majority of the agreed Performance Indicators were met by March 2015, with many met by the early part of the third year. While these successes are to be celebrated, it does give rise to questions as to whether some PIs and their outputs and outcomes were sufficiently ambitious. The proposed PIs for the next plan will therefore need to be critically reviewed to ensure appropriateness.”

COL will strengthen its internal capacity for achieving and tracking results.

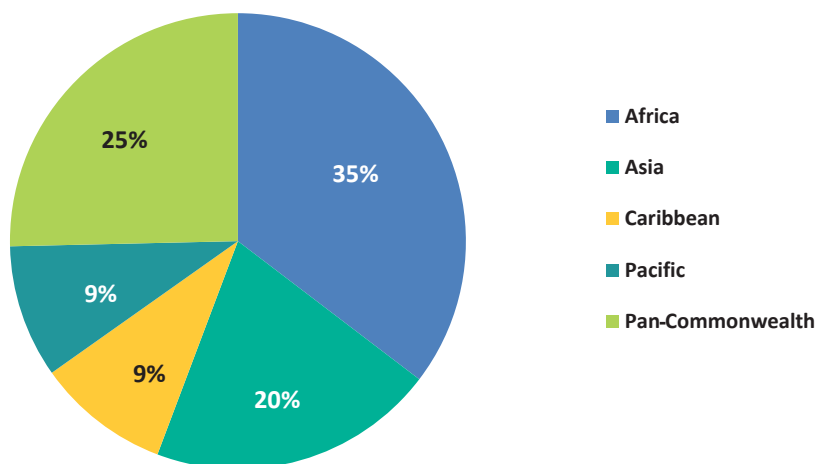
REGIONS

What regions and countries has COL covered during this TYP?

COL works in all four regions of the Commonwealth and has been actively engaged in 48 countries. The figure on page 3 captures the expenditure across the different regions of the Commonwealth, with the highest investments being Pan-Commonwealth and in Africa. Pan Commonwealth spending involves Member States from across the Commonwealth and includes the Pan Commonwealth Forum 7 (PCF 7), Virtual University for Small States of the Commonwealth (VUSSC), Commonwealth Executive Master in Business Administration/Commonwealth Executive Master in Public Administration (CEMBA/CEMPA) programmes and Commonwealth Open Schooling Association (COMOSA). The investment in Africa includes the additional contributions from The William and Flora Hewlett Foundation (OER project in East and West Africa) and the Department of Foreign Affairs, Trade and Development (DFATD), Canada, reflecting work in Ghana and Tanzania.

Expenditure across regions

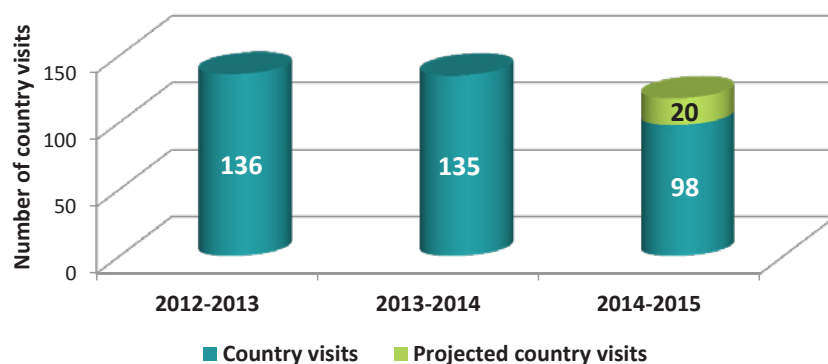
(includes additional contributions, cross-cutting themes and regional support)
(1 July 2012 to 31 March 2015)



COL identified the need to increase its work in the Pacific and the Caribbean regions. This resulted in the establishment of a regional centre in the Pacific. Pacific Centre for Flexible and Open Learning for Development (PACFOLD) facilitates learning for sustainable development through advocacy, communication, innovation and research. In the Caribbean, COL worked with Panos Caribbean to explore the possibility of establishing a regional centre. COL will strengthen its work in the Caribbean, and a regional strategy will be implemented in the new Six Year Plan (6YP).

Overall country visits

(data are from 1 July 2012 to 31 March 2015)



COL maintained the level of country visits in the first two years of the three year period. The third year saw a slight decline due to reduced travel in West Africa (a result of the Ebola outbreak) and regular monitoring of activities without the need to visit Member States. To ensure value for money, Education Specialists visited one region per financial year and increasingly used technology — for example, video presentations, Skype, conference calls and online platforms — to engage with partners and stakeholders.

In the previous triennium, the staff travel costs were 9% of the direct programme budget. COL maintained this level of travel cost in the 2012 – 2015 period.

During the next 6YP, COL will continue to focus on achieving “value for money” and greater impact in the field.

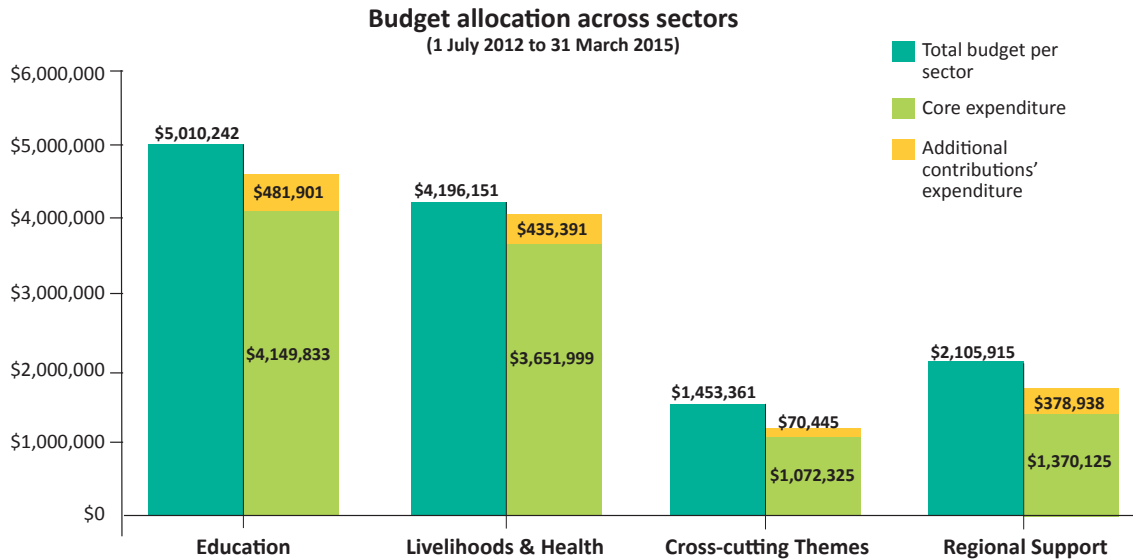
RESOURCES

What was the allocation of resources and in what areas of work?

The budget allocated from core funding to programme costs was \$10,240,091; another \$1,366,675 was available from additional contributions. The total over the triennium was \$11,606,766. The Education sector had the larger portion of the budget allocation (43%). In terms of additional contributions, the funds were split between Education (35%) and L&H (32%), with funding from The William and Flora Hewlett Foundation and DFATD (Canada) being the main sources of these additional contributions.

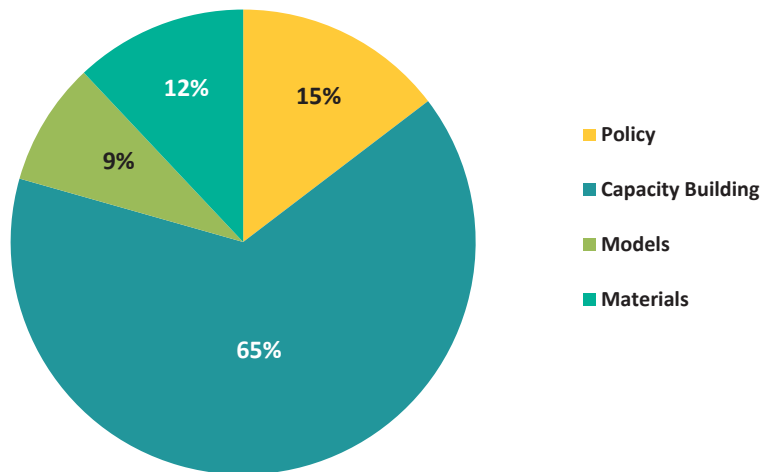
CEMCA was allocated \$1,050,000 from core funds and generated additional contributions of \$350,915, which was 33% of its core funded programme budget.

The spending pattern for the triennium is estimated at 91%.



Core activity expenditures per core strategy

(includes additional contributions, cross-cutting themes and regional support)
(1 July 2012 to 31 March 2015)



In the 2009 – 2012 Plan, COL's expenditure was 15% on policy, 15% on models, 20% on materials, and 50% on capacity building. COL had indicated that for the current TYP, it would increase its emphasis on policies and models, and reduce the investment in material development through the increased use of OER.

The chart reveals that for the current TYP, COL did reduce its investment in material development, but building capacity remains integral to COL's strategic goal of human resource development. Over the past three years, COL has worked extensively with institutions and staff to build their knowledge and competency in using OER to develop materials. Some models were established and refined; these will be scaled up while others developed and tested during the next plan period.

Both evaluation reports recommended that COL look at diversifying its funding base. The outcome-based evaluation notes that "COL has been successful in securing support from across the Commonwealth, but this has resulted in greater demand for its services, which it is unable to meet from its limited resources. COL is dependent on its core financing from a limited number of sources, and this implies risk. COL must actively seek ways to increase and diversify its revenue base."

COL recognises the need to diversify its funding base and will seek out new sources of funding.

RELATIONSHIPS

What types of relationship does COL nurture? How have these helped COL achieve its mission and mandate?

A core strategy for COL has been the development and nurturing of partnerships. The impact evaluation notes that "COL has had a major impact on individuals including farmers, senior and junior faculty members, institutional leaders in formal and non-formal learning, selected policy makers and educational administrators, individuals working directly with COL through partnerships and alliances and related institutional members, such as key individuals in UNESCO [United Nations Educational, Scientific and Cultural Organization], Ford Foundation, [Hewlett Foundation] and others."

In the current triennium, COL has projected itself as a partner in development and worked to support "south-south" engagements, enabling relationships to be built and lessons/materials shared. The nature of the relationships in VUSSC, COMOSA, and Innovation in Vocational Education and Skills Training (INVEST) have contributed to the sharing of experiences, content and models enabling partners to benefit from such communities of practice. These partnerships have been instrumental in enabling COL, with its small staff and modest budget, to extend its reach in Member States and achieve the initiative's target PIs.

COL will continue to nurture its extensive network of partners and will focus on extending it to include development agencies, donors and relevant organisations.

LESSONS LEARNED

1. COL needs to shift its focus internally and among partners from an outputs approach to an outcomes and impact approach. This will need consistent and concerted effort.
2. COL must have alternative plans in place to deliver on its programme commitments in the face of any sudden reductions in funding.
3. As COL strives to enhance its impact, it needs to invest in high-level policy interventions.

CHALLENGES

1. COL has built models for many of its initiatives. The ability of COL to scale these models remains a challenge and requires deeper and sustained partner engagement and resources.
2. The use of OER has not spread to the non-formal and informal sectors to the extent required and there is a greater need for evidence-based advocacy.

EDUCATION SECTOR SUMMARY REPORT



PROGRESS TOWARDS OUTCOMES

The Education Sector focused on capacity building, partnerships, models, materials development and course delivery. The sector made good progress and most of the targets were achieved.

The Open Schooling initiative worked with policy makers, practitioners and managers to build the capacity of faculty members in instructional design, information and communication technology (ICT) integration, open educational resources (OER) policy development, strategic planning and materials development, with an emphasis on technical subjects. The introduction and expansion of open schooling enabled more learners, particularly girls, to have access to secondary schooling.

Over the past three years, the Teacher Education initiative sought to address shortfalls in teacher supply and low teacher quality by supporting teacher education institutions in improving the quality of their programmes and enhancing their capacity to train more teachers using open and distance learning (ODL) methodologies. The integration of OER and ICT in the development of new materials resulted in 26 institutions in nine countries improving the quality of teacher education.

In the Higher Education initiative, significant progress was made to enhance learner access to higher education through the development of ODL national and institutional policies and improved quality assurance mechanisms. Higher education institutions in 15 countries in three regions benefitted from COL's interventions.

The Virtual University for Small States of the Commonwealth (VUSSC) reached more than 31 countries and 49,000 educators and learners in all four Commonwealth regions. The last three years saw a stronger focus on course delivery using the Transnational Qualifications Framework (TQF). Ten institutions offered 11 courses, six of which were registered on the TQF. The TQF was also referenced against five regional qualifications frameworks including the European Qualifications Framework, which is another major milestone in the development of VUSSC.

PROGRESS TOWARDS IMPACT

Good progress was made towards achieving the impact during this triennium, as articulated in the outcome-based and impact evaluation reports. The evaluation reports noted weaknesses, which the sector will need to address in the next plan period. The recommendations provided COL with the opportunity to reassess and redirect its activities and outcomes for the new strategic plan.

LESSONS LEARNED

1. Ownership, through partner involvement and engagement, is critical for the successful implementation of programmes.
2. Long-term country and institutional engagement are important for successfully implementing projects and achieving impact.

CHALLENGES

1. Changes in management and in key positions at institutional and ministerial levels often result in activities being abandoned or slowed down.
2. It is not always possible to identify a champion or a local partner to spearhead the work on the ground, which could result in delaying the achievement of the desired outcome.

EDUCATION

Open Schooling



OVERVIEW

The Open Schooling initiative aims to support learning at national and institutional levels in each country. In building a sustainable model for open schooling, the initiative focuses on policy, capacity building, course/materials development and partnership. These strategies assist governments and institutions in expanding the scale, quality and efficiency of learning that is taking place in the country. This will be done through the development, implementation and institutionalisation of open, distance and technology-mediated learning.

Activities:

1. Establishing new open schools.
2. Developing material in technical/vocational subjects.
3. Building capacity to ensure integration of technology and open educational resources (OER).
4. Developing and implementing policy and systems.
5. Encouraging innovation for girls' education.

OUTCOME

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

HEADLINE: Open schools in 12 countries have extended their reach with the diversification of the curriculum through the introduction of 18 TVE subjects.

RESULTS 1 July 2012 to 31 March 2015

Performance Indicators	Outcomes Achieved	Comments
4 additional countries establish new open schools to expand access to equitable learning opportunities for girls and boys.	Open schools established in Vanuatu, Pakistan and Belize.	Partially achieved. Trinidad and Tobago Open School for Metal Industries Corporation will launch by May 2015.
10 existing open schools substantially increase enrolment and performance by adopting new policies and systems.	16 open schools adopted new policies and systems, as follows: <ul style="list-style-type: none"> • 5 open schools adopted OER policies. • 10 open schools adopted quality assurance policies. • 1 open school developed an organisational management information system (MIS). • 22 open schools (all COMOSA members) adopted gender guidelines. Enrolment numbers increased for all 16 open schools.	Exceeded. 16 open schools adopted new policies and systems and all the COMOSA members started to mainstream gender following the adoption of the gender guidelines by COMOSA.
At least 10 open schools introduce 5 new vocational subjects and 5 new technical subjects to attract learners who would otherwise have been excluded.	13 open schools introduced 12 new vocational subjects and 6 new technical subjects.	Exceeded. In addition, 7 institutions have drafts available for 10 TVE subjects, which will be finalised by May 2015.
10 open schools adopt and use OER.	13 open schools adopted and use OER.	Exceeded.

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LESSONS LEARNED

1. Changes in political leadership can halt or delay COL's work.
 2. Understanding context (institution/country) is critical for the success of our work.
 3. COL's work is not always seen as an integral part of institutions and ministries of education, and we have to ensure that what we do is closely aligned with national education objectives.
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COUNTRIES

33 Countries: Australia, The Bahamas, Bangladesh, Barbados, Belize, Botswana, Canada, Fiji, Ghana, Guyana, India, Jamaica, Kenya, Kiribati, Lesotho, Malawi, Mozambique, Namibia, New Zealand, Pakistan, Papua New Guinea, Seychelles, Solomon Islands, South Africa, Sri Lanka, St. Lucia, Tanzania, Tonga, Trinidad and Tobago, Tuvalu, United Kingdom, Vanuatu, Zambia.

Three Year Budget: \$1,314,290 (\$1,230,000 core + \$84,290 additional contributions)

Expenditure to 31 March 2015: \$1,385,506

EDUCATION

Teacher Education



OVERVIEW

Achieving Universal Primary Education (UPE) by 2015 requires well-trained, high-quality teachers. Globally, 1.7 million new teaching posts will open up. All governments of Commonwealth developing countries are committed to increasing teacher supply and improving teacher quality. COL's Teacher Education initiative has been providing support to ministries and institutions to harness the potential of ODL and ICTs to train more teachers and enhance the quality of their training programmes.

Activities:

1. Developing ODL capacity of teacher education institutions (TEI).
2. Promoting the development and use of new materials and OER.
3. Ensuring quality assurance in teacher education.

OUTCOME

More teacher education and training institutions use ODL methodologies to provide quality training and continuing professional development of larger numbers of teachers.

HEADLINE: Twenty-six institutions in nine countries improve the quality of their teacher education through integration of OER and ICT.

RESULTS 1 July 2012 to 31 March 2015

Performance Indicators	Outcomes Achieved	Comments
At least 4 additional institutions — from each region of the Commonwealth — adopt gender-sensitive ODL methodologies to substantially increase the number of teachers trained or upgraded.	5 additional institutions in 3 regions adopted gender-sensitive ODL methodologies to substantially increase the number of teachers trained or upgraded.	Achieved.
10 teacher education institutions in 4 countries in all regions of the Commonwealth enhance the quality of their curricula through the development and use of new materials, including OER.	25 teacher education institutions in 9 countries in 3 regions enhanced the quality of their curricula through the development and use of new materials, including OER.	Exceeded.
10,000 teachers and teacher educators are trained on various aspects of ODL, including the development and use of OER.	A total of 5,486 teachers and teacher educators trained on various aspects of ODL, including the development and use of OER.	Partially achieved.

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LESSONS LEARNED

1. Ownership of the activity by the majority of the participants (not just the leaders) is vital.
 2. Close follow-up and ongoing building of relationships is important.
 3. Data collection is critical to keep track of outputs and outcomes.
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COUNTRIES

11 Countries: Gambia, Ghana, India, Jamaica, Kenya, Malaysia, Maldives, Nigeria, Sierra Leone, Solomon Islands, Sri Lanka.

Three Year Budget: \$1,394,302 (\$1,295,000 core + \$99,302 additional contributions)

Expenditure to 31 March 2015: \$1,148,411

EDUCATION

Higher Education



OVERVIEW

The Higher Education initiative involves working with governments and higher education institutions to promote greater access to higher education and to improve the quality and delivery of higher education programmes and services through the use of ODL.

Activities:

1. Building capacity in higher education.
2. Facilitating deployment and implementation of quality assurance procedures.
3. Developing course and resource materials for higher education.
4. Facilitating research studies and audits (work of COL Research Chairs).

OUTCOME

Higher education institutions have ODL policies, systems and materials in place to provide quality teaching and learning to increased numbers of people, including women and other learners from marginalised communities.

HEADLINE: COL RIM implemented in nine countries resulting in improved quality of teaching and learning.

RESULTS 1 July 2012 to 31 March 2015

Performance Indicators	Outcomes Achieved	Comments
At least 2 governments in different Commonwealth regions create enhanced access for learners by implementing ODL policy.	National ODL policies formulated in 4 countries; a regional ODL policy covering 15 countries developed by CARICOM for the Caribbean.	Partially achieved.
At least 4 institutions in 3 different regions of the Commonwealth implement ODL policies and systems to substantially increase the number of learners.	6 institutions in 3 regions of the Commonwealth developed ODL policies and systems.	Partially achieved.
Higher education institutions in 10 countries provide increased access to improved gender-inclusive content, including OER.	Institutions in 11 countries offer the Commonwealth Executive Master of Business Administration and Public Administration (CEMBA/CEMPA) programme, and 2 countries offer the Legislative Drafting programme.	Partially achieved. Evaluation indicates that not all the CEMBA/CEMPA content is gender-responsive. Note: The University of the South Pacific (USP) — Vanuatu campus offers the Legislative Drafting programme to all island states in the Pacific.
10 institutions in 4 countries improve the quality of their programmes through the implementation of quality assurance mechanisms and leadership training, with at least 4 of them putting in place an institutional quality policy.	10 institutions in 9 countries improved the quality of their programmes through the implementation of the Commonwealth of Learning Review and Improvement Model (COL RIM). 2 of these institutions have developed an institutional quality policy.	Partially achieved. Although a number of institutions have implemented COL RIM, they are yet to formulate institutional policies.

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LESSONS LEARNED

1. COL RIM implementation: follow-up engagement immediately after verification is critical to maintain the momentum and implement recommendations.
 2. It is important to agree on a clear roadmap for implementation after any policy process.
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COUNTRIES

38 Countries: Antigua and Barbuda, The Bahamas, Bangladesh, Barbados, Belize, Botswana, Canada, Cayman Islands, Dominica, Fiji, Ghana, Grenada, Guyana, India, Jamaica, Kiribati, Lesotho, Malawi, Malaysia, Maldives, Mauritius, New Zealand, Nigeria, Pakistan, Papua New Guinea, Samoa, Seychelles, Solomon Islands, South Africa, Sri Lanka, St. Kitts and Nevis; St. Lucia; St. Vincent & the Grenadines; Tanzania; Tonga; Trinidad and Tobago; Uganda; Vanuatu.

Three Year Budget: \$1,265,257 (\$1,169,000 core + \$96,257 additional contributions)

Expenditure to 31 March 2015: \$1,020,940

EDUCATION

Virtual University for Small States of the Commonwealth (VUSSC)



OVERVIEW

The Virtual University for Small States of the Commonwealth (VUSSC) is a network of small states collaborating to create free content for use in an educational context. COL has helped them build capacity of their institutions and supported the creation of an accreditation mechanism to facilitate the offering of VUSSC courses and programmes nationally and across borders. VUSSC relies on a community of practice for its growth and development.

Activities:

1. Building capacity.
2. Networking and collaborating.
3. Developing and delivering courses and programmes.
4. Strengthening the TQF.

OUTCOME

More VUSSC partner institutions collaboratively develop and deliver relevant courses through appropriate ODL methodologies, including eLearning strategies, as per the TQF.

HEADLINE: Ten countries offer VUSSC programmes that are registered on the TQF, allowing for recognition of courses and programmes across borders.

RESULTS 1 July 2012 to 31 March 2015

Performance Indicators	Outcomes Achieved	Comments
10 institutions use gender-inclusive OER to offer 9 new certificate/diploma/degree programmes, at least 5 of which are registered on the TQF.	10 institutions use gender-inclusive OER to offer 11 courses and programmes and 6 are registered on the TQF.	Achieved.
16 VUSSC countries reference their qualifications framework to the TQF.	TQF is referenced against CARICOM (Caribbean region), ASEAN (Asia region), EQF (Europe/Mediterranean) region, SADC (Southern African region) and Pacific (Pacific region) Qualifications Frameworks covering 31 small states.	Achieved.
10 institutions increase their use of ICTs to deliver programmes to more learners.	12 institutions increased their use of ICT in order to deliver courses using technology.	Achieved.

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LESSONS LEARNED

1. VUSSC has made significant progress regarding the development and use of OER but barriers to realising the full potential of OER remain, especially the lack of ICT infrastructure, inadequate skill levels and unfamiliarity with OER.
 2. When advocating for the use of OER, it is important to ensure appropriate technologies and local context are taken into account.
 3. Where OER are offered, it is difficult to track its unintended use.
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COUNTRIES

36 Countries: Antigua and Barbuda, The Bahamas, Barbados, Belize, Botswana, *British Overseas Territories: Cayman Islands, Turks & Caicos, Montserrat*, Brunei Darussalam, Cyprus, Dominica, Fiji, Grenada, Guyana, Jamaica, Kiribati, Lesotho, Maldives, Malta, Mauritius, Namibia, Nauru, Papua New Guinea, Samoa, Seychelles, Sierra Leone, Solomon Islands, St. Kitts and Nevis, St. Lucia, St. Vincent & the Grenadines, Swaziland, Tonga, Trinidad and Tobago, Tuvalu, Vanuatu, Tanzania.

Three Year Budget: \$1,036,393 (\$850,000 core + \$186,393 additional contributions)

Expenditure to 31 March 2015: \$1,076,877

LIVELIHOODS & HEALTH SECTOR SUMMARY REPORT



PROGRESS TOWARDS OUTCOMES

The sector is heterogeneous in the focus of its activities and in the partners it works with, ranging from agriculture with illiterate farmers, through health in rural communities to skills training with professors of technology. But the common theme that binds the sector is the emphasis on the innovative ways in which technology can be harnessed to expand and improve learning opportunities.

The Technical and Vocational Skills Development initiative has partnered with 40 government and NGO providers in all Commonwealth regions to build capacity in resource-based learning and increase access to good quality training opportunities. More than 15,000 learners have accessed new training opportunities through the efforts of these partners.

The focus on learning and empowerment for women is very strong in the Lifelong Learning for Farmers initiative which has enacted the meso-level stage of the L3F model by scaling up with secondary stakeholders, governments and financial institutions. Grassroots organisations are now becoming resource agencies for implementation. The results are clear with documented improvements in income and empowerment achieved in two Commonwealth regions.

The Healthy Communities initiative developed a strong model for building capacity and supporting partners through a community of practice and online learning. Results have exceeded expectations, with more than 65,000 active users who are predominantly women. It is clear that local partners have increased capacity to produce quality community learning programmes and there is evidence of increased health-seeking behaviour.

PROGRESS TOWARDS IMPACT

In this triennium, COL aimed to increase the number of Commonwealth citizens who improved their lives through open and distance learning (ODL) opportunities. The initiatives in the Livelihoods & Health sector have made a considerable contribution to this. Nearly a million Commonwealth citizens have been reached with new learning opportunities across the areas of agriculture, health and skills for livelihoods. External and partner evaluations of this sector point to a positive contribution to improving lives.

LESSONS LEARNED

1. Deep and meaningful relationships with partners in the field are key to the achievement of outcomes and impact.
2. Improved evaluation protocols in all initiatives will enable the analysis of the impact on livelihoods.

CHALLENGES

1. It is difficult to implement activities that address national priorities in all 53 member countries given current resource constraints. Balancing the achievement of meaningful results with scale and coverage remains a challenge but also offers an opportunity for innovative modelling.

LIVELIHOODS & HEALTH

Technical and Vocational Skills Development



OVERVIEW

Youth unemployment is a global challenge, with about 45% of the world's young people — many of them girls and young women — being currently without work. COL has demonstrated that using open and distance learning (ODL) and learning technologies can increase equitable access to quality Technical and Vocational Skills Development (TVSD) and contribute to a skilled workforce. TVSD works with partner institutions and organisations to help them benefit from the potential of technology by using flexible and blended approaches that support increasing access, especially for youth and women.

Activities:

- 1 Building capacity for flexible and blended TVSD in Africa, Asia, the Caribbean and the Pacific.

OUTCOME

Organisations and institutions increase equitable access to quality TVSD through flexible and blended approaches, particularly for the informal sector.

HEADLINE: Over 1,000 persons in Bangladesh started selling their products in the market following non-formal skills and business training.

RESULTS 1 July 2012 to 31 March 2015

Performance Indicators	Outcomes Achieved	Comments
10 institutions implement flexible and blended TVSD policies and strategies.	14 institutions, consisting of 11 INVEST Africa partners and 3 Caribbean partners implement the flexible and blended (FaB) approach with approved or draft open, distance and flexible learning (ODFL) policies.	Achieved.
20 institutions or organisations in 15 countries across all Commonwealth regions start or strengthen flexible and blended learning and substantially increase their learner enrolments, particularly for the informal sector.	Strategic objectives, organisational developments and improved staff capacity have led to the FaB model being integrated into 40 institutions in 12 countries in all Commonwealth regions in a sustainable way. Partners report increased learner enrolments through new FaB courses and programmes.	Exceeded.
15 new quality TVSD courses are in use, and are available as open educational resources (OER).	17 new OER skills training courses have been produced and used in all 4 Commonwealth regions.	Achieved.
New technology-enhanced quality TVSD course components are in use in 20 institutions.	HEART Jamaica: 23 institutions are integrating online flexible and blended components. INVEST: 10 institutions are integrating flexible and blended components including online, video, PowerPoint, radio and social media.	Exceeded.

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LESSONS LEARNED

1. Identification of partners who are “ready” for the flexible and blended model remains a critical success factor.
 2. Monitoring protocols need to be strengthened, more intensive consultation is needed, and mobile technology data capture mechanisms need to be put in place.
 3. More participatory data collection methods are needed, including training of partners.
-

COUNTRIES

30 Countries: Antigua and Barbuda, The Bahamas, Bangladesh, Barbados, Belize, Fiji, Ghana, Grenada, Guyana, India, Jamaica, Kenya, Kiribati, Mozambique, Nauru, Nigeria, Papua New Guinea, Samoa, Solomon Islands, Sri Lanka, St. Kitts and Nevis, St. Lucia, St. Vincent & the Grenadines, Tanzania, Tonga, Trinidad and Tobago, Tuvalu, Uganda, Vanuatu, Zambia.

Three Year Budget: \$1,250,000

Expenditure to 31 March 2015: \$1,213,819

LIVELIHOODS & HEALTH

Lifelong Learning for Farmers



OVERVIEW

The Lifelong Learning for Farmers (L3F) initiative aims at reaching small farmers and marginalised sectors of rural communities, particularly women. It envisages a global and local partnership between research institutions, financial institutions, the corporate sector, extension agencies and farming communities. The models evolved by COL and its partners are expected to convince secondary stakeholders of the L3F model's value, and to influence any decision to scale up and replicate L3F in a self-sustainable manner.

Activities:

1. Implementing lifelong learning in Africa, Asia, the Caribbean and the Pacific.
2. Developing mobile phone-based lifelong learning.

OUTCOME

Marginalised communities in agriculture negotiate and access 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.

HEADLINE: L3F helps a cooperative in Kenya to turn around and make a profit.

RESULTS 1 July 2012 to 31 March 2015

Performance Indicators	Outcomes Achieved	Comments
50% increase in the empowerment of participants in 5 countries of 3 Commonwealth regions.	Increase in empowerment achieved in 6 countries in 2 Commonwealth regions.	Achieved.
25% increase in the income of participants identified by social groups and gender in 5 countries of 3 Commonwealth regions.	Increase in income by more than 25% achieved by social groups and gender in 5 countries in 2 Commonwealth regions.	Exceeded.
Social rate of return achieved is 1:3 among 20,000 participants, disaggregated by social groups and gender, in 5 countries of 3 Commonwealth regions.	Social rate of return is 1:3, disaggregated by social groups and gender achieved in 2 countries in 2 Commonwealth regions.	Achieved. Data are being collected for 2 more countries.
L3F, as a sustainable system, is replicated by secondary stakeholders with enhanced investment in 8 countries of all Commonwealth regions.	L3F, as a sustainable system, has been implemented by secondary stakeholders with enhanced investment in 9 countries in 3 Commonwealth regions.	Achieved.
At least 50% of the participants are women.	More than 50% of the participants are women.	Exceeded.

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LESSONS LEARNED

1. As per the new empowerment index developed by COL, the maximum possible increase in empowerment will not be able to move above 20%.
 2. Strategies are required to support the scaling-up and replication of the L3F model.
 3. There is a need to set a standard to define a “lifelong learner” and monitor learning in terms of quantity, quality and frequency.
-

COUNTRIES

11 Countries: Canada, Ghana, India, Jamaica, Kenya, Mauritius, Papua New Guinea, Seychelles, Sri Lanka, Tanzania, Uganda.

Three Year Budget: \$1,585,651 (\$1,230,000 core + \$355,651 additional contributions)

Expenditure to 31 March 2015: \$1,634,721

LIVELIHOODS & HEALTH

Healthy Communities



OVERVIEW

Healthy Communities works with national and regional partner agencies to build capacities among local-level health/development and media/communication groups to develop and deliver quality, gender-responsive community learning programmes to tackle local health and development priorities. To increase scale, reduce costs and achieve more meaningful results, distance learning methods and OER programme and course materials are used increasingly. Research aims to validate and improve the community learning programme model and approach, and to inform policy feedback and advocacy with government and civil society.

Activities:

1. Capacity building for non-formal ODL.
2. Advocacy for non-formal ODL.
3. Development of community learning programmes — model building.

OUTCOME

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

HEADLINE: More than 750,000 users listened to community learning programmes, with research in India and Malawi showing changes to health-seeking behaviour.

RESULTS 1 July 2012 to 31 March 2015

Performance Indicators	Outcomes Achieved	Comments
30 new or significantly enhanced relevant and gender-sensitive community ODL programmes are delivered in resource-poor communities in at least 16 countries in 3 Commonwealth regions.	Over 52 programmes were produced and aired in multiple sites in 10 countries in 3 Commonwealth regions.	Achieved.
60,000 users of community ODL programmes in 2 key social groups (60% women and 40% youth).	65,000 users tracked.	Exceeded. The number of users exceeded the target. Users were mainly women, exceeding the 60% target. Partners were not able to reliably capture data related to youth due to challenges in identifying and determining users' ages.
Learning achievements and positive changes in health-seeking behaviours are evident.	Phase I of the Malawi <i>Phukusi La Moyo</i> (PLM) research found evidence that health knowledge among listeners does increase after listening to specific episodes of the community learning programme (CLP). The data also indicate that health-seeking behaviours in areas with higher radio and CLP listenership are better than in areas with lower radio and CLP listenership. Findings from the India <i>Chahat Chowk</i> research showed enhanced capacity among local radio teams to produce quality CLPs as well as positive change among engaged listening audiences.	Achieved. PLM: Although it is difficult to attribute improved health practices solely to CLP and the project partners that are implementing such programmes, quantitative results show strong learning achievement and qualitative evidence suggests that PLM has greatly contributed to improving health-seeking behaviours. Although findings from <i>Chahat Chowk</i> indicate strong learning achievements and indications of behaviour change, the scale is relatively small.

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LESSONS LEARNED

1. The success of training CLP developers at scale depends on on-going mentoring and support.
 2. Some partners' responses might not be as fast as the others, and some partners might need more guidance and help.
 3. Deeper engagement with CLP developers led to greater ownership of results.
-

COUNTRIES

26 Countries: Bangladesh, Barbados, Belize, Cameroon, Ghana, Guyana, India, Jamaica, Kenya, Kiribati, Malawi, Mozambique, Namibia, Nigeria, Papua New Guinea, Rwanda, Sierra Leone, Solomon Islands, South Africa, Sri Lanka, St. Lucia, St. Vincent & the Grenadines, Tanzania, Trinidad and Tobago, Uganda, Zambia.

Annual Budget: \$1,360,500

Expenditure to 31 March 2015: \$1,238,850

CROSS-CUTTING

eLearning



OVERVIEW

eLearning is a cross-cutting initiative focused on using information and communications technology (ICTs) and open educational resources (OER) to transform education and expand access and quality. It involves supporting the development and implementation of appropriate country and institutional ICTs in education and OER policies, developing the capacity of educators, and improving national and organisational readiness and capacity for eLearning. A key part of the initiative is applied research and evaluation related to eLearning and OER.

Activities:

1. Supporting educational transformation through the use of ICTs and OER.
2. Supporting applied research to inform educational practice.

OUTCOME

More governments, institutions and civil society organisations use eLearning and OER for teaching and training in formal and non-formal environments.

HEADLINE: Thirteen countries in Africa and the Caribbean region are actively using OER and eLearning to improve and enhance the quality of teaching and learning.

RESULTS 1 July 2012 to 31 March 2015

Performance Indicators	Outcomes Achieved	Comments
6 governments and 10 institutions in 3 Commonwealth regions develop and implement eLearning and OER programmes.	9 countries and 13 institutions initiated eLearning programmes in 3 Commonwealth regions.	Exceeded.
At least 6 governments adopt OER policies.	Antigua and Barbuda adopted an ICT in Education/OER policy and started implementation through the COL-supported open textbook project.	Partially achieved. COL interventions led to the development of relevant policy and strategy in 7 countries. Draft ICT in Education/OER policy developed in Grenada (May 2013), St. Vincent & the Grenadines (May 2013) and Seychelles (May 2014). Draft ICT in Education strategy developed in St. Kitts and Nevis (October 2013) and Belize (August 2014). Draft OER Roadmap for Mauritius developed (November 2013).
2,000 teachers and trainers use eLearning effectively (including OER and mLearning). 10,000 learners across sectors (including civil society) effectively use eLearning (including OER and mLearning).	Over 5,000 teachers trained in teaching and learning online, ICT integration, OER and Mobile App development for education. Over 142,250 learners are using a variety of eLearning modalities as a result of COL programme activities.	Exceeded.
10,000 learners across sectors (including civil society) effectively use eLearning (including OER and mLearning).	Over 142,250 learners are using a variety of eLearning modalities as a result of COL programme activities.	Exceeded.

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LESSONS LEARNED

1. Moving from policy development to adoption and implementation requires creative approaches and engagements with the stakeholders.
 2. Integrating OER policy into broader ICT in Education policies is a more effective approach than attempting to develop stand-alone OER policies at a national level.
 3. Policy development must include implementation plans and ensure adequate budget provision for follow-up.
-

COUNTRIES

12 Countries: Antigua and Barbuda, The Bahamas, Belize, Ghana, Grenada, Lesotho, Mauritius, Seychelles, St. Kitts and Nevis, St. Vincent & the Grenadines, Trinidad and Tobago, Uganda.

Three Year Budget: \$1,145,361 (\$1,075,000 core + \$70,361 additional contributions)

Expenditure to 31 March 2015: \$916,668

CROSS-CUTTING

Gender



OVERVIEW

COL has adopted gender mainstreaming as an organisational strategy. Implementing a mainstreaming strategy includes identifying gender-specific activities and initiatives, as appropriate, whenever girls/women or boys/men are in a particularly disadvantaged position. A gender equality perspective is applied at all stages of the programme cycle — planning, implementation, monitoring and evaluation — to ensure that initiatives offer equal opportunities, benefits and participation options to girls/women and boys/men.

Activities:

1. Internal and external capacity building in gender-responsive programming and policy development.

OUTCOME

Forty-five partners across the Commonwealth have integrated gender mainstreaming into their programmes.

HEADLINE: Thirteen countries in Africa and the Caribbean region are actively using OER and eLearning to improve and enhance the quality of teaching and learning.

RESULTS 1 July 2012 to 31 March 2015

Performance Indicators	Outcomes Achieved	Comments
10,000 girls and women have increased access to quality education and training.	At least 21,000 girls and women have increased access in all 4 regions of the Commonwealth.	Exceeded. These numbers are based primarily on sex-disaggregated enrolment figures and not on learning programme completion rates.
5,000 boys and men have greater access to targeted training in areas where they are disadvantaged.	At least 500 young men and boys have greater access in Trinidad and Tobago and Jamaica.	Partially achieved. The Healthy Communities initiative is the only initiative that focused on targeted training areas for boys and men.
At least 10 partners mainstream gender in their programmes.	45 partners in 4 regions of the Commonwealth demonstrate elements of gender mainstreaming in their programmes.	Exceeded. Elements of gender mainstreaming include gender-responsive institutional policies, practices and learning programmes.
60,000 additional women access non-formal education, leading to increased income and better health-seeking behaviours.	At least 145,000 additional female learners have access to non-formal education, leading to increased income and better health-seeking behaviours.	Exceeded.

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LESSONS LEARNED

1. Identifying and working with specific partners on an ongoing basis leads to gender mainstreaming.
 2. Closer engagement with different initiatives is needed to ensure that the correct data are collected in relation to the outcome performance indicators.
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COUNTRIES

30 Countries: Bangladesh, Belize, Botswana, Cameroon, Cayman Islands, Ghana, Guyana, India, Jamaica, Kenya, Lesotho, Malawi, Malaysia, Mauritius, Mozambique, Namibia, New Zealand, Nigeria, Pakistan, Papua New Guinea, Samoa, Seychelles, Sri Lanka, Swaziland, Tanzania, Tonga, Trinidad and Tobago, Uganda, Vanuatu, Zambia.

Three Year Budget: \$308,000

Expenditure to 31 March 2015: \$226,102

COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA)



OVERVIEW

The Commonwealth Educational Media Centre for Asia (CEMCA) helps countries improve the scope, scale and quality of teaching and learning at all levels through the use of media and educational technologies to extend and improve educational systems. Further, CEMCA helps communities improve their livelihoods and health by using appropriate technologies to enhance skills, share knowledge and develop new economic opportunities.

Activities:

Course development, capacity building, quality assurance, development of toolkits, and development of open and distance learning (ODL), information and communications technology (ICT) and open educational resources (OER) policy.

OUTCOME

Governments and institutions in the eight Commonwealth Asian countries expand the scale, efficiency and quality of learning by using multiple media in open, distance and technology-enhanced learning.

HEADLINE: CEMCA is a regional resource centre for OER expertise.

RESULTS 1 July 2012 to 31 March 2015

Performance Indicators	Outcomes Achieved	Comments
OPEN SCHOOLING		
3 new and 3 existing open schools in the region expand access to learning opportunities.	1 open school in the region — National Institute of Open Schooling (NIOS) — expanded access to learning opportunities.	Partially achieved.
3 new industry-linked courses developed using OER are offered by partner institutions.	3 industry-linked course curricula developed.	Partially achieved. <ul style="list-style-type: none"> 1 set of course materials (print) developed and 10 videos are under development. 1 new industry-linked course is under development.
TEACHER EDUCATION		
5 institutions adopt ICT teachers' blended learning model for continuous professional development.	3 state-level institutions adopt ICT teachers' blended learning model for continuous professional development.	Partially achieved.
HIGHER EDUCATION		
10 institutions adopt OER-based eLearning to improve quality of education.	3 institutions adopt OER-based eLearning to improve quality of education: Wawasan Open University (WOU), Malaysia; Open University of Sri Lanka (OUSL); Uttarakhand Open University (UOU), India.	Partially achieved. Course development was initiated in 2013, piloted in 2014 and adopted by 3 higher education institutions.
50 teachers in higher education institutions trained in training of trainers (TOT) mode to develop OER-based online courses and offer training to 500 teachers to use OER.	70 teachers in higher education institutions trained in TOT mode to develop OER-based online courses and offered training to 442 teachers to use OER.	Achieved.

Performance Indicators	Outcomes Achieved	Comments
10 institutions adopt quality assurance mechanism for OER-based content.	7 institutions of the region involved in the development of a quality assurance mechanism for OER-based content.	Partially achieved.
TECHNICAL AND VOCATIONAL SKILLS DEVELOPMENT		
2 institutions implement blended and technology-enhanced learning to provide access to skills development.	3 institutions implement blended and technology-enhanced learning to provide access to skill development.	Exceeded.
2 new technical and vocational skills development (TVSD) courses developed and offered by ODL institutions.	1 new TVSD course offered by open and distance learning institutions. 17 vocational curricula of Tamil Nadu Open University (TNOU) and Krishna Kanta Handiqui State Open University (KKHSOU) aligned with National Skills Qualifications Framework (NSQF).	Achieved.
100 professionals trained, of which 50% are women, who use their skills for improved livelihoods.	100 professionals trained, of which 23% are women.	Achieved.
COMMUNITY MEDIA/HEALTHY COMMUNITIES		
20% increase in the number of community radio stations (CRS) supported by CEMCA.	60 CRS from India and Bangladesh supported by CEMCA, an increase of more than 20%.	Achieved.
100 community women empowered in media literacy, health leadership and democracy to develop community learning programmes.	204 community women empowered.	Exceeded.
Increase in the number of stakeholders using content exchange platforms to share programmes in different formats and media.	About a 350% increase in using content exchange platforms to share programmes in different formats and media.	Exceeded.
9 CRS adopt sustainable models and showcase best practices.	2 CRS adopted sustainable models in India; 12 CRS trained in sustainability in Bangladesh and developed a model on sustainability for CRS of South Asia.	Exceeded.
eLEARNING		
1 online industry-linked course for rural women offered.	Early stage of project appraisal.	Not achieved.
30 CRS use content exchanged through multiple platforms, formats and media.	More than 120 CRS used content exchange through multiple platforms, formats and media.	Exceeded.
2 new Technical and Vocational Education and Training (TVET) courses available in OER.	2 new TVET courses available in OER.	Achieved.
2 new TVET courses for informal sector launched.	2 new TVET courses for informal sector launched.	Achieved.

LESSONS LEARNED

1. More concerted effort is required to engage all member countries in the region.
2. Need more rigorous and careful examination when selecting the partner institution for various activities.

COUNTRIES

6 Countries: Bangladesh, India, Malaysia, Maldives, Pakistan, Sri Lanka.

Three Year Budget: \$1,400,915 (\$1,050,000 core + \$350,915 additional contributions)

Expenditure to 31 March 2015: \$1,095,814

COL eLEARNING WITH INTERNATIONAL ORGANISATIONS (eLIO)



OVERVIEW

eLIO designs, develops and delivers eLearning courses for international organisations to showcase the:

- power of interactive materials to engage learners,
- value of customised materials to simulate workplace applications and facilitate knowledge transfer,
- benefits of a team approach when creating learner-centric materials,
- strategic use of learner-friendly technologies,
- merits of tutor-supported learning, and
- importance of a systems approach to course logistics.

Activities:

1. Deliver courses.
2. Develop, adapt and revise materials.

OUTCOME

Increased use of open, distance and technology-mediated learning to provide equitable and quality professional development opportunities for women and men on a fee-for-service basis.

HEADLINE: Trained 2,355 (49% female) learners in 160 countries in effective written communication, data management and programme management.

RESULTS 1 July 2012 to 31 March 2015

Performance Indicators	Outcomes Achieved	Comments
COURSE DELIVERY		
<ul style="list-style-type: none"> • An average completion rate of 80% for both men and women. • Positive learner feedback. 		<p>Achieved.</p> <p>Some cohorts did exceptionally well and some underachieved. eLIO reviewed the results of each to draw on lessons learned.</p>
Completion rate by country.	96 out of 160 countries have an 80% completion rate and above.	Achieved.
Completion rate by gender.	The completion rate for males and females is within 1 percentage point of each other.	Achieved.
Completion rate by Commonwealth region.	<ul style="list-style-type: none"> • Africa: 79% • Asia: 66% • Caribbean: 87% • Pacific: 28% • Europe: 100% (1 learner) 	<p>Exceeded for Caribbean and European regions.</p> <p>Need to engage more in Asia and the Pacific region.</p>
Completion rate by organisations.	<ul style="list-style-type: none"> • COE: 62% (pilot) • COMSEC: 72.3% • IADB: 86.2% • ILO: 86.6% • UNHCR: 81.3% • WB: 81.2% • WHO: 81.9% 	Achieved.

Performance Indicators	Outcomes Achieved	Comments
COURSE DEVELOPMENT		
<ul style="list-style-type: none"> • Learner satisfaction. • Evidence of learning outcomes. • Stakeholder satisfaction. 	<p><i>Writing Effectively for COE</i> (in English and in French) was completed on time and within budget.</p> <p><i>Writing Effectively for UNICEF</i> (for the Private Fund Raising and Partnership Division) is the 12th version of the series. The customised materials are currently being piloted.</p>	<p>Achieved.</p> <p>It has been a success in terms of both the quality and relevance of the course materials and the support offered by tutors and administrative staff</p>

LESSONS LEARNED

1. Effective tutorial support is critical to student motivation and completion rates.
2. Learners in this context are busy and mobile adults. eLLO learner support mechanisms must be flexible and enabling to engage these learners in meaningful and applicable learning pursuits.

COUNTRIES

160 Countries (45 Commonwealth and 115 non-Commonwealth countries): Antigua and Barbuda, Australia, The Bahamas, Bangladesh, Barbados, Belize, Botswana, Cameroon, Canada, Fiji, Ghana, Grenada, Guyana, India, Jamaica, Kenya, Lesotho, Malawi, Malaysia, Maldives, Malta, Mauritius, Mozambique, Namibia, Nigeria, Pakistan, Papua New Guinea, Rwanda, Samoa, Seychelles, Sierra Leone, Singapore, Solomon Islands, South Africa, Sri Lanka, St. Kitts and Nevis, St. Lucia, Swaziland, Tanzania, Tonga, Trinidad and Tobago, Tuvalu, Uganda, Vanuatu, Zambia.

Three Year Budget (Revenue Recognised): \$1,645,200

Expenditure to 31 March 2015: \$1,606,687 (includes allocated human resources and office)



PROGRAMME ACTIVITIES: APRIL-JUNE 2015

EDUCATION

OPEN SCHOOLING

- 166 participants were trained in 2 online workshops, Exploring Open Education & OER and Social Media Goes to School.
- Malawi College of Distance Education (MCDE) completed the Woodwork course (as OER) for the Junior School Certificate level, and in Mozambique, the National Institute for Educational Development (IEDA) completed 9 subjects as OER.
- Baseline studies were completed for 8 countries, Bangladesh, Belize, Lesotho, Malawi, Mozambique, Pakistan, Trinidad and Tobago and Vanuatu.

TEACHER EDUCATION

- 1,653 learners registered for the COL/AVU MOOC on *Using ICTs to enrich teaching and learning*.
- COL collaborated with the Technical Cooperation Directorate (TCD), Ministry of Foreign Affairs, Singapore and the Singapore National Institute of Education (NIE) to mount a training programme for teacher educators on the importance of ICTs in teaching and learning in the 21st Century. 29 teacher educators from 11 countries in Africa attended the 5-day workshop.
- 50 teacher educators from Uganda's Kyambogo University and from National Teachers' Colleges attended a 5-day training workshop on the use of the Open Resources for English Language Teaching (ORELT) modules and training of trainers. The trainers will support teachers to use ORELT materials when teaching English.
- 10 teacher educators from the Open University of Tanzania (OUT) participated in a 5-day training workshop on the use of ORELT modules and training of trainers. These educators will train teachers on the use of ORELT materials to improve English language teaching at the lower secondary level.

HIGHER EDUCATION

- Institutional ODL Policy formulation for Uganda Management Institute and National University of Lesotho was completed.
- A Higher Education Quality Assurance Policy for the Maldives Qualifications Authority was completed.
- The Institutional Quality Assurance for the National University of Lesotho was completed.
- Higher Education Baseline study was completed.
- 19 delegates from Pakistan (15 Vice Chancellors and 4 representatives of the British Council and Higher Education Commission - HEC) participated in a 10-day leadership training and study tour (organised by COL) in British Columbia, Canada.



VIRTUAL UNIVERSITY FOR SMALL STATES OF THE COMMONWEALTH (VUSSC)

- 28 participants from the Police Academy and the Caribbean Public Health Agency in Trinidad and Tobago enrolled in the Developing and Teaching Online Course.
- VUSSC converted the print-based Bachelor in Business and Entrepreneurship and Master in Educational Leadership courses into eLearning on the Moodle platform.
- 2 new courses were completed: *Fundamentals in ODL* and *Principles of Research*. The Botswana College of Distance and Open Learning (BOCODOL) will be the first institution to offer these courses, starting in July 2015.
- VUSSC, in collaboration with the Caribbean Tourism Organisation (CTO), finalised the Associate Degree in Tourism and Hospitality and online Sustainable Tourism courses. These courses will be offered by 22 institutions in the region.

LIVELIHOODS & HEALTH

TECHNICAL AND VOCATIONAL SKILLS DEVELOPMENT (TVSD)

- In collaboration with eLearning initiative, INVEST Africa partners, Makerere University Business School in Uganda and Auchi Polytechnic in Nigeria have been trained in Blended Online Teaching Strategies.
- The COL INVEST Africa model for training teachers in flexible and blended approaches was showcased at the eLearning Africa 2015 conference at the invitation of UNESCO-UNEVOC.
- Directorate of TVET in Botswana has approved the sharing of 3 courses in Beauty Therapy from the Botswana Technical Education Programme as OER.
- The course teams of 23 people from UNIVOTEC in Sri Lanka were trained in online facilitation. This is a continuation of the support to develop the National Diploma in TVET teaching for online delivery in preparation for the launch of the new programme in August 2015. The university has agreed to release these courses as OER.
- The State Resource Centre in Kerala, India completed the development of course materials for the Certificate in Community Development in both English and Malayalam. The materials for the 4 courses are available as OER.
- 80 managers and teachers from agencies and institutions within HEART Trust/NTA in Jamaica participated in an online course in Flexible Skills Development.
- Pacific TAFE at the University of the South Pacific (USP) developed and delivering 2 courses (released as OER) on TVET teacher training.

LIFELONG LEARNING FOR FARMERS (L3F)

- 1411 new participants in Tamil Nadu, India enrolled in the L3F programme. After learning about goat rearing and dairy management they obtained a total of CAD 1 million in credit from banks to start their livestock enterprises.



- Social media-based learning managed by farmers is picking up momentum in the Dindigul district, India with the uploading of 46 new content modules to Facebook and YouTube.
- A case study by Mann Deshi in India showed that appropriate learning and networking based on the L3F model has the capacity to increase the income of a poor woman by 15 times.
- Open University of Sri Lanka completed a study on the effectiveness of mobile phones (as used in L3F) in strengthening financial literacy among women.
- Agro-based ODL visual course materials (DVDs) on horticulture (tomatoes), poultry and piggery including credit and business plans were prepared by Matumaini Mapya, Tanzania and 1,174 women participants accessed these materials for learning.
- A study by Matumaini Mapya, Tanzania showed that after the introduction of L3F, savings increased by 17% and loan repayment rate improved to 97.2% in Matumaini Mapya Savings and Credit Cooperative Organisation (SACCO).
- Strategic and Business plans for two SACCOs in Kenya and Tanzania were completed and converted into ODL materials to strengthen cooperative and corporate literacy among members.
- RADA in Jamaica has developed and published with the help of COL a new corporate website to strengthen the information flow among the farmers and extension officers.

HEALTHY COMMUNITIES

- 45 registrants from the Caribbean, East Africa, South Asia, Southern Africa and West Africa completed course 6 (*Sustainability and Proposal Writing*) of the Community Learning Programme (CLP) Developers Certificate.
- The evaluation report on the Healthy Communities initiative compiled by the M&E Consultant, Ms. Cathryn Wood, indicated that the desired outcome of this initiative i.e. more and better learning opportunities about community health and development are in use, particularly by women and youth in resource-poor communities, has been achieved.
- Rupantar in Bangladesh delivered in Bangla the 5-week *Communication for Development (C4D): Why, How, Now* course.

CROSS-CUTTING

ELEARNING

- In collaboration with the TVSD initiative, 2 workshops on strengthening capacity in blended online teaching and learning strategies were held at 2 TVET institutions in Nigeria and Uganda.
- 2 online workshops on open educational resources (OER) and social media were organised in collaboration with the Open Schooling initiative.
- Commonwealth Certificate for Teacher's ICT Integration (CCTI) Partner's Meeting was held in South Africa for the adoption/adaptation of CCTI in 9 countries. Representatives from the Ministry of Education and educational institutions were in attendance.
- The first cohort of 20 teachers from Saint Vincent and the Grenadines completed the CCTI.



- In collaboration with the Teacher Education initiative, a CCTI adoption strategy meeting will be held in Trinidad and Tobago from 24-26 June 2015.
- A report on *Large Scale Tablet Initiatives* was released; a second systematic peer-reviewed research on the use of tablet devices for teaching and learning is underway and will be released by the end of June 2015.
- A baseline study on Technology-enabled Learning in Commonwealth Africa and the Mediterranean, Pacific and Asia regions will be completed by the end of June 2015.

GENDER

- Draft institutional gender policies were developed by the National Institute of Open Schooling (NIOS) in India and the Gwen Lizzarraga High School in Belize.
- The *Gender Mainstreaming Toolkit for Teachers and Teacher Educators* was integrated in the Health and Family Life Education (HFLE) teacher training materials in Jamaica.

REGIONAL SUPPORT

COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA)

Education (Open Schooling, Teacher Education, Higher Education)

- 10 videos were developed for the Industry-linked course entitled *Sound Assistance* for the National Institute of Open Schools (NIOS), India.
- A capacity building workshop was organised at the Central University of Himachal Pradesh, India on ICT-integrated teacher education for district institutes of education and training (DIET).
- A national capacity building workshop on OER Quality was organised for ODL professionals at Dr. B. R. Ambedkar Open University, India.

Livelihoods & Health (TVSD, Community Media/Healthy Communities)

- 12 curricula were developed on skill-based vocational education for flexible learning at Allama Iqbal Open University, Pakistan.
- About 50 community learning programmes at 9 community radio stations in India were developed.
- Training was provided to counsellors of the Certificate in Community Radio Technology (CCRT) at Tamil Nadu Open University and Uttarakhand Open University, India.
- A mobile application and an interactive voice response (IVR) system on the evaluation and self-assessment of community radio technology were developed.



eLearning

- Students trained on the development of mobile apps for the *Educational (Android) App Development Toolkit* at the Kulachi Hansraj Model School, India.
- An OER-based eLearning programme was completed successfully at Wawasan Open University (WOU), Malaysia and the Open University of Sri Lanka.
- MediaWiki extension toolkit was developed to assess OER quality using the *Quality Assurance Guidelines for Open Educational Resources: TIPS framework*.

REGIONAL TRAINING AND RESEARCH INSTITUTE FOR DISTANCE AND OPEN LEARNING (RETRIDOL)

- 16 instructional designers from 6 higher education institutions were trained on the latest developments in Instructional System Design, Development and Evaluation.
- The 6th edition of WAJOFEL (Volume 3, Number 2,) was published.

SOUTHERN AFRICAN DEVELOPMENT COMMUNITY – CENTRE FOR DISTANCE EDUCATION (SADC-CDE)

- In June, the Centre will support the training of 10 ODL Practitioners in Monitoring and Evaluation (M&E) in Open and Distance Learning. This course is through the SADC-Centre of Specialization (Teacher Education) based at the Open University of Tanzania. The beneficiaries are participants from the in-country ODL institutions in Tanzania.
- SADC-CDE, in collaboration with COL - Open Schooling, hosted the first Quality Assurance Auditing Model workshop for the Open Schools from Lesotho and Mozambique. The Common Quality Assurance Criteria Document for Lesotho Distance Training College (LDTC) and Institute of Open and Distance Education (IEDA, Mozambique) was developed at this workshop.

CARIBBEAN REGIONAL LEARNING FOR DEVELOPMENT ACTIVITIES (CRL4DA)

- A research project on the role of ODL and communication for development focusing on the public sector and civil society in the Caribbean was completed.

PACIFIC CENTRE FOR FLEXIBLE AND OPEN LEARNING FOR DEVELOPMENT (PACFOLD)

- The Advisory Board for the Pacific Centre for Flexible & Open Learning for Development (PACFOLD) will meet in Fiji on June 25, 2015. Development partners UNICEF and Department of Foreign Affairs and Trade, Australia (DFAT) have been invited to attend as observers.
- The online community platform – PACFOLD *learn* (learning, education, action research network) has been established with special interest groups for a range of key issues in Pacific flexible and open learning. There will be a soft launch at the Advisory Board meeting at the end of June and new members will be invited from July 2015.