COL in the Commonwealth

2012–2015
Country Reports
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Foreword

*COL in the Commonwealth: 2012-2015 Country Reports* summarises COL's activities over the last three years (2012-2015) and captures what we have achieved in each Member State and across the Commonwealth.

This volume is the result of a collaborative process that began in 2011 with extensive partner consultations. Following these consultations, a *Country Action Plan* was developed to guide COL's work in each country. The reports contained in this volume describe the implementation of these plans and highlight COL's achievements during this three year plan.

The reports cover all Member States of the Commonwealth, showing not only what COL has done in developing countries but also how its work aligns with the international development priorities of Australia, Canada, New Zealand and the United Kingdom. The reports are grouped under four regions: Africa and the Mediterranean, Asia, the Caribbean and the Pacific. Each regional section contains a brief regional report as well as the reports for each country within that region. The Pan-Commonwealth section describes COL's Initiatives, under the two sectors: ‘Education’ and ‘Livelihoods and Health’. The reports for this triennium categorise COL activities according to our five core strategies: partnerships, capacity, materials, models and policy, in order to better present how our work contributes to outcomes. ‘COL in Action’ highlights real life examples to illustrate how COL's work impacts on people, groups and institutions in developing countries.

Most of the initiatives that COL pursued during this triennium are showing demonstrable results in expanding and improving opportunities for education and training, building healthier communities, helping rural communities achieve greater prosperity, and contributing to skills development. As the external Impact Evaluation report states: ‘COL has had a major impact on individuals including farmers…faculty members, institutional leaders in formal and non-formal learning, selected policy makers and educational administrators’ (S. Murgatroyd with J. Tully, 2015). The external Outcome Evaluation concludes that ‘all the Initiatives moved successfully forward, on time and within budget’ (N. Kemp and G. Farrell, 2015). Both evaluations confirm that COL is highly respected and well regarded in the field.

The production of *COL in the Commonwealth: 2012-2015 Country Reports* was made possible through collective effort and collaboration. Partners on the ground have diligently provided updates to COL. COL staff have tracked and assessed results obtained from partners through a thorough monitoring and evaluation process. COL's advanced knowledge management systems have enabled us to capture information from numerous sources and synthesise this into the reports that make up this volume. I must particularly commend Alexis Carr for her diligent work in filtering the masses of raw data and converting them into a coherent and meaningful narrative.

Professor Asha S. Kanwar
President and Chief Executive Officer
Commonwealth of Learning
OPEN SCHOOLING

Access to education remains inequitable, especially in rural areas, with girls particularly disadvantaged. Despite the encouraging progress made to increase access to schooling, the latest edition of the Global Education Digest reveals that an alarmingly high number of children are repeating grades and leaving school before completing primary or lower-secondary education. Data from the UNESCO Institute for Statistics (2012) notes that 32.2 million primary pupils were held back a grade in 2010, and 31.2 million “dropped out of school and may never return.”

The dilemma, therefore, is not only to deal with out-of-school children, but also to address why children leave school. Those most at risk are girls, minors, rural and poor children. COL defines open schooling as the physical separation of the school learner from the teacher, combined with the use of unconventional teaching methodologies and information and communications technologies (ICTs). Open schooling can be provided by stand-alone, independent distance education institutions, be managed as part of the education ministry within a specific directorate, or be part of a university. Open schooling has been introduced successfully in Asia, Africa, the Caribbean and the Pacific to complement, or as an alternative to, the conventional school system.

As part of COL’s initiative to establish and strengthen open schools, COL assisted in the establishment of the Commonwealth Open Schools Association (COMOSA), which involves partners from every region of the Commonwealth. The basic objective of the association is to cooperate and collaborate in the development, promotion and introduction of innovative, high-quality, relevant, equitable, gender-sensitive and cost-effective programmes of school education for sustainable development in Commonwealth countries through open and distance learning (ODL).

HIGHLIGHTED RESULTS

- 22 partners have signed the COMOSA constitution

COL IN ACTION

In rural areas of Trinidad & Tobago, many young people drop out of the formal school system early, leaving them less prepared for the workforce. The remote village of Matelot on the north coast of Trinidad is no exception. To help address this problem, COL is testing a new and innovative “Big Picture” framework at a Catholic school in Matelot. This framework seeks to help organisations go beyond outputs so that participants can realise the benefits of a given activity. The school in Matelot has high hopes for the new job-ready skills programme that will be piloted using the framework: “[T]he provision of an open school has the potential for reversing the migration trend, as villagers both young and mature are able to complete secondary school … and, through further education and training, to build careers and access jobs within the North Coast community, thus contributing to its development,” said Sharon Mangroo, the Chair of the Catholic Education Board of Management. Students will be trained in agricultural processing, small boat engine repair and net mending. Since the community has asked that students be trained in these areas, the chance of them gaining employment is very high – good news for both the students and the community.
HIGHER EDUCATION

Governments in developing Commonwealth countries have increasingly adopted open and distance education as a way of addressing the increased demand for higher education. COL’s Higher Education initiative promotes greater access to quality higher education in the Commonwealth countries. It also supports policy-makers, institutions and leaders in higher education in harnessing the potential of ODL and technology as a way of addressing the growing demands for higher education, and the issues of rising costs and diminishing public funding.

Commonwealth Executive Master of Business Administration and Public Administration (CEMBA/CEMPA)

As part of COL’s Higher Education initiative of promoting management and leadership development, the Commonwealth Executive Master of Business Administration and Public Administration (CEMBA/CEMPA) was launched in 2002. A decade later, in 2013, 12 courses were revised, another 10 were rewritten and one elective course, Business Ethics, was added. Eleven partner institutions spread across the Commonwealth are currently offering the CEMBA/CEMPA programme.

COL Review and Improvement Model (COL-RIM)

In countries where quality assurance systems are not well established, universities often find it useful to invite external panels to advise them on quality improvement and wider issues. However, these panels can be costly. The COL Review and Improvement Model (COL-RIM) provides higher education institutions with a “do-it-yourself” approach to institutional quality audits. COL developed COL-RIM as a cost-effective approach that focuses on self-assessment and helps institutions improve internal quality assurance, planning and systematic institutional improvement. The COL-RIM package, consisting of a conceptual framework and handbook, is freely available from COL.

The Higher Education initiative continues to help governments and institutions develop national and institutional ODL policies, improve the quality of systems, and improve staff capacity to develop and deliver quality programmes. The initiative will continue to promote good practices and support Commonwealth Member States as they seek to strengthen the credibility of open and distance learning (ODL) as a viable means of developing human resources for their economic and social development.

COL IN ACTION

► 23 courses are available through CEMBA/CEMPA and are currently offered by 11 partner institutions
► 10 institutions in nine countries have implemented/started the COL-RIM process

HIGHLIGHTED RESULTS
TEACHER EDUCATION

If education is to play its role as a primary agent of transformation for sustainable development, countries need teachers who will help prepare learners to be involved in this transformation. However, there is still an enormous deficit of teachers across Commonwealth countries and a huge unmet need for teachers and trainers for the vocationalisation of secondary education. As well, the other major challenge is posed by the poor quality of teachers and teacher educators. Addressing these challenges must include supporting and improving teacher education. Improvements are needed in teacher education institutions, in the institutions’ capacity to train more teachers, in the capacity of teacher educators, and in the programmes and materials they deploy.

COL is working to help teacher education institutions offer quality ODL programmes that will enable teachers to upgrade their skills and qualifications. Working in partnership with teacher training institutions, governments and other international agencies, COL is spearheading several major teacher education initiatives. These initiatives focus on school-based in-service models to increase the number of teachers trained and enhance the quality and development of teachers and teacher educators. The initiatives also have a focus on teacher educator development and the training of teachers for vocational subjects in secondary schools. Through a collaborative effort by COL and its partners, COL is working to contribute to the goal of improving teacher education across the Commonwealth.

HIGHLIGHTED RESULTS

- 24 teacher education institutions in eight countries have enhanced the quality of their curricula through the development and use of new materials, including OER
- 4,815 teachers and teacher educators were trained in various aspects of ODL

COL IN ACTION

COL is helping train 500 teachers in Kenya through its Open Resources for English Language Teaching (ORELT) materials. COL started by training 50 master trainers, each of whom is responsible for training at least 10 other teachers in their local community. Using this multiplier effect allows COL to increase its impact. Richard Ituriu is one of the master trainers who benefited from COL’s intervention. He lives in the rural community of Meru and believes that learning English is essential to the future of the children he teaches. English is the language of commerce and instruction, so “poor English will mean poor performance in other subjects as well.” Since implementing ORELT materials, he has seen his students’ grades improve, something he attributes to the materials. Richard is keen to see ORELT taught across Kenya and has already trained eight teachers, including two from his own school. Richard isn’t the only one who wants to see ORELT expanded in Kenya. The Kenya Institute of Curriculum Development has approved the use of ORELT as supplementary English educational materials in secondary schools. COL’s external evaluators also commented on the importance of COL’s work, noting, “All the teachers visited reported that the modules are very helpful; they make the teaching and learning of English more exciting, easier and lively … [and] give them a rare opportunity to learn English in a more practical way.”
GENDER

As a cross-cutting theme, gender underpins all seven of COL’s initiatives. One-third of the world’s poor live in Commonwealth countries and two-thirds of them are women. Poverty has a female face. COL recognises that the advancement of the goals of gender equality and women’s empowerment are central to its agenda of learning for development. For COL, gender equality is a cross-cutting corporate goal that requires both women’s and men’s views, interests and needs to shape its programmes. The gender cross-cutting theme focuses on internal and external capacity-building in gender-responsive programming and policy development. Its objective is to enhance the institutional capacity of COL and its partner organisations to integrate gender equality considerations in programmes, policies and planning.

HIGHLIGHTED RESULTS

As a result of COL’s work, at least 21,000 girls and women have increased access to learning opportunities in the Commonwealth

COL IN ACTION

Ms Valarmathy from Theni, India, is a member of the Lifelong Learning for Farmers (L3F) initiative. A primary school dropout, she joined a self-help group and L3F in 2008/2009. Under L3F she began learning about agriculture, business planning and financial management through her mobile phone and other ICT media. She also participated in regular meetings with other L3F members in which they shared and reinforced their learning. Through these interactions, she learned goat husbandry, was able to save money, and eventually started a successful goat enterprise. The bank that gave her the loan to start her business recruited Ms. Valarmathy to become a resource person for the community banking process under L3F. She was appointed as business correspondent of this major commercial bank, and currently operates the mobile banking system, conducting transactions for community members, as well as remaining an active L3F member in the goat enterprise.
QUALITY EDUCATION FOR ALL COMMONWEALTH CITIZENS

Increased access to affordable primary, secondary and tertiary education especially for girls, women and the marginalised

VIRTUAL UNIVERSITY FOR SMALL STATES OF THE COMMONWEALTH (VUSSC)

Small states constitute two-thirds of the Commonwealth membership. These include small islands with small populations located in the Caribbean, Pacific, Mediterranean and Indian Ocean, as well as landlocked and coastal states with small populations. All are members of the Virtual University for Small States of the Commonwealth (VUSSC), which is not an institution but a mechanism initiated by and built on the support of Ministers of Education of developing small states of the Commonwealth. VUSSC is committed to collaboration in developing, adapting and sharing openly licensed content resources — that is, open educational resources (OER) — for education, training and capacity-building, and to using information and communications technologies (ICTs) to broaden access to education. Development of VUSSC has been coordinated by COL on behalf of Commonwealth Ministers of Education. All 31 small states are actively engaged in the VUSSC initiative. VUSSC countries have chosen to focus on creating skills-related post-secondary courses in areas such as tourism, entrepreneurship, professional development, disaster management and a range of technical and vocational subjects. These open, electronically held course materials — developed by small states, for small states — can be readily adapted to the specific context of each country. Small states thus become active contributors to global development and leaders in educational reform through the innovative use of ICTs.

One particularly unique characteristic of VUSSC is its Transnational Qualifications Framework (TQF), which is intended to ensure that all VUSSC materials can be adapted into recognised courses and programmes that students can take for credit through the recognised institutions of the small states. As such, the TQF acts as a translation instrument for the portability of qualifications between countries.

COL IN ACTION

Members of the Transnational Qualifications Framework (TQF) Management Committee announced the completion of the review of the Virtual University for Small States of the Commonwealth (VUSSC) TQF. The Open University of Malaysia hosted a meeting during the first week of March 2015 to finalise the review of the TQF and the referencing of National Qualifications Frameworks (NQFs) against the TQF and to approve the registration of six VUSSC programmes on the TQF.

The completed TQF will provide small states with more up-to-date procedures and guidelines and a referencing tool for alignment of qualifications to the TQF. The TQF will function as a translation device, making qualifications more readable, which in turn will help learners and workers move between countries or change jobs. It is a key aim of the TQF to contribute to creating a workforce in small states that is mobile and flexible.

The TQF was created on the recommendation of education ministers and was developed in partnership with VUSSC members, comprising National Quality Assurance Agencies (NQAAs) and National Qualifications Authorities (NQAs), and was facilitated by COL.

7TH PAN-COMMONWEALTH FORUM

COL’s 7th Pan-Commonwealth Forum on Open Learning (PCF7) was held in Abuja, Nigeria, from 2 to 6 December 2013 and co-hosted by the federal Ministry of Education, Nigeria. The National Open University of Nigeria (NOUN) was the lead partner institution. The overall theme for PCF7 was “Open Learning for Development: From Empowerment to Transformation.” This overall theme had five sub-themes: (1) Girls’ and Women’s Education, (2) Skills Development, (3) Promoting Open Educational Resources, (4) Innovation and Technology, and (5) Institutional Development. The next Pan-Commonwealth Forum, PCF8, will be held in Malaysia in November 2016.

HIGHLIGHTED RESULTS

- 10 institutions in four Commonwealth regions use gender-inclusive OER to offer 11 courses and programmes
- Six programmes/courses are registered on the TQF

HIGHLIGHTED RESULTS

- Over 600 participants from 49 countries attended the forum in 2013
LIFELONG LEARNING FOR FARMERS

Weak human resource development in the agricultural sector is one of the main causes of underdevelopment of agriculture, poverty of farming communities, inequality (in terms of land holdings and of gender) and unsustainable practices. This weakness stems from several factors: the high cost and inability of the didactic mode of extension to reach large numbers of farming communities; limitations in perceiving human resource development holistically, linked to other components in the development value chain; and declining investment by governments and other agencies.

The Lifelong Learning for Farmers (L3F) initiative offers a paradigm shift that can strengthen human resource development by:

► Facilitating learning in the context of social capital and financial capital
► Promoting open and distance learning (ODL) and community knowledge management with the horizontal transfer of knowledge, and enhancing self-directed learning using ICT, which can reduce the transaction costs of learning
► Offering a win-win framework of inviting secondary stakeholders, such as financial institutions and ICT companies, to invest in the programme for a self-sustaining development process
► Focusing on a “women in development approach,” since many women in developing Commonwealth countries have inadequate access to land rights, credit and markets, as well as limited decision-making roles, while contributing substantially to agricultural labour

Such a paradigm shift is expected to empower farming communities – particularly the marginalised sections, such as women – and strengthen their livelihoods.

HIGHLIGHTED RESULTS

► L3F as a sustainable system has been implemented by secondary stakeholders with enhanced investment in nine countries in three Commonwealth regions
► Empowerment increased for L3F groups in six countries in two Commonwealth regions

Ms Olivia Atieno from Ugunja, Kenya, is the only breadwinner in her large family, a fact that can make life very challenging in rural Kenya. A school dropout, she joined L3F in 2010 in the hopes that she could improve her livelihood. Now she learns daily through the mobile phone, and shares her learning with other L3F group members in her community. From this learning, Ms Atieno was able to establish dairy goat, orange flesh sweet potato, and maize agro-businesses, which have increased her household income. She has also become an important member and active coordinator of the cooperative group in her community, and continues to conduct cooperative transactions and manage her businesses via the mobile phone. Her enhanced household income has enabled Olivia to send her three children to schools and college, giving them an opportunity that she never had.
Sustainable and replicable learning systems in place for farming, health and skills development in the formal and informal sectors

TECHNICAL AND VOCATIONAL SKILLS DEVELOPMENT (TVSD)

In developing countries, 341 million young people are not in education, employment or training (World Bank, 2012). Technology-enhanced, flexible and blended approaches to technical and vocational education and training can contribute to improvements in access, gender, quality and efficiency. COL’s Technical and Vocational Skills Development (TVSD) initiative focuses on promoting new flexible and blended models, policy development, capacity-building and learning materials. TVSD does this by:

Supporting strategic planning and policy development at national and institutional levels

Offering a range of capacity-building activities to support integration of technology and flexible delivery mechanisms for policy-makers, managers and teachers in order to assist skills development professionals to learn about, and use, new technology-enhanced approaches

Helping organisations, institutions and ministries define and contextualise effective flexible and blended skills development models – including a focus on training for sustainable livelihoods

Supporting the development of new learning materials and repurposing of OERs in technical and vocational subjects

The small island nation of Nauru has a particular problem with overcrowded housing and a high proportion of unemployed youth. With support from COL and New Zealand Aid, Nauru trained 218 young people in working with concrete and in vocational literacy. About 78% of the students completed the programme, which mobilised tutors and tradespeople in 14 districts. During the training, old houses were fixed and many new community projects were built, including:

- a community playground
- a community shower
- community water tank base
- community bus stands
- a pig sty
- an infant school tuck-shop base
- a church bell hut
- a BBQ stand for the community hall
- foundation for community meeting venue

HIGHLIGHTED RESULTS:

- 17 new OER skills training courses have been produced
- The flexible and blended TVET model is being integrated in 40 institutions
HEALTHY COMMUNITIES

How can large numbers of people, often in difficult circumstances, be reached and enabled to learn the basic health information they need to survive and thrive? The demands are big and resources are limited. COL’s Healthy Communities initiative was established in 2009. It addresses Millennium Development Goals by working to increase access to learning opportunities by all citizens, but especially healthcare workers and community-based groups in developing regions of the Commonwealth.

The Healthy Communities initiative enables better individual and community responses to issues of maternal and child health, HIV/AIDS, nutrition and fitness, the environment, and other development challenges, particularly those faced by women and youth. Activities focus on the core strategies of the Healthy Communities initiative:

- Developing flexible, low-cost, high-impact communication for development models
- Building capacity of national and regional agencies and working in partnership to achieve greater scale using media and technology
- Developing district-level learning programmes
- Developing training and advocacy materials
- Supporting policy feedback

Hilda’s sister died while giving birth because she had no professional support and did not make it to the hospital in time. Hilda got a group of women together who wanted to do something about the high level of maternal mortality in the area she lives in, the Mchinji District of Malawi. Hilda listens to and participates in the COL-supported radio programme Bag of Life, which reaches 3,000 active learners and as many 15,000 passive listeners on a weekly basis. The radio programme provides them with information on maternal and child health by sharing stories of women’s actual experiences. Hilda and her friends also go door to door to inform women on issues related to pregnancy and delivery that are aired on the programme. Today the programme is talking about healthy food for a pregnant woman and the need to rest. Hilda smiles when, in the middle of the programme, songs on pregnancy and childbirth are aired. Hilda’s group wrote and performed these songs – they are listening to their own voices, their own stories and ideas. While Hilda lives in extremely challenging circumstances, she now has access to new learning opportunities and platforms that enable her and her peers to take more control over their own healthcare and that of their families.
HARNESSING OPEN AND DISTANCE LEARNING (ODL) AND TECHNOLOGIES TO ACHIEVE DEVELOPMENT GOALS

Capacity of governments and civil society improved to provide quality learning for achieving the Millennium Development Goals and the Education for All goals

ELEARNING

eLearning is a cross-cutting COL theme that engages with stakeholders in the Education and Livelihoods & Health sectors to use information and communication technologies (ICTs) to achieve goals. In the COL context, eLearning is also part of the open and distance learning (ODL) agenda and plays a key role in expanding access.

COL has undertaken a range of activities to support governments in integrating ICT into their education and training systems and to assist institutions, individuals and communities in using ICT confidently and creatively to achieve their respective goals and participate in the global community. This includes COL providing policy support to governments, developing the eLearning capacity of institutions and organisations, and supporting governments and institutions in developing and using open education resources (OER).

APTUS

A large number of learners and teachers in the developing world operate in “unconnected” environments – unconnected to the power grid and to the Internet. There needs to be a different approach to reach individuals and give them support. Aptus is a mobile learning solution that makes use of two simple, low-cost devices: a mini PC and WiFi router. The result is a solution that can be deployed in areas with no access to grid electricity or data connectivity. Users (with tablets, smartphones or laptops) can access over 3,000 videos, 100,000 Wikipedia articles and 3.7 million Wiktionary entries, all open educational resources (OER) of repute and quality, as well as a full suite of platforms such as WordPress 3 and Drupal 7.

COL initiated field trials and provided Aptus sets to participants in 15 countries. COL received positive feedback and acted on the many suggestions to improve the approach. Currently, Aptus is deployed on a collaborative project in Vanuatu in support of a national tablets distribution project, and has found general acceptance in some other countries in the Pacific. COL has demonstrated a viable and low-cost practical solution to distribute OER even in remote locations.

HIGHLIGHTED RESULTS

► 13 institutions and nine countries initiated eLearning programmes in three Commonwealth regions
► Over 4,700 teachers have been trained in teaching and learning online, ICT integration, OER and mobile app development for education

► 3,000 videos, 100,000 Wikipedia articles and 3.7 million Wiktionary entries are available on Aptus
MOOCs

As issues of demand and affordability of higher education have grown, increased access to technology has offered many solutions. One of these is in the form of massive open online courses (MOOCs). At present, MOOCs are being used for continuous professional development and training in the developing world and have the potential to offer lifelong learning opportunities for all.

COL, keen to explore the relevance of MOOCs in learning for development, has been working with partners to develop and launch several MOOCs. Two MOOCs offered with the Indian Institute of Technology, Kanpur (IITK) reached at least 92 countries and about 4,700 learners. An innovative MOOC for Farmers that uses only basic (voice) phones has also been designed and delivered. It attracted 1,055 learners. COL has demonstrated that a MOOC can be re-engineered and adopted for training different types of audiences in developing countries.

HIGHLIGHTED RESULTS

- Two MOOCs reached at least 92 countries and about 4,700 learners
- 1,055 learners participated in the mobile phone-based MOOC for Farmers

COL IN ACTION

Typically, MOOCs are associated with higher education and professional training. However, COL and the Indian Institute of Technology, Kanpur (IITK) have revolutionised this technology by offering a horticulture MOOC in a non-traditional manner, covering semi-literate learners. Since Internet connectivity and smartphones are rare among small farmers, the horticulture MOOC was designed in audio-only format for delivery on basic mobile phones. This easy-to-use system is a major innovation. Out of the 1,055 participants who signed up for the horticulture MOOC, 675 remained active throughout, and 296 have received completion certificates from COL and IITK. A few of the recipients have had no exposure to schools. MOOCs such as this one are expected to increase the participants’ skills and productivity, leading to greater development in their communities. This is the first time that a MOOC has been blended successfully with a non-Internet technology on such a large scale. COL and IITK’s work paves the way for other MOOCs to be offered in non-traditional fields and to rural communities.
Developing and developed countries around the world produce sizeable amounts of open educational resources (OER), yet discoverability and accessibility of OER are still major issues for many. The Directory of Open Educational Resources (DOER), located on the Commonwealth Connects portal, is a Web-based service that allows users to search for OER courses by metadata, including subject, title, author and edutag. Developed and hosted by COL, the directory offers access to more than 1,300 courses from Commonwealth universities, all available as free courses. These quality materials can be used by educators, learners, curriculum developers and others to enhance the teaching and learning process.

COL’s extensive resources, freely available through its website, www.col.org, include:

► Connections newsletter
► Blog
► Research, books, toolkits and other publications commissioned by COL
► Country information
► Course materials, gender microsite, quality assurance microsite, speeches and other resources

More than 1,300 courses are available on the DOER

COL’s website is currently being updated, with the official launch of the new and improved site expected in 2015.
COL is applying its expertise in open and distance learning (ODL) and information and communication technology (ICT) to help advance learning for development in the region. The 20 member countries in the region are Botswana, Cameroon, Cyprus, Ghana, Kenya, Lesotho, Malawi, Malta, Mauritius, Mozambique, Namibia, Nigeria, Rwanda, Seychelles, Sierra Leone, South Africa, Swaziland, Tanzania, Uganda and Zambia.

**CONTEXT**

- Build capacity in the use of ICT in all educational sub-sectors
- Develop skills in technical and vocational education and training (TVET), agriculture and health through ODL
- Develop ODL advocacy and policy
- Establish quality assurance strategies
- Support development of learning materials

**REGIONAL PRIORITIES**

- INVEST Africa Network expanded, including new chapters of Women in Technical and Vocational Education and Training (WITED)
- Lifelong Learning for Farmers (L3F) model scaled up and replicated
- Expansion of the Healthy Communities model through new Community Learning Programmes (CLPs)
- Regional OER Policy drafted
- COL Review and Improvement Model (COL-RIM) implemented in various institutions
- 11 new VUSSC courses including VUSSC Postgraduate Diploma in Education made available
- Commonwealth Executive Master of Business Administration and Public Administration Programme (CEMBA/CEMPA) and Legislative Drafting Programme made available through various institutions

**REGIONAL FOCAL POINTS MEETING**

The COL Regional Focal Points Meeting (Africa & the Mediterranean) was held in Mauritius from 21 to 23 May 2014 co-hosted by the Ministry of Tertiary Education, Science, Research and Technology and the Open University of Mauritius (OUM). The meeting is held once every three years and provides an opportunity for the Focal Points to: 1) share information about the status of ODL in their countries; 2) receive the mid-term report of what COL has done in each country; and 3) identify education and training priorities that COL can support in the next Strategic Plan.
COL Board:
► Her Excellency Mrs Mariam Yalwaji Katagum (Nigeria)
► Professor Narend Baijnath (South Africa)
► The Honourable Mr Danny Faure (Seychelles)

Honorary Advisors:
► Professor Veronica McKay (South Africa)
► Professor Tolly Mbwette (Tanzania)

COL-UNESCO Chairs:
► National Open University of Nigeria: Professor Vincent Ado Tenebe
► Open University of Tanzania: Professor Tolly Mbwette
► Mzuzu University, Malawi: Dr Fred Gennings Wanyavinkhumbo Msiska

Areas of COL’s Work in the Region:
► Open Schooling
► Higher Education
► Teacher Education
► Virtual University for Small States of the Commonwealth (VUSSC)
► Technical and Vocational Skills Development (TVSD)
► Healthy Communities
► Lifelong Learning for Farmers
► eLearning
► Regional Centres

Quick Notes
Practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

Partnerships
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.
► Regional Training and Research Institute for Distance and Open Learning (RETRIDOL)
► Southern African Development Community Centre for Distance Education (SADC-CDE)
► African Council for Distance Education (ACDE)
► Innovation in Vocational Education and Skills Training (INVEST) Africa
► Commonwealth Association of Polytechnics in Africa (CAPA)

Virtual University for the Small States of the Commonwealth (VUSSC)
Commonwealth Open Schooling Association (COMOSA)

Capacity
Capacity development pervades all COL activities and COL focuses primarily on human resource development.
► Symposium on Open Education
► Distance Education and Teacher Training in Africa (DETA) Conference 2013
► Regional OER Policy Forum
► African Council of Distance Education (ACDE) regional workshops
► INVEST Africa workshops
► Regional Focal Points Meeting
► Scholarships
At the 2014 Regional Focal Points Meeting, the following priorities were identified:

- Child Friendly Schools
- Supporting greater focus on special needs education
- Improving regional collaboration between countries and between ministries within countries
- Developing methodologies to recognise prior learning
- Promoting the idea that VUSSC become an independent entity that is managed by small states

MATERIALS

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- 11 new VUSSC courses
- Commonwealth Executive MBA and MPA Programmes
- Legislative Drafting Programme
- Community Learning Programme (CLP) Developer’s Certificate
- Commonwealth Certificate for Technology Integration for Teachers (CCTI)

MODELS

A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Lifelong Learning for Farmers (L3F)
- Healthy Communities
- Open Schooling
- COL Review and Improvement Model (COL-RiM)
- Transnational Qualifications Framework

LOOKING FORWARD: 2015–2021

At the 2014 Regional Focal Points Meeting, the following priorities were identified:

- Developing and expanding TVSD to better match labour market needs and modernise the economy
- Supporting greater focus on core skills development
- Expanding outcome- and impact-based approaches
- Scaling up COL’s models

POLICIES

A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- Draft Regional OER Policy
Botswana is a nation in Southern Africa with a population of about 2 million. A valued COL partner, Botswana hosts the Southern African Development Community – Centre for Distance Education (SADC-CDE) at Botswana Open University (BOU), formerly known as Botswana College of Distance and Open Learning (BOCODOL). During 2012–2015, COL has been working with partners in Botswana in a number of areas, with a major focus on support for BOCODOL’s transition to an Open University.

National MDG Targets Addressed by COL

► Eliminate gender disparity in education
► Make available the benefits of new technologies, especially for information and communications

COL’s Work on Botswana’s MDG Targets

► Capacity-building in gender mainstreaming and gender-inclusive content development is underway
► Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway

Establish an open university
Finalise the National Open and Distance Learning (ODL) Policy and National Qualifications Framework
Establish BOCODOL as a centre of specialisation in ODL capacity-building

Open Educational Resources (OER) Policy drafted for BOCODOL
Information and Communication Technologies (ICT) Strategy and Policy developed for the new Botswana Open University (formerly BOCODOL)
National Qualifications Frameworks referenced against the Transnational Qualifications Framework
Eleven new VUSSC courses made available
Three VUSSC programmes offered by BOCODOL
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education and Skills Development
- Botswana College of Distance and Open Learning (BOCODOL)/ Botswana Open University (BOU)
- University of Botswana
- Innovation in Vocational Education and Skills Training (INVEST) Africa
- Southern African Development Community – Centre for Distance Education (SADC-CDE)
- Botswana Qualifications Authority (BOQA)

**CAPACITY**

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Monitoring and Evaluation for VUSSC
- OER, Copyright, and Instructional Design sessions
- Gender Mainstreaming workshop
- COMOSA Planning and Theory of Change workshop
- Gender-inclusive content development
- ODL/eLearning workshop
- Practitioner Research and Evaluation Skills Training (PREST) Review workshop
- Integrating a Gender Perspective in the Development of Learning Materials workshop

**MATERIALS**

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Empowering Youth training materials
- Modular Curriculum Framework for Prison Inmates
- 11 new VUSSC courses
- OER for Technical and Vocational Education and Training (OER for TVET)
- Commonwealth Executive Master of Business Administration and Public Administration Programme (CEMBA/CEMPA)
- Commonwealth Certificate for Technology Integration for Teachers (CCTI)

**MODELS**

A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Transnational Qualifications Framework

**POLICIES**

A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- 2 institutional policies
- Information and Communication Technologies Strategy Development

**OTHER**

- Contribution to COL publication

- Capacity-Building for Teacher Educators in Sub-Saharan Africa
- Scholarships to the Open Polytechnic of New Zealand (OPNZ)
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Botswana was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Botswana. The following areas were identified:

- Undertaking of BOCODOL’s transformation:
  - Completion of an enabling legislative framework
  - Development of an Interactive Communication Technology Strategy
- Review and remodeling of the current learner support system
- Advising on the operationalisation of “ring-fencing” the open schooling sector within the operations of a university
- Supporting of research and scholarship in ODL
- Development of a National ODL Policy
- Development of gender mainstreaming in the ODL curriculum and service provision
Appendix: COL’s Activities in Botswana

PARTNERSHIPS

COMOSA (Commonwealth Open Schools Association)
Twenty-two partners signed the COMOSA constitution, including Botswana College of Open and Distance Learning (BOCODOL) and the Community Capacity Enhancement and Empowerment Society (CCEES).

VUSSC (Virtual University for Small States of the Commonwealth)
COL is working with BOCODOL in the delivery of VUSSC courses. BOCODOL is offering the Bachelor’s in Business and Entrepreneurship programme. Developed by VUSSC in Lesotho in March 2011, the distance-mode programme offers three completion streams: certificate, diploma and Bachelor’s degree. More than 3,400 students have enrolled in the certificate and degree programmes through BOCODOL.

Southern African Development Community – Centre for Distance Education (SADC-CDE)
COL and the Ministry of Education and Skills Development, Botswana, signed a Memorandum of Understanding to work collaboratively for the period 2012–2015 to promote the work of SADC-CDE. SADC-CDE will continue to serve as a centre of expertise in ODL for Southern Africa.

INVEST Africa Community Learning Network
COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. Three members are from Botswana and are engaged in informal learning and collaboration.

BOCODOL: Transformation into an Open University
COL visited Botswana in November 2014 and facilitated a review of a learner support system for BOCODOL in preparation for the transformation exercise into an open university. COL appointed Professor Alan Tait as the strategic advisor for BOCODOL’s transformation into an open university and Professor Tait started his work with an onsite visit from 10 to 16 January 2015.

Partnerships: Meetings and Conferences

7th Pan-Commonwealth Forum (PCF7)
COL sponsored the following people to attend the forum: Mrs Joanna Rocke-Collymore of the Ministry of Education and Skills Development, and Dr Daniel Tau of the Botswana College of Distance and Open Learning (BOCODOL).

Regional Focal Points Meeting
Ms Fancy Amey of BOCODOL represented Botswana at the meeting.

Regional Symposium on Open Education
COL, in collaboration with the Kenyan Ministry of Education, convened a national and regional symposium on open education from 6 to 7 June 2013 in Nairobi with funding from the William and Flora Hewlett Foundation. The symposium included representatives from 10 countries, covering both post-secondary and secondary levels of education, with special emphasis on open policy development and adoption at open schools in Africa and South Asia. The symposium concluded with draft institutional plans for OER policy developed. Mrs Masego Bagopi, Head of the Department of Education of BOCODOL, and Mr Godson Gatsha, Director of SADC-CDE at the time, attended the meeting.

Regional OER Policy Forum
Mr Thabo Chawapa, Coordinator, Administration of SADC-CDE, attended the forum.

SADC-CDE Meetings
The SADC-CDE Advisory Board Meeting was held in Lesotho on 18 September 2012 and approved the Strategic Plan for 2012–2015. Dr Theophilus Mooko of the Ministry of Education and Skills Development and a member of the Board, and Dr Godson Gatsha, Director of SADC-CDE and Board Secretary at the time, attended the meeting.

SADC-CDE held its Annual Board meeting for 2013, represented by six countries, on 23 May 2013. The Board meets on a rotational basis to review its activities of the past year, approve new activities, and direct the operations of the centre. Mr D. Ratsatsi, Deputy Permanent Secretary, Ministry of Education and Skills Development, attended the meeting.

Mr Mogotsa M. Kewagamang of the Ministry of Education and Skills Development represented Botswana at the SADC-CDE Advisory Committee from 17 to 18 March 2014 in Mauritius.

Board Meeting of Commonwealth Executive Master of Business Administration and Public Administration Programme (CEMBA/CEMPA)
Dr Stanslaus Modesto of BOCODOL represented Botswana at the meeting.
VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL's impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Dr Daniel Tau of BOCODOL represented Botswana at the meeting.

CAPACITY

Monitoring and Evaluation for VUSSC

As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The objectives of the workshop were to:
- enhance the capacity of Interlocutors and implementers in M&E;
- provide a framework to institutionalise M&E; and
- collect data on VUSSC activities.

Attending the workshop were Dr Daniel Tau and Dr Stanislaus Modesto of BOCODOL.

OER, Copyright and Instructional Design

Thirty BOCODOL staff members from various departments participated in COL-facilitated sessions on OER, copyright and instructional design from 11 to 14 March 2013.

Gender Mainstreaming in Open Schools

To ensure that open schools mainstream gender in their activities, COL organised a COMOSA workshop from 13 to 17 March 2013 in Delhi, India, to discuss the Gender Equality Guidelines developed by a COL consultant. Attending the workshop were 19 representatives from Bangladesh, Belize, Botswana, Canada, Ghana, India, Kenya, Mozambique, Namibia, New Zealand, Pakistan, Sri Lanka, Tanzania and United Kingdom.

COMOSA Planning and Theory of Change for Open Schools

Bangladesh Open University, in collaboration with COL, hosted a COMOSA Planning Meeting as well as Theory of Change workshops in Dhaka from 30 September to 3 October 2014. Sophia Esterhuizen of CCEES, Fancy Amey of SADC-CDE and the COL Focal Point, and Lesego Ratanang Pelotona of BOCODOL participated in the meeting and workshops.

Gender-Inclusive Content Development for VUSSC

A COL gender consultant facilitated a gender workshop for VUSSC, covering six broad areas to enhance the capacity of educators for the development of gender-inclusive content. Ms Elsa Lesego Tsae, Lecturer in Integrated Early Childhood Development, BOCODOL, attended the workshop.

ODL and Distance Education Delivery Systems

COL held a workshop with the University of Botswana, on 26 May 2014, to help the university senior management gain awareness about the ODL landscape nationally, regionally and globally in order to support the university’s faculties to improve their distance education delivery systems. Participants were also introduced to Aptus as a transformative tool for teaching and learning.

Practitioner Research and Evaluation Skills Training (PREST) Review Workshop

A VUSSC Practitioner Research and Evaluation Skills Training in Open and Distance Learning Materials (PREST) Review Workshop was held at BOCODOL in Botswana, from 1 to 5 December 2014. Dr Stanislaus Modesto from BOCODOL assisted in the meeting.

Integrating a Gender Perspective in the Development of Learning Materials

In December 2014, COL conducted a dedicated VUSSC session on integrating a gender perspective in the development of learning materials in Botswana.

Capacity-Building for Teacher Educators in Sub-Saharan Africa

BOCODOL has been selected to participate in the project “Capacity-Building for Teacher Educators in Sub-Saharan Africa: Using Information Communication Technologies (ICTs) and Pedagogical Development,” which will kick off with a workshop in Singapore from 4 to 8 May 2015. BOCODOL is sending three participants to the workshop. COL is collaborating with the Technical Cooperation Directorate (TCD), Ministry of Foreign Affairs, Singapore and the Singapore National Institute of Education (NIE) in mounting this training programme.
Scholarships to the Open Polytechnic of New Zealand (OPNZ)

Two participants from Botswana were selected by COL to do a certificate course in eLearning offered by OPNZ.

MATERIALS

Empowerment of Youth: Curriculum Development

Forty out-of-school youth from rural areas of Botswana were trained under the general theme “Empowerment of Youth – Training for Transformation.” A set of training materials, consisting of nine chapters focusing on the empowerment of youth, was developed.

Modular Curriculum Framework for Prison Inmates

COL organised a workshop on “Education Services to Prison Inmates” in Namibia, which ran from 17 to 21 September 2012. The tangible outcome of the workshop included the development of a unique modular curriculum framework for prison inmates that included a core set of four mandatory courses (Practical Math Skills, Practical Language Skills, Practical Computer Skills and Practical Life Skills). Ms Julia Buhuma and Mr Victor B. Maika of BOCODOL attended the workshop.

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER.

OER for TVET

In March 2014, COL facilitated an OER4TVET Workshop in Botswana to develop a resource toolbox and to find OER with the identification of a subject to be repurposed. COL also attended the BOCODOL launch of NotesMaster in Botswana.

Commonwealth Executive MBA/MPA Programmes

As a CEMBA/CEMPA partner institution, BOCODOL currently offers the Commonwealth Executive Master of Business Administration and Public Administration (CEMBA/CEMPA) Programme. For the current triennium, 4,961 are reported to be enrolled, and thus far, 3,814 have graduated. COL continues to receive updates on enrolment and graduation figures from partner institutions.

MODELS

Transnational Qualifications Framework (TQF)

Botswana has referenced its National Qualifications Framework (NQF) to the Transnational Qualifications Framework (TQF).

POLICIES

OER Policy

With the support of COL, BOCODOL has developed a draft OER policy for its institution.

ICT Policy

Development of the ICT strategy and policy for the new Botswana Open University (BOU, formerly BOCODOL) was completed in August 2014 with the consultancy of Neil Butcher. A new contract for Mr Butcher was finalised, and he will continue providing the support to BOU to implement the strategy.

OTHER

Contribution to COL Publication

Mr Lekopanye Tladi and Mrs Masego Bagopi from BOCODOL contributed a chapter titled “Developing OER: The Perspective of the Teachers from Botswana” to the book Open Schooling with Open Educational Resources: Opening Doors, Creating Opportunities, published by COL.
Cameroon is an African nation of about 22 million people. Known for its geological and cultural diversity, Cameroon is home to more than 200 linguistic groups. Through the Healthy Communities initiative, COL has been working with partners to improve capacity in the design and development of Community Learning Programmes (CLPs). This has resulted in the creation and delivery of multiple health and livelihood-related CLPs.

**National MDG Targets Addressed by COL**
- Improve child and maternal health
- Make available the benefits of new technologies, especially for information and communications

**COL’s Work on Cameroon’s MDG Targets**
- CLPs on maternal and child health are helping to change behaviours
- Capacity-building, materials development and policy support for sharing of open educational resources (OER) and promotion of ODL are underway

**Develop capacity and skills of open and distance learning (ODL) tutors**
- Develop national policy framework for ODL
- Implement dual-mode provision at universities
- Establish a national distance education body
- Establish a National Open University and open schools

**Quick Notes**

**COL Focal Points:**
- Professor Ivo Leke Tambo, Ministry of Basic Education
- Dr Daniel Akume Akume, Ministry of Higher Education

**Notable Mention:**
- Professor Ajaga Nji, PhD Université de Dschang, is a COL Honorary Advisor

**Areas of COL’s Work in Cameroon:**
- Technical and Vocational Skills Development (TVSD)
- Healthy Communities

**Outcomes Achieved by COL**
- Five Community Learning Programmes (CLPs) about maternal and child health planned, designed and delivered, with an estimated 34,000 users of the five programmes
- Two farm radio programmes developed/revised
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► Ministry of Basic Education
► Ministry of Higher Education
► Ministry of Public Health
► Cameroon Link

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

► Community Learning Programme (CLP) Developer’s Certificate

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

► Farm Radio Programme Development

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

► Healthy Communities model

**LOOKING FORWARD: 2015–2021**
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Cameroon was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Cameroon. The following areas were identified:

► Development of capacity and skills of ODL tutors
► Development of national policy framework for ODL
► Provision of dual-mode at universities

► Establishment of a national distance education body
► Establishment of a National Open University and open schools
Appendix: COL’s Activities in Cameroon

PARTNERSHIPS

INVEST Africa Community Learning Network

COL supports an Innovation in Vocational Education and Skills Training (INVEST) online community of practice called the Community Learning Network, which currently has 1,182 members. Two members are from Cameroon and are engaged in informal learning and collaboration.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to attend the forum:
Mr James Achanyi-Fontem of Cameroon Link, Ms Claire Massano Nkehsera of the Educational Research Network for West and Central Africa (ERNWCA), Mr Kinsley Ndenge of the African Centre for ICTs in Education and Development, Mr Michael Nkwenti Ndangfack of the Ministry of Basic Education (MINEDUB), Mr Lucas Nkwetta Afutendem of the Université de Dschang, Mr Hedwig Wirsiy of the Ministry of Education, and Mrs Yeba Judith Sama Mouokuio Meno of ERNWACA.

Review and Planning for Healthy Communities

COL convened a meeting of its Healthy Communities initiative partners in Abuja in December 2013, alongside PCF7. The meeting, held from 1 to 2 December, focused on conducting a mid-term review of the initiative and planning for the balance of the three-year plan. Mr James Achanyi-Fontem of Cameroon Link participated in the meeting.

CAPACITY

Community Learning Programme (CLP) Developer’s Certificate

Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the CLP Developer’s Certificate, which will result in new CLP design and delivery. Two editions of the 5-week “Communication for Development (CAD): Why. How. Now.” e-course were run in 2013/2014. In February to March 2014, five participants from Cameroon were involved in the training.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, three participants from Cameroon received training.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, one participant from Cameroon received training, resulting in a completed CLP plan.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, one participant from Cameroon received training, which will result in a completed CLP design document.

The 6-week “Scriptwriting and Episode Production” (blended) e-course is being run in 2014/2015.

The 5-week “Sustainability and Sponsorship” e-course is being run in 2015.

MATERIALS

Farm Radio Programme Development

Five broadcasters (four men and one woman) were trained and mentored in radio programme development through two editions of a COL/Farm Radio International distance course run September to December 2012 and September to December 2014. Participation in 2012 resulted in two new/improved regular farmer programme designs, one of which was a competition winner and received seed funding from Farm Radio International (Mr Jean-Armand Bokally Dande, Radio Rurale Lolodorf, Douala).

MODELS

Healthy Communities

Fifty-six individuals (24 male/ 32 female; 10 youth) from 19 organisations have been engaged in community learning programme (CLP) planning and design though a series of regional and local training/mentoring workshops, led by Cameroon Link (Douala) in partnership with the Ministry of Public Health. As a result of training/mentoring, five CLPs – in Bangangte, Buea, Kumba, Menji, and Mouno – have been planned, designed and delivered about maternal and child health, with a focus on breastfeeding. Cameroon Link estimates approximately 34,000 users of the five programmes.
Cyprus is an island nation in the Eastern Mediterranean. It is a small state of the Commonwealth, with a population of just over one million. Cyprus has contributed to COL's budget since 2006 and is a member of the Virtual Small States for Commonwealth (VUSSC).

**National MDG Targets Addressed by COL**
- Make available the benefits of new technologies, especially for information and communications

**COL's Work on Cyprus' MDG Targets**
- VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of ICTs to broaden access to education

**Agreed Priorities**
- Develop courses and policies to link vocational training and lifelong learning with the labour market
- Set up digital and Internet-connected schools
- Establish Qualification Frameworks and a National Agency for Qualification Assurance and Accreditation
- Provide educational material, policies and infrastructure for open and distance learning (ODL) and eLearning, informal and non-formal Learning, and post-secondary education programmes
- Train trainers on the use of innovative and information and communication technologies (ICT)

**Outcomes Achieved by COL**
- 11 new VUSSC courses made available

**Quick Notes**

**COL Focal Point:**
- Professor George Papadopoulos, University of Cyprus

**Areas of COL's Work in Cyprus:**
- Virtual University for Small States of the Commonwealth (VUSSC)
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education and Culture
- University of Cyprus

**CAPACITY**

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Monitoring and Evaluation (M&E) for VUSSC

**MATERIALS**

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- 11 new VUSSC courses made available

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**HIGHLIGHTS**

In the lead-up to the 2014 Regional Focal Points Meeting, COL identified relevant national priorities for Cyprus from the Ministry of Education and Culture’s 2013 Annual Report including:

- Renovation and revision of the syllabi and curricula
- Development of Quality Assurance for higher education

**LOOKING FORWARD: 2015–2021**

In the lead-up to the 2014 Regional Focal Points Meeting, COL identified relevant national priorities for Cyprus from the Ministry of Education and Culture’s 2013 Annual Report including:
Appendix: COL’s Activities in Cyprus

**PARTNERSHIPS**

**Virtual University for Small States of the Commonwealth (VUSSC)**

Cyprus is a member of VUSSC.

**PARTNERSHIPS: MEETINGS AND CONFERENCES**

**VUSSC Interlocutors Meeting**

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF 7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Cyprus was not represented at the meeting.

**CAPACITY**

**Monitoring and Evaluation for VUSSC**

As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The objectives of the workshop were to:

► enhance the capacity of Interlocutors and implementers in M&E;
► provide a framework to institutionalise M&E; and
► collect data on VUSSC activities.

**MATERIALS**

**New VUSSC Courses**

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor Degree in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

**VUSSC Postgraduate Diploma in Education**

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using open education resources (OER).
GHANA

CONTEXT

Ghana, a West African nation with a population of about 24 million, is a regular contributor to COL’s budget. COL has been working with a number of partners in Ghana, including the Centre for National Distance Learning and Open Schools (CENDLOS) and higher education institutes in developing open and distance learning (ODL). COL’s Livelihoods and Health Sector is very active in Ghana.

AGREED PRIORITIES

- Assist in creating an open school
- Upgrade pupil teachers in basic schools
- Offer the Agricultural Enterprises Training Programme
- Offer community health nurses training by ODL
- Develop dual mode at Koforidua Polytechnic (KP)
- Training on sanitation in markets through mobile technology

OUTCOMES ACHIEVED BY COL

- Replication of Lifelong Learning for Farmers
- New informal sector courses, targeting female learners, being offered from KP (300 new learners)
- As reported by KP, 3,500 learners now using new eLearning course materials
- With dual-mode provision support, seven colleges now offering blended programmes
- Institutional ODL policies developed for University of Professional Studies Accra (UPSA) and KP

COL’S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL
- Promote gender equality and empower women
- Eradicate extreme poverty and hunger
- Eliminate gender disparity in primary and secondary education, and at all levels of education by 2015
- Make available the benefits of new technologies, especially for information and communications.

COL’s Work on Ghana’s MDG Targets
- The Lifelong Learning for Farmers model aims to empower women and improve the livelihoods and food security of participants
- Courses targeting female learners aim to increase women’s participation in technical and vocational education and training (TVET)
- Capacity-building, materials development and policy support are provided for sharing open educational resources (OER) and promoting ODL

QUICK NOTES

COL Focal Point:
- Professor Jophus Anamuah-Mensah, University of Education, Winneba

Areas of COL’s Work in Ghana:
- Open Schooling
- Higher Education
- Technical and Vocational Skills Development (TVSD)
- Lifelong Learning for Farmers
- Healthy Communities
- eLearning
- RETRIDOL Regional Centre
GHANA

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education
- Centre for National Distance Learning and Open Schooling (CENDLOS)
- Koforidua Polytechnic (KP)
- Council for Technical and Vocational Education and Training
- University of Professional Studies Accra (UPSA)
- University of Education, Winneba
- Kwame Nkrumah University of Science and Technology (KNUST)

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Research Methods and Tools in ODL training
- Teacher training in OER for ELT
- Dual-mode provision
- Moodle Administration training
- eLearning course design
- Open Polytechnic New Zealand (OPNZ) scholarships
- OER for Course Revision training
- Flexible Skills Development online course
- Flexible learning, OER and results-based Monitoring and Evaluation (M&E)
- PowerPoint Facilitation workshop
- INVEST Africa Gender Mainstreaming
- Farm Radio Programme Development
- Capacity-Building for Teacher Educators in Sub-Saharan Africa

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Commonwealth Executive MBA/MPA Programmes
- Construction and Hospitality Course Development
- TVET/Informal Sector Course Development
- Modular Curriculum Framework for Prison Inmates
- Print-Based Materials Development
- Legislative Drafting Programme

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Lifelong Learning for Farmers model

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- 2 institutional ODL policies

**OTHER**

- Speeches and presentations
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Ghana was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Ghana. The following areas were identified:

► Building of capacity of teachers in Instructional Design
► Establishment of Classroom Without Walls for junior high schools
► Digitising of OER video lessons for senior high schools
► Strengthening of policy development for ODL and ICT in education
► Support for the restructuring of polytechnics into Technical Universities
► Capacity development for universities in management and delivery of eLearning
► Capacity-building in the set-up and management of Open University of Ghana
Appendix: COL’s Activities in Ghana

PARTNERSHIPS

INVEST Africa
Koforidua Polytechnic (KP) is one of 13 key institutions in the COL INVEST Africa activity, which aims to improve quality and efficiency and increase access in TVSD, particularly for women and informal sector workers. There has been an overwhelming response to the invitation to informal sector skills training at Koforidua Polytechnic. COL supports an INVEST online community of practice called the Community Learning Network (CLN), which currently has 1,182 members. In total, 55 members from Koforidua Polytechnic are engaged in informal learning and collaboration. A new Women in Technical and Vocational Education and Training (WITED) Chapter was also launched, which brings together polytechnic staff who will work collaboratively to increase girls’ enrolment and other gender issues in the institution.

Memorandum of Understanding (MOU) with the Association of African Universities (AAU)
COL signed an MOU with the AAU in November 2012 to collaborate on leadership development, Quality Assurance, promotion of ODL and women’s participation in higher education institutes in Africa. A meeting was held in June 2013 with Professor Etienne Ehouan Ehile, Secretary General, AAU, and Professor Jonathan Mba, Director of Quality Assurance, AAU, to identify the activities to be undertaken. A draft work plan for 2013/2014 was developed.

Support for Dual-Mode Provision at University of Professional Studies Accra (UPSA)
COL held a meeting in June 2013 with Professor Goski B. Alabi, Dean of the School of Research and Graduate Studies, and Dr Ebenezer Malcalm, Coordinator, Distance Learning, of the University of Professional Studies Accra (UPSA). COL agreed to support UPSA in its distance learning initiative as it moves towards dual-mode provision.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)
COL sponsored the following people to attend the forum: Mr Joshua C. Mallet of the Centre for National Distance Learning and Open Schooling (CENDLOS), and Mr Samuel Okae-Adjei, Professor Reynolds Okai and Mr Buckman Akuffo of Koforidua Polytechnic.

Regional Symposium on Open Education
COL, in collaboration with the Kenyan Ministry of Education, convened a national and regional symposium on open education from 6 to 7 June 2013 in Nairobi with funding from the William and Flora Hewlett Foundation. The symposium included representatives from 10 countries, covering both post-secondary and secondary levels of education, with special emphasis on open policy development and adoption at open schools in Africa and South Asia. The symposium concluded with draft institutional plans for OER policy developed. Mr Joshua C. Mallet, Director of CENDLOS, attended the meeting.

INVEST Partners’ Meetings
In December 2012, 24 INVEST Africa institutional Principals and champions from Nigeria, Kenya, The Gambia, Tanzania, Ghana and Zambia attended the third annual partners’ meeting in Lusaka, Zambia. The meeting reviewed the capacity-building activities of the past six months and planned for the coming year. Professor Reynolds Okai and Mr Samuel Okae-Adjei of Koforidua Polytechnic attended the meeting.

COL facilitated the fourth Annual INVEST Africa Partners’ Meeting hosted by Auchi Polytechnic from 28 to 30 November 2013. The Annual Partners’ Meeting is an important part of the M&E for INVEST Africa. It enables Principals to meet and engage with the change process in their institutions, benchmark their progress, and add input to future activity planning. The meeting was attended by 12 Institutional Heads and served to review activities and achievements in 2013 and plan for 2014. Professor Reynolds Okai of Koforidua Polytechnic participated in the meeting.

COL held the fifth Annual Partners’ Meeting for the INVEST Africa capacity-building programme in December 2014, in Nairobi, Kenya. The meeting was attended by Principals from 13 partner organisations, plus policy advisors from five countries. Dr Godfred Ayetor, Acting Rector of Koforidua Polytechnic, and Mr Sampson Dempney from COTVET participated. The meeting was led by COL Education Specialist – TVSD and Ms Shafika Isaacs, the TVSD Evaluation Consultant from South Africa.

Higher Education (HE) Stakeholders Meetings
COL visited higher education stakeholders in Ghana in July 2014 to gain first-hand impressions on the progress and challenges being encountered and so render improved and appropriate targeted support. The Director of the Centre for National Distance Learning and Open Schooling (CENDLOS) coordinated the meetings with various stakeholders where COL’s HE initiative had interventions in progress, including the Centre for Continuing Education (CCE) and Distance Learning
were trained. This was
Principals of all 38 colleges of education
in a one-hour Skype meeting was also organised by CENDLOS with
Principals were unable to join the face-to-face meeting in June,
policy to guide their ODL offer in times to come. Since all the
mode provision and to share the framework for institutional ODL
CENDLOS, to take stock of the progress made towards dual-
is organised in Accra for 3 June 2013, in collaboration with
them for dual-mode provision.

A half-day meeting of
participants from 21 to 23 November 2012 and 3 to 4 January 2013.
The Gambia served as facilitators for follow-up workshops held
the website; and to train junior secondary school teachers
on the objectives of the ORELT project, the nature of its modules and
workshop.

Dual-Mode Provision Workshops and Meetings
Heads and representatives of all public colleges of
education in Ghana participated in a workshop supported by
COL and organised by CENDLOS in November 2012 to prepare
for dual-mode provision.
A half-day meeting of principals of colleges of education
was organised in Accra for 3 June 2013, in collaboration with
CENDLOS, to take stock of the progress made towards dual-
mode provision and to share the framework for institutional ODL
policy to guide their ODL offer in times to come. Since all the
Principals were unable to join the face-to-face meeting in June,
a one-hour Skype meeting was also organised by CENDLOS with
Principals of all 38 colleges of education prior to the meeting
on 30 May 2013. The Principals participated from Kumasi, where
they had assembled for a ministry-sponsored meeting.

A total of 13 college Principals and Vice Principals who had
attended the earlier workshop participated in the face-to-face
meeting. Seven of the 13 colleges have formally applied for
ministry approval to offer ODL programmes. Three colleges
— Teresa College of Education, Hohoe; Holy Child College of
Education, Tarkodi; and Mt. Mary College of Education,
Somanya — have started offering at least one of their face-to-
face programmes as blended programmes. Formal approval
from the ministry to enable the colleges to offer fully online or
ODL programmes is awaited.

Thirty faculty members from five institutions were trained in
ODL and dual-mode provision 16–19 December 2013 at the
University of Professional Studies Accra (UPSA).

Moodle Administration Training
In 2012, COL provided online Moodle administration training for
two staff members of Koforidua Polytechnic (KP): Mr Bernard
Ifaar Sundiata and Mr Charles Karikari Asamoah. This was
followed up with a review of the KP Moodle platform in January
2015 by COL Consultant Johann Fouche when he facilitated a
workshop in blended online teaching and learning strategies.

Open Polytechnic of New Zealand (OPNZ) Scholarships
To support women in higher education, COL supported 20
women faculty from higher education institutions in Africa and
Asia by providing scholarships to undertake a one-year online
certificate course in designing and facilitating eLearning (Level
5) through the OPNZ. This qualification is made up of three
20-credit courses and is delivered online through the Online
Campus. The following people from Ghana are participating in
the programme: Dr Salome Essuman, University of Education-
Winneba; Mrs Ruby Hanson, University of Education-Winneba;
Ms Valentina aba Arkorful, University of Cape Coast; Dr
Rosemond Boohene, University of Cape Coast; Mrs
Eunice A. Adu-Darko, Central University College; Mrs Ruby
Agbola, Central University College; Dr Ellen Mabel Osei-
Tutu, University of Ghana-Legon; and Mrs Cecilia Eliason,
University of Ghana-Legon. As of June 2014, another nine
women in higher education from eight different countries,
including Ghana, were sponsored to complete the Open
OPNZ programme in designing and facilitating online learning/
eLearning. Mr Buckman Akuffo from Koforidua Polytechnic
also participated in the course.

OER for Course Revision Training (CEMBA/CEMPA)
COL facilitated a workshop on 5 June 2013, at KNUST in Kumasi,
to build the capacity of faculty to undertake OER-based revision
of course materials for the Commonwealth Executive Master of
Business Administration and Public Administration Programme
(CEMBA/CEMPA). COL trained 22 KNUST faculty members dealing
with the CEMBA/CEMPA programme in using OER for revision.

Flexible Skills Development Online Course
There have been seven presentations of the Flexible Skills
Development online course in this programme period. The
course introduces the flexible and blended model (FaB) of TVET
and covers ICT in Education, Change Management, Talking
Strategy and the Teachers FaB Competency Framework.

Teachers from Koforidua Polytechnic have participated in all
seven courses.

Flexible Learning, OER and Results-Based M&E Workshop
In December 2013, COL facilitated workshop sessions at
Koforidua Polytechnic on flexible learning, OER and result-
based Monitoring and Evaluation (M&E).

PowerPoint Facilitation
An online course for teachers on Facilitating with PowerPoint
was developed by COL. The course covers design of PowerPoint
learning resources and requires teachers to facilitate a session
under the observation of a mentor. The course has been offered
on the TVSD Moodle platform twice and seven teachers from
Koforidua Polytechnic have participated.

INVEST Africa Gender Mainstreaming
A workshop on gender mainstreaming in TVET was facilitated in
Kenya in November 2014 with 29 participants from 13 INVEST
Africa partner institutions. This included ministry officials from
Kenya and Nigeria: two staff from each of 13 INVEST Africa
partner institutions; and a gender Focal Point from the National
Board of Technical Education in Nigeria and the Directorate of
Technical Education, MoHEST Kenya.

Farm Radio Programme Development
Ninety broadcasters (77 men and 13 women) were trained
and mentored in farm radio programme development through
two editions of a COL/Farm Radio International distance course
run from September to December 2012 and September to
December 2014. Participation in 2012 resulted in eight new/ improved regular farmer programme designs, two of which
were competition winners and received seed funding from
Farm Radio International (Ms Lydia Ajon, Radio Gurune,
Bolgatanga; and Mr Cornelius Adumpo, Radio Builsa, Builsa).

Capacity-Building for Teacher Educators in Sub-Saharan
Africa
University of Education Winneba (UEW) has been selected to participate in the project “Capacity-Building for
Teacher Educators in Sub-Saharan Africa: Using Information
Communication Technologies (ICTs) and Pedagogical
Development,” which will kick off with a workshop in Singapore
from 4 to 8 May 2015. UEW is sending three participants to the
workshop. COL is collaborating with the Technical Cooperation
Directorate (TCD), Ministry of Foreign Affairs in Singapore, and
the Singapore National Institute of Education (NIE) in mounting
this training programme.

MATERIALS
Commonwealth Executive MBA/MPA Programmes
The Commonwealth Executive MBA/MPA programmes have
been offered by the Kwame Nkrumah University of Science
and Technology (KNUST) in Ghana since 2007. Initially
launched in 2002, the programmes were completely updated in
2013, with 12 courses revised and 10 courses rewritten. One
new elective on Business Ethics was added, taking the total
number of courses available to 23. Eleven partner institutions
are currently offering the CEMBA/CEMPA programme. To
date, 24,299 students have enrolled, 11,515 of whom have
graduated. For the current triennium, 4,961 have been reported
to enrol and 3,814 have graduated so far. COL continues to
receive updates on enrolment and graduation figures from
partner institutions. In the 2012–2014 period 2,275 people
were enrolled in the programme through KNUST.

Legislative Drafting Programme
KNUST has formally applied for licensing of COL’s Legislative
Drafting Programme, and the licensing process is currently
underway. The Legislative Drafting Programme, developed
jointly with the Commonwealth Secretariat, London, is offered
by COL through partner universities in the Commonwealth. The
courses were revised in 2002 and then revised and completely
updated again in 2013. The student version of the programme
has been converted to OER and is freely downloadable from the
COL website for use by institutions, academics, learners and
professionals who want to develop competencies in legislative
drafting.

Instructional Design for Construction and Hospitality
Subjects
COL sponsored a workshop in Instructional Design in Accra
from 30 July to 11 August 2012. Twenty-eight faculty members
of CENDLOS and school teachers attended the workshop
to initiate the development of four subjects for Construction
(plumbing/concrete laying/carpentry/electrical) and three
subjects for Hospitality (front desk/kitchen/housekeeping
operations). A second instructional workshop was held in
Accra, in June 2013, to move towards the completion of the seven subjects. As a follow-up to these workshops, in March 2014 COL met with Dr Evelyn Nonyongo, the consultant on the CENDLOS project, to discuss the ongoing development of the TVET curriculum material. Then, in June 2014, COL facilitated a writing and review workshop for the technical and vocational subjects to advance the project.

**TVET Learning Material and Course Development**

In August 2012, Masai TTI in Kajiado, Kenya, hosted an international workshop for 11 INVEST partner institutions on developing audio and video learning materials for TVET. The workshop was facilitated by COL consultants Jack Koumi from the UK and Flora Okuku from Kenya. Participants came from six countries, two were from Koforidua Polytechnic: **Mr Ebenezer Koufie** and **Ms Joyce Quaye**. Participants worked on audio, video and audiovisual materials and will continue to develop their skills and share their materials on the INVEST online Community Learning Platform.

**Modular Curriculum Framework for Prison Inmates**

COL organised a workshop on “Education Services to Prison Inmates” in Namibia from 17–21 September 2012. The tangible outcome of the workshop included the development of a unique modular curriculum framework for prison inmates that had a core set of four mandatory courses (Practical Math Skills, Practical Language Skills, Practical Computer Skills and Practical Life Skills). **Ms Julia Buhuma** and **Mr Victor B. Maika** of BOCODOL attended the workshop.

**Course Material Development in ODL**

Under the aegis of the Regional Training and Research Institute for Distance and Open Learning (RETRIDOL), COL supported a regional workshop on course material development in ODL in 2012. Forty-five academics from 11 institutions and five countries in the region were trained in course material development in ODL. **Four academics from Ghana** participated and built their capacity in course material development.

In January 2013, COL facilitated a second workshop on course design for the informal sector, attended by 22 participants from the 13 INVEST Africa partners. This workshop supported the development of plans for new and existing short courses. **Mr Godwin Ayetor** and **Mr Paul Baah** attended. As a result of this training, informal sector courses, targeting female learners, are being offered from Koforidua Polytechnic, with **300 new learners**.

**Distance and Flexible Learning Material Development**

Antoinette Wentworth, COL Consultant from the Polytechnic of Namibia, facilitated a capacity-building workshop on the development of print-based distance learning materials for 27 teaching staff at Koforidua Polytechnic (KP), Ghana. This five-day Writers Training Workshop in course design and development for print-based learning material aimed at building staff capacity in course development, to develop new flexible courses for working people and to increase the quality of their courses. KP carried out cascade training and other lecturers were trained. As a result, more than 50 distance eLearning courses are in development.

In January 2015, Johann Fouche, COL consultant from South Africa, facilitated a five-day workshop on Blended Online Teaching and Learning Strategies at KP for 24 teachers. The aim of the course was to explore contemporary teaching and learning strategies and incorporate them into new online course content for blended delivery. Participants all started developing eLearning courses. The outcome of this is more than 3,500 online learners at KP.

**MODELS**

**Lifelong Learning for Farmers**

COL met with key stakeholders from 21 May to 3 June 2013, including the Ministry of Agriculture, Agricultural Development Bank (ADB), General Agricultural Workers’ Union (GAWU) and Advanced Information Technology Institute of Ghana-India Kofi Annan Centre for Excellence in ICT (AITI-KACE) to discuss the roadmap for the Lifelong Learning for Farmers (L3F) initiative, which is supported by the Canadian Department of Foreign Affairs, Trade and Development (DFATD). Through a series of meetings and a workshop, a concept note for implementing L3F in Ghana was developed.

COL held a four-day workshop from 26 to 30 November 2013 in **Accra** to define and identify ways to:

1. launch L3F in the paddy belt of Central Ghana, beginning with a study;
2. strengthen L3F in Tanzania with training in ODL and value-chain analysis of the sunflower; and
3. advance the process of integrating gender in L3F in Africa.

**Mr Karim Saagbul** of GAWU and **Mrs Sylvia Nyante** of the ADB Ghana participated in the workshop.

GAWU has partnered with SAS capital Ltd. in promoting microfinance in the L3F communities. **Mr Karim Saagbul** of GAWU and **Mr Mohammad Bataglia** of SASA Capital Pvt Ltd
participated in the Kampala L3F workshop during September 2014 and helped in developing a concept note for Africa Enterprise Challenge Fund.

In March 2014, COL engaged GAWU to assess the scope for empowering smallholder farmers in the Northern and Volta regions of Ghana through L3F. Baseline studies and initial assessments were completed. COL finalised an agreement with GAWU to implement L3F within the Northern and Volta regions of Ghana, targeting 500 men and women farmers in 15 GAWU self-help groups in the first year.

POLICIES

Joint Institutional ODL Policy Document

A half-day meeting of Principals of colleges of education was organised in Accra on 3 June 2013 in collaboration with CENDLOS. The purpose was to take stock of the progress made towards dual-mode provision and to share the framework for institutional ODL policy to guide ODL offerings in times to come (as none of the colleges had put in place an institutional ODL policy to give direction to their dual-mode provision or to standardise ODL provision across colleges). Inputs on an institutional ODL policy were shared at the meeting. Principals agreed to collaborate in developing a joint draft ODL policy document.

UPSA Institutional ODL Policy

The final institutional ODL policy document for UPSA was developed and has been approved by the statutory bodies of the university. UPSA has plans to offer two courses through ODL (one on leadership and the other on project management) in the 2014/2015 fiscal year.

Koforidua Polytechnic Institutional ODL Policy

In August 2013, COL supported a workshop on ODL Institutional Policy Development for 12 participants, including 1 from Koforidua Polytechnic (KP).

KP has a draft ODFL policy, and there is a growing number of staff introducing technology into teaching. They have made substantial organisational changes to support open and distance flexible learning (ODFL) and they have a growing informal sector programme.

OTHER

Speeches and Presentations

The Vice-President of COL gave a guest lecture at the University of Education, Winneba, on 9 December 2013. The Vice President also met with Mr Joshua C. Mallet of CENDLOS and Mr Enoch H. Cobbinah, Chief Director, Ministry of Education.

Dr Alison Mead Richardson, COL Education Specialist for Technical and Vocational Skills Development, attended the launch of the WITED Chapter (Women in Technology and Development) at Koforidua Polytechnic in December 2013. The event was attended by staff and students from the polytechnic and from eight local secondary schools. Dr Mead Richardson gave the keynote speech on gender in TVET and the progress of Ghana in gender in education.
Kenya, located in East Africa, has a population of about 44 million. The Government of Kenya introduced free primary education in 2003 and secondary education is now well subsidised. Kenya has a long-standing commitment to open and distance learning (ODL) and the country is a regular contributor to COL’s budget.

**National MDG Targets Addressed by COL**
- Eradicating extreme poverty and hunger
- Promoting gender equality and empowering women
- Combating HIV/AIDS, malaria and other diseases
- Eliminating gender disparity in education
- Making available the benefits of new technologies, especially for information and communications

**COL’s Work on Kenya’s MDG Targets**
- The Lifelong Learning for Farmers model aims to empower women and improve the livelihoods and food security of participants
- Community Health programmes on disease prevention are raising awareness about the issues and encouraging positive behaviours
- Gender mainstreaming is taking place with partners, and TVET courses aimed at female learners have been created and launched
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway

**Outcomes Achieved by COL**
- Cascading training of Open Resources for English Language Teaching reaching over 600 teachers
- Launch of Elimu 24/7 Educational Community Free to Air Digital TV channel and Web portal
- New informal sector courses and ICT-enhanced curriculum components offered by INVEST Africa partners
- 2,785 participants, mainly women, have gone through L3F courses and strengthened their agricultural and livestock enterprises
- L3F helped a savings and credit cooperative (SACCO) make profits
- 10 SACCOs have started implementing L3F through a ‘Learn then Get Loan’ approach
- Ongoing Community Health learning programmes about community health issues, especially HIV/AIDS

**Quick Notes**

**COL Focal Point:**
Mr Charles Obiero, Ministry of Education

**Areas of COL’s Work in Kenya:**
- Open Schooling
- Higher Education
- Teacher Education
- Technical and Vocational Skills Development (TVSD)
- Lifelong Learning for Farmers
- Healthy Communities
- eLearning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education
- Kenya Technical Teachers College (KTTC)
- Mombasa Technical Training Institute (MoTTI)
- Masai Technical Training Institute (MaTTI)
- Coast Institute of Technology (CIT)
- Thika Technical Training Institute (TTTI)
- Rift Valley Technical Training Institute (RVTTI)
- Directorate of Technical Education (DTE)
- Directorate of Technical Accreditation and Quality Assurance (DTAQA)
- Kenya Institute for Curriculum Development (KICD)
- African Council for Distance Education (ACDE)
- University of Nairobi
- Kenya AIDS Intervention Prevention Project Group (KAIPPG)
- Ugunja Community Resource Centre (UCRC)
- Kenyatta University
- Network for Non-Formal Education Institutions (NNFEI)
- African Virtual University (AVU)

**MATERIALS**

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Courses for Forms 2, 3 and 4
- Audio and video materials for TVET
- Elimu digital TV channel and Web Portal
- Informal sector courses
- Cosmetology curriculum
- Farm Radio Programmes
- Community Learning Programme (CLP) Developer’s Certificate course materials
- Financial and agricultural learning materials for farmers
- OERLT modules as supplementary materials in secondary schools
- MOOC on Using ICTs to Enrich Teaching and Learning

**CAPACITY**

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Open Resources for English Language Teaching (ORELT)
- Accreditation Handbook Review workshop
- Integration of Technology in TVET Teacher Training
- Flexible and Blended Approaches workshop
- INVEST institutional visits
- Gender mainstreaming
- Scholarship to ILO Gender course
- Research Methods workshop
- Monitoring & Evaluation workshops
- Flexible Skills Development courses
- Quality Assurance Frameworks workshops
- Blended Online Teaching and Learning Strategies
- Moodle Administration
- Healthy Communities distance training and mentoring
- Healthy Communities eFacilitation and Instructional Design courses
- COMOSA Planning and Theory of Change
- Professional attachment
- Capacity-building for Teacher Educators in Sub-Saharan Africa
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Kenya was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Kenya. The following areas were identified:

► Assisting in the establishment of a National Open University of Kenya
► Development of a national policy on ODEL
► Integrating of ODEL at all levels of education: early childhood, primary, secondary, TVET and university

MODELS
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

► Healthy Communities model
► Lifelong Learning for Farmers model

POLICIES
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

► Institutional OER policy
► Development, review or revision of 12 Institutional ODL policies

OTHER
► Speeches and presentations
PARTNERSHIPS

INVEST Africa
Kenya Technical Teachers College (KTTC), Mombasa Technical Training Institute (MoTTI), Masai Technical Training Institute (MaTTI), Coast Institute of Technology (CIT), Thika Technical Training Institute (TTTI) and Rift Valley Technical Training Institute (RVTTI) are among the 13 key institutions in the COL INVEST Africa activity, which aims to improve quality and efficiency and increase access in TVSD, particularly for women and informal sector workers.

COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. In all, 32 members from CIT, 68 from KTTC, 71 from MoTTI, 42 from MaTTI, 91 from Thika TTI and 54 from RVTTI are engaged in informal learning and collaboration.

African Council for Distance Education (ACDE) Quality Assurance Meeting
COL participated in the International Advisory group meeting of ACDE Quality Assurance and Accreditation Agency (QAAA) held in Dar-es-Salaam from 5 to 7 December 2012 to help finalise the QA toolkit for ODL institutions in Africa. Fifteen people attended the meeting, including representatives from Sri Lanka, Kenya and the United Kingdom.

COL participated in a meeting with the ACDE office bearers to establish a partnership to carry forward COL’s work in quality assurance and capacity-building among ACDE member institutions. A Memorandum of Understanding between COL and ACDE has since been signed, which outlines the following three areas of collaboration:
1. Capacity-building for research in ODL
2. Quality assurance activities including COL’s Review and Improvement Model (COL-RIM)
3. Leadership training for member institutions of the ACDE.

Partnership with Directorate of Technical Education (DTE) and the Directorate of Technical Accreditation and Quality Assurance (DTAQA)
On 28 October 2013, COL met with Mr Samuel Wanyonyi, Deputy Director of the Directorate of TVET, Mr Edward Mburu, Deputy Director, Directorate of Technical Education Accreditation & Quality Assurance of the Ministry of Higher Education, Science and Technology, and Mr Samuel Wawerus, Principal Technical Education Officer, ICT Department. A presentation was made on INVEST Africa’s activities and achievements to 20 officers. The concept note for an Open TVET Centre was discussed and recommendations made regarding structure and activities. COL now has a close partnership with the Directorate of Technical Education (DTE) and the Directorate of Technical Accreditation and Quality Assurance (DTAQA) in the Ministry of Higher Education, Science & Technology. As a result of the work COL has done with the Kenyan institutions, there is a plan to promote an Open TVET system in Kenya, and COL has been requested to advise on this.

Lifelong Learning for Farmers Meetings
COL had meetings with University of Nairobi, Global Alliance for Improved Nutrition (GAIN), Nairobi and Ericsson International Kenya in looking at the impact of L3F and developing learning materials in the field of business planning of Savings and Credit Cooperatives (SACCOs) and improved nutrition.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)
COL sponsored 20 participants from Kenya to attend the forum.

Regional Focal Points Meeting
Mr Charles Obiero of the Ministry of Education represented Kenya at the meeting.

INVEST Africa Partners Meeting
In December 2012, a total of 24 INVEST Africa institutional Principals and champions from Nigeria, Kenya, The Gambia, Tanzania, Ghana and Zambia attended a five-day Partners’ Meeting in Lusaka, Zambia. The meeting reviewed the capacity-building activities of the past six months and planned for the coming year. Attending the meeting were Mr John Mwawaza and Mr Antony Wanjala of CIT; Mr Charles Imbali and Yona Okidia of KTTC; Mr Abdi Aden and Francis Wambua of MaTTI; Mr Bashir Mursal and Josephine Kyalo of MoTTI; Naftali Kaguongo and Rose Nyambura Kiuru of TTTI; and Edwin Mutai Tarno and Abdi Tiony Kirwa of RVTTI.

COL facilitated the 2013 Annual INVEST Africa Partners’ Meeting hosted by Auch Polytechnic from 28 to 30 November 2013. The Annual Partners Meeting is an important part of the Monitoring and Evaluation (M&E) for INVEST Africa. It enables Principals to meet and engage with the change process in their institutions, benchmark their progress, and add input to future activity planning. The meeting was attended by 12 Institutional Heads and served to review activities and achievements in 2013 and plan for 2014. At the meeting were Mr John Mwawaza, CIT, Mr Abdi Aden, MaTTI; Mr Bashir Mursal, MoTTI; Mr
Jefferson Kariuki, TTTI; Mr James Chege, RVTTI, and Mr Charles Imbali, KTTC.

COL held the fifth Annual Partners Meeting for the INVEST Africa capacity-building partnership in December 2014 in Nairobi, Kenya. The meeting was attended by Principals from 13 partners plus policy advisors from five countries. At the meeting were Mr John Mwawaza, CIT; Mr Abdi Aden, MaTTI; Mrs Mary Mathonga, MoTTI; Mr Jefferson Kariuki, TTTI; Mr Edwin Tarno, RVTTI, and Mrs Hilda Mwoyo, KTTC. The meeting was led by COL Education Specialist – TVSD and Ms. Shafika Isaacs, the TVSD Evaluation Consultant from South Africa. Mr Bashir Mursal, Director DTE and Mr Norbert Muriuki from TVETA also participated. The Guest of Honor at the Partners’ Dinner was Principal Secretary MoHEST, Professor Colette Suda.

Regional Symposium on Open Education

COL, in collaboration with the Kenyan Ministry of Education, convened a national and regional symposium on open education from 6 to 7 June 2013 in Nairobi with funding support from the William and Flora Hewlett Foundation. The symposium included representatives from 10 countries, covering both post-secondary and secondary levels of education, with special emphasis on open policy development and adoption at open schools in Africa and South Asia. The symposium concluded with draft plans for institutional OER policy developed. Eighteen schools in Africa and South Asia. The symposium concluded with a declaration on the emphasis on open policy development and adoption at open schools in Africa and South Asia. The symposium concluded with draft plans for institutional OER policy developed. Eighteen participants from Kenya attended the meeting, including Ms Margaret Murage, representing the Permanent Secretary; Mr Jaco du Toit, Advisor for Communication and Information, UNESCO Regional Office, Kenya; Ms Inge Vervloesem, UNESCO Regional Office, Kenya; Ms Jane Muriuki from NNFEI; and Ms Shelmith Wanjohi, Director of Policy Planning and East African Community.

Distance Education and Teachers’ Training in Africa (DETA) Conference 2013

COL supported the Steering Committee of the Distance Education and Teachers’ Training in Africa (DETA) Conference 2013 on “Teacher Education and Development in Africa: The Need for Access, Equity, Sustainability, Quality and Relevance within the Context of Globalization,” held at the University of Nairobi, Kenya from 30 July to 1 August 2013. Fourteen candidates (seven men and seven women) were supported to attend the conference: 10 people from Kenya, one person from Rwanda, and three people from Tanzania.

Lifelong Learning for Farmers Evaluation Workshop

During July 2013, the Institute of Development Studies of University of Nairobi presented the results of an evaluation of L3F in a workshop in which 38 participants from various ministries and international agencies participated. The workshop was presided over by Ms Anne Onyango, Agriculture Secretary, Ministry of Agriculture, Livestock and Fisheries. The President and CEO of COL also participated in the workshop. Organisations such as the World Food Programme and Hivos felt that L3F would be a good strategy to strengthen sustainable livelihoods, and requested COL help them in replicating L3F. COL had discussions with the Department of Cooperatives in developing the L3F model as a strategy to strengthen cooperative banking and SACCOs.

Healthy Communities Partners Meeting

COL convened a meeting of its Healthy Communities initiative partners in Abuja in December 2013, on the sidelines of the 7th Pan-Commonwealth Forum on Open Learning. The meeting, held from 1 to 2 December, focused on conducting a mid-term review of the initiative and planning for the balance of the three-year plan. Njuki Githethwa, of the East African Community Media Network, Kenya, participated in the meeting.

Critical Reflections on Community Radio International Conference

COL participated in the “Critical Reflections on Community Radio” International Conference organised by FORCOM and AMARC Africa, which took place from 3 to 5 December 2013 in Maputo and brought together some 200 delegates from across Africa. COL collaborated with Ms Gail White of MTC, South Africa, Ms Florida Banda from MaliMwana Trust in Malawi and Mr Fredrick Mariwa from Sauti FM in Kenya in preparing the presentations. In all, 150 community radio practitioners and 25 decision-makers from development and communication organisations were introduced to COL’s participatory approach and CLP model.

CAPACITY

Open Resources for English Language Teaching (ORELT) Training

COL engaged Mr Nicholas Kimolo of Futuristic Ltd., Kenya, as a facilitator for a four-day Training of Teachers workshop on ORELT in Banjul, The Gambia from 30 July to 2 August 2012.

Accreditation Handbook Review Workshop

In August 2012, a COL consultant facilitated a workshop with 13 officers at DTAA to assist in the review of the Accreditation Handbook to include clear standards that are required in Kenya to offer TVET ODEL programmes.

Integration of Technology in TVET Teacher Training

In August 2012, COL facilitated INVEST workshops at KTTC to advance their teacher training in the integration of technology.
in TVET teacher training. In all, 30 teacher educators and ICT technicians participated. New ICT-enhanced curriculum components are in use at KTTC and they have also started a programme of skills training and entrepreneurship for 50 “slum dwellers” in their community.

Flexible and Blended Approaches Workshop
In September 2012, COL facilitated an introductory INVEST workshop at RVTTI who had just joined the programme. The workshop introduced flexible and blended approaches to 33 teachers and managers at the Institute.

INVEST Institutional Visits
In January 2013, an institutional visit was made to the CIT to support the integration of flexible and blended approaches and short course development. The visit involved 23 members of teaching and administration staff. In May 2013, an institutional visit was made to MaTTI to support the development of courses for the informal sector. The visit involved five members of teaching staff. In May 2013, an institutional visit was made to MoTTI to support the development of five eLearning courses for the informal sector. The visit involved 15 members of teaching and administration staff.

Gender Mainstreaming Workshop
To ensure that open schools mainstream gender in their activities, COL organised a Commonwealth Open Schools Association (COMOSA) workshop from 13 to 17 March 2013 in Delhi, India, to discuss the Gender Equality Guidelines developed by a COL consultant. Attending the workshop were 19 representatives from Bangladesh, Belize, Botswana, Canada, Ghana, India, Kenya, Mozambique, Namibia, New Zealand, Pakistan, Sri Lanka, Tanzania and United Kingdom.

African Council of Distance Education (ACDE) Research Methods Workshop
A workshop was organised by ACDE and supported by COL on research methods and tools in ODL. It ran 17 to 19 June 2013 at Arusha, Tanzania, for ACDE member institutions and had 19 participants from six countries. Three academics from Kenya participated and built capacity in research methods in ODL.

INVEST Progress and Monitoring & Evaluation (M&E) Workshops
COL facilitated a workshop at TTTI to present the progress of INVEST Africa partners and introduce results-based M&E in October 2013. The workshop was attended by 34 TTTI academic and management staff. COL also visited various informal sector programmes of TTTI and met with students who have benefitted from the training. COL also facilitated a similar workshop and discussion sessions at KTTC to present the INVEST Africa programme and to explore results-based M&E in October 2013. It is important that KTTC, as the only TVET teacher training institution in Kenya, strengthen its use of educational media and technology to produce teachers with 21st-century skills. COL met with the participants of the informal sector skills and business management programme in the Huruma Village of Nairobi with Heads of Department from KTTC, led by Mrs Margaret Muga, Head of Department, Entrepreneurship Development.

Flexible Skills Development Courses
There have been seven presentations of the Flexible Skills Development online course in this programme period. The course introduces the flexible and blended model of TVET and covers ICT in Education, Change Management, Talking Strategy and the Teachers FaB Competency Framework. Teachers from CIT, KTTC, MaTTI, MoTTI, TTTI, and RVTTI have participated in all seven courses.

OPNZ Scholarships
COL provided scholarships for staff of INVEST Africa partner institutions to undertake a one-year online certificate course in Designing and Facilitating E-Learning (Level 5) of the Open Polytechnic of New Zealand. This qualification is made up of three 20 credit courses and is delivered online through the Online Campus. Mr Yona Okidia and Mr Robert Okinda from KTTC successfully completed the course and 5 teachers from MaTTI, MoTTI, CIT, RVTTI and KTTC are presently engaged.

Scholarships for ILO Online Gender Course
COL sponsored Ms Pauline Chege of TTTI and Ms Anne Polly Kithinji of MoTTI to participate in the ILO online course “Gender in the Global Development Agenda: Tools for Gender-Sensitive Planning and Implementation” in 2013. The learning from this course contributed to the development of WITED chapters in their institutions, aimed at increasing women’s participation in TVET.

ACDE Quality Assurance Frameworks Workshops
COL supported a workshop on Quality Assurance Frameworks for trainers from different ACDE member universities who will in turn train their colleagues in their respective institutions. The workshop was held June 2014, with 30 academics attending from seven institutions including Egerton University and Moi University.

Blended Online Teaching and Learning Strategies
COL consultant, Nicholas Kimolo, provided support to
strengthen capacity in blended online teaching and learning strategies at Kenya Technical Teachers College, Masai Technical Training Institute and Thika Technical Training Institute. In all, 55 teachers were trained in September and October 2014.

In 2014 and 2015, Johann Fouche, COL consultant from South Africa, facilitated a 5 day workshop on Blended Online Teaching and Learning Strategies at RVTTI, and KTTC. The aim of the course was to explore contemporary teaching and learning strategies and incorporate them into new online course content for blended delivery. Participants all started developing e-learning courses.

**PowerPoint Facilitation**

A course for teachers on PowerPoint facilitation was developed on Moodle by COL consultant, Jan Deurwaarder. In September 2014, COL consultant, Sandy Hirtz, began offering the course to 50 teachers across the 13 INVEST Africa partner institutions, which include MoTTI, CIT, MaTTI, TTTI, KTTC, and RVTTI. The course was offered to a second cohort in 2015 and included participants from the same institutions.

**Moodle Administration Training**

COL offered online Moodle administration training for nine staff members of various INVEST partner institutions in Kenya: Allen Mwambogha and Felista Mumo from CIT; Yona Okidia and Robert Okinda from KTTC; Francis Wambua from MaTTI; Julius Kasuva from MoTTI; Joseph Karani from TTTI, and Anither Rotich and Ernest Karonei from RVTTI.

Another Moodle administration course has also been facilitated by COL for various INVEST partners. Six staff from CIT, two from MaTTI and six from TTTI received training and built their capacity in Moodle administration through this course.

**Open University of Malaysia Scholarship**

COL provided a scholarship to complete the two-year Master’s in Instructional Design Technologies (MIDT) offered through the Open University of Malaysia to one student in Kenya.

**Gender Mainstreaming in TVET**

COL’s gender manager advised INVEST members from TTTI and MoTTI on gender mainstreaming in the proposed work plans for their Women in Technical and Vocational Education and Training (WITED) chapters through the online Community Learning Network.

Additionally, a workshop on gender mainstreaming in TVET was facilitated in Kenya in November 2014 with 29 participants from 13 INVEST Africa partner institutions. The facilitator was COL Consultant Jennifer Mudge from the UK. The workshop aimed to explore concepts and issues in gender and develop strategies for institutional gender mainstreaming. Ministry officials attended from Kenya and Nigeria: 13 participants were from Kenyan institutions.

**Healthy Communities Distance Training and Mentoring**

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, eight participants from Kenya were trained. In February to March 2014, 20 participants from various government departments and civil society organisations in Kenya were involved in the training. Cleopa Otieno from the Kenya Telecentre Network was an e-facilitator for this course. Mentors from Kenya included Amos Ochieng, Njuki Githethwa, Patrick Ochieng, Peter Njuguna and Sylvia Namale of the East African Community Media Network.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, 17 participants from Kenya received training. Cleopa Otieno from the Kenya Telecentre Network was an e-facilitator for this course. Mentors from Kenya included Christian Bernard of the Kenya Telecentre Network, as well as Njuki Githethwa, Patrick Ochieng and Sylvia Namale of the East African Community Media Network.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, nine participants (five women and four men) from Kenya received training resulting in completed CLP plans. Cleopa Otieno from the Kenya Telecentre Network was an e-facilitator for this course. Mentors from Kenya included Njuki Githethwa.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, seven participants (four men and three women) from Kenya received training, which will result in a completed CLP design document. Mentors from Kenya included Njuki Githethwa and Patrick Ochieng.

The 6-week “Scriptwriting and Episode Production” (blended) e-course is being run 2014/2015.

The 5-week “Sustainability and Sponsorship” ecourse is being run in 2015.

**Healthy Communities eFacilitation and Instructional Design Courses**

In its efforts to build the capacity of its national and regional partners to offer distance training and mentoring, COL has supported training in e-facilitation and instructional design through distance courses, of 5 and 10 weeks, respectively. Following training, e-facilitators and course designers are engaged in course design and delivery. Two editions of the course in e-facilitation were run in 2013 (March to April...

**COMOSA Theory of Change Workshop and Planning Meeting**

Bangladesh Open University, in collaboration with COL, hosted a COMOSA Planning Meeting as well as Theory of Change workshops in Dhaka from 30 September to 3 October 2014. Ms Jane Ngima Muthiga of NNFEI participated in the meeting and workshops.

**Professional Attachment**

Dr. Rosemary Atieno of the Institute of development Studies, University of Nairobi visited COL as Professional Attachment from January 19 to 30, 2015. During her stay she worked on a note on the methodology for an Empowerment Index and a plan for conducting a survey and study in Tanzania and Ghana based on the Empowerment Index. She gave a presentation to COL staff on the statistical methodology for assessing outcomes and impacts.

**Capacity-Building for Teacher Educators in Sub-Saharan Africa**

Kenyatta University (KU) has been selected to participate in the project “Capacity-Building for Teacher Educators in Sub-Saharan Africa: Using Information Communication Technologies (ICTs) and Pedagogical Development,” which kicked off with a workshop in Singapore from 4 to 8 May 2015. KU sent three participants to the workshop. COL is collaborating with the Technical Cooperation Directorate, (TCD) Ministry of Foreign Affairs in Singapore, and the Singapore National Institute of Education (NIE) in mounting this training programme.

**MATERIALS**

**Course Development for Forms 2, 3 and 4**

Network for Non-Formal Education Institutions (NNFEI) in Kenya has developed (through adapting OER) 10 subjects (English, Kiswahili, Mathematics, Chemistry, Biology, Physics, Geography, History, Government Business Education and Christian Religious Education) for Forms 2, 3 and 4, according to the Kenya school curriculum to expand access to boys and girls in the slum areas of Nairobi. A baseline study for 70 teachers was conducted to assess their needs in implementing the newly developed subjects in the NNFEI’s network of schools.

**Developing Audio and Video Learning Materials for TVET**

In August 2012, MaTTI in Kajiado, Kenya, hosted an international workshop for 11 INVEST partner institutions on developing audio and video learning materials for TVET. The workshop was facilitated by COL consultants Mr Jack Koumi from the UK and Ms Flora Okuku from Kenya. Participants came from six countries; 15 were from Kenya. Participants have been working on audio, video and audiovisual materials and will continue to develop their skills and share their materials on the INVEST online Community Learning Platform.

**Elimu Digital TV Channel and Web Portal**

With the support of COL, the Elimu 24/7 Educational Community Free to Air Digital TV channel and Web portal were launched at the Kenyatta International Conference Centre (KICC) on 13 September 2013.

**Draft Informal Sector Courses**

From 7 to 10 October 2013, Professor Fred Lockwood facilitated a workshop in rapid course development for 30 TVET teachers and curriculum developers from Kenya to learn and test a new model. Six courses for the informal sector were drafted. Four courses have been completed and are available as OER on the COL website www;col.org/coursematerials

**Course Design for the Informal Sector Workshop**

In January 2013, COL facilitated a second workshop on course design for the informal sector. This was attended by 22 participants from the 13 INVEST Africa partners. The workshop supported the development of plans for new and existing short courses. Attending the workshop were Douglas Muasya and Rachel Wanjallah Mwarigha of CIT; Joshua Wakaba Ndungu and Muga Margaret Nyagaya Nyakune of KTTC; Chepeyogon K. Hosea and Freda Murugi Kibata of MaTTI; Byrum Wabwoba and Eunice Njeri Miringu of MoTTI; Pauline Njeri Chege and Francis Macharia of TTTI; Hillary Bett and Naomi Chesang Chumo of RVTTI attended the workshop. As a result of this training, informal sector courses, targeting female learners, are being offered from MoTTI, TTTI, CIT and KTTC.

**Cosmetology Curriculum Development at MoTTI**

As part of their gender mainstreaming activities, MoTTI has introduced a new curriculum in Cosmetology. COL consultant, Joanna Collymore, provided support for training 17 instructors and developing print-based learning materials so this course may be offered more flexibly. Twenty-four girls have been enrolled in the full-time programme.
Farm Radio Programme Development

Twenty-seven broadcasters (13 men and 14 women) were trained and mentored in radio programme development through two editions of a COL/Farm Radio International distance course run from September to December 2012 and September to December 2014. Participation in 2012 resulted in eight new/improved regular farmer programme designs, two of which were competition winners and received seed funding from Farm Radio International (Carolyne Bii, Shine FM, Nairobi; and Rachel Adipo, Ugunja Community Resource Centre, Ugunja).

Community Learning Programme (CLP) Developer’s Certificate Materials Development

Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the Community Learning Programme (CLP) Developer’s Certificate, which will result in new CLP design and delivery.


In February 2014, COL convened another course materials workshop in Bangalore to design and develop course materials associated with the CLP Developer’s Certificate. Njuki Githethwa of the East African Community Media Network, Kenya, participated in the workshop as a member of the CLP course team, which finalised the course “Research for Planning” during the workshop.

Lifelong Learning for Farmers Financial and Agricultural Learning Materials

Learning materials on poultry management, nutrition, food crop farming and microfinance literacy were developed in English and Kiswahili on print media. A total of 200 women continued their training in the production of content for radio. Six officials from Savings and Credit Cooperatives (SACCOs) and 15 self-help group leaders in Kenya have been trained in developing ODL content and they are now being used as resource persons.

As of March 2014, the Kenya AIDS Intervention Prevention Project Group (KAIPPG) had conducted learner needs assessments of SACCOs, developed ODL in print and CDs and distributed these resources to community groups and SACCOs.

OERLT Modules as Supplementary Materials in Secondary Schools

The Kenya Institute for Curriculum Development (KICD) vetted and approved the ORELT modules for use as supplementary English educational materials in secondary schools in the rest of the country. In December 2014, COL visited Kenya to meet officials at KICD, the Ministry of Education and Kenyatta University, as well as to travel to Meru to visit ORELT master trainers. The visit gave the opportunity to follow up the ORELT implementation. The teachers reported that the materials had made a difference in the teaching and learning as evidenced by:

- the pre-test and post-test results and the end of term examination results that all showed improvement in performance;
- the fact that more children were now coming up to borrow reading materials indicating greater interest in reading;
- individual children’s writing skills having improved;
- reading aloud tasks now being better performed; and
- confidence in the children having increased, with more of them volunteering to read aloud in class.

MOOC on Using ICTs to Enrich Teaching and Learning

COL is collaborating with the African Virtual University (AVU) to mount a MOOC titled “Using ICTs to Enrich Teaching and Learning.” The course has already been developed and began on 9 March 2015 with 360 participants from across Africa and beyond.

MODELS

Healthy Communities

As a result of COL support and mentorship, learning programmes about community health issues in Kenya, especially HIV/AIDS, have been ongoing in Kibwezi and Rarieda Districts using radio combined with listening/discussion groups.

Lifelong Learning for Farmers (L3F)

In April 2012, COL engaged Dr Rosemary Atieno of the University of Nairobi to identify the trends in L3F in Kenya and Uganda with appropriate statistical tools, and to create a baseline for 2012–2015. The report, received in November 2012, described the statistical survey conducted in Kenya and Uganda, and provided data and tables, which indicated a significant difference among the L3F participants compared with other two control groups in terms of increased household food security, empowerment and social capital.
In Kenya, of the 700 L3F participants learning about orange-fleshed sweet potato agriculture, about 100 farmers established farms for cultivating sweet potato.

About 700 of 1,200 farmers from Kakamega County taking part in a course on financial literacy and poultry management skills have initiated table banking schemes and negotiated for bank loans totaling Kshs 2.1 million.

Over the 2012/2013 period, the number of women farmers involved in poultry management in Kenya increased from 500 to 1,640. A total of 710 women under L3F received loans to the tune of Kshs 5 million (CAD$55,000).

Partners such as Kenya AIDS Intervention Prevention Project Group (KAIPPG) and Ugunja Community Resource Centre (UCRC) finalised their action plan for 2013–2014 for replicating L3F with the cooperative sector.

COL held a four-day workshop from 26 to 30 November 2013 in Accra to define and identify ways to:

1. launch L3F in the paddy belt of Central Ghana, beginning with a study; and
2. strengthen L3F in Tanzania with training in ODL and value-chain analysis of the sunflower.
3. advance the process of integrating gender in L3F in Africa.

Mr James Onyango of KAIPPG and Mr Charles Ogada of UCRC participated in the workshop.

UCRC has continued its L3F work in Siaya County and is planning to scale-up its activities in the coming year.

Mr James Onyango of KAIPPG and Mr Charles Ogada of UCRC are both currently working as consultants for COL on the implementation of the L3F initiative in Ghana and Tanzania.

During September 2014, a review undertaken with KAIPPG and UCRC showed some interesting results:

1. SIYAYA Seed SACCO, which was showing losses since its inception and was depending on donor support for its establishment cost, showed profit and generated resources for maintaining its establishment costs, after adopting L3F.
2. More than 4,500 participants are involved in lifelong learning through community radio, mobile phones and CDs.
3. Around 70% of the learners have obtained a loan from commercial and cooperative banks and microfinance institutions.
4. Table banking has been institutionalised in many communities through financial literacy.

**POLICIES**

**Draft Institutional OER Policy**

With the support of COL, NNFEI has developed an OER policy.

**Review and Development of Institutional ODFL Policy**

During May and June 2013, an online review of institutional ODL policy involving 12 INVEST Africa partners took place, working in a collaborative process to review their policies.

In August 2013, a workshop on ODFL policy development was held in Nairobi, Kenya, for 12 institutional partners of INVEST Africa. Representatives of the Ministry of Education, Science and Technology also attended. As a result of this workshop 12 institutional ODFL policies have been developed.

**OTHER**

**Speeches and Presentations**

The President and CEO of COL gave a video presentation on “Promoting Open Educational Resources (OER)” at the Commonwealth Symposium on Education, 6 June 2013, held in Kenya.

The President and CEO of COL delivered a keynote presentation, prepared jointly with the COL Education Specialist in Teacher Education, on “Quality Assurance in Teacher Education for Africa” at the Distance Education and Teacher Education in Africa (DETA) Conference in August 2013, held in Kenya.

COL’s Vice-President gave a presentation entitled “OER Strategy: Taking It to the Next Level” on 19 November 2013 at the OER Africa (project of the South Africa Institute for Distance Education) Advisory Committee Meeting in Nairobi.
LESOTHO

CONTEXT

Lesotho is a small Commonwealth state with a largely rural population of about 2 million. Lesotho faces distinct challenges in economic development and education. The country has become a strong COL partner and has contributed to COL’s budget since 2006.

AGREED PRIORITIES

► Build capacity to develop materials
► Build capacity at the technical and vocational levels to develop more flexible skills delivery methods
► Improve livelihoods, especially through the use of cellphones to promote livelihoods in the areas of health, farming and tourism
► Support human resource development in business and entrepreneurship at the tertiary level
► Research capacity-building for teacher education

COL’S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL
► Make available the benefits of new technologies, especially for information and communications
► Address the special needs of landlocked countries and small island developing states

COL’s Work on Lesotho’s MDG Targets
► Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting open and distance learning (ODL) are underway
► VUSSC is helping to improve accessibility of higher education for small states like Lesotho

QUICK NOTES

COL Focal Point:
► Dr H. Manthoto Lephoto, National University of Lesotho

Areas of COL’s Work in Lesotho:
► Open Schooling
► Higher Education
► Virtual University for Small States of the Commonwealth (VUSSC)
► Healthy Communities
► Technical and Vocational Skills Development (TVSD)
► eLearning
► SADC-CDE Regional Centre

OUTCOMES ACHIEVED BY COL

► Print-based content in five subjects adapted for Moodle
► Eleven new VUSSC courses made available
► COL Review and Improvement Model was applied
► Institutional Quality Assurance Policy drafted
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education and Training (MOET)
- Ministry of Health and Social Welfare
- Lesotho College of Education
- Lesotho Distance Teaching Centre (LDTC)
- The National University of Lesotho
- Lerotholi Polytechnic
- St. Elizabeth Training College

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Monitoring and Evaluation for VUSSC
- Community Learning Programme Developer’s Certificate
- Capacity-building for teacher educators in Sub-Saharan Africa
- Integrating a Gender Perspective in the Development of Learning Materials

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Moodle course materials
- 11 new VUSSC courses made available
- Commonwealth Certificate for Technology Integration for Teachers (CCTI)

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- COL Review and Improvement Model

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- Draft Institutional Quality Assurance Policy
- Draft Institutional ODL Dual-Mode Policy

**OTHER**
- Contribution to COL publication

**LOOKING FORWARD: 2015–2021**
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Lesotho was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Lesotho. The following areas were identified:

- Capacity-building in ICT skills, especially Notes Master training
- Training in the use of cellphone technology to support programmes in learner support
- More capacity-building in use and development of OERs
- Introduction of the programme of Livelihoods and Health, relating to healthy communities, especially with the challenge of HIV
- Use of the accreditation and standardisation tool for all levels of training, not just higher education
- Application of the Monitoring and Evaluation (M&E) system
- Capacity-building at the technical and vocational level to develop more flexible skills delivery methods
- Promotion of human resource development in business and entrepreneurship at the tertiary level
PARTNERSHIPS

COMOSA (Commonwealth Open Schools Association)
In March 2014, COL met with Mr. Vincent Sechaba Seutloali, Director of Lesotho Distance Teaching Centre (LDTC), and Ms. Keratile ‘Matiisetso Thabana, Principal Secretary, to discuss the introduction of the Basic IT Skills Training for Teachers and to follow up on a possible COMOSA activity to introduce online platforms.

VUSSC (Virtual University for Small States of the Commonwealth)
Lesotho is a member of VUSSC. COL is providing ongoing support to Lerotholi Polytechnic, St. Elizabeth Training College and the National University of Lesotho (NUL) to offer VUSSC courses through their institutions.

INVEST Online Community Learning Network
COL supports an INVEST online community of practice called the Community Learning Network (CLN), which currently has 1,182 members. One member is from Lesotho and is engaged in informal learning and collaboration.

Southern African Development Community – Centre for Distance Education (SADC-CDE)
COL and the Ministry of Education and Skills Development, Botswana, signed a Memorandum of Understanding to work collaboratively for the period 2012–2015 to promote the work of SADC-CDE. SADC-CDE will continue to serve as a centre of expertise in ODL for Southern Africa.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)
COL sponsored the following people to attend the forum: Ms. Bothephana Makhakhane and Dr. Mamolete Delina Mohapi of the NUL.

Regional Focal Points Meeting
Mr. Vincent Sechaba Seutloali, Director of the LDTC, represented Lesotho at the meeting.

Regional OER Policy Forum
From 22 to 24 May 2013, COL, UNESCO and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:

1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and
2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL’s OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Bothephana Makhakhane attended the forum.

VUSSC Interlocutors Meeting
The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr. Stephen Murgatroyd and Ms. Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Dr. Mamolete Delina Mohapi of the National University of Lesotho represented Lesotho at the meeting.

SADC-CDE Meetings
The SADC-CDE Advisory Board Meeting was held in Lesotho on 18 September 2012 and approved the Strategic Plan for 2012–2015. Ms. Keratile ‘Matiisetso Thabana of the Ministry of Education and Training (MOET) is the current Chair of SADC-CDE. SADC-CDE held its annual Board meeting, represented by six countries on 23 May 2013. The Board meets on a rotational basis to review its activities of the past year, approve new activities, and direct the operations of the Centre. Mrs. Mapaseka Kolotsane, Deputy Permanent Secretary, attended the meeting. On 17 to 18 March 2014, COL attended the SADC-CDE Advisory Committee meeting in Mauritius. Ms. Keratile ‘MatiisetsoThabana of MOET represented Lesotho at the meeting.
COMOSA Planning and Theory of Change

Bangladesh Open University, in collaboration with COL, hosted a COMOSA Planning Meeting as well as Theory of Change workshops in Dhaka from September 30–October 3, 2014. Vincent Seutloali of LDTC participated in the meeting and workshop.

CAPACITY

Monitoring and Evaluation for VUSSC

As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The workshop was opened by the Hon ‘Makabelo Priscilla Mosothoane, Minister of Education and Training. The objectives of the workshop were to:

► enhance the capacity of Interlocutors and implementers in M&E;
► provide a framework to institutionalise M&E; and
► collect data on VUSSC activities.

Attending the workshop were Dr Mamolete Mohapi and Dr Mpoekaeke Maruping of NUL; Dr H. Manthoto Lephoto of NUL and COL Focal Point; Dr Michael Nkhoboti of the Lesotho College of Education; and Mr Leseme Moreke of the Ministry of Health and Social Welfare.

Community Learning Programme (CLP) Developer’s Certificate

Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the CLP Developer’s Certificate, which will result in new CLP design and delivery.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, one participant from Lesotho was trained. In February to March 2014, two participants were involved in the training.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, one participant from Lesotho received training.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, one participant (a woman) from Lesotho received training, resulting in a completed CLP plan.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, one participant (a woman) from Lesotho received training, which will result in a completed CLP design document.

The 6-week “Scriptwriting and Episode Production” (blended) e-course is being run in 2014/2015.

The 5-week “Sustainability and Sponsorship” e-course is being run in 2015.

Integrating a Gender Perspective in the Development of Learning Materials

In November 2014, COL conducted a dedicated session through VUSSC on integrating a gender perspective in the development of learning materials in Lesotho. The session was attended by 28 representatives of higher education institutions in Lesotho.

Capacity-Building for Teacher Educators in Sub-Saharan Africa

NUL has been selected to participate in the project “Capacity-Building for Teacher Educators in Sub-Saharan Africa: Using Information Communication Technologies (ICTs) and Pedagogical Development,” which will kick off with a workshop in Singapore from 4 to 8 May 2015. NUL is sending two participants to the workshop. COL is collaborating with the Technical Cooperation Directorate (TCD), Ministry of Foreign Affairs in Singapore, and the Singapore National Institute of Education (NIE) in mounting this training programme.

MATERIALS

Moodle Course Materials

In collaboration with the Ministry of Education, Lesotho and COL, 10 teachers and faculty members of LDTC were trained during a face-to-face workshop in August 2012 to adapt their print-based content in five subjects in Moodle. Participants developed assignments that can be used in online courses, with post-workshop support from a COL consultant. These courses, when completed, will be freely available as OER in the Moodle learning management system.

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor Degree in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.
VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER. COL also brought in a Gender Consultant who spent two days facilitating a gender workshop for VUSSC, covering six broad areas to enhance the capacity of educators for the development of gender-inclusive content. Mr Elias Phokojo of Lerotholi Polytechnic attended the workshop.

Commonwealth Certificate for Technology Integration for Teachers (CCTI)

Two modules in the Commonwealth Certificate for Technology Integration for Teachers (CCTI) were completed by 25 educators.

MODELS

COL Review and Improvement Model (RIM)

NUL completed the COL Review and Improvement Model (RIM) implementation to improve the quality of its programmes and systems in June 2013. The institution achieved a threshold level in overall quality assurance rating and is in the process of drafting its institutional quality policy.

POLICIES

Quality Assurance Policies for Open Schools

A Quality Assurance (QA) Workshop was held in Zambia in March 2014. Based on the workshop, participants drafted QA policies. Ms Anna Maieane and the late Mr Mcebisi Tyhali, LDTC, participated in the workshop. A QA Policy was developed for LDTC.

Draft Institutional ODL Dual-Mode Policy

A COL consultant visited Lesotho in February 2015 to facilitate the first roundtable for the development of a draft ODL dual-mode institutional policy for NUL. The next roundtable to validate the ODL dual-mode policy will be conducted in April 2015.

OTHER

Contribution to COL Publication

The late Mr Mcebisi Tyhali of LDTC contributed a chapter titled “Developing OER: The Perspective of the Teachers from Lesotho” to the book Open Schooling with Open Educational Resources: Opening Doors, Creating Opportunities, published by COL.
MALAWI

With a largely rural population of about 16 million, Malawi is a land-locked country in southeast Africa. Malawi’s commitment to open and distance learning (ODL) dates back to 1965, when the Malawi College of Distance Education was established. The country faces a growing demand for education through distance learning.

National MDG Targets Addressed by COL
▼ Reduce child mortality and improve maternal health
▼ Make available the benefits of new technologies, especially for information and communications

COL’s Work on Malawi’s MDG Targets
▼ Support provided for the Phukusi la Moyo Community Learning Programme on child and maternal health has contributed to changes in health-seeking behaviour
▼ Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway

Offer training workshops in open and distance education (ODE) philosophy, management and administration for teachers, course developers and researchers
▼ Learner-support unit for open and distance learning
▼ Promote eLearning in ODL institutions
▼ Improve livelihoods programmes through information dissemination on radio and television

Six new/improved farm radio programmes are underway as the result of training
▼ Community Learning Programme (CLP) Developer’s Certificate has been launched
▼ Positive changes in health-seeking behaviour have resulted from the Phukusi la Moyo radio programme, which has a listenership of about 33,000 people

Mr Henry Gwede, Malawi College of Distance Education

Dr Fred Gennings Msiska of Mzuzu University is a COL-UNESCO Chair

Open Schooling
▼ Higher Education
▼ Healthy Communities
▼ Technical and Vocational Skills Development (TVSD)
▼ eLearning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education
- Malawi College of Distance Education (MCDE)
- Mzuzu University
- Domasi College of Education
- Technical, Entrepreneurship and Vocational Education and Training Authority (TEVETA) Malawi
- Linlongwe Technical College
- Malawi Polytechnic
- MaiMwana Project
- Centre for Development Communication
- National Health Sciences Research Committee of Malawi
- Parent and Child Health Initiative (PACHI)

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- eFacilitation and Moodle Design Skills workshop
- Instructional Design workshop
- eFacilitation and Instructional Design training
- Community Learning Programme (CLP) Developer’s Certificate
- Capacity-building for teacher educators in Sub-Saharan Africa

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Farm Radio Programme Development
- Community Learning Programmes (CLP) materials development
- CLP Developer’s Certificate

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Audit study on ODL delivery mode
- Healthy Communities model

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- Draft Institutional Quality Assurance Policy

**OTHER**
- Malawian experts engaged as professional resources
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Malawi was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Malawi. The following areas were identified:

► Support for Malawi College of Distance Education (MCDE) through training workshops, the establishment of a learner-support unit for ODL, and promotion of eLearning in ODL

► Support for Mzuzu University in: linking the university with potential development partners for ICT/ODL infrastructure and equipment; training staff in theory and practice of ODL, including student support services and quality assurance; and repurposing print instructional materials into portable audio and visual versions

► Support for Domasi College of Education in conducting research on ODL issues; assisting with ICT facilities and software to help in the offering of ODL programmes; training in data management, soft and hardware management, quality assurance, and monitoring and evaluation of ODL programmes; and support for staff to visit other ODL institutions

► Support for the Ministry of Agriculture to improve livelihoods programmes through information dissemination via radio and television
Appendix: COL’s Activities in Malawi

PARTNERSHIPS

INVEST Online Community Learning Network
COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. Five members are from Malawi and are engaged in informal learning and collaboration.

Technical, Entrepreneurship and Vocational Education & Training Authority (TEVETA) Malawi
In December 2012, COL met with the senior management of TEVETA Malawi to introduce them to the COL INVEST Africa activities and find out more about their informal sector curriculum. In January 2013, COL visited a Community Skills Training Centre near Kasungu, Malawi, with Mr Victor Luwambala, Central Region Manager, to meet stakeholders and to see the TEVETA provision for informal sector skills training in action.

Lilongwe Technical College: INVEST Africa
COL made an exploratory visit to Lilongwe Technical College and met with Mr Suzgika Mvalo, Deputy Principal, to discuss the possibilities of their joining the COL INVEST Africa partners.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)
COL sponsored the following people to attend the forum: Mr Andrew Chimpololo of the Malawi Polytechnic, Ms Florida Malamba Banda and Mr Patrick Mangochi of MaiMwana Project, and Dr Fred Msiska of Mzuzu University.

Regional Focal Points Meeting
Mr Henry Gwede of Malawi College of Distance Education (MCDE) represented Malawi at the Meeting.

Regional OER Policy Forum
From 22 to 24 May 2013, COL, UNESCO and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:
1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and
2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL’s OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Mr Henry Gwede, Acting Deputy Director of MCDE, attended the forum.

“Critical Reflections on Community Radio” International Conference
COL participated in the “Critical Reflections on Community Radio” International Conference organised by the National Forum of Community Radio Broadcasters of Mozambique (FORCOM), in collaboration with the World Association of Community Radio Broadcasters (AMARC) Africa, which took place 3 to 5 December 2013 in Maputo, Mozambique, and brought together some 200 delegates from across Africa. COL collaborated with Ms. Gail White of MTC, South Africa, and Ms. Florida Malamba Banda from MaiMwana Trust in Malawi in preparing the presentations. A total of 150 community radio practitioners and 25 decision-makers from development and communication organisations were introduced to COL’s participatory approach and community learning programme model.

CAPACITY

eFacilitation and Moodle Design Skills Workshop
Mr Charles Simbi from the Centre for Development Communication was trained in an eFacilitation and Moodle Design Skills workshop between April and July 2013, resulting in a new 13-week e-workshop entitled Participatory Learning Programme Design.

Course Development for CLPs
A course development workshop was held from 28 April to 5 May 2013 in Kingston, Jamaica, to strengthen the foundations for future training/mentoring materials development in distance mode through the joint efforts of key COL partners in CLP development. The workshop combined skills training in learning design and eLearning course development (using Moodle and related tools) with actual course/programme mapping, planning and materials development. Members of the course team included Mr Charles Simbi, Centre for Development Communication (Malawi). The workshop was facilitated by COL consultant Sandy Hirtz of Canada.
Participants (one man and one woman) from Malawi, which will result in completed CLP design documents.

The 6-week “Scriptwriting and Episode Production” (blended) e-course is being run in 2014/2015.

The 5-week Sustainability and Sponsorship e-course is being run in 2015.

OER4TVET Workshop

In March 2014, COL facilitated an OER4TVET Workshop in Botswana to develop a resource toolbox and to find OER with the identification of a subject to be repurposed. MDTC attended the workshop.

Capacity-Building for Teacher Educators in Sub-Saharan Africa

University of Malawi (UM) has been selected to participate in the project “Capacity-Building for Teacher Educators in Sub-Saharan Africa: Using Information Communication Technologies (ICTs) and Pedagogical Development,” which will kick off with a workshop in Singapore from 4 to 8 May 2015. UM is sending three participants to the workshop. COL is collaborating with the Technical Cooperation Directorate (TCD), Ministry of Foreign Affairs in Singapore, and the Singapore National Institute of Education (NIE) in mounting this training programme.

MATERIALS

Farm Radio Programme Development

A total of 285 broadcasters (150 men and 135 women) were trained and mentored in Farm Radio Programme development two editions of a COL/Farm Radio International distance course run from September to December 2012 and September to December 2014. Participation in 2012 resulted in six new/improved regular farmer programme designs.

Community Learning Programme (CLP) Developer’s Certificate

Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the CLP Developer’s Certificate, which will result in new CLP design and delivery.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, three participants from Malawi were trained. In February to March 2014, three participants were involved in the training. Mr Charles Simbi and Mr Gladson Makowa were engaged by COL as mentors for this course.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, four participants from Malawi received training.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, two participants (one man and one woman) from Malawi received training, resulting in completed CLP plans.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, two participants (one man and one woman) from Malawi, which will result in completed CLP design documents.

In its efforts to build the capacity of its national and regional partners to offer distance training and mentoring, COL has supported training in e-facilitation and instructional design through distance courses, of 5 and 10 weeks, respectively. Following training, e-facilitators and course designers are engaged in course design and delivery.

Two editions of the course in e-facilitation were run in 2013 (March to April 2013; September to October 2013). Mr Charles Simbi of the Centre for Development Communication and Ms Florida Malamba Banda of MaiMwana participated in the training.

A course in instructional design was run May—July 2013. Mr Charles Simbi of the Centre for Development Communication participated in the training, which resulted in new distance training and mentoring course, Participatory Learning Design.

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The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, two participants (one man and one woman) from Malawi, which will result in completed CLP design documents.
Malawian Experts Engaged as Professional Resources

COL collaborated with Rupantar (Bangladesh) to run a training of trainers workshop held in Khulna, Bangladesh, in October 2012. Fourteen community media representatives were trained in programme development and design skills. Mr Charles Simbi of the Centre for Development Communication, Malawi, facilitated the workshop.

COL collaborated with the Health and Social Development Association of Sierra Leone to run a training of trainers workshop held in Moyamba, Sierra Leone, in May 2013. Eighteen community media representatives were trained in programme development and design skills. Mr Simbi also facilitated this workshop.

MODELS

Audit Study on Open and Distance Learning (ODL) Delivery Mode

The Research Chair at Mzuzu University completed an Audit Study to determine the effectiveness of the ODL delivery mode in broadening and increasing access to education in Malawi. The Audit Study also determined what ODL technologies have been adopted and are currently being used, the successes achieved and the challenges confronting effective delivery.

Healthy Communities Model

Phukusi la Moyo is an ongoing (est. 2009) CLP about maternal and child health. It reaches about 3,300 active learners among a larger target group and general listenership in Mchinji District, using radio combined with women’s listening/discussion groups. COL contributes to capacity-building and supports outcome-oriented research. Additionally, a sponsorship proposal to support the Phukusi la Moyo CLP was successful, resulting in one year of funding from the Malawi-Liverpool Wellcome Trust, which is currently covering 80% of the programme costs. Phukusi la Moyo engages 13,000 identified users, primarily women, among an estimated listenership of 33,000.

In May 2013, an outcome-oriented research project, “Evaluating the Implementation and Impact of the Radio Programme, Phukusi la Moyo, on Maternal and Child Care and Care-seeking Behaviour in Mchinji District, Malawi” (as approved by the National Health Sciences Research Committee (NHSCR) of Malawi in January 2013), was launched to assess learning and social and behaviour change outcomes of the Phukusi la Moyo CLP. The research was implemented by the Parent and Child Health Initiative (PACHI) and the MaiMwana Trust in association with COL. Research findings show evidence of learning achievements and positive changes in health-seeking behaviour.

POLICIES

Quality Assurance Policies for Open Schools

A Quality Assurance workshop was held in Zambia in March 2014. Based on the workshop, participants drafted QA policies for open schools. Ms Noria Mchingula of MCDE participated in the workshop. A QA policy was developed for MDTC.
A member of the European Union and the Commonwealth, Malta has a population of approximately 423,000. Literacy rates in the country are high; so are enrolment rates for both primary and secondary school. Malta is an active Virtual University for Small States of the Commonwealth (VUSSC) member and has been working with COL on the Transnational Qualifications Framework. Malta has contributed to COL’s budget since 2008/2009.

National MDG Targets Addressed by COL

- Make available the benefits of new technologies, especially for information and communications

COL's Work on Malta's MDG Targets

- VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of information and communications technologies (ICTs) to broaden access to education

Train teachers on the use of interactive whiteboards and eLearning

Train teachers in the area of visual and hearing impairment, autism, social, emotional, behavioural difficulties (SEBD) and intellectual disabilities

Offer training in psychosocial services

Share already available modules of ODE among Commonwealth member countries

Develop a policy on open and distance learning (ODL)

Malta’s National Qualifications Framework now referenced to the Transnational Qualifications Framework.

11 new VUSSC courses made available

COL's Work Related to MDG Targets

Malta's National Qualifications Framework now referenced to the Transnational Qualifications Framework.
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► Ministry of Education, Employment and the Family
► Malta Qualifications Council (MQC)

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

► Monitoring and Evaluation for VUSSC

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

► 11 new VUSSC courses made available

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

► Transnational Qualifications Framework

**LOOKING FORWARD: 2015–2021**
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Malta was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Malta. The following areas were identified:

► Implementation of the National Curriculum Framework for All
► Setting up of a Framework for the Education Strategy for Malta 2014–2024
► Introduction of tablets in schools and provision of training and infrastructure
► Introduction of vocational subjects in the secondary cycle
► Support for the development of a policy on open and distance learning
Appendix: COL’s Activities in Malta

**PARTNERSHIPS**

Virtual University for Small States of the Commonwealth (VUSSC)

Malta is a member of VUSSC.

**PARTNERSHIPS: MEETINGS AND CONFERENCES**

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Malta was not represented at the meeting.

**CAPACITY**

Monitoring and Evaluation for VUSSC

As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The objectives of the workshop were to:

► enhance the capacity of Interlocutors and implementers in M&E;
► provide a framework to institutionalise M&E; and
► collect data on VUSSC activities.

**MATERIALS**

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor Degree in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER.

**MODELS**

Referencing of the Transnational Qualifications Framework

Malta has been supporting VUSSC with the development of the Transnational Qualifications Framework (TQF) and it has referenced its National Qualifications Framework to the TQF. Ongoing discussions were held with the Mauritius Qualifications Authority (MQA), Malta Qualifications Council (MQC), and the South Pacific Board for Educational Assessment (SPBEA) regarding the registration of courses on the TQF, pitching and referencing South Pacific courses and qualifications to the TQF and development of a referencing document for VUSSC, respectively.
An island off the southeast coast of Africa in the Indian Ocean, Mauritius is a small state of the Commonwealth, with a population of about 1.26 million. Mauritius’ history with COL dates back to the very early days of COL, when Sir John Daniel (later, COL’s third President) conducted a national consultancy in Mauritius. Also, the first President of COL, the late Professor James Maraj, served as Executive Director of the Mauritius Tertiary Education Commission, 1995–1997. The country is a regular contributor to COL’s budget.

**National MDG Targets Addressed by COL**
- Make available the benefits of new technologies, especially for information and communication
- Promote gender equality and empower women
- Eradicate extreme poverty and hunger

**COL's Work on Mauritius' MDG Targets**
- Policy, training and materials development are underway in open educational resources (OER), information and communications technologies (ICTs), open and distance learning (ODL) and eLearning
- The Lifelong Learning for Farmers model aims to empower women and improve the livelihoods and food security of participants

**COL's Focal Point:**
- Mrs Nema Devi Goorah, Ministry of Tertiary Education, Science, Research and Technology

**Areas of COL's Work in Mauritius:**
- Open Schooling
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Technical and Vocational Skills Development (TVSD)
- Lifelong Learning for Farmers
- eLearning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Tertiary Education, Science, Research and Technology
- Ministry of Gender Equality, Child Development and Family Welfare
- Ministry of Education and Human Resources
- Tertiary Education Commission
- South African Development Community – Centre for Distance Education (SADC-CDE)
- Open University of Mauritius (OUM)
- University of Mauritius (UoM)
- Agriculture Research and Extension Unit
- Food and Agricultural Research Council
- Food and Agricultural Research and Extension Institute
- Mauritius Qualifications Authority

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Rapid eLearning Techniques training
- Training in capacity-building of women through ODL
- Monitoring and Evaluation for VUSSC
- Online Content Development and Teaching workshop
- Research Skills workshop
- Gender-Based Violence course

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Legislative Drafting Programme
- 11 new VUSSC courses
- VUSSC BSc in Business and Entrepreneurship
- Women and Development interactive DVDs

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- COL Review and Improvement Model (COL-RIM)
- Transnational Qualifications Framework
- Lifelong Learning for Farmers model

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- National level OER policy development

**OTHER**
- Speeches and presentations
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Mauritius was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Mauritius. The following areas were identified:

► Assurance of quality in ODL
► Capacity-building to facilitate effective integration of ICT-pedagogy in higher education
► Training to increase understanding of the use of ICT to improve contents of curriculum

► Development of an ICT policy and strategy for the Higher Education sector
► ODL and ICTs to promote science and technology for formal and non-formal education
► Developing indicators to assess the use of ICT in higher education
► Training of staff in the: pedagogical materials development; conduct of research and publication in impact-factor journals; instructional design; design of eLearning platform; quality assurance; student support and motivation; and assessment and evaluation
Appendix: COL’s Activities in Mauritius

PARTNERSHIPS

COMOSA (Commonwealth Open Schools Association)

Dr Kaviraj Sharma Sukon started preliminary discussions with COL during the SADC-CDE Advisory Board meeting held in Lesotho on 18 September 2012 about establishing an open school faculty within OUM. In March 2014, COL had a meeting with Dr Kaviraj Sharma Sukon regarding assistance with the establishment of the Open School Faculty.

VUSSC (Virtual University for Small States of the Commonwealth)

COL has been providing ongoing support to the University of Mauritius (UoM) and the Open University of Mauritius (OUM) in the delivery VUSSC courses through their institutions.

INVEST Africa Community Learning Network

COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. Four members are from Mauritius and are engaged in informal learning and collaboration.

Southern African Development Community – Centre for Distance Education (SADC-CDE)

COL and the Ministry of Education and Skills Development, Botswana, signed a Memorandum of Understanding to work collaboratively for the period 2012–2015 to promote the work of SADC-CDE. SADC-CDE will continue to serve as a centre of expertise in ODL for Southern Africa. Ms Sushita Gokool-Ramdoo, Acting Head, Distance Education and Open Learning, Tertiary Education Commission, has been engaged by COL for an evaluation of SADC-CDE, which is currently underway.

REGIONAL FOCAL POINTS MEETINGS AND CONFERENCES

Regional Focal Points Meeting

Mrs Nirmala Nababsing, Permanent Secretary of the Ministry of Tertiary Education, Science, Research and Technology, represented Mauritius at the meeting.

OER Policy Forum

From 22 to 24 May 2013, COL, UNESCO and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:

1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and
2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL’s OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Attending the forum were Ms Nirmala Nababsing, Permanent Secretary of the Ministry of Tertiary Education, Science, Research and Technology; Dr Sushita Gokool-Ramdoo, Acting Head of Distance Education and Open Learning, Tertiary Education Commission.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated
Training in Capacity-Building of Women through ODL
MGECDFW trained 100 officers in the ministry on capacity-building of women in Mauritius through ODL.

Monitoring and Evaluation for VUSSC
As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The objectives of the workshop were to:
- enhance the capacity of Interlocutors and implementers in M&E;
- provide a framework to institutionalise M&E; and
- collect data on VUSSC activities.

Attending the workshop were Mr Roshun Dhurbarrylall of OUM and Dr Sushita Gokool-Ramdoo of the Tertiary Education Commission.

Online Content Development and Teaching Workshop
COL organised a five-day workshop for 28 staff on Effective Online Content Development and Teaching and conducted sessions on OER, licencing and learner support at OUM from 30 September to 4 October 2013.

Research Skills Workshop
A five-day workshop on research skills was held from 5 to 9 May 2014 at the UoM. The aim of the workshop was to empower academics to publish in reputable research journals.

Gender-based Violence Course: Training of Trainers
In 2014, MGECDFW in Mauritius launched a course on gender-based violence as a part of its Lifelong Learning for Farmers programme and trained 100 officers of the ministry to integrate the course in building the capacity of women in Mauritius.

MATERIALS
Commonwealth Executive MBA/MPA Programmes
The Open University of Mauritius (OUM) is offering the CEMBA/CEMPA programme. Initially launched in 2002, the Commonwealth Executive MBA/MPA programmes were completely updated in 2013, with 12 courses revised and 10 courses rewritten. One new elective on Business Ethics was added, taking the total number of courses available to 23. Eleven partner institutions are currently offering the CEMBA/CEMPA programme. To date, 24,299 students have enrolled, 11,515 of whom have graduated. For the current triennium, 4,961 are reported to be enrolled, and thus far, 3,814 have graduated. Thirty-eight students from OUM registered for the initial offering of the programme. COL continues to receive
updates on enrolment and graduation figures from partner institutions.

Legislative Drafting Programme
OUM has expressed interest in licensing COL’s Legislative Drafting Programme. The Legislative Drafting Programme, developed jointly with the Commonwealth Secretariat, London, is offered by COL through partner universities in the Commonwealth. The courses were revised in 2002 and then revised and completely updated again in 2013. The student version of the programme has been converted to OER and is freely downloadable from the COL website for use by institutions, academics, learners and professionals who want to develop competencies in legislative drafting.

New VUSSC Courses
During 2013–2014, 11 VUSSC courses were completed: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes. UoM will be offering the VUSSC Master’s in Educational Leadership in 2014. The UoM is offering the Bachelor’s in Business and Entrepreneurship.

VUSSC Postgraduate Diploma in Education
Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER.

Women and Development Interactive DVDs
MGECDFW produced the first module of an interactive DVD based on the themes of the African Women’s Decade, 2010–2020. The DVD was released by the Prime Minister of Mauritius. The ministry has worked out the contents of the second DVD, entitled “Fam ek sanzman climatik” (the role of women in mitigating the impact of climate change). The DVD is being produced in collaboration with the Virtual Centre for Innovative Learning Technologies.

MODELS

COL’s Review and Improvement Model (COL-RIM)
COL-RIM is currently being implemented by UoM and the verification phase is expected to conclude in 2015.

Transnational Qualifications Framework
The Mauritius Qualifications Authority has been collaborating with VUSSC in implementing the TQF and has also referenced its NQF against the TQF.

Lifelong Learning for Farmers
MGECDFW and AREU are undertaking activities to reach 50,000 women and farmers in women’s empowerment and sustainable agriculture through the L3F initiative.

The Mauritius Food and Agricultural Research Council (FARC) and the affiliated AREU have been working with COL to support new L3F learning opportunities for farmers in Mauritius. In September 2013, COL was on hand for the launch of Farmers’ Kiosks that support learning. The kiosks use multimedia to display information on good agricultural practices.

AREU launched ODL as a strategy for strengthening its extension activities. It entered into an agreement with COL to develop its capacity in eLearning using multimedia-based ODL materials and incorporating different delivery methods, including video and audio, and using mobile phone potential as an eLearning interface, given the high mobile phone penetration among the farming community.

In May 2014, COL conducted a workshop in which senior personnel from the Food and Agricultural Research and Extension Institute (FAREI) and from MGECDFW participated and assessed the progress of the projects supported by COL. Strategies to strengthen Lifelong L3F and the role of women in agriculture and other development spheres using ODL were identified.

Based on case studies, an evaluation report of MGECDFW was completed during September 2014, which showed that ODL enhances a person’s capacity to understand, internalise and translate knowledge acquired into concrete actions.

POLICIES

National Level OER Policy Development
In March 2014, a two-day workshop was held to develop key OER policy positions for Mauritius, formulate proposals for open licensing frameworks to be developed by the State Law Office, and identify technical requirements and a draft plan for an OER platform.
OTHER

Speeches and Presentations

The President and CEO of COL gave a video presentation on “Open University of Mauritius: A University for the 21st Century” at the inauguration of OUM on 22 April 2013, held in Mauritius.

The President and CEO of COL gave a keynote presentation at the COL–Tertiary Education Commission workshop on 20 May 2014, and gave an inaugural speech and presentation on COL at the Focal Points Meeting on 21 May. The President also called on the two ministers and met with key stakeholders during the visit.

In December 2014, COL Education Specialist–Teacher Education attended the Distance Education Association of Southern Africa (DEASA) conference on Open and Distance Learning (ODL): Towards Sustainable Development in the Southern African Development Community (SADC) Region; and also presented a keynote address, “ODL Innovations and Best Practices for Sustainable Development.”
MOZAMBIQUE

A southeastern African country with a population of just under 26 million, most of whom rely on agriculture for their livelihoods, Mozambique faces many economic and educational challenges. A regular contributor to COL’s budget, Mozambique has worked with COL to expand access to learning for development through open and distance learning (ODL), particularly open schooling.

Areas of COL’s Work in Mozambique:
► Open Schooling
► Technical and Vocational Skills Development (TVSD)
► Healthy Communities
► eLearning

National MDG Targets Addressed by COL
► Make available the benefits of new technologies, especially for information and communications
► Reduce child mortality and improve maternal health
► Promote gender equality and empower women

COL's Work on Mozambique's MDG Targets
► Policy, training and materials development are underway in open educational resources (OER), information and communications technologies (ICTs), ODL and eLearning
► The Healthy Communities Model has led to CLPs on child and maternal health
► Mainstreaming of gender through Gender Equality Guidelines

OUTCOMES ACHIEVED BY COL
► Modular Curriculum Framework developed for prison inmates
► Nine Moodle courses developed for INED
► Two new Community Learning Programme (CLP) plans on child and maternal health developed
► Quality Assurance Policy for Open Schools drafted
► Blended learning national TVET teacher training programme

COL Focal Point:
Ms Lurdes Nakala, National Institute of Distance Education (INED)

Areas of COL’s Work in Mozambique:
► Open Schooling
► Technical and Vocational Skills Development (TVSD)
► Healthy Communities
► eLearning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

PARTNERSHIPS
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education and Culture
- National Institute of Distance Education (INED)
- National Directorate for Professional Technical Education
- Polytechnic of Gaza
- Institute for Employment and Training
- Dom Bosco Higher Institute (ISDB)
- UNICEF Mozambique
- Forum of Community Radios of Mozambique (FORCOM)
- Institute of Open and Distance Education (IEDA)

CAPACITY
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Training of trainers in CLP Development and Design
- COMOSA Gender Mainstreaming
- Online TVET teacher training
- PowerPoint facilitation
- Community Learning Programme (CLP) Development
- INVEST Africa gender mainstreaming

MATERIALS
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Modular Curriculum Framework for Prison Inmates
- 9 Moodle courses for INED
- 6 TVET teacher training online courses

MODELS
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Healthy Communities model

POLICIES
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- Draft Quality Assurance Policy for Open Schools

LOOKING FORWARD: 2015–2021
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Mozambique was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Mozambique. The following areas were identified:

- Building of INED capacity in accreditation of eLearning programmes
- Training to develop supportive online materials
- Training for development of multimedia content for ODL programmes
- Training and technical assistance for development of short ODL professional courses
- Establishment of scholarships for training in ODL
- Supporting the establishment of ODL for TVET
Appendix: COL’s Activities in Mozambique

PARTNERSHIPS

Commonwealth Open Schools Association (COMOSA)

Twenty-two partners signed the COMOSA constitution, including the National Institute of Distance Education (INED).

Technical and Vocational Skills Partnerships in Mozambique

In November 2012, COL visited various stakeholders in Mozambique to explore areas of support and collaboration. Meetings were held with the National Directorate for Professional Technical Education, the Ministry of Education and Culture, the Polytechnic of Gaza, the Institute for Employment and Training, and the Dom Bosco Higher Institute.

In November 2012, COL made a presentation on COL and the TVSD initiative programme in Africa for the National Directorate for Professional Technical Education (DINET) and a group of TVET stakeholders at the Ministry of Education and Culture. Possible areas for partnership and collaboration were discussed. COL is now working on a collaboration with the Director of DINET to pilot elearning in 5 TVET institutions across the country.

Healthy Communities–UNICEF Mozambique Partnership

COL met with Massimiliano Sani, Communication for Development Specialist, and Marie-Consolee Mukangendo, Communication for Development Specialist of UNICEF Mozambique, to discuss future collaboration, arriving at a series of joint programme activities.

INVEST Africa

COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. Five staff members from Dom Bosco Higher Institute are engaged in informal learning and collaboration.

PARTNERSHIPS: MEETINGS AND CONFERENCES

Regional Focal Points Meeting

Ms Lurdes Nakala of INED represented Mozambique at the meeting.

OER Policy Forum

From 22 to 24 May 2013, COL, UNESCO and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:

1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and

2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL’s OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Attending the forum was Ms Lurdes Nakala, Director of Accreditation and Training Services of the National Institute for Distance Education and COL Focal Point, Directorate of Accreditation and Training Services.

COMOSA Planning Meeting

Bangladesh Open University, in collaboration with COL, hosted a COMOSA planning meeting, as well as Theory of Change workshops in Dhaka from 30 September to 3 October 2014. Mr Luis Francisco Uamusse of Institute of Open and Distance Education (IEDA) participated in the meeting and workshops.

Critical Reflections on Community Radio International Conference

COL participated in the “Critical Reflections on Community Radio” International Conference organised by the Forum of Community Radios of Mozambique (FORCOM) and the World Association of Community Radio Broadcasters (AMARC) Africa, which took place from 3 to 5 December 2013 in Maputo and brought together some 200 delegates from across Africa. COL collaborated with Ms Gail White of MTC, South Africa, and Ms Florida Banda from MaiMwana Trust in Malawi in preparing the presentations. A total of 150 community radio practitioners and 25 decision-makers from development and communication organisations were introduced to COL’s participatory approach and Community Learning Programme model.

INVEST Africa Partners’ Meeting

COL held the fifth Annual Partners’ Meeting for the INVEST Africa capacity-building programme in December 2014, in Nairobi, Kenya. The meeting was attended by Principals from 13 partner organisations, plus policy advisors from five countries. Mr Halenio Nuala from Dom Bosco Higher Institute and Mr Gilberto Botas, Director, DINET attended the meeting.
which was led by a COL Education Specialist – TVSD, and Ms Shafika Isaacs, the TVSD Evaluation Consultant from South Africa.

**CAPACITY**

**Training of Trainers Community Learning Programme Development and Design Workshop**

COL collaborated with the FORCOM in two training of trainers workshops held in Maputo, 26–30 November 2012 and 26 February to 2 March 2013 (in February, a joint activity with UNICEF). Eighteen community media trainers were trained in programme development and design skills.

**COMOSA Gender Mainstreaming Workshop**

To ensure that open schools mainstream gender in their activities, COL organised a COMOSA workshop 13 to 17 March 2013 in Delhi, India, to discuss the Gender Equality Guidelines developed by a COL consultant. Attending the workshop were 19 representatives from Bangladesh, Belize, Botswana, Canada, Ghana, India, Kenya, Mozambique, New Zealand, Namibia, Pakistan, Sri Lanka, Tanzania, and United Kingdom.

**Capacity-Building Support to Dom Bosco Higher Institute’s TVET Teacher Training Programme**

In June 2013, COL contracted Professor Alex Romiszowski to work with Dom Bosco Higher Institute on a quality review of their distance TVET teacher training programme. The review highlighted strengths and weaknesses and made recommendations for improvement. The report forms the basis of a plan for further capacity-building assistance for Dom Bosco Higher Institute. In September 2014, support to Dom Bosco Higher Institute continued with the consultancy of Professor Romiszowski to build capacity in developing their online TVET teacher education programme.

**PowerPoint Facilitation Course**

A course for teachers on PowerPoint facilitation was developed on Moodle by COL consultant, Jan Deurwaarder. In September 2014, COL consultant, Sandy Hirtz, began offering the course to 50 teachers across the 13 INVEST Africa partner institutions, which include Dom Bosco Higher Institute.

**Community Learning Programme Developer’s Certificate**

Regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners:

Two regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners.


In October to November 2013, three participants from Mozambique were trained.

In its efforts to build the capacity of its national and regional partners to offer distance training and mentoring, COL has supported training in e-facilitation and instructional design through distance courses, 5 and 10 weeks, respectively. Following training, e-facilitators and course designers are engaged in course design and delivery.

Two editions of “eFacilitation” were run in 2013 (March–April and September–October). Mr Amade Ismael, Mr Hortêncio Jeremias and Ms Luisa Banze of FORCOM participated.

**INVEST Africa Gender Mainstreaming**

A workshop on gender mainstreaming in TVET was facilitated in Kenya in November 2014 with 29 participants from 13 INVEST Africa partner institutions. Ministry officials attended from Kenya and Nigeria, two staff from each of 13 INVEST Africa partner institutions, including 2 people from Dom Bosco Higher Institute.

**MATERIALS**

**Education Services to Prison Inmates Materials Development Workshop**

COL organised a workshop on “Education Services to Prison Inmates” in Namibia from 17–21 September 2012. The tangible outcome of the workshop included the development of a unique modular curriculum framework for prison inmates that had a core set of four mandatory courses (Practical Math Skills, Practical Language Skills, Practical Computer Skills and Practical Life Skills). Mr Manuel Adamo Cassamo, Coordinator for Secondary Education by Distance Education, and Mr Amadeu Afonso of IEDA, Mozambique, attended the workshop.

**Moodle Courses for INED**

COL supported the development of nine Moodle courses for INED.

**Online TVET Teacher Training**

COL has supported the team at Dom Bosco Higher Institute to develop a new blended learning version of a national recognised TVET teacher training qualification. Six courses have been developed and are currently being quality assured.
MODELS

Healthy Communities Model
As part of COL’s collaboration with FORCOM to build capacities to develop Community Learning Programmes (CLPs) on local health/development priorities, FORCOM conducted a survey of 10 community radio stations concerning programme planning, design and delivery practices, with the findings available in a report (June 2013).

Sixty community media practitioners were reached through COL’s presentation on participatory communication programmes at the FORCOM AGM. Ms Gail White of MTC, South Africa, collaborated in the presentation.

A distance training and mentoring process and face-to-face programme planning/design workshops resulted in two new CLP plans in Chimoio and Macequese (with three other sites planned) concerning maternal and child health.

POLICIES

Quality Assurance Policies for Open Schools
A Quality Assurance (QA) workshop was held in Zambia in March 2014. Based on the workshop, participants drafted QA policies for open schools. Mr Amadeu Afonso and Mr Bernardo Filipe Massolonga from the IEDA participated in the workshop. A QA policy was developed for IEDA.
**NAMIBIA**

**CONTEXT**

Namibia is a large country with a population of 2.3 million. It is active in numerous open and distance learning (ODL) initiatives and is a member of the Distance Education Association of Southern Africa (DEASA). Namibia is a regular contributor to COL’s budget.

**AGREED PRIORITIES**

- Expand vocational education and training for unemployed youth
- Provide e-skills training for educators
- Promote information and communication technologies (ICT) skills (e.g., mobile learning)
- Accelerate access to open educational resources (OER)/the Digital Education Library
- Address misconceptions and prejudices about ODL

**OUTCOMES ACHIEVED BY COL**

- Modular Curriculum Framework developed for prison inmates
- Eight multimedia Mathematics and English lessons created
- 11 new VUSSC courses made available
- OER Policy for NAMCOL drafted

**COL’S WORK RELATED TO MDG TARGETS**

**National MDG Targets Addressed by COL**

- Eliminate gender disparity in education
- Make available the benefits of new technologies, especially for information and communications

**COL’s Work on Namibia’s MDG Targets**

- Capacity-building in gender mainstreaming and development of gender equality guidelines are underway
- Policy development, training and materials provision in OER, ICTs, ODL and eLearning are underway

**QUICK NOTES**

**COL Focal Point:**

- Mr. Beans U. Ngatjizeko, Ministry of Education

**Areas of COL’s Work in Namibia:**

- Open Schooling
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Technical and Vocational Skills Development (TVSD)
- Healthy Communities
- eLearning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► Ministry of Education
► Namibian College of Open Learning (NAMCOL)
► Centre for Open and Lifelong Learning (COLL), Polytechnic of Namibia
► University of Namibia
► Media Institute of Southern Africa (Namibia)
► Namibia Qualifications Authority

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

► Community Radio Stakeholders Capacity-Building and Planning
► Monitoring and Evaluation for VUSSC
► Gender Mainstreaming in Open Schools
► Capacity-Building for Educators in TVET
► Community Learning Programme Development
► Planning and Theory of Change for Open Schools

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

► Modular Curriculum Framework for Prison Inmates
► Multimedia Mathematics and English lessons
► 11 new VUSSC courses made available
► Online course in Early Childhood Development

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

► Transnational Qualifications Framework

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

► Draft institutional OER policy

**OTHER**
► Speeches and presentations
► Contributions to COL publications
► Namibian experts engaged as professional resources

**LOOKING FORWARD: 2015–2021**
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Namibia was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Namibia. The following areas were identified:

► Finalisation of the National ODL policy
► Establishment of an Open University

► Training of TVET teachers from INVEST Africa partners as eLearning ODL practitioners, in collaboration with Centre for Open and Lifelong Learning (COLL)
► Establishment of executive secondment opportunities
PARTNERSHIPS

COMOSA (Commonwealth Open Schools Association)
Twenty-two partners signed the COMOSA constitution, including Namibian College of Open Learning (NAMCOL).

VUSSC (Virtual University for Small States of the Commonwealth)
COL has been providing ongoing support to NAMCOL for the delivery of VUSSC courses through its institution.

INVEST Africa Community Learning Network
COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. Two members are from Namibia and are engaged in informal learning and collaboration.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)
COL sponsored the following people to attend the forum: Ms Donne Ferreira of Origo Primary School, Ms Leena Kloppers of the Centre for Open and Lifelong Learning (COLL), Polytechnic of Namibia, and Mr Beans Ngatjizeko of the Ministry of Education. In addition, Ms Margaret Mensah-Williams of the National Council, Parliament of Namibia, was a keynote speaker at the forum, also sponsored by COL to attend.

Regional Focal Points Meeting
Mr Beans Ngatjizeko, Director, Adult Education of the Ministry of Education, represented Namibia at the meeting.

Regional Symposium on Open Education
COL, in collaboration with the Kenyan Ministry of Education, convened a national and regional symposium on open education from 6 to 7 June 2013 in Nairobi with funding from the William and Flora Hewlett Foundation. The symposium included representatives from 10 countries, covering both post-secondary and secondary levels of education, with special emphasis on open policy development and adoption at open schools in Africa and South Asia. The symposium concluded with draft institutional plans for OER policy developed. Ms Edwig Karipi, Programme Manager for Secondary Education of NAMCOL, attended the meeting.

UNISA–Cambridge International Conference on Open, Distance and eLearning
COL was a co-sponsor of the UNISA–Cambridge International Conference on Open, Distance and eLearning held in Cape Town, South Africa, from 29 September to 2 October 2013. COL supported five delegates from Malaysia, United Kingdom, Namibia and Nigeria to the conference. Joint applicants Ms Denise du Plessis of the University of Namibia and Ms Lucy Alexander of the University of the Western Cape were supported to present at the conference.

VUSSC Interlocutors Meeting
The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Mr Beans Ngatjizeko of the Ministry of Education represented Namibia at the meeting.

CAPACITY

Community Radio Stakeholders Capacity-Building and Planning Workshop
A national capacity-building planning workshop for community radio stakeholders was carried out in September 2012 by Media Institute of Southern Africa (Namibia) and the World Association of Community Radio Broadcasters (AMARC) with support from COL. The workshop was geared towards the role of community media in developing and delivering participatory communication programming for social impact.

Monitoring and Evaluation for VUSSC
As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The objectives of the workshop were to:
► enhance the capacity of Interlocutors and implementers in M&E;
► provide a framework to institutionalise M&E; and
► collect data on VUSSC activities.

Attending the workshop were Mr Beans Ngatjizeko of the Ministry of Education and COL Focal Point, and Mr Adam Muheua of NAMCOL.
Gender Mainstreaming in Open Schools

To ensure that open schools mainstream gender in their activities, COL organised a COMOSA workshop from 13 to 17 March 2013 in Delhi, India, to discuss the Gender Equality Guidelines developed by a COL consultant. Attending the workshop were 19 representatives from Bangladesh, Belize, Botswana, Canada, Ghana, India, Kenya, Mozambique, Namibia, New Zealand, Pakistan, Sri Lanka, Tanzania, and United Kingdom.

Capacity-Building for Educators in TVET

COL supported capacity-building of facilitators, moderators and instructors in technical vocational education and training (TVET) for 15 NAMCOL staff involved in TVET, International Computer Driving Licence (ICDL) and Professional Programmes between April and June 2013.

Community Learning Programme Distance Training and Mentoring

Two regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, two participants from Namibia were trained. In February to March 2014, one participant was involved in the training.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, one participant from Namibia received training.

COMOSA Planning and Theory of Change Workshops

Bangladesh Open University, in collaboration with COL, hosted a COMOSA Planning Meeting as well as Theory of Change workshops in Dhaka from 30 September to 3 October 2014. Ms Edwig Karipi of NAMCOL participated in the meeting and workshops.

MATERIALS

Modular Curriculum Framework for Prison Inmates

COL organised a workshop on “Education Services to Prison Inmates” in Namibia from 17 to 21 September 2012. The tangible outcome of the workshop included the development of a unique modular curriculum framework for prison inmates that had a core set of four mandatory courses (Practical Math Skills, Practical Language Skills, Practical Computer Skills and Practical Life Skills). Attending the workshop were Mr William Chirenba, DEP Commissioner; Ms Penitha Tjihukununa, Vocational Instructor; Ms Lucia Oarum and Mr Paavo Pea of NAMCOL; and Mr Tomas Shaanika of Oluno Rehabilitation Centre.

Multimedia Mathematics and English Lessons

COL facilitated a workshop in Namibia from 24 to 28 September 2012 during which 11 teachers (seven women and four men) were trained in various aspects of educational media integration in the classroom and copyright to assist them in developing multimedia lessons in Mathematics and English.

A second follow-up multimedia workshop was held in a rural part of Namibia from 24 May to June 2013, where 11 teachers (seven women and four men) were trained on how to translate their lessons, in script form, into good videos through recording. Eight lessons in Mathematics and English were recorded.

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER. Mr Rejoice Quest of the Polytechnic of Namibia attended the workshop.

Online Course for Early Childhood Development

COL is supporting NAMCOL in the development of an online course on early childhood development. At the request of NAMCOL, COL supported the transformation of the print-based Certificate in Early Childhood Development (CECD) into online learning. Three sets of workshops (coordination of a Learning Management System (LMS); administration of an LMS; and training of writers on how to re-purpose study guides) took place in June 2014.
MODELS

Transnational Qualifications Framework

The Namibia Qualifications Authority has been supporting VUSSC in the implementation of the Transnational Qualifications Framework (TQF).

POLICIES

Institutional OER Policy

With the support of COL, NAMCOL has developed an OER policy.

OTHER

Speeches and Presentations

The COL Education Specialist – Open Schooling made a presentation on OER at the Distance Education Association of Southern Africa (DEASA) 47th Conference in Namibia on 22 September 2012.

Contributions to COL Publications

Ms Edwig Karipi from the Namibian College of Open Learning (NAMCOL) contributed a chapter entitled “Developing OER: The Perspective of the Teachers from Namibia” to the book Open Schooling with Open Educational Resources: Opening Doors, Creating Opportunities, published by COL.

Namibian Experts Engaged as Professional Resources

In February 2013, COL contracted Dr Delvaline Mowes from COLL at the Polytechnic of Namibia to facilitate workshops at the Technical and Vocational Teachers’ College and Zambia Institute of Business Studies and Industrial Practice in Zambia to build their capacity in system design for ODL.

In 2012 and 2013, Dr Sunday Reju from the Polytechnic of Namibia facilitated the TVSD online course in Flexible Skills Development for two cohorts of online learners from the INVEST Africa partnership.
Nigeria is the most populated country in Africa, with about 173 million people. Its education and training needs exceed what existing institutions can provide. Open and distance learning (ODL) is seen as an effective means of expanding access to education and training. As a major donor, Nigeria has strong links with COL and a seat on the Board of Governors.

**COL Board:**
- Her Excellency Mrs Mariam Yalwaji Katagum, Ambassador/Permanent Delegate, of the Permanent Delegation of Nigeria to UNESCO (Paris)

**COL Focal Point:**
- Mrs Nonyem Gladys Obichukwu, Ministry of Education

**Notable Mentions:**
- Professor Olugbemiro Jegede, Secretary to the State Government, Nigeria, is a COL Fellow
- Professor Vincent Ado Tenebe, of the National Open University of Nigeria, is a COL-UNESCO Chair

**Areas of COL's Work in Nigeria:**
- Higher Education
- Teacher Education
- Healthy Communities
- Technical and Vocational Skills Development (TVSD)
- eLearning
- RETRIDOL Regional Centre

**National MDG Targets Addressed by COL**
- Make available the benefits of new technologies, especially for information and communications
- Promote gender equality and empower women
- Achieve universal primary education

**COL's Work on Nigeria's MDG Targets**
- Capacity-building, materials development and policy support for sharing OER and promoting ODL are underway
- Support for institutions to mainstream gender and make education more accessible to girls and women
- Working to improve access to quality education through support for nomadic schools

**Quick Notes**
- Auchi Polytechnic offers three new courses as a result of their work with INVEST
- Manual and Mentors’ Guide for Nomadic Teachers and Schools for the training of 1,200 teachers
- Establishment of a gender desk and gender integration plan at National Board for Technical Education
- Support for the National Open University Nigeria (NOUN) to publish their online materials as open education resources (OER)
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

PARTNERSHIPS
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education
- National Open University of Nigeria (NOUN)
- Auchi Polytechnic
- African Council of Distance Education (ACDE)
- National Board for Technical Education (NBTE)
- RETRIDOL Regional Centre
- Institute for Media and Society (IMESO)
- National Commission for Colleges of Education (NCCE)

CAPACITY
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Open Resources for English Language Teaching (ORELT) training
- Gender Integration in TVET
- Workshop on OER Policy Development
- Online Flexible Skills Development
- Integrating ICT in Teaching, Learning and Research
- Dual-Mode Provision training
- Training in research methods and tools
- Quality Assurance in ODL and Dual Mode
- Course materials in ODL
- Development and Re-use of OER
- Developing and Writing Fundable Research Proposals

MATERIALS
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Manual and Mentor’s Guide for Nomadic Teachers and Schools
- Audio and video learning materials for TVET
- Course design for the informal sector
- CLP Development Course Materials
- Farm Radio Programme Development
- Support to NOUN in publishing materials as OER
- Legislative Drafting Programme
- West African Journal of Open and Flexible Learning (WAJOFEL)

POLICIES
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- ODL Policy review
- ODL Policy development support
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Lesotho was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Nigeria. The following areas were identified:

► Provision of technical assistance in the establishment of Nigeria’s Open School
► Increasing of advocacy, sensitisation and communication strategies to enhance open learning

► Mass deployment of qualified ODL teachers and retraining of serving ones
► Strengthening of Quality Assurance and monitoring mechanisms
► Revitalising and reinvigorating RETRIDOL to the level of CEMCA, to be able to cater for the whole of Africa
Appendix: COL’s Activities in Nigeria

PARTNERSHIPS

Regional Training and Research Institute for Distance and Open Learning (RETRIDOL)

COL works collaboratively the regional ODL centre for Western Africa- Regional Training and Research Institute for Distance and Open Learning (RETRIDOL), based at the National Open University of Nigeria. Two RETRIDOL-commissioned research studies were completed: “Employers’ perception and expectations of professional competence of distance learning graduates in Nigeria” and “An expository study of QA practices in single- and dual-mode distance learning institutions in Nigeria.”

INVEST Africa

Auchi Polytechnic is one of 13 key institutions in the COL INVEST Africa activity, which aims to improve quality and efficiency and increase access in TVSD, particularly for women and informal sector workers. Auchi Polytechnic currently has 90 students enrolled in three new courses.

COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. A total of 128 members are from Auchi Polytechnic and are engaged in informal learning and collaboration.

African Council for Distance Education (ACDE)

COL participated in a meeting with the ACDE office bearers to establish a partnership to carry forward COL’s work in quality assurance and capacity-building among ACDE member institutions. A Memorandum of Understanding between COL and ACDE has since been signed, which outlines the following three areas of collaboration:

1. Capacity-building for research in ODL
2. Quality assurance activities including COL’s Review and Improvement Model (COL-RIM)
3. Leadership training for member institutions of the ACDE.

COL-UNESCO Research Chair

The Research Chair in ODL at NOUN became functional. The work plan was approved and activities initiated. Research reports are awaited.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored 31 participants from Nigeria to attend the forum.

Regional Focal Points Meeting

Mrs Nonyem Gladys Obichukwu of the Federal Ministry of Education represented Nigeria at the meeting.

CEMBA/CEMPA Board Meetings

COL organised face-to-face meetings of the Academic Board (AB) and the Executive Governing Board of the CEMBA/CEMPA consortium from 26 to 27 October 2013 in Mauritius in order to strengthen the network of CEMBA/CEMPA partners and enlarge the consortium by networking with COL partners in the region. The 24th meeting of the Academic Board and the meeting of the Executive Governing Board were held with 12 members, representing nine of the 11 partner institutions. Professor Chuks Maduabum, Dean, School of Management Sciences, and Dr Mande Samaila, CEMBA/CEMPA programme, School of Management Sciences, NOUN, represented Nigeria at the meeting.

INVEST Partners’ Meetings

In December 2012, 24 INVEST Africa institutional principals and champions from Nigeria, Kenya, The Gambia, Tanzania, Ghana and Zambia attended a five-day partners meeting in Lusaka, Zambia. The meeting reviewed the capacity-building activities of the past six months and planned for the coming year. Dr Joseph E. Imanah and Dr Sunny Eshiotse of Auchi Polytechnic attended the meeting.

COL facilitated the 2013 Annual INVEST Africa Partners’ Meeting hosted by Auchi Polytechnic from 28 to 30 November 2013. The Annual Partners’ Meeting is an important part of the Monitoring and Evaluation (M&E) for INVEST Africa. It enables Principals to meet and engage with the change process in their institutions, benchmark their progress, and add input to future activity planning. The meeting was attended by 12 Institutional Heads and served to review activities and achievements in 2013 and plan for 2014. Dr Philipa Idogho of Auchi Polytechnic participated in the meeting.

COL held the fifth Annual Partners’ Meeting for the INVEST Africa capacity-building partnership in December 2014 in Nairobi, Kenya. The meeting was attended by Principals from 13 partners plus policy advisors from five countries. The meeting was led by COL Education Specialist – TVSD and Ms. Shafika Isaacs, the TVSD Evaluation Consultant from South Africa. Dr Abubakar from NBTE attended along with Dr Sunny Eshiotse Deputy Rector, Auchi Polytechnic.

SADC-CDE Meetings

On 17 to 18 March, 2014 COL and the SADC-CDE Advisory Committee met in Mauritius. Professor Vincent Babatunde Ogunlela of RETRIDOL represented Nigeria at the meeting.
**RETRIDOL Advisory Board Meetings**

A RETRIDOL Advisory Board meeting was held in May and the work plan for year 2013–2014 was approved. Another Advisory Board Meeting took place in June 2014.

**African Council for Distance Education (ACDE) Conference and AGM**

The 4th ACDE Conference and AGM were held on 6 to 9 June, 2014 in Victoria Falls, Zimbabwe. COL supported the pre-conference workshop on Quality Assurance Frameworks for trainers from different ACDE member universities that will in turn train their colleagues in their respective institutions. The workshop was held from 3 to 4 June 2014.

**UNISA-Cambridge International Conference on Open, Distance and eLearning**

COL was a co-sponsor of the UNISA-Cambridge International Conference on open, distance and eLearning held in Cape Town, South Africa, from 29 September to 2 October 2013. COL is supporting five delegates from Malaysia, United Kingdom, Namibia and Nigeria to the conference. One presenter of joint-applicants Dr Janet Macdonald, Professor Samuel Kafewo, Professor Jenkeri Okwori and Mr Gordon Adam of NOUN was offered support to present at the conference.

**Healthy Communities Partners’ Meeting**

COL convened a meeting of its Healthy Communities initiative partners in Abuja in December 2013, on the sidelines of the 7th Pan-Commonwealth Forum (PCF7). The meeting, which was held 1 to 2 December 2013, focused on conducting a mid-term review of the initiative and planning for the balance of the three-year plan. Akin Akingbulu and Joshua Olufemi, of the Institute for Media and Society (IMESO), Nigeria, participated in the meeting.

**Radio(inter)active**

As part of the 7th Pan-Commonwealth Forum (PCF7) on Open Learning, COL worked with Farm Radio International (Tanzania) and the Institute for Media and Society (Lagos) to run a participatory programme entitled Radio(inter)active, which featured a workshop and a four-day intervention run by a group of 15 Nigerian campus broadcasters and social media activists from across the country. Participants used FM radio, mobiles, online and social media (e.g., Facebook, Twitter, YouTube, SoundCloud) to engage with PCF7 delegates as well as ODL practitioners and citizens more widely in Nigeria and globally. IMESO took a leading role in developing communication for development and community media programming for PCF7.

**CAPACITY**

**Training of Teachers Workshop on Open Resources for English Language Teaching (ORELT)**

COL facilitated a four-day Training of Teachers workshop on Open Resources for English Language Teaching (ORELT) in Banjul, The Gambia, from 30 July to 2 August 2012. The aim of the workshop was to sensitize the participants on the objectives of the ORELT project, the nature of its modules and the website, and to train junior secondary school teachers and teacher educators on how to use the modules in the classroom. COL engaged Professor Muhammad Junaid of the National Commission of Colleges of Education and Professor Issac Olaofe of the Ahmadu Bello University as facilitators. The following people from Nigeria participated in the workshop: M.S. Aliyu, Dr Alex Maiyanga, Dr Ibrahim Muhammad, Professor Malami Buba, Dr F.E. Oniemayin, Dr O.A. Olajuyigbe, Mr Nuwa Diriyal, M.S. Umar, Dr Kikilomo Adeniyi and Abbah Ikwue.

**ORELT Training for Junior Secondary School Teachers**

COL, in collaboration with the National Commission for Colleges of Education (NCCE), Abuja, and the Ministry of Education, Nasarawa State, organised a workshop for rural junior secondary school (JSS) teachers on ORELT. The workshop was held in Lafia from 25 to 30 November 2012. Forty participants attended the workshop. Another workshop was organised for Federal Capacity Territory (FCT) JSS teachers in Abuja from 16 to 22 December 2012. Fifty participants attended the workshop. The purpose of it was to:

1. create awareness of the ORELT materials among rural JSS teachers in Nasarawa State, Nigeria;
2. disseminate practical knowledge and skills on English language teaching through the use of the ORELT modules; and
3. train the JSS teachers to adapt and use the ORELT modules in their lessons and thereby improve the quality of their teaching.

**NBTE Gender Integration in TVET Support**

COL works closely with the NBTE and, as a result of a recommendation made following the COL Policy and Gender workshop at Auchi Polytechnic in February 2012, the NBTE has established a Gender Desk to spearhead activities to promote women and girls in TVET. COL has also been advising the NBTE on their proposed roadmap for gender integration in TVET.
Capacity-Building Workshop on OER Policy Development
A capacity-building workshop on OER policy development was held in Abuja, Nigeria from 29 July to 2 August 2013 for 35 policy-makers from ministries of education and heads of tertiary institutions in Burkina Faso, The Gambia, Ghana, Ivory Coast, Niger, Nigeria, Senegal and Sierra Leone (eight member states of the Economic Community of West African States [ECOWAS]). Each country delegation agreed to:

- organise wide consultations on OER policy development within their respective Ministry of Education and institutions; and
- on the basis of the consultations, prepare and submit a concept note to COL, ECOWAS and UNESCO on the activities they would undertake to develop institutional and national OER policies. The concept note would clearly indicate how COL, UNESCO and ECOWAS would support their policy development initiatives.

The following persons from Nigeria attended the workshop:
Mrs Nkiru Josephine Banjoko, Dr Jane-Frances Agbu, Professor Muhammed Junaid, Dr Suleiman Ramon-Yusuf, Dr Aminu Sharehu, Professor James Adebowale Adelabu, Kabir Usman, and representatives from ECOWAS.

Online Flexible Skills Development
There have been seven presentations of the Flexible Skills Development online course in this programme period. The course introduces the flexible and blended model of TVET and covers ICT in Education, Change Management, Talking Strategy and the Teachers FaB Competency Framework. Teachers from Auchi Polytechnic have participated in all seven courses. Staff members of the National Board for Technical Education also participated.

PowerPoint Facilitation Workshop
An online course for teachers on Facilitating with PowerPoint was developed by COL. The course covers design of PowerPoint learning resources and requires teachers to facilitate a session under the observation of a mentor. The course has been offered on the TVSD Moodle platform twice and 4 teachers from Auchi Polytechnic have participated.

Integrating ICT into Teaching, Learning and Research
From 27 November to 1 December 2013, a workshop in Integrating ICT into Teaching, Learning and Research was held in Abuja, Nigeria. A total of 28 teacher educators (23 men and 5 women) from Nigeria participated.

Dual-Mode Provision Training (RETRIDOL)
Twenty-four academics from four conventional universities in Nigeria were trained in dual-mode provision in preparation of their plans to initiate ODL programmes.

Training in Research Methods and Tools (RETRIDOL)
Thirty academics from single- and dual-mode higher education institutions in West Africa developed capacity in research methods and tools.

Quality Assurance in ODL and Dual-Mode Provision (RETRIDOL)
Twenty-seven faculty members from eight institutions in the region were trained in Quality Assurance in ODL and dual-mode provision.

Course Material in ODL Training (RETRIDOL)
Forty-five academics from 11 institutions in five countries in the region were trained in course material development in ODL.

Development and Reuse of OER Training (RETRIDOL)
Thirty-two academics at NOUN were trained in the development and reuse of OER.

Developing and Writing Fundable Research Proposals Workshop (RETRIDOL)
A regional workshop on Developing and Writing Fundable Research Proposals was completed in Accra in March 2014 for 25 participants from 10 institutions in Nigeria and Ghana.

Online Assessment and Evaluation in ODL (RETRIDOL)
A national workshop on online assessment and evaluation in ODL was conducted from 27 to 29 May 2014. A total of 35 participants from six institutions attended.

Open Polytechnic of New Zealand (OPNZ) Scholarships (RETRIDOL)
Scholarships were provided to six women to register for the Certificate in Designing and Facilitating eLearning at OPNZ through RETRIDOL.

Open Polytechnic of New Zealand (OPNZ) Scholarships
To support women in higher education, COL sponsored 20 women faculty from higher education institutions in Africa and Asia by providing scholarships to undertake a one-year online certificate course in Designing and Facilitating eLearning (Level 5) from the OPNZ. This qualification is made up of three 20-credit courses and is delivered online through the Online Campus. The following people from Nigeria are participating in the programme: Dr Juliet O. Inegbedion, NOUN; Mrs Opeoluwa Afolabi, Obafemi Awolowo University; Mrs Oluwayemisi Olagunju, Obafemi Awolowo University; and
Mrs Gloria C. Alaneme, University of Lagos. As of June 2014, another nine women in higher education from eight different countries, including Nigeria, were sponsored to complete in the OPNZ programme in designing and facilitating online learning/eLearning.

**ACDE Workshops**

The first activity under the ACDE-COL partnership was a workshop organised by ACDE and supported by COL on research methods and tools in ODL from 17¬ to 19 June 2013 at Arusha, Tanzania, for ACDE member institutions. Nineteen participants from six countries attended. Four academics from Nigeria participated and built capacity in research methods in ODL.

An ACDE regional Train the Trainers workshop on the QA Framework from ACDE member universities was held in June 2014. Thirty academics from seven institutions, including NOUN, attended.

**Scholarships for ILO Online Gender Course**

COL is sponsoring Ms Amina Idris and Dr Philipa Idogho to participate in the ILO online course called Gender in the Global Development Agenda: Tools for Gender-Sensitive Planning and Implementation.

**Strategic Planning and eLearning Integration Workshop**

COL contracted Professor Alex Romiszowski to facilitate a 2-week workshop encompassing strategic planning and eLearning integration at Auchi Polytechnic. The input involved 124 teachers and administration staff in a range of capacity-building and planning activities.

**PowerPoint Facilitation**

A course for teachers on PowerPoint facilitation was developed on Moodle by COL consultant, Jan Deurwaarder. In September 2014, COL consultant, Sandy Hirtz, began offering the course to 50 teachers across the 13 INVEST Africa partner institutions, which include Auchi Polytechnic.

**Training in eFacilitation and Instructional Design**

In its efforts to build the capacity of its national and regional partners to offer distance training and mentoring, COL has supported training in e-facilitation and instructional design through distance courses, of 5 and 10 weeks, respectively. Following training, e-facilitators and course designers are engaged in course design and delivery. Three editions of the course in “e-facilitation” were run in 2013 and 2014 (March to April 2013; September to October 2013; August to September 2014). Joshua Olufemi, Otohwo Rosemary, Akinola Oluwaseun, Adelowore Abiodun, Toyin Akinniyi, and Olalere Oyeniyi of IMESO participated in the course.

Two editions of the course in instructional design were run (May to July 2013 and October to December 2014). Joshua Olufemi of IMESO participated in the course, resulting in a new eight-week e-workshop entitled Participatory Development Communication. Otohwo Rosemary and Toyin Akinniyi participated in 2014.

**Community Learning Programme (CLP) Developer’s Certificate**

Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the CLP Developer’s Certificate, which will result in new CLP design and delivery.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, two participants from Nigeria were trained. In February to March 2014, 22 participants from various government departments and civil society organisations in Nigeria were involved in the training. Joshua Olufemi from IMESO was an e-facilitator for this course and Rebecca Ojedele of the African Radio Drama Association was engaged as a mentor.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, 29 participants from Nigeria received training. Joshua Olufemi from IMESO was an e-facilitator for this course, Akin Akingbulu from IMESO attended, and Ms Rebecca Ojedele of the African Radio Drama Association was engaged as a mentor.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, 26 participants from Nigeria received training resulting in completed CLP plans. Mr Joshua Olufemi from IMESO was an e-facilitator for this course and Rebecca Ojedele of the African Radio Drama Association was engaged as a mentor.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, 22 participants from Nigeria received training, which will result in completed CLP design documents.

The 6-week “Scriptwriting and Episode Production” (blended) e-course is being run in 2014/2015.

The 5-week “Sustainability and Sponsorship” e-course is being run in 2015.
Gender Mainstreaming in TVET

A workshop on gender mainstreaming in TVET was facilitated in Kenya in November 2014 with 29 participants from 13 INVEST Africa partner institutions. In attendance were ministry officials attended from Kenya and Nigeria, two staff from Auchi Polytechnic, and the gender Focal Point from the National Board of Technical Education.

Capacity-Building for Teacher Educators in Sub-Saharan Africa

NOUN has been selected to participate in the project “Capacity-Building for Teacher Educators in Sub-Saharan Africa: Using Information Communication Technologies (ICTs) and Pedagogical Development,” which will kick off with a workshop in Singapore from 4 to 8 May 2015. NOUN is sending three participants to the workshop. COL is collaborating with the Technical Cooperation Directorate (TCD), Ministry of Foreign Affairs in Singapore, and the Singapore National Institute of Education (NIE) in mounting this training programme.

MATERIALS

The Commonwealth Executive MBA/MPA Programmes

The Commonwealth Executive MBA/MPA (CEMBA/CEMPA) programmes have been offered by the National Open University of Nigeria (NOUN) since 2004. Initially launched in 2002, the Commonwealth Executive MBA/MPA programmes were completely updated in 2013, with 12 courses revised and 10 courses rewritten. One new elective on Business Ethics was added, taking the total number of courses available to 23. Eleven partner institutions are currently offering the CEMBA/CEMPA programme. To date, 24,299 students have enrolled, 11,515 of whom have graduated. For the current triennium, 4,961 are reported to be enrolled, and thus far, 3,814 have graduated. COL continues to receive updates on enrolment and graduation figures from the partner institution.

In 2012–2014, NOUN had an enrolment of 141 students.

Manual and Mentor’s Guide for Nomadic Teachers and Schools

A manual for the training of 1,200 Nomadic teachers and a mentor’s guide for nomadic schools were developed. Four hundred nomadic teachers in Adamawa state, Nigeria, were trained in constructivist pedagogy skills.

Developing Audio and Video Learning Materials for TVET

In August 2012, Masai TTI in Kajiado, Kenya, hosted an international workshop for 11 INVEST partner institutions on developing audio and video learning materials for TVET. The workshop was facilitated by COL consultants Jack Koumi from the UK and Flora Okuku from Kenya. Participants came from six countries, and included Imhakhu Ami and Egele Angela Follaw from Auchi Polytechnic, Nigeria, who attended the workshop. Participants have been working on audio, video and audiovisual materials and will continue to develop their skills and share their materials on the INVEST online Community Learning Platform.

Course Design for the Informal Sector

In January 2013, COL facilitated a second workshop on course design for the informal sector. This was attended by 22 participants from the 13 INVEST Africa partners. The workshop supported the development of plans for new and existing short courses. Ms Elizabeth Alimasunya and Dr Joseph E. Imanah attended the workshop. As a result of this training, informal sector courses, targeting female learners, are being offered by Auchi Polytechnic.

Support to NOUN in Publishing Materials as OER

COL supported NOUN to publish its online materials as OER, which was announced at the 7th Pan-Commonwealth Forum on Open Learning held in Abuja, Nigeria, in December 2013.

Community Learning Programme (CLP) Developer’s Certificate Materials Development

In February 2014, COL convened another course materials workshop in Bangalore to design and develop course materials associated with the Community Learning Programme (CLP) Developers’ Certificate, a new distance training and mentor certificate offered in association with national and regional partners of the Healthy Communities initiative in Africa. Mr Joshua Olufemi of the Institute for Media and Society (IMESO), Nigeria, participated in the workshop as a member of the CLP course team, which finalised the course “Research for Planning” during the workshop.

Farm Radio Programme Development

Thirty broadcasters (19 men and 11 women) were trained and mentored in radio programme development through two editions of a COL/Farm Radio International distance course run in September to December 2012 and September to December 2014. Participation in 2012 resulted in seven new/improved regular Farmer Radio Programme designs.

Legislative Drafting Programme

A licence renewal will be explored with NOUN to offer the Legislative Drafting Programme. The Legislative Drafting
Programme, developed jointly with the Commonwealth Secretariat, London, is offered by COL through partner universities in the Commonwealth. The courses were revised in 2002 and then revised and completely updated again in 2013. The student version of the programme has been converted to OER and is freely downloadable from the COL website for use by institutions, academics, learners and professionals who want to develop competencies in legislative drafting.

West African Journal of Open and Flexible Learning (WAJOFEL)
To date, five editions of the journal have been published.

POLICIES

ODL Policy Review at Auchi Polytechnic
During May and June 2013, an online review of institutional ODL policy took place, with Auchi Polytechnic Centre for Flexible Skills Development working in a collaborative process to review its policies.

ODL Policy Development at Auchi Polytechnic
In August of 2013, COL supported a workshop in Institutional ODL Policy Development for 12 INVEST partners. One person from Auchi Polytechnic (AP) participated in the workshop. The Flexible Skills Development policy is now in place at AP.
**Rwanda**

**Context**
An East African country of just under 12 million people, Rwanda joined the Commonwealth in 2009. Rwanda’s success in achieving near universal access to primary education has resulted in a shift in focus towards better quality education and capacity-building to implement and monitor programmes aimed at ensuring equitable access to quality education.

**Col’s Work Related to MDG Targets**

**National MDG Targets Addressed by COL**
- Make available the benefits of new technologies, especially for information and communications

**COL’s Work on Rwanda’s MDG Targets**
- Capacity-building, materials development and policy support in ODL are underway

**Agreed Priorities**

- Develop a national open and distance learning (ODL) policy, strategic plan and implementation framework
- Support capacity-building in development and production of ODL materials
- Support capacity-building in information and communication technologies (ICTs) for the private sector
- Support capacity-building in ICTs for teachers
- Develop in-service teacher training (INSETT)

**Quick Notes**

**COL Focal Point:**
Dr Evode Mukama, College of Education, University of Rwanda

**Areas of COL’s Work in Rwanda:**
- Teacher Education
- Higher Education
- Lifelong Learning for Farmers
- Healthy Communities
- Technical and Vocational Skills Development (TVSD)
- eLearning

**Outcomes Achieved by COL**

- Ongoing support for National ODL policy development provided
- Study of TVET teacher training in Rwanda completed
- Training for Extension Officers in ICT/mobile phone and ODL provided
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► Ministry of Education
► Rwanda Education Board
► Ministry of Agriculture
► Integrated Polytechnic Regional Centers (IPRC)
► Workforce Development Agency (WDA)
► University of Rwanda
► African Council for Distance Education (ACDE)

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

► Research Methods and Tools in ODL
► Mobile Phone-based ODL in Agricultural Extension
► Community Learning Programme (CLP) Developer’s Certificate
► Master’s in Public Health Capacity-Building
► Capacity-Building for Teacher Educators in Sub-Saharan Africa

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

► Farm Radio Programme Development

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

► Support for National ODL policy development

**LOOKING FORWARD: 2015–2021**
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Rwanda was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Rwanda. The following areas were identified:

► Development of a national ODL Policy, Strategic Plan and Implementation Framework
► Capacity-building in the development and production of ODL materials
► Capacity-building in the use of eLearning, mobile learning, MOOCs and OERs in the process of teaching and learning
► A national and organisational strategy for eLearning, mobile learning, MOOCs and OERs (strategy, policy and organisational and technical structure)
► A national digital library institutional framework
PARTNERSHIPS

INVEST Africa Online Community Learning Network
COL supports an INVEST online community of practice called the Community Learning Network (CLN), which currently has 1,182 members. Eighteen members are from Rwanda and are engaged in informal learning and collaboration.

African Council for Distance Education (ACDE)
COL participated in a meeting with the ACDE office bearers to establish a partnership to carry forward COL’s work in quality assurance and capacity-building among ACDE member institutions. A Memorandum of Understanding between COL and ACDE has since been signed, which outlines the following three areas of collaboration:

1. Capacity-building for research in ODL
2. Quality assurance activities including COL’s Review and Improvement Model (COL-RIM)
3. Leadership training for member institutions of the ACDE.

Support for the Establishment of an Open University
From 15 to 16 November 2012, COL met with the officials of the Ministry of Education and discussed how COL could support Rwanda in the establishment of an Open University. Dr Evode Mukama, the Chairman of the Task Force for the establishment of the university, agreed to forward its report to COL for comments and suggestions once it was available.

UNICEF-COL Child Friendly Schools Project
COL met with Dr John Rutayisire, Director General, Rwanda Education Board, to review the status of the UNICEF-COL Child Friendly Schools project. The challenges to the effective implementation of the project and how these could be resolved were discussed, as well as how the project could be fast-tracked. It was agreed that a Project Status Report and a Financial Report should be prepared and sent to COL.

Support for National TVET System
COL has worked with the Workforce Development Agency (WDA) to support the integration of technology and media in flexible and blended approaches as they develop their new national TVET system. In August 2012, COL facilitated an introductory workshop for the senior management teams of four Integrated Polytechnic Regional Centres (IPRC) and WDA policy-makers. There were 20 participants and the IPRC in Kigali has been identified as being ready to join the INVEST Africa activity. COL also facilitated a study of TVET teacher training in Rwanda with a view to assisting with the development of new programmes at the introductory level.

PARTNERSHIPS: MEETINGS AND CONFERENCES

Regional Focal Points Meeting
Dr Evode Mukama of the College of Education, University of Rwanda, attended the meeting.

Distance Education and Teachers’ Training in Africa (DETA) Conference
COL supported the Steering Committee of the Distance Education and Teachers’ Training in Africa (DETA) Conference 2013 on “Teacher Education and Development in Africa: The Need for Access, Equity, Sustainability, Quality and Relevance within the Context of Globalization,” held at the University of Nairobi, Kenya, from 30 July to 1 August 2013. Fourteen candidates (seven men and seven women) were supported to attend the conference: 10 people from Kenya, one from Rwanda, and three from Tanzania. Ms E. Rudasingwa represented Rwanda at the conference.

ACDE Conference and AGM
The 4th ACDE Conference and AGM were held on 6 to 9 June, 2014 in Victoria Falls, Zimbabwe. COL supported the pre-conference workshop on Quality Assurance Frameworks for trainers from different ACDE member universities that will in turn train their colleagues in their respective institutions. The workshop was held from 3 to 4 June 2014.

CAPACITY

Research Methods and Tools in ODL
The first activity under the ACDE-COL partnership was a workshop organised by ACDE and supported by COL on research methods and tools in ODL at Arusha, Tanzania, for ACDE member institutions. Nineteen participants from six countries participated. One academic from Rwanda participated and built capacity in research methods in ODL.

Mobile Phone-based ODL in Agricultural Extension
Eleven officials from the Ministry of Agriculture, Rwanda, were trained in Mobile Phone-based Open and Distance Learning in Agricultural Extension. The workshop was held from 26 to 28 June 2012, and was facilitated by Titus Nalinda, Daniel Ninsiima and Kaliisa Robert of the Open Distance Learning Network (ODLN) of Makerere University’s Agricultural Innovation System Brokerage Association (AGINSBA) in Uganda. The objectives of the workshop were to:

► expose the trainees to various technologies used in mobile learning;
equip trainees with the relevant skills for content development and delivery of learning content using mobile learning methods; and

strengthen the capacity of Extension Officers and staff of the Ministry of Agriculture and Animal resources in Rwanda to plan and implement mobile learning within their work.

**Policies**

**National ODL Policy Partnership**

A partnership was established in September 2014 with the Rwanda Education Board to develop the National ODL Policy.

**Capacity-Building for Teacher Educators in Sub-Saharan Africa**

University of Rwanda (UR) has been selected to participate in the project “Capacity-Building for Teacher Educators in Sub-Saharan Africa: Using Information Communication Technologies (ICTs) and Pedagogical Development,” which will kick off with a workshop in Singapore from 4 to 8 May 2015. UR is sending two participants to the workshop. COL is collaborating with the Technical Cooperation Directorate (TCD), Ministry of Foreign Affairs in Singapore, and the Singapore National Institute of Education (NIE) in mounting this training programme.

**Community Learning Programme (CLP) Distance Training and Mentoring**

Two regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners.


The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, three participants from Rwanda received training.

**Regional Master’s in Public Health Capacity-Building**

A contract is in place to support capacity-building for a regional Master’s in Public Health.

**Materials**

**Farm Radio Programme Development**

One broadcaster (a woman) was trained and mentored in radio programme development through a COL/Farm Radio International distance course. Participation resulted in a new/improved regular farmer programme design at Radio Maria in Kibungo.
A small state of the Commonwealth with a population of about 90,000, Seychelles has played a major role in the establishment and expansion of the Virtual University for Small States of the Commonwealth (VUSSC). A Seychelles national, John Lesperance, is currently COL’s Education Specialist, VUSSC. Seychelles has contributed to COL’s budget since 2008.

National MDG Targets Addressed by COL
- Make available the benefits of new technologies, especially for information and communications
- Address the special needs of small island developing states
- Promote gender equality and empower women
- Eradicate extreme poverty and hunger

COL’s Work on Seychelles MDG Targets
- Policy, training and materials development in open educational resources (OER), ICTs, ODL and eLearning are underway
- The Lifelong Learning for Farmers model aims to empower women and improve the livelihoods and food security of participants

Quick Notes
- Modular Curriculum Framework for Prison Inmates developed
- Sustainable Tourism course offered by Seychelles Tourism Academy
- Eleven new VUSSC courses made available
- BSc in Environmental Science programme offered by University of Seychelles
- Lifelong Learning for Farmers Model scaled up
- Seychelles National Qualifications Framework referenced against the Transnational Qualifications Framework

COL Board:
- The Honourable Mr Danny Faure, Vice-President and Minister of Public Administration and Communication Information Technology of Seychelles, is the appointed Regional Representative for Africa on COL’s Board of Governors.

COL Focal Point:
- Ms Marie-Reine Hoareau, Ministry of Education

Areas of COL’s Work in Seychelles:
- Open Schooling
- Higher Education
- Virtual University for Small States for Commonwealth (VUSSC)
- Lifelong Learning for Farmers
- eLearning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education
- Ministry of Natural Resources and Industry
- Seychelles Agricultural Authority (SAA)
- University of Seychelles (UniSey)
- National Institute of Health and Social Science, Seychelles (NIHSS)
- Seychelles Tourism Academy (STA)
- Seychelles Qualifications Authority (SQA)
- Adult Learning and Distance Education Centre
- Seychelles Farmer Association
- Seychelles Agricultural and Horticultural Training Centre (SAHTC)
- Airtel
- Development Bank of Seychelles

**CAPACITY**

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Monitoring and Evaluation for VUSSC

**MATERIALS**

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Modular Curriculum Framework for Prison Inmates
- 11 new VUSSC courses
- VUSSC BSc in Environmental Science
- eLearning Sustainable Tourism Course

**MODELS**

A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Transnational Qualifications Framework
- Lifelong Learning for Farmers model
- COL Review and Improvement Model (COL-RiM)

**POLICIES**

A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- Support for National ICT Policy for Education

**OTHER**

- Contribution to COL publication

**HIGHLIGHTS**

In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Seychelles was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Seychelles. The following areas were identified:

- Training of TVET instructors
- ODL and the L3F Approach in Agricultural Extension
- Mobile Phone-based Learning for L3F
- Monitoring and Evaluation for VUSSC
- 11 new VUSSC courses
- VUSSC BSc in Environmental Science
- eLearning Sustainable Tourism Course
- Modular Curriculum Framework for Prison Inmates
- Support for National ICT Policy for Education
- Contribution to COL publication

In looking forward to 2015-2021, COL will focus on the following:

- Building of capacity in competency-based curriculum design
- Training of health-promoting school leaders
- Building of capacity in assessment techniques for L3F project
- Enhancement of capacity of university lecturers to convert existing programmes, notably local ones, as online materials
Appendix: COL’s Activities in Seychelles

PARTNERSHIPS

Support to National Institute of Health and Social Science, Seychelles (NIHSS)
A meeting with Mr Rodney Philo, Director, National Institute of Health and Social Science, Seychelles (NIHSS), also took place in October 2013, and the institute’s strategic plan was discussed.

Virtual University for Small States of the Commonwealth (VUSSC)
COL has been providing ongoing support to the University of Seychelles and Seychelles Tourism Academy in the delivery of VUSSC courses through their institutions.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)
COL sponsored Mr Justin Davis Valentin of the University of Seychelles to attend the meeting.

Regional Focal Points Meeting
Ms Marie-Reine Hoareau of the Ministry of Education, Employment and Human Resources represented Seychelles at the meeting.

OER Policy Forum
From 22 to 24 May 2013, COL, UNESCO and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:

1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and
2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL’s OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Attending the forum were Mr Selby Dora, Special Advisor to the Minister, and Ms Marie-Reine Hoareau, Technical Advisor International Relations, both of the Ministry of Education, Employment, and Human Resources.

VUSSC Interlocutors Meeting
The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Mr Justin Valentin of the University of Seychelles represented Seychelles at this meeting.

CAPACITY

Monitoring and Evaluation for VUSSC
As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The objectives of the workshop were to:

► enhance the capacity of Interlocutors and implementers in M&E;
► provide a framework to institutionalise M&E; and
► collect data on VUSSC activities.

Ms Lucy Athanasius of the University of Seychelles attended the workshop.

Open and Distance Learning and the L3F Approach in Agricultural Extension
Thirty officers of Seychelles Agricultural Authority (SAA) were trained in ODL and the integration of the L3F approach in agricultural extension. SAA proposed a steering committee and implementation committee for L3F in Seychelles and identified 11 types of farmers’ groups for developing appropriate content.

Mobile Phone-based Learning for L3F
During August 2013, COL conducted a three-day training programme on Mobile-Phone based Learning to 18 officers of SAA. In this training programme, a SMS (short messaging service)-based mobile learning platform was installed. In 2014, COL trained more than 25 staff of SAA in ODL and mobile phone-based learning.
MATERIALS

Commonwealth Executive MBA/MPA (CEMBA/CEMPA)
In October 2013, COL met Vice Chancellor Mrs Marina Confait and her team at the University of Seychelles (UniSey) and finalised the plans for the launch of ODL programmes at the UniSey through COL’s CEMBA programme.

Modular Curriculum Framework for Prison Inmates
COL organised a workshop on “Education Services to Prison Inmates” in Namibia from 17 to 21 September 2012. The tangible outcome of the workshop included the development of a unique modular curriculum framework for prison inmates that had a core set of four mandatory courses (Practical Math Skills, Practical Language Skills, Practical Computer Skills and Practical Life Skills). Ms Marie Claire Henriette and Ms Jacqueline Louange of the Adult Learning and Distance Education Centre attended the workshop.

New VUSSC Courses
During 2013–2014, 11 VUSSC courses were completed: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education
Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states, as well as the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop in collaboration with the National University of Samoa to develop a Postgraduate Diploma in Education (PGDE) from 17 June to 3 July 2013 in Samoa. Twenty-eight participants from 14 countries participated in the workshop. Much of the course was developed using open educational resources (OER).

eLearning Sustainable Tourism Course
The eLearning Sustainable Tourism Course was officially launched at the Seychelles Tourism Academy on 3 September 2012 by the Minister of Tourism and Culture, the Hon Alain St. Ange. Twenty-six Tourism and Tour Guiding-Advanced Diploma in Hotel Management students from Seychelles have enrolled in the course.

MODELS

Transnational Qualifications Framework
The Seychelles National Qualifications Framework has been referenced against the TQF.

Lifelong Learning for Farmers
COL facilitated a meeting between in which it was agreed that Seychelles Agricultural Agency (SAA) and a mobile phone service provider, Airtel, will enter into an agreement to support L3F in Seychelles. The Hon Mr Peter Sinon, Minister of Natural Resources and Industry, Seychelles, hailed COL for its support to launch mobile learning in line with the L3F Model, paving the way for a “perfect marriage between Seychelles Farmer Association, Ministry of Natural Resources and Industry” and felt that linking farmers’ associations with financial capital and mobile phone-based learning would lead to the betterment of agriculture.

On World Food Day, 16 October 2013, telecommunication company Airtel and the SAA signed a Memorandum of Understanding to bring technology to the farming community through COL’s L3F initiative. Airtel will facilitate communication of important messages to farmers, especially those who are remotely scattered, through SMS phone text messages. Immediately after the agreement for the programme was formalised with Airtel, farmers present at the event, held at the Anse Boileau Agricultural Research Station, received their first text message. The Open Day at the Research Station also included an exhibition showcasing the work of the different units within the SAA, the Health Ministry’s Nutrition Unit, the Seychelles Agricultural and Horticultural Training Centre (SAHTC) and the farmers in the district.

In March 2014, the Hon Minister for Natural Resources and Industry, Mr Peter Sinon, formally launched the L3F programme of the SAA. Working in close collaboration with a major mobile phone service company, the L3F programme aims to reach large number of farmers in Seychelles. Farmers seeking information or who have queries can now send a message to a special toll-free number – 9676 – through the SMS provided by telecommunications firm Airtel. Besides getting information, the service will also allow the farmers to interact with the SAA staff and share their ideas.

In May 2014, COL met with the Honourable Minister of Investment, Natural Resources and Industries, CEO and staff of SAA and officials of the Development Bank of Seychelles to discuss the strategies for strengthening L3F in Seychelles, and moving beyond a focus on mobile based learning to include social capital and financial capital.
COL Review and Improvement Model (COL-RIM)

COL-RIM was implemented by the NIHSS in Seychelles. The evaluation of this implementation was completed in August 2014.

Policies

Discussion on National ICT Policy for Education

In October 2013, COL met with Dr Marie-Reine Hoareau, Technical Advisor, Ministry of Education, Employment and Human Resources and COL Focal Point, to discuss the developments in the education sector in Seychelles and efforts being made at the ministry to develop a National ICT policy for education.

ICT in Education National Policy Workshop

COL organised an ICT in Education National Policy workshop from 28 to 30 May 2014, facilitated by Andrew Moore. Participants were from the Ministry of Education, Employment and Human Resources, the Department of ICT (DICT), Plaisance High School and the School of Education. Over the three days, representatives numbered between 13 and 17 at each session. Organised at the behest of the Ministry of Education, the workshop was designed to provide both momentum and expertise in the development of a draft ICT in education policy for Seychelles.

In addition, the following personnel and school communities were consulted ahead of the ICT in Education Policy workshop:

- Ms Odile de Commarmond (Centre for Curriculum Assessment and Teacher Support)
- Mr Selby Dore (Ministry of Education, Employment and Human Resources)
- Mr Benjamin R. Choppy (Department of ICT)
- School visit: Plaisance Secondary School
- Ms Marie-Reine Hoareau (Ministry of Education, Employment and Human Resources)

Draft National ODL Policy

COL visited Seychelles in November 2014 and facilitated the development of a draft National ODL policy. The development of the National ODL policy for Seychelles will improve the development and deployment of ODL in Seychelles and ensure Seychelles’ education system through ODL is harmonised with that of other SADC member states, in line with the SADC Protocol on Education and Training.

Other

Contribution to COL Publication

Mrs Rosianna P.C. Jules from the University of Seychelles contributed a chapter on “Developing OER: The Perspective of the Teachers from Seychelles” to the book Open Schooling with Open Educational Resources: Opening Doors, Creating Opportunities, published by COL.
There has been a proliferation of open and distance learning (ODL) programmes in Sierra Leone in recent years, particularly in the area of teacher development, resulting in an urgent need for the Ministry of Education to develop appropriate policies and guidelines to ensure Quality Assurance.

**Agreed Priorities**

- Review and finalise draft national policy on Open and Distance Education (ODE)
- Develop a national qualifications framework
- Create a national coordinating unit or centre for ODE
- Train personnel on the use of ICT in ODE programs
- Produce audio and DVD/VCDs on existing modules
- Train teachers in life skills/livelihood skills and reproductive health, including the support for study tours to share best practices.

**Outcomes Achieved by COL**

- Three Community Learning Programmes (CLPs) on water and sanitation and teenage pregnancy initiated, with approximately 3,000 users
- Two CLPs initiated in response to the Ebola outbreak

**Quick Notes**

**COL Focal Point:**

- Mrs Musu Gorvie, Ministry of Education, Science and Technology

**Areas of COL’s Work in Sierra Leone:**

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

**National MDG Targets Addressed by COL**

- Make available the benefits of new technologies, especially for information and communications
- Halve, by 2015, the proportion of people without sustainable access to safe drinking water

**COL’s Work on Sierra Leone’s MDG Targets**

- Capacity-building, materials development and policy support for sharing OER and promoting ODL are underway
- CLPs on water and sanitation are improving people’s knowledge of accessing and maintaining safe drinking water
In the lead-up to the 2014 Regional Focal Points Meeting, COL identified relevant national priorities for Sierra Leone from the Sierra Leone Education Sector Plan including:

- Prioritising of the technical and vocational education sector
- Development of a national strategy and framework for integrating ICTs into the education system

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

### PARTNERSHIPS
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education, Science and Technology
- Freetown Teachers’ College

### CAPACITY
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Open Resources for English Language Teaching (ORELT)
- Monitoring and Evaluation for VUSSC
- eFacilitation and Moodle Design

### MATERIALS
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- 11 new VUSSC courses made available

### MODELS
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Healthy Communities model
Appendix: COL’s Activities in Sierra Leone

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Sierra Leone is a member of VUSSC.

Support to Freetown Teachers’ College for the Establishment of Open Schooling

Freetown Teacher’s College has requested support from COL for the establishment of open schooling.

COL Education Specialist-Open Schooling visited Sierra Leone to discuss the possibility of Open Schooling with stakeholders including: Mr Mani Kamara, Permanent Secretary; Mr Nabi Kamara, Director Higher Education; Mrs Musu Gorvie, Deputy Director, Higher Education; and Mrs Martyna Foday, Coordinator, Distance Education Unit, Freetown Teachers’ College.

Advocacy for Non-Formal ODL with UNICEF, HASDA and BBC Media Action

In November 2013, COL met with Ms Lynn Morris, Senior Project Manager, BBC Media Action, in Freetown and identified the organisation as a potential partner for Health and Social Development Association (HASDA) of Sierra Leone.

COL also met with Mr Frederick Bobor James, Programme Communication Specialist, and Mr Salieu Jalloh, Communication for Development (C4D) Officer, of UNICEF Sierra Leone in Freetown. As a result of the meeting, a promising partnership between HASDA and UNICEF was outlined. In November 2013, COL visited Sierra Leone to do an informal assessment of the work done by HASDA of Sierra Leone, the COL Healthy Communities country partner, and meet with stakeholders and potential partners.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to attend the forum: Abdulai Maxim Conjoh of the Milton Margai College of Education and Technology, Martyna Nyagua Cecilia Foday of Freetown Teachers’ College, Haja Fatmata Jawara of Yegeesie International Open College of Technology, Emmanuel Konjoh of HASDA, Paul K. Ngaujah of Njala University, and Sahr Pimbi Sorrie of Freetown Teachers’ College.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors Meeting coincided with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica.

Healthy Communities Partners Meeting

COL convened a meeting of its Healthy Communities initiative partners in Abuja in December 2013, on the sidelines of the 7th Pan-Commonwealth Forum on Open Learning. The meeting, held from 1 to 2 December, focused on conducting a mid-term review of the initiative and planning for the balance of the three-year plan. Mr Emmanuel Konjoh of HASDA, Sierra Leone, participated in the meeting.

CAPACITY

Open Resources for English Language Teaching (ORELT) Workshop

COL facilitated a four-day Training of Teachers workshop on Open Resources for English Language Teaching (ORELT) in Banjul, The Gambia, from 30 July to 2 August 2012. The aim of the workshop was to sensitise the participants on the objectives of the ORELT project, the nature of its modules and the website, and to train junior secondary school teachers and teacher educators on how to use the modules in the classroom. Bridget Turay of Annie Walsh Memorial Secondary School, Mariama S. Musa of Njala University-Bo Campus, Kenneth Osho and Dr Momodu Turay of Fourah Bay College, University of Sierra Leone, and Fatmata Bundu of the Government Rokel Secondary School participated in the workshop.

Monitoring and Evaluation for VUSSC

As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The objectives of the workshop were to:

▸ enhance the capacity of Interlocutors and implementers in M&E;
▸ provide a framework to institutionalise M&E; and
▸ collect data on VUSSC activities.

eFacilitation and Moodle Design Training

Mr Emmanuel Konjoh from HASDA of Sierra Leone was
trained in e-facilitation and Moodle design skills between April and July 2013, resulting in a preliminary draft e-workshop entitled “Programme Production for Community Learning Programmes.”

**Community Learning Programme (CLP) Developer’s Certificate**

Regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners. Two editions of the 5-week “Communication for Development (C4D): Why, How, Now.” e-course were run in 2013/2014. In October to November 2013, one participant from Sierra Leone was trained.

**Capacity-Building Workshop on OER Policy Development**

A capacity-building workshop on OER policy development was held in Abuja, Nigeria from 29 July to 2 August 2013 for 35 policy-makers from ministries of education and heads of tertiary institutions in Burkina Faso, The Gambia, Ghana, Ivory Coast, Niger, Nigeria, Senegal and Sierra Leone (eight member states of the Economic Community of West African States [ECOWAS]). Each country delegation agreed to:

- organise wide consultations on OER policy development within their respective Ministry of Education and institutions; and
- on the basis of the consultations, prepare and submit a concept note to COL, ECOWAS and UNESCO on the activities they would undertake to develop institutional and national OER policies. The concept note would clearly indicate how COL, UNESCO and ECOWAS would support their policy development initiatives.

Mrs Musu Gorvie of the Ministry of Education, Science and Technology, and Mr Sahr Pimbi Sorrie of Freetown Teachers’ College attended the workshop.

**Integrating ICT into Teaching, Learning and Research**

From 27 November to 1 December 2013, a workshop in Integrating ICT into Teaching, Learning and Research was held in Abuja, Nigeria. A total of three teacher educators from Sierra Leone participated.

Under the aegis of the Regional Training and Research Institute for Distance and Open Learning (RETRIDOL), COL supported a regional workshop on research methods and tools in ODL at the University of Ghana in April 2012. Thirty-two academics from single- and dual-mode higher education institutions in West Africa developed capacity in research methods and tools. Two academics from Sierra Leone were trained at the workshop.

**Course Material Development Workshop**

Under the aegis of RETRIDOL, COL supported a regional workshop on course material development in ODL. Forty-five academics from 11 institutions in five countries in the region were trained in course material development in ODL. One academic from Sierra Leone participated and built capacity in course material development.

**Sponsorship to the Open Polytechnic of New Zealand (OPNZ)**

To support women in higher education, COL sponsored 20 women faculty from higher education institutions in Africa and Asia by providing scholarships to undertake a one-year online certificate course in Designing and Facilitating eLearning (Level 5) from the OPNZ. This qualification is made up of three 20-credit courses and is delivered online through the Online Campus. The following person from Sierra Leone is participating in the programme: Ms Agnes J.S. Pessima, Fourah Bay College.

As of June 2014, another nine women in higher education from eight different countries, including Sierra Leone, were sponsored to complete in the Open OPNZ programme in designing and facilitating online learning/eLearning.

**MATERIALS**

**New VUSSC Courses**

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

**VUSSC Postgraduate Diploma in Education**

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER.
MODELS

Healthy Communities

Thirty-two individuals (21 men and 11 women) from 14 organisations (community networks and associations, public and community offices and non-governmental organisations, working health and development bodies, and community, public and private media) have been engaged in Community Learning Programme (CLP) planning and design through a series of regional and local training/mentoring workshops, led by HASDA (Freetown). A training session involving key stakeholders from three districts was organised in May 2013, led by Mr Charles Simbi of the Centre for Development Communication (Malawi). As a result of the training, three CLPs have been designed and delivered.

Through Health and Social Development Association (HASDA), COL’s Healthy Communities Initiative has CLPs in three districts: Bo, Kailahun and Moyamba on issues of water and sanitation and teenage pregnancy. HASDA reports a total of 3,000 identified users and estimated listenership of 10,000.

In response to the Ebola outbreak in Sierra Leone, HASDA began development of two CLPs on related issues for delivery in 2015 with technical and financial assistance from COL.
**SOUTH AFRICA**

### CONTEXT

South Africa is an acknowledged leader in open and distance learning (ODL). It contributes to capacity development in the continent and beyond through its experts. South Africa is a key partner to COL that participates in a number of COL activities, and is also a major donor.

### AGREED PRIORITIES

- Develop a National Policy Framework for ODL
- Develop governance, management and Quality Assurance standards for ODL
- Diversify the ODL curriculum to include health education, poverty eradication issues and skills-building
- Improve the model and mainstream the funding for ODL within the national education budget
- Reach NEET (not in education, employment or training) youth in the country via ODL

### OUTCOMES ACHIEVED BY COL

- Fourteen Community Learning Programmes (CLPs) about community health have been developed and run with 14,500 identified users and an estimated usership of 48,900

### COL’S WORK RELATED TO MDG TARGETS

**National MDG Targets Addressed by COL**
- Reduce child mortality and improve maternal health
- Make available the benefits of new technologies, especially for information and communications

**COL’s Work on South Africa’s MDG Targets**
- Community Learning Programmes on child and maternal health are supported
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway

### QUICK NOTES

**COL Board:**
- The Government of South Africa is represented on COL’s Board of Governors as a major donor by Professor Narend Baijnath, Pro Vice Chancellor of the University of South Africa (UNISA).

**COL Focal Point:**
- Ms Trudi van Wyk, Department of Higher Education and Training

**Notable Mentions:**
- UNISA received an Award of Excellence for Distance Education Materials at COL’s 7th Pan-Commonwealth Forum on Open Learning (PCF7) in Abuja, Nigeria, in December 2013
- Professor Veronica McKay, College of Education, University of South Africa, is a COL Honorary Advisor

**Areas of COL’s Work in South Africa:**
- Open Schooling
- Higher Education
- Technical and Vocational Skills Development (TVSD)
- Healthy Communities
- eLearning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education (DBE and DHET)
- South African Qualifications Authorities (SAQA)
- South African Institute for Distance Education
- African Centre for Distance Education (ACDE)
- University of South Africa (UNISA)
- University of Pretoria
- University of Cape Town
- University of the Western Cape
- Media and Training Centre for Health
- National Federation of Community Radio
- Radio Riverside

**CAPACITY**

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Support for Community Radio Capacity-Building workshop
- Community Learning Programme Course Development workshop
- ACDE Research Methods and Tools in ODL workshops

**MATERIALS**

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- CLP Developer’s Certificate materials
- Farm Radio Programme Development

**MODELS**

A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Transnational Qualifications Framework
- Healthy Communities model

**OTHER**

- Speeches and presentations
- Contribution to COL publication
- South African experts engaged as professional resources
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for South Africa was asked to identify the country’s top priorities and what COL can do to further support the national agenda of South Africa. The following areas were identified:

► Development of an enabling environment, including an open learning advocacy strategy, policy on OER, and institutional mechanism to take forward open learning, facilitate distributed learning, and develop a network of ICT-enabled centres and providers

► Collaboration between different departments to build a coherent open learning system based on enabling technology infrastructure

► Development of a National Open Learning System that cuts across institutional types and sectors

► Development of open learning opportunities for the education and training system, including skills development in different sectors

► Establishing of partnerships in delivering courses and programmes, especially at the TVET college level and including livelihoods and health programmes
Appendix: COL’s Activities in South Africa

PARTNERSHIPS

African Centre for Distance Education (ACDE)
COL participated in a meeting with the ACDE office bearers to establish a partnership to carry forward COL’s work in quality assurance and capacity-building among ACDE member institutions. A Memorandum of Understanding between COL and ACDE has since been signed, which outlines the following three areas of collaboration:
1. Capacity-building for research in ODL
2. Quality assurance activities including COL’s Review and Improvement Model (COL-RIM)
3. Leadership training for member institutions of the ACDE.

INVEST Africa
COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. Four members are from South Africa and are engaged in informal learning and collaboration.

Support for Open Schooling in South Africa
COL engaged the South African Institute for Distance Education (SAIDE) to develop a Concept Framework for an Open Learning System in Post School Education and Training in South Africa as the first phase of a larger initiative of the Department of Higher Education and Training (DHET) in South Africa.

In March 2014, COL met with Ms Trudi van Wyk, COL Focal Point and Director at DHET, to discuss possible COL support to her department in implementing a Concept Framework that had previously been submitted by COL.

Microsoft4Afrika
In May 2014, the Vice-President of COL met with Fernando de Sousa, Managing Director of Microsoft4Afrika (MS4A), to discuss working together in support of teacher training institutions in West Africa.

Dimension Data
Dimension Data (DD) has been in discussion with COL and DHET on an eLearning initiative for the development of a course to support university students, thus testing the use of open online learning courses that university students can take in addition to their degree and diploma courses. COL met with both DD and DHET in May 2014 to discuss this collaboration.

Department of Higher Education and Training
COL is in discussions with DHET about an eLearning for University Students project. In May 2014, COL met with Ms Trudi van Wyk, Director, Career Development and ODL, and Dr Engela van Staden, Chief Director, Academic, Planning and Management Support, to review the progress and the current status with respect to funding and possible partners.

COL-UNESCO Chair at University of South Africa (UNISA)
The establishment of a COL Chair at UNISA has been approved in principle. Nomination and a work plan from UNISA are awaited.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)
COL sponsored the following people to attend the forum: Dr Ruth Aluko of the University of Pretoria, Dr Margaret Funke Omidire of the University of Pretoria, Ms Gail White of the Media and Training Centre for Health (MTCH). Mr Lutz Ziob of the Microsoft 4Afrika Academy also attended.

Ms Jenny Glennie of the South African Institute for Distance Education (SAIDE) was also sponsored by COL to attend the forum as a keynote speaker.

Regional Focal Points Meeting
Ms Trudi van Wyk, DHET, represented South Africa at the meeting.

ACDE Meetings
The 4th ACDE Conference and AGM were held on 6–9 June, 2014 in Victoria Falls, Zimbabwe. COL supported the pre-conference workshop on Quality Assurance Frameworks for trainers from different ACDE member universities that will in turn train their colleagues in their respective institutions. The workshop was held from 3 to 4 June 2014.

UNISA–Cambridge International Conference on Open, Distance and eLearning
COL was a co-sponsor of the UNISA–Cambridge International Conference on Open, Distance and eLearning held in Cape Town, South Africa from 29 September to 2 October 2013. Joint applicants Ms Denise du Plessis of the University of Namibia and Ms Lucy Alexander of the University of the Western Cape were supported to present at the conference.

Distance Education and Teachers’ Training in Africa (DETA) Conference 2013
COL supported the Steering Committee of the Distance Education and Teachers’ Training in Africa (DETA) Conference 2013 on “Teacher Education and Development in Africa: The Need for Access, Equity, Sustainability, Quality
and Relevance within the Context of Globalization," held at the University of Nairobi, Kenya, from 30 July to 1 August 2013. Fourteen candidates (seven men and seven women) were supported to attend the conference.

**International Development Research Centre (IDRC) Principal Researchers’ Workshop**

In December 2013, COL’s regional agency, the Commonwealth Education Media Centre for Asia (CEMCA) attended the International Development Research Centre (IDRC) principal researchers’ workshop in Cape Town, South Africa, to undertake research on OER for Development. CEMCA also met with Dr Reggio Raju, Director of Library IT and Communications, and Dr Jaya Raju, Associate Professor of the University of Cape Town, to discuss potential collaboration on OER development in the region.

**Mozambique Community Radio Forum (FORCOM) AGM 2012**

Sixty community media practitioners were reached through COL’s presentation on participatory communication programmes at the Mozambique Community Radio Forum (FORCOM) AGM in December 2012. Ms Gail White of MTCH, South Africa collaborated in the presentation.

**Critical Reflections on Community Radio International Conference**

COL participated in the “Critical Reflections on Community Radio” International Conference organised by FORCOM and AMARC Africa, which took place 3 to 5 December 2013 in Maputo and brought together some 200 delegates from across Africa. COL collaborated with Ms Gail White of MTCH, South Africa and Ms Florida Banda from MaiMwana Trust in Malawi in preparing the presentations. In all, 150 community radio practitioners and 25 decision-makers from development and communication organisations were introduced to COL’s participatory approach and community learning programme model and approaches.

**Healthy Communities Partners Meeting**

COL convened a meeting of its Healthy Communities initiative partners in Abuja in December 2013, on the sidelines of the 7th Pan-Commonwealth Forum on Open Learning. The meeting, held from 1 to 2 December, focused on conducting a mid-term review of the initiative and planning for the balance of the three-year plan. Ms Gail White of MTCH participated in the meeting.

**OER Policy Forum**

From 22 to 24 May 2013, COL, UNESCO, and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:

1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and
2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL’s OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Attending the forum was Ms Heather Wilson, Deputy Director, LTSM Policy Development and Implementation of the Department of Basic Education, Ms Trudi van Wyk, Director, Career Development and Open and Distance Learning of DHET, and Ms Jenny Glennie, Director of SAIDE. Neil Butcher of Neil Butcher and Associates facilitated the forum.

**CAPACITY**

**Support for Community Radio Capacity-Building Workshop**

COL partners MTCH Cape Town, Radio Riverside (Upington) and the National Federation of Community Radio (NCRF) were supported by COL to attend a capacity-building workshop in Namibia in September 2012 as resource persons.

**Community Learning Programme (CLP) Materials Development**

A course development workshop was held from 28 April to 5 May 2013 in Kingston, Jamaica, to strengthen the foundations for future training/mentoring materials development in distance mode through the joint efforts of key COL partners in “participatory change communication programme” development. The workshop combined skills training in learning design and eLearning course development (using Moodle and related tools) with actual course/programme mapping, planning and materials development. Participating in the workshop were: Rosamond Brown, Transformative Communication Partners (Jamaica); Monica James, Maraa (India); Ms Busingiwe Ngcebetsha, MTCH (South Africa); Patrick Prendergast, Transformative Communication Partners (Jamaica); and Charles Simbi, Centre for Development Communication (Malawi). The workshop was facilitated by Sandy Hirtz of Canada.
ACDE Research Methods and Tools in ODL Workshops
The first activity under this partnership was a workshop organised by ACDE and supported by COL on research methods and tools in ODL. It ran from 17 to 19 June 2013 at Arusha, Tanzania, for ACDE member institutions and had 19 participants from six countries. Three academics from South Africa participated and built capacity in research methods in ODL.

ACDE Quality Assurance Framework Workshop
An ACDE Regional Train the Trainers workshop on QA Framework from ACDE member universities was held in June 2014. Thirty academics from seven institutions, including SAIDE and UNISA, attended.

Scholarship to the Open University of Malaysia
COL sponsored one scholar in 2014, nominated by DHET, South Africa, to complete the two-year Master’s in Instructional Design and Technology (MIDT) offered by the Open University of Malaysia.

CLP Training through MTCH
Thirteen communities, represented by over 70 organisations (community networks and associations, public and community offices and non-governmental organisations, working health and development bodies, and community, public and private media) have been engaged in CLP planning and design though a series of training and mentoring workshops, both distance and face-to-face, led by the Media and Training Centre for Health (Cape Town) in partnership with a range of local and provincial organisations.

eFacilitation and Instructional Design
In its efforts to build the capacity of its national and regional partners to offer distance training and mentoring, COL has supported training in e-facilitation and instructional design through distance courses, of 5 and 10 weeks, respectively. Following training, e-facilitators and course designers are engaged in course design and delivery. Two editions of the course in e-facilitation were run in 2013 (March to April 2013; September to October 2013). The following people from South Africa received training: Busisiwe Ngcebetsha, Erna Curry, Jean Luc Tshiamala, Dieu Merci Mawidi Matala, and Pitchou Ilunga Tshimanga.

The course in instructional design was run May-July 2013. Busisiwe Ngcebetsha of MTCH participated in the course, resulting in a new 7-week e-course entitled “Participatory Communication Media Forms.”

Community Learning Programme (CLP) Developer’s Certificate
Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the CLP Developer’s Certificate, which will result in new CLP design and delivery.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, 13 participants from South Africa were trained. Ms Busisiwe Ngcebetsha of MTCH, South Africa, was an e-facilitator for this course; and Ms Gail White, also of MTCH, was engaged as a mentor. In February to March 2014, 32 participants from various government departments and civil society organisations in South Africa were involved in the training. Busisiwe Ngcebetsha and Erna Curry of MTCH were engaged as e-facilitators for the course. Gail White, Lesley Boardman and Lorna Mulder (all from MTCH), along with Thabang Pusoyabone (of Radio Riverside, MTCH), were engaged by COL as mentors for the course.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, seven participants from South Africa received training. Busisiwe Ngcebetsha of MTCH was an e-facilitator for this course; Gail White and Marike Kramper, also of MTCH, were engaged as mentors.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, three participants from South Africa received training resulting in completed CLP plans. Busisiwe Ngcebetsha of MTCH was an e-facilitator for this course; Gail White and Marike Kramper, also of MTCH, were engaged as mentors.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, four participants from South Africa received training resulting in completed CLP plans. Busisiwe Ngcebetsha of MTCH was an e-facilitator for this course; Gail White and Marike Kramper, also of MTCH, were engaged as mentors.

The 6-week “Scriptwriting and Episode Production” (blended) e-course is being run in 2014/2015.

The 5-week “Sustainability and Sponsorship” e-course is being run in 2015.

Capacity-Building for Teacher Educators in Sub-Saharan Africa
University of Free State (UFS) has been selected to participate in the project “Capacity-Building for Teacher Educators in Sub-Saharan Africa. Using Information Communication Technologies (ICTs) and Pedagogical Development,” which
will kick off with a workshop in Singapore from 4 to 8 May 2015. UFS is sending two participants to the workshop. COL is collaborating with the Technical Cooperation Directorate (TCD), Ministry of Foreign Affairs in Singapore, and the Singapore National Institute of Education (NIE) in mounting this training programme.

MATERIALS

Community Learning Programme (CLP) Developer’s Certificate Materials Development

In October 2013, COL convened a course materials workshop in Nairobi to design and develop course materials associated with the Community Learning Programme (CLP) Developer’s Certificate, a new distance training and mentor certificate offered in association with national and regional partners of the Healthy Communities initiative in Africa. Ms Busisiwe Ngcebetshha, MTCH South Africa, participated in the workshop, which finalised the first course in the certificate “Communication for Development (C4D): Why. How. Now.”

As well, in February 2014, COL convened a course materials workshop in Bangalore to design and develop additional course materials associated with Community Learning Programme (CLP) Developer’s Certificate. Ms Busisiwe Ngcebetshha and Ms Gail White, both of MTCH, South Africa, participated in the workshop as members of the CLP course team, which finalised the course, “Research for Planning”, during the workshop.

Farm Radio Programme Development

Four broadcasters (two women and two men) were trained and mentored in Farm Radio Programme development. Two editions of a COL/Farm Radio International distance course run from September to December 2012 and September to December 2014. Participation in 2012 resulted in six new/improved regular farmer programme designs.

MODELS

Transnational Qualifications Framework

COL met with the South African Qualifications Authorities (SAQA) in September 2012 to seek SAQA’s support to develop guidelines and procedures for the registration of courses on the TQF portal.

Healthy Communities Model

As a result of training/mentoring, 14 CLPs – in Kumuman, Springbok and Upington in the Northern Cape, Atlantis, Beaufort West, Cape Town, Khayelitsha, Paarl and Worcester in the Western Cape; Taung in the North West; and Aliwal North, Burgersdorp, Cala and Umtata in the Eastern Cape – have been run or are in operation, involving a total of 90 hours of content designed and over 80 hours of content delivered, April to Jun3 2014, about community health, including maternal and child health, women’s sexual health, and HIV/AIDS. There were 14,500 identified users between April and June 2014 with estimated usership at 48,900 for the same period.

In December 2013, COL met with staff of MTCH to review and plan activities associated with the Healthy Communities initiative. A framework for 2014/2015 activities across several key areas was planned with national/regional partners. Ms Gail White, Executive Director, Ms Busisiwe Ngcebetshha, Programmes Manager and Ms Francoise Dujardin, Finance Manager, all of MTCH, participated in the meeting. COL also visited Zibonele FM in Khayelitsha to review their CLP and Radio KC in Paarl to discuss a new CLP and outcome research. COL also met with Mr Franklin Huizies of the World Association of Community Radio Broadcasters (AMARC) to discuss future advocacy work in South Africa and Africa regionally, as well as with Ms Tanja Bosch of the University of Cape Town to discuss outcome-oriented research and COL’s CLP work more generally. This meeting helped to establish a link to the research community in South Africa.

In 2014, MTCH initiated research on the outcomes of CLPs delivered in two key locations in South Africa (Upington, Northern Cape, and Paarl, Western Cape). The study is assessing learning achievements and changes in health-seeking behaviour as a result of engagement in CLPs.

OTHER

Speeches and Presentations

COL presented a paper at the inaugural Commonwealth Youth Work conference held at the University of South Africa (UNISA) from 18 to 20 March 2013. The theme of the conference was “Educating and Training of Youth Workers: Towards the Professionalization of Youth Work.”

Contributions to COL Publications

Professor Brenda Gourley, former Vice-Chancellor of the University of KwaZulu-Natal, South Africa, contributed a chapter titled “Helping Other Women Become Leaders in Open and Distance Higher Education” to the book Women and Leadership in Open and Distance Learning and Development, published by COL.

Dr Evelyn Pulane Nonyongo contributed a chapter titled...
“Training the Course Team Members and Supporting OER Development: The Instructional Designer’s Perspective” to the book Open Schooling with Open Educational Resources: Opening Doors, Creating Opportunities, published by COL.

**South African Experts Engaged as Professional Resources**

**Dr Evelyn Nonyongo** of South Africa is working with COL as a consultant on an open schooling project with CENDLOS in Ghana.

**Mr Tony Mays** of SAIDE carried out a quality review of the distance education programme at Makerere University Business School (MUBS).

COL consultant **Ms Shafika Isaacs** of South Africa was engaged to collect and review the monitoring data for the TVSD initiative and the INVEST Africa activity as part of the Hewlett Foundation Evaluation Project.

COL collaborated with the Forum of Community Radios of Mozambique (FORCOM) in two Training of Trainers workshops held in Maputo, 26–30 November 2012 and 26 February to 2 March 2013 (the latter a joint activity with UNICEF). Eighteen community media trainers were trained in programme development and design skills. **Ms Gail White**, Executive Director of MTCH South Africa, facilitated the workshop.

COL collaborated with Farm Radio International to run a 13-week distance training and mentoring course in Farm Radio Programme development (September to December 2012). Over 150 farm radio broadcasters participated. **Ms Busisiwe Ngcebetsha** of MTCH, South Africa was one of three e-facilitators for the workshop.
Swaziland is a small state of the Commonwealth with a population of about 1.2 million people. One of the country’s key education challenges is the recruitment and training of teachers to meet the demands of free primary education. Swaziland is a regular contributor to COL’s budget.

**Agreed Priorities**

- Mainstream the Child Friendly School Models to all primary schools and then high schools.
- Finalise the National ODL Policy and implement it by first capacitating the four teacher training institutions to use ODL methodologies to train and upgrade larger numbers of teachers.
- Capacitate the pre-service teacher training colleges to the level that they can successfully handle both full-time and distance education programmes.
- Offer capacity-building workshops on material and curriculum development for use in distance teacher education mode.
- Establish Departments of Distance Education in Ngwane Teacher Training College and Nazarene Teacher Training College.

**COL’s Work Related to MDG Targets**

- **National MDG Targets Addressed by COL**
  - Make available the benefits of new technologies, especially for information and communications.

- **COL’s Work on Swaziland’s MDG Targets**
  - VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of information and communications technologies (ICTs) to broaden access to education.

**Quick Notes**

- **COL Focal Point:** Mr Peterson S. Dlamini, Ministry of Education and Training.

- **Areas of COL’s Work in Swaziland:**
  - Virtual University for Small States of the Commonwealth (VUSSC).
  - eLearning.

**Outcomes Achieved by COL**

- 11 new VUSSC courses, including the Postgraduate Diploma in Education made available.
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► Ministry of Education and Training
► University of Swaziland (UNISWA)
► Emlalatini Development Centre
► Institute of Distance Education

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

► Monitoring and Evaluation for VUSSC
► Practitioner Research and Evaluation Skills Training (PREST) review workshop

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

► 11 new VUSSC courses made available

**LOOKING FORWARD: 2015–2021**
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Swaziland was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Swaziland. The following areas were identified:

► Scaling and extending of the Child Friendly School (CFS) programme to cover all high schools, with a particular focus on capacity-building workshops for stakeholders (high school teachers)

► Provision of technical assistance in implementing the VUSSC Transnational Qualifications Framework (TQF)

► Support of capacity-building for key partners

► Support for collaborative initiatives with different partners where issues pertaining to the advancement of COL are concerned (e.g., sponsoring clients to participate in COL conferences/meetings)
PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Swaziland is a member of VUSSC. COL has been supporting University of Swaziland (UNISWA) to offer the VUSSC Master’s degree in Educational Leadership.

In March 2013, COL met with the Hon Wilson Ntshangase, Minister of Education and Training, Professor Cisco M. Magagula, Vice-Chancellor of the University of Swaziland (UNISWA), and senior staff and lecturers. COL also met with the management and staff of Emlalatini Development Centre to discuss ODL and learner support. Possible areas of collaboration were discussed with senior staff of the Institute of Distance Education. A lecture was presented on the “Emergence of Open and Distance Learning in an Era of ICT and OER,” which focused on current trends and the future of ODL.

Southern African Development Community – Centre for Distance Education (SADC-CDE)

COL and the Ministry of Education and Skills Development, Botswana, signed a Memorandum of Understanding to work collaboratively for the period 2012–2015 to promote the work of SADC-CDE. SADC-CDE will continue to serve as a centre of expertise in ODL for Southern Africa.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to attend the forum: Dr C. Walter Sukati and Professor Satish Rastogi, both of the University of Swaziland.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Dr C. Walter Sukati of the University of Swaziland represented Swaziland at the meeting.

Regional OER Policy Forum

From 22 to 24 May 2013, COL, UNESCO and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:

1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and

2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL’s OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Attending the forum were Ms Nokuthula Vilakati, Coordinator, Instructional Materials, University of Swaziland, and Dr Peterson S. Dlamini, Chief Inspector, Teacher Education, Ministry of Education and Training.

SADC-CDE Meetings

The SADC-CDE Advisory Board Meeting was held in Lesotho on 18 September 2012 and approved the Strategic Plan for 2012–2015. Mr Patrick N. Muir, of the Ministry of Education and Training Swaziland, attended the meeting as a member of the board.

SADC-CDE held its Annual Board meeting, represented by six countries on 23 May 2013. The Board meets on a rotational basis to review its activities of the past year, approve new activities, and direct the operations of the Centre. As Swaziland was absent from the meeting, Board members were not comfortable that Swaziland should take over from Lesotho, especially as there are specific tasks for the Chair. The Board voted that Zambia become the next Chair and that Swaziland be informed of the decision.

On 17 to 18 March 2014, COL attended the SADC-CDE Advisory Committee meeting in Mauritius. Mr Peterson S. Dlamini represented Swaziland at the meeting.
CAPACITY

Monitoring and Evaluation for VUSSC

As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The objectives of the workshop were to:
- enhance the capacity of Interlocutors and implementers in M&E;
- provide a framework to institutionalise M&E; and
- collect data on VUSSC activities.

Dr C. Walter Sukati and Ms Nokuthula Vilakati of the University of Swaziland attended the workshop.

Practitioner Research and Evaluation Skills Training (PREST) Review Workshop

A VUSSC Practitioner Research and Evaluation Skills Training in Open and Distance Learning Materials (PREST) Review Workshop was held at BOCODOL, in Botswana, from 1 to 5 December, 2014. Participating in the meeting were Dr C. Walter Sukati, Director, Institute of Distance Education, University of Swaziland, and Ms Nokuthula Vilakati, Coordinator, Instructional Design and Development, Institute of Distance Education, University of Swaziland.

MATERIALS

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER. Mr Terence Sikhondze, Lecturer at Swaziland College of Technology, attended the workshop.
TANZANIA

CONTEXT

A country of about 49 million people in East Africa, Tanzania has made significant progress towards achieving universal primary education in recent years. Tanzania has a long association with COL, particularly through the Open University of Tanzania, and is a regular contributor to COL’s budget.

AGREED PRIORITIES

- Provide eLearning for Open School practitioners who develop ODL study materials and curriculum
- Offer teacher professional development in Science and language subjects (SE) through ODL upgrading
- Offer training in eLearning and use of ICTs
- Establish a National ODL Quality Assurance System
- Strengthen the UNESCO–COL chair
- Support collaborative Open Schooling research in use of mobile phones and vocationalisation of secondary education

COL’S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL

- Make available the benefits of new technologies, especially for information and communications
- Promote gender equality and empower women
- Eradicate extreme poverty and hunger

COL’s Work on Tanzania’s MDG Targets

- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway
- At Mbeya University of Science and Technology (MUST), female enrolment has been increased by 100% through access programmes targeting women
- The Lifelong Learning for Farmers model aims to empower women and improve the livelihoods and food security of participants
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway.

OUTCOMES ACHIEVED BY COL

- 42 courses added to the Learning Management System at the Open University of Tanzania
- Quality Assurance Framework developed
- Capacity-building and networking developed through the UNESCO–COL chair
- Replication of Lifelong Learning for Farmers Model

QUICK NOTES

COL Focal Point:

- Dr Fidelice M.S. Mafumiko, Institute of Adult Education

Notable Mention:

- Professor Tolly Mbwette, Vice Chancellor of the Open University of Tanzania is a COL Honorary Advisor and a COL-UNESCO Chair in Open and Distance Learning (ODL)

Areas of COL’s Work in Tanzania:

- Open Schooling
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Technical and Vocational Skills Development (TVSD)
- Lifelong Learning for Farmers
- eLearning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► Ministry of Communications, Science and Technology
► Open University of Tanzania
► African Council for Distance Education (ACDE)
► Mbeya University of Science and Technology (MUST)
► Tanzania Institute of Adult Education (IAE)
► Matumaini Mapya
► Tanzania Federation of Cooperatives
► Kagera Farmers’ Cooperative Bank
► Mtandao wa Vikundi vya Wakulima Wadogo Tanzania (MVIWATA)
► Africa Enterprise Challenge Fund
► Tigo Mobile

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

► OER Trends in Use and Reuse
► ACDE workshops
► Course Design for the Informal Sector
► Flexible Skills Development
► Flexible Learning Approaches and Results-based Monitoring and Evaluation
► Moodle Administration
► Blended Online Teaching and Learning Strategies

► Sponsorship for ILO online gender course
► UNESCO-COL Chair workshops
► Community Learning Programme Developer’s Certificate
► PowerPoint facilitation
► INVEST Africa Gender Mainstreaming
► Capacity-building for teacher educators in Sub-Saharan Africa

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

► Audio and Video Learning Materials for TVET
► Multimedia Video Development
► Farm Radio Programme Development

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

► Lifelong Learning for Farmers model

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

► Institutional ODL Policy development
► Open Schools Quality Assurance Policy development

**OTHER**
► Speeches and presentations
► Contribution to COL publication
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Tanzania was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Tanzania. The following areas were identified:

- Developing of OER materials
- Developing of National Quality Assurance policy to support delivery of quality distance education programmes
- Supporting of collaborative Open Schooling Research in use of mobile phones and vocationalisation of secondary education
- Developing and delivering of online courses, including programmes for attracting out-of-school children into distance learning institutions
- Monitoring and evaluation of learning progress/learners achievement in Open Schools, including tracer studies of ODL graduates to determine quality and credibility of programmes in the market
Appendix: COL’s Activities in Tanzania

PARTNERSHIPS

African Council for Distance Education (ACDE) Memorandum of Understanding

COL participated in a meeting with the ACDE office bearers to establish a partnership to carry forward COL’s work in quality assurance and capacity-building among ACDE member institutions. A Memorandum of Understanding between COL and ACDE has since been signed, which outlines the following three areas of collaboration:

1. Capacity-building for research in ODL
2. Quality assurance activities including COL’s Review and Improvement Model (COL-RIM)
3. Leadership training for member institutions of the ACDE.

INVEST Africa

Mbeya University of Science & Technology (MUST) is one of 13 key institutions in the COL INVEST Africa activity, which aims to improve quality and efficiency and increase access in TVSD, particularly for women and informal sector workers. Through INVEST Africa, COL has been working with 13 institutional partners to take active steps to bring more girls into TVET and to support them in male-dominated vocational areas. Institutions have been establishing Women in Technical Education (WITED) chapters and encouraging more girls to enrol for TVET. At MUST, the access programme has recruited 185 girls to study a special bridging course and have a chance to be rewarded with a place in the diploma programme if they are successful.

COL met with Professor Evelyn Mbede, Director of Science and Technology at the Ministry of Communications, Science and Technology in Tanzania, in November 2013 to discuss COL’s work with INVEST Partner MUST and how the ministry can support them. COL also gave a presentation on INVEST Africa at the Commonwealth Association of Polytechnics in Africa (CAPA) Conference in Arusha, Tanzania from 25 to 26 November 2013.

COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. In all, 90 members are from MUST and are engaged in informal learning and collaboration.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

Mr Gosbert Kaserwa of Matumaini Mapya, Mr Belingtone Mariki of the Tanzania Institute of Adult Education, Mr Willigis Mbugoro of the Tanzania Federation of Cooperatives, Professor Tolly S.A. Mbwette of the Open University of Tanzania (OUT), and Professor Joseph Msambichaka of MUST attended the forum.

Regional Focal Points Meeting

Dr Wilberforce Meena, Acting Deputy Director, Institute of Adult Education, represented Tanzania at the meeting.

ACDE Meetings

COL participated in the International Advisory group meeting of the African Council for Distance Education – Quality Assurance and Accreditation Agency (ACDE-QAAA) held in Dar es Salaam from 5–7 December 2012 to help finalise the QA toolkit for ODL institutions in Africa. Fifteen people attended the meeting, including representatives from Sri Lanka and the United Kingdom. The meeting enabled participants to validate the contextualisation of COL’s QA toolkit for Africa. The contextualised toolkit was later adopted by ACDE and endorsed for adoption by all member institutions.

The fourth ACDE Conference and AGM was held on 6 to 9 June 2014 in Victoria Falls, Zimbabwe. COL supported the pre-conference workshop on Quality Assurance Frameworks for trainers from different ACDE member universities who will in turn train their colleagues in their respective institutions. The workshop was held from 3 to 4 June 2014.

OER Policy Forum

From 22 to 24 May 2013, COL, UNESCO and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:

1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and
2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL’s OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Attending the forum were Professor Honoratha Michael Kisenge Mushi, Dean, Faculty of Education, Adult and Distance Education of OUT and Dr Fidelice Mafumiko, Acting Director of the Institute of Adult Education.
Regional Symposium on Open Education

COL, in collaboration with the Kenyan Ministry of Education, convened a national and regional symposium on open education on 6 to 7 June 2013 in Nairobi with funding support from the William and Flora Hewlett Foundation. The symposium included representatives from 10 countries, covering both post-secondary and secondary levels of education, with special emphasis on open policy development and adoption at open schools in Africa and South Asia. The symposium concluded with draft plans for institutional OER policy developed. Baraka Kionywaki, Head of the Distance Education Department of the Institute of Adult Education, attended the meeting.

Distance Education and Teachers’ Training in Africa (DETA) Conference 2013

COL supported the Steering Committee of the Distance Education and Teachers’ Training in Africa (DETA) Conference 2013 on “Teacher Education and Development in Africa: The Need for Access, Equity, Sustainability, Quality and Relevance within the Context of Globalization,” held at the University of Nairobi, Kenya, from 30 July to 1 August 2013. Fourteen candidates (seven men and seven women) were supported to attend the conference: 10 people from Kenya, one from Rwanda, and three from Tanzania. Ms M. Nkabu, Mr J. Antunes and Mr E.J.W. Chakwera of Tanzania attended the conference.

INVEST Partners Meeting

In December 2012, a total of 24 INVEST Africa institutional Principals and champions from Nigeria, Kenya, The Gambia, Tanzania, Ghana and Zambia attended a five-days Partners’ Meeting in Lusaka, Zambia. The meeting reviewed the capacity-building activities of the past six months and planned for the coming year. Noel Mbonde and Erick Mapunda of MUST attended the meeting.

COL facilitated the 2013 Annual INVEST Africa Partners’ Meeting hosted by Auchi Polytechnic from 28 to 30 November 2013. The Annual Partners’ Meeting is an important part of the M&E for INVEST Africa. It enables Principals to meet and engage with the change process in their institutions, benchmark their progress, and add input to future activity planning. The meeting was attended by 12 Institutional Heads and served to review activities and achievements in 2013 and plan for 2014. Professor Joseph Msambichaka, Mbeya University of Science and Technology, participated in the meeting.

COL held the fifth Annual Partners’ Meeting for the INVEST Africa capacity-building programme in December 2014, in Nairobi, Kenya. The meeting was attended by Principals from 13 partner organisations, plus policy advisors from five countries. The meeting was led by COL Education Specialist – TVSD, and Ms Shafika Isaacs, the TVSD Evaluation Consultant.

CAPACITY

OER Trends in Use and Reuse

COL conducted a one-day seminar on OER Trends in Use and Reuse at the Kinondoni Regional Centre on 4 December 2012 to help build faculty capacity in OER usage. Twenty-seven faculty members from the Open University of Tanzania attended the seminar.

ACDE Workshops

The first activity under this partnership was a workshop organised by ACDE and supported by COL on research methods and tools in ODL. It ran from 17 to 19 June 2013 at Arusha, Tanzania, for ACDE member institutions and had 19 participants from six countries.

An ACDE Regional Train the Trainers workshop on QA Framework from ACDE member universities was held in June 2014. Thirty academics from seven institutions, including OUT attended.

Course Design for the Informal Sector

In January 2013, COL facilitated a workshop on course design for the informal sector. This was attended by 22 participants from the 13 INVEST Africa partners. This workshop supported the development of plans for new and existing short courses. Mr Joel Mbwiga and Mr Watson Yotham from MUST participated in the workshop.

Flexible Skills Development

There have been seven presentations of the Flexible Skills Development online course in this programme period. The course introduces the flexible and blended model of TVET and covers ICT in Education, Change Management, Talking Strategy and the Teachers FaB Competency Framework. Teachers from MUST have participated in all seven courses.

Flexible Learning Approaches and Results-based Monitoring and Evaluation

In November 2013, COL facilitated a two-day workshop for 42 staff members of MUST to strengthen flexible learning approaches and introduce results-based monitoring and evaluation. MUST is strengthening their ODFL approaches and increasing access, especially for girls.
Moodle Administration
Two staff members from MUST, Imani Mwalumbwe and Marco Songela, participated in online Moodle administration training in 2013. This was followed up by a review of the MUST Moodle platform in October 2014.

Blended Online Teaching and Learning Strategies
In September 2014, Johann Fouche, COL consultant from South Africa, facilitated a 5 day workshop on Blended Online Teaching and Learning Strategies at Mbeya University of Science & Technology for 25 teachers. The aim of the course was to explore contemporary teaching and learning strategies and incorporate them into new online course content for blended deliver. Participants all started developing elearning courses.

Sponsorship for ILO Online Gender Course
COL sponsored Ms Albertina Leonard to participate in the ILO online course Gender in the Global Development Agenda: Tools for Gender-Sensitive Planning and Implementation. Ms Leonard subsequently established a WITED Chapter (Women in TVET and Development) at MUST to bring together staff wanting to advocate for increased access to TVET for girls.

UNESCO–COL Chair Workshops
The COL Chair at OUT carried out three capacity-building workshops on Online Course Design and Development and Learning Management Systems (LMS). Academics from all eight regional centres of the university participated (45 academics, 15 heads of departments and three staff from the library). A total of 42 courses were added to the OUT LMS as an output of these workshops. The participants developed skills in eLearning practices, online learner facilitation, development of online courses, use of OER and digital editing and multimedia.

The Open University of Tanzania’s COL Chair programme conducted an additional two workshops: ODL writing skills workshop from 31 March to 2 April (attended by 11 staff members) and OER capacity-building workshop on 21 March 2014 (attended by seven staff members).

Through the COL–UNESCO Chair, additional capacity-building workshops on ODL, online course development, multimedia development and integration, ICT, and mobile application systems are underway.

Community Learning Programme (CLP) Developer’s Certificate
Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the Community Learning Programme (CLP) Developer’s Certificate, which will result in new CLP design and delivery.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, two participants from Tanzania were trained. In February to March 2014, eight participants received training.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, two participants from Tanzania received training, resulting in research reports and CLP plans.

PowerPoint Facilitation
A course for teachers on PowerPoint facilitation was developed on Moodle by COL consultant, Jan Deurwaarder. In September 2014, COL consultant, Sandy Hirtz, began offering the course to 50 teachers across the 13 INVEST Africa partner institutions, which include MUST.

INVEST Africa Gender Mainstreaming
A workshop on gender mainstreaming in TVET was facilitated in Kenya in November 2014 with 29 participants from 13 INVEST Africa partner institutions. The facilitator was COL Consultant Jennifer Mudge from the UK. The workshop aimed to explore concepts and issues in gender and develop strategies for institutional gender mainstreaming. Two people attended from MUST.

Capacity-Building for Teacher Educators in Sub-Saharan Africa
The Open University of Tanzania has been selected to participate in the project “Capacity-Building for Teacher Educators in Sub-Saharan Africa: Using Information Communication Technologies (ICTs) and Pedagogical Development,” which will kick off with a workshop in Singapore from 4 to 8 May 2015. OUT is sending three participants to the workshop. COL is collaborating with the Technical Cooperation Directorate (TCD), Ministry of Foreign Affairs in Singapore, and the Singapore National Institute of Education (NIE) in mounting this training programme.

MATERIALS
Developing Audio and Video Learning Materials for TVET
In August 2012, Masai TTI in Kajiado, Kenya, hosted an international workshop for 11 INVEST partner institutions on developing audio and video learning materials for TVET. The workshop was facilitated by COL consultants Jack Koumi from the UK and Flora Okuku from Kenya. Participants came
1. launch L3F in the paddy belt of Central Ghana, beginning with a study; and
2. strengthen L3F in Tanzania with training in ODL and value-chain analysis of the sunflower.
3. advance the process of integrating gender in L3F in Africa.

Mr Gosbert Kaserwa of MM, Mrs Alden Kilaja of KFCB and Mr Willigis Mbogoro of TFC participated in the workshop.

A training programme was conducted for 25 participants from KFCB, TFC and Matumaini Mapya in ODL and in mobile phone-based learning. A course on financial literacy in Swahili has been finalised.

A value-chain survey for sunflower has been completed in Bukoba by COL consultants. A report outlining conclusions and recommendations has been submitted.

The following progress was reported by local partners in 2014:
► TFC observed that an increasing number of SACCO members are listening to the community radio programme on financial literacy and L3F.
► According to TFC, there is an increase in the saving habits of SACCO members after the introduction of L3F.
► TFC has developed their own mobile SMS system, “Bongo Live,” for disseminating materials and monitoring purposes.
► 25 SACCOs of Njombe District have agreed and now are in the process of forming a SACCO Union which will be a platform for SACCOs as well as a way of replicating the L3F/ODL in other SACCOs within district.
► MM has observed an increase of radio and mobile phones in sharing agriculture and banking information as well as in transacting business among women.
► MM has signed Partnership Agreements with selected radio stations and local TV channels and aired over 140 L3F programmes.
► MM reports 1,560 telephone calls were made to MM and ICT service providers seeking clarifications on what was aired.
► Through negotiations with a local mobile phone company (TIGO), 415 L3F participating farmers (286 women and 129 men) were issued with free TIGO SIM Cards and 243 members (165 women and 78 men) previously with no mobile phone sets received discounted sets.
► KFCB has mobilised 76 SACCOs with 3,000 members and has introduced community saving schemes.

Also in September 2014, COL had review meetings in Dar es Salaam and Bukoba with L3F partners such as the Tanzanian Federation of Cooperatives (TFC), Kagera Farmers’ Cooperative Bank (KFCB) and Matumaini Mapya Savings and Credit Cooperative (MM SACCO) of Bukoba participated in a L3F workshop held in Nairobi during July 2013.

In August 2013, COL visited Tanzania and met with TFC in Dar es Salaam, and Matumaini Mapya SACCO and Kagera Farmers’ Cooperative Bank (KFCB) in Bukoba to launch the L3F activities.

In Bukoba, two workshops were conducted to familiarise the organisations with the concept and practice of L3F and to develop log-frame-based action plans. The initiative has identified specific target groups such as widowed women from poorer communities.

COL held a four-day workshop from 26 to 30 November 2013 in Accra to define and identify ways to:

from six countries and **two were from Mbeya University of Science & Technology**. Participants have been working on audio, video and audiovisual materials and will continue to develop their skills and share their materials on the INVEST online Community Learning Platform.

**Multimedia Video Development**

A multimedia workshop was held in a rural part of Namibia from 24 May to 3 June 2013, where 11 teachers were trained on how to translate their lessons, in script form, into good videos through recording. Eight lessons in Mathematics and English were recorded. Mr Belingtone Mariki, faculty member at the Institute of Adult Education, Tanzania, joined the team’s online work sessions through BaseCamp, BlackBoard and Skype.

**Farm Radio Programme Development**

Twenty-four broadcasters were trained and mentored in radio programme development through two editions of a COL/Farm Radio International distance course run from September to December 2012 and September to December 2014. Participation in 2012 resulted in six new/improved regular farmer programme designs, one of which was a competition winner and received seed funding from Farm Radio International (Susuma Msikula, Mtandao wa Vikundi vya Wakulima Wadogo Tanzania [MVIWATA], Morogoro).

**MODELS**

**Lifelong Learning for Farmers**

The L3F programme, supported by the Department of Foreign Affairs Trade and Development (DFATD) Canada, began consultations with stakeholders in Ghana and Tanzania.

Two participants from the Tanzania Federation of Cooperatives Ltd (TFC) and Matumaini Mapya Savings and Credit Cooperative (MM SACCO) of Bukoba participated in a L3F workshop held in Nairobi during July 2013.

In August 2013, COL visited Tanzania and met with TFC in Dar es Salaam, and Matumaini Mapya SACCO and Kagera Farmers’ Cooperative Bank (KFCB) in Bukoba to launch the L3F activities.

In Bukoba, two workshops were conducted to familiarise the organisations with the concept and practice of L3F and to develop log-frame-based action plans. The initiative has identified specific target groups such as widowed women from poorer communities.

COL held a four-day workshop from 26 to 30 November 2013 in Accra to define and identify ways to:
Cooperative Bank (KFCB), Bukoba, and Matumaini Mapya (MM), Bukoba. The meetings helped identify the strategies for 2014/2015. The field visits revealed that there is strong horizontal learning using mobile phones, radios and CDs in the L3F communities and the role of L3F in influencing financial literacy and table banking among the rural communities is becoming evident. Matumaini Mapya has mobilised more than 2,500 members in its SACCO after joining L3F. It has introduced table banking in many groups. The group members using credit from SACCO as well as from table banking have started agricultural enterprises such as a banana-bean cultivation, apiary, etc. A case study shows that the income from these enterprises is helping women members to invest in household food security as well as in education.

POLICIES

Review and Development of Institutional ODL Policy

During May and June 2013, an online review of institutional ODL policy involving 12 INVEST Africa partners took place, working in a collaborative process to review their policies.

In August 2013, a workshop on ODL policy development was held in Nairobi, Kenya, for 12 institutional partners of INVEST Africa. As a result of this workshop 12 institutional ODL policies have been developed including one from MUST. The process and workshop were facilitated by COL Consultant Ed Du Vivier from Lesotho.

Quality Assurance Policies for Open Schools

A Quality Assurance Workshop was held in Mozambique in March 2014. Based on the workshop, participants drafted QA policies. Ms Leonia Kassamia and Mr Rashid Chuachua, Institute of Adult Education, Tanzania, participated in the workshop.

OTHER

Speeches and Presentations

The President and CEO of COL gave a public lecture on 5 August 2013 at OUT on “New Trends and Developments in ODL.”

The Education Specialist TVSD gave a keynote speech at the conference of the Commonwealth Association of Polytechnics in Africa in Arusha, in November 2013. The presentation was entitled ‘COL & CAPA – INVESTING in Africa’. She attended a dinner with His Excellency, Vice President of the United Republic of Tanzania, and the Honourable Minister of Education.

Contribution to COL Publication

Mrs Lambertha Mahai, former Director of the Institute of Adult Education in Tanzania, contributed a chapter titled “Helping Other Women to Become Leaders in Open Schooling” to the book *Women and Leadership in Open and Distance Learning and Development*, published by COL.
UGANDA

CONTEXT

Uganda is a country of about 37 million people in East Africa. The country’s higher education system is one of the oldest in the region. Makerere University pioneered formal open and distance learning (ODL) in higher education. There remains significant potential for the growth and expansion of ODL, particularly in the use of information and communication technology (ICT). Uganda is a regular contributor to COL’s budget.

AGREED PRIORITIES

- Prepare for launch of the Open University
- Reactivate the National and Regional Associations of ODL Practitioners
- Strengthen ODL supervisory desks at the Ministry of Education and Sports and the National Council for Higher Education
- Promote use of ODL methods in continuing professional development of medical personnel, agricultural extension workers and farmers, teachers at all education levels, and other professional groups
- Encourage innovative use of ICTs in ODL provision

OUTCOMES ACHIEVED BY COL

- Lifelong Learning for Farmers model scaled up
- Health Communities model replicated through design and delivery of a community-based health programme
- Two new/revised farm radio programmes granted seed funding

COL’S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL
- Make available the benefits of new technologies, especially for information and communications
- Promote gender equality and empower women
- Eradicate extreme poverty and hunger

COL’s Work on Uganda’s MDG Targets
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway
- The Lifelong Learning for Farmers model aims to empower women and improve the livelihoods and food security of participants

QUICK NOTES

COL Focal Point:
- Mrs Elizabeth (Betty) K.M. Gabona, Ministry of Education and Sports

Notable Mention:
- Dr Jessica Aguti, formerly of the Department of Open and Distance Learning, School of Distance and Lifelong Learning at Makerere University, joined COL as Education Specialist – Teacher Education in April 2014.

Areas of COL’s Work in Uganda:
- Lifelong Learning for Farmers
- Technical and Vocational Skills Development (TVSD)
- Healthy Communities
- eLearning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education and Sports (MOES)
- Ministry of Agriculture, Animal Industries and Fisheries (MAAIF)
- Makerere University
- Radio Apac
- Nakaseke Community Media Centre
- The East African Community Media Network
- Uganda Management Institute (UMI)
- Uganda Broadcasting Corporation
- National Agricultural Advisory Services (NAADS)
- Agricultural Innovation System Brokerage Association (AGINSBA)
- Women in Technology Uganda (WITU)

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Material development
- eFacilitation and Instructional Design workshop
- Flexible Skills Development
- PowerPoint facilitation
- INVEST Africa Gender Mainstreaming

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Lifelong Learning for Farmers agricultural modules
- Farm Radio Programme Development

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- Institutional ODL policy development

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Lifelong Learning for Farmers model
- Healthy Communities model

**OTHER**
- Contribution to COL publication
- Ugandan experts engaged as professional resources
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Uganda was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Uganda. The following areas were identified:

► Launching of the Open University of Uganda
► Strengthening of ODL supervisory desks at the Ministry of Education and Sports and the National Council for Higher Education
► Promoting the use of ODL methods in continuing professional development of medical personnel, agricultural extension workers and farmers, teachers at all education levels, and other professional groups
► Encouraging innovative use of ICTs in ODL provision
Appendix: COL’s Activities in Uganda

PARTNERSHIPS

INVEST Africa

Makerere University Business School (MUBS) joined the COL INVEST Africa partnership as the 13th institutional member. A quality review of their distance training programme was carried out by the Quality Assurance (QA) team at MUBS and COL consultant Tony Mays from South African Institute for Distance Education (SAIDE) in November 2012. Seventeen MUBS staff members were involved in the review, which included the Principal. The review reported on strengths and weaknesses of the programme and identified training needs within the newly formed Directorate for Distance Learning and throughout the academic departments in MUBS. Their initial intake on Distance Education programmes was less than 200, but they set a target of reaching 7,000 in five years through the strengthening of four new regional centres.

COL visited MUBS on 8 December 2014 to learn more about their general programmes and distance learning programme. COL also met with Brian Ndyaguma to discuss the recent COL support to Women in Technology Uganda (WITU). WITU is currently carrying out a tracer study of the trainees to see how their businesses are faring and it would like COL support to build its capacity in materials development with a view to possibly developing the materials for mobile delivery.

COL supports an INVEST online community of practice called the Community Learning Network (CLN), which currently has 1,182 members. Fourteen members are from MUBS and are engaged in informal learning and collaboration.

Support for the Delivery of the Commonwealth Certificate for Teacher ICT Integration (CCTI)

COL met with focal point Mrs Elizabeth Gabona and Dr Jane Okou from the Ministry of Education to provide information on the Commonwealth Certificate for Teacher ICT Integration (CCTI). A formal offer of support to deliver the CCTI in Uganda was sent to the Permanent Secretary in April 2014.

Open Resources for English Language Teaching (ORELT)

COL visited Uganda and held meetings with officials of the Ministry of Education and Sports, Kyambogo University and with staff of the Department of Languages and Communication to discuss the introduction and implementation of ORELT in Uganda.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to attend the forum: Professor Waswa Balunywa of MUBS Mr Jimmy Okello of Radio Apac, and Mr James Senabulya of Nakaseke Community Multimedia Centre.

Regional Focal Points Meeting

Mrs Elizabeth (Betty) K.M. Gabona, Ministry of Education and Sports represented Uganda at the meeting.

INVEST Africa Partners’ Meeting

COL facilitated the 2013 Annual INVEST Africa Partners’ Meeting hosted by Auchi Polytechnic from 28 to 30 November 2013. The Annual Partners’ Meeting is an important part of the Monitoring and Evaluation (M&E) for INVEST Africa. It enables Principals to meet and engage with the change process in their institutions, benchmark their progress, and add input to future activity planning. The meeting was attended by 12 Institutional Heads and served to review activities and achievements in 2013 and plan for 2014.

COL held the fifth Annual Partners’ Meeting for the INVEST Africa capacity-building partnership in December 2014 in Nairobi, Kenya. The meeting was attended by Principals from 13 partners and policy advisors from five countries. Dr Moses Muhwezi represented the Principal from Makerere University Business School. The meeting was led by COL Education Specialist – TVSD and Ms. Shafika Isaacs, the TVSD Evaluation Consultant.

Women’s Entrepreneurship Training

COL partnered with Women in Technology Uganda (WITU) an NGO working in ICT literacy for school push-outs and working women. In 2013 WITU trained 40 women working in the informal sector in the use of ICT for business management. They continued to mentor the women to ensure that improvements were made in their business operations.

CAPACITY

Materials Development

In September 2013, COL held a Materials Development workshop for 15 staff members of MUBS who built their capacity in material development.
eFacilitation and Instructional Design Distance Training and Mentoring

In its efforts to build the capacity of its national and regional partners to offer distance training and mentoring, COL has supported training in e-facilitation and instructional design through distance courses, of 5 and 10 weeks, respectively. Following training, e-facilitators and course designers are engaged in course design and delivery. Two editions of the course in e-facilitation were run in 2013 (March to April 2013; September to October 2013). Mr Jimmy Okello of Radio Apac received training.

Flexible Skills Development

Ms Massy Nabasirye participated in the online course in Flexible Skills Development and has been appointed as the Flexible Skills development champion at MUBS. In the ninth offering of the course, which concluded in November 2013, five staff from MUBS participated. The 10th cohort of the course currently includes two staff members from MUBS.

PowerPoint Facilitation

A course for teachers on PowerPoint facilitation was developed on Moodle by COL consultant, Jan Deurwaarder. In September 2014, COL consultant, Sandy Hirtz, began offering the course to 50 teachers across the 13 INVEST Africa partner institutions, which include MUBS.

INVEST Africa Gender Mainstreaming

A workshop on gender mainstreaming in TVET was facilitated in Kenya in November 2014 with 29 participants from 13 INVEST Africa partner institutions. In attendance were ministry officials attended from Kenya and Nigeria, two staff from each of 13 INVEST Africa partner institutions, one gender Focal Point from the National Board of Technical Education in Nigeria; and staff from the Directorate of Technical Education, MoHEST Kenya.

Blended Online Teaching and Learning Strategies

In May 2015, Johann Fouche, COL consultant from South Africa, facilitated a 5 day workshop on Blended Online Teaching and Learning Strategies at Makerere University Business School for 24 teachers. The aim of the course was to explore contemporary teaching and learning strategies and incorporate them into new online course content for blended delivery. Participants all started developing elearning courses.

Community Learning Programme (CLP) Developer’s Certificate

Two regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners. Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, 22 participants from Uganda were trained.

In February to March 2014, nine participants were involved in the training. Jimmy Okello of Radio Apac was engaged as an e-facilitator; Akiiso Joseph of the East African Community Media Network, and Peter Balaba of Nakaseke Radio were engaged as mentors.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, 11 participants from Uganda received training.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, five participants (three women and two men) from Uganda received training resulting in completed CLP plans.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, six participants (four women and two men) from Uganda received training, which will result in completed CLP design documents.

The 6-week “Scriptwriting and Episode Production” (blended) e-course is being run in 2014/2015.

The 5-week “Sustainability and Sponsorship” e-course is being run in 2015.

Online Course Development and Teaching

A two-day workshop was held from 17 to 19 February 2014 at the Uganda Management Institute (UMI) to introduce staff to the principles of online course development and teaching. The workshop was formally opened by the Director-General of UMI, Dr James Nkata. Mrs Gladys Bwoch, the Acting Head of the Distance Learning Department, and Dr Kasozi Mulwinda, the Caretaker Dean, School of Distance Learning and Information Technology, were also present. Following the workshop, COL met with the senior administration of UMI to brief them on the workshop and discuss future COL support for the institute.

The face-to-face workshop was followed by an 8-week online course for 25 participants from UMI and other Uganda higher education institutions. Upon completion of the online training, a two-day face-to-face workshop was organised by COL and held at UMI in May 2014.

Capacity-Building for Teacher Educators in Sub-Saharan Africa

Kyambogo University (KUY) has been selected to participate in the project “Capacity-Building for Teacher Educators
in Sub-Saharan Africa: Using Information Communication Technologies (ICTs) and Pedagogical Development,” which will kick off with a workshop in Singapore from 4 to 8 May 2015. KYU is sending three participants to the workshop. COL is collaborating with the Technical Cooperation Directorate (TCD), Ministry of Foreign Affairs in Singapore, and the Singapore National Institute of Education (NIE) in mounting this training programme.

MATERIALS

Lifelong Learning for Farmers Agricultural Modules

The Ministry of Agriculture and L3F partner Makerere University developed two modules on banana and coffee which are being translated in the languages of Runyakitara and Luganda.

Farm Radio Programme Development

Thirty-two broadcasters were trained and mentored in radio programme development two editions of a COL/Farm Radio International distance course run from September to December 2012 and September to December 2014. Participation in 2012 resulted in eight new/improved regular farmer programme designs, two of which were competition winners and received seed funding from Farm Radio International (Ms Rehema Ndagire, Ms Sarah Mawerere and Mr Richard Bwayo Katami, Uganda Broadcasting Corporation; Mr Peter Balaba and Mr James Senabulya, Nakaseke FM, Nakaseke).

MODELS

Lifelong Learning for Farmers

In April 2012, COL engaged Dr Rosemary Atieno of the University of Nairobi to identify the trends in L3F in Kenya and Uganda with appropriate statistical tools and to create a baseline for 2012–2015. The report, received in November 2012, described the statistical survey conducted in Kenya and Uganda and provided data and tables which indicated that there was a significant difference among the L3F participants compared with other two control groups in terms of improved household food security, empowerment and social capital. During July 2013, the Institute of Development Studies of the University of Nairobi presented the results of the survey conducted in Uganda in a workshop in which participants from various ministries and international agencies participated. Organisations such as the World Food Programme and Hivos felt that L3F would be a good strategy to strengthen sustainable livelihoods and requested COL to help them in replicating L3F. Mr Sunday Mutabazi, Commissioner in the Ministry of Agriculture, Animal Industries and Fisheries (MAAIF), and Rogers Akatwijuka, Zonal NAADS Coordinator, participated in the workshop.

In the 2012/2013 period, the number of learners in L3F increased to 4,135, of which 55% were women. Approximately 45% of these farmers were in five districts of the World Bank-supported ATAAS extension system project. Eleven self-help groups, including the forest-dwelling Batwas, obtained CAD$4,500-worth of loans for agricultural activities, and Makerere University pilot-tested a SMS/text-message-based FAQ/feedback system of mobile phones, with 150 farmers participating.

In preparation for 2013/2014 activities, Dr Moses Tenywa and Mr Daniel Ninsiima of Makerere University participated in a three-day project-design workshop in Nairobi and evolved an action plan for L3F in 2013/2014.

In 2013–2014, Makerere helped strengthen the capacity of ODLN-AGINSBA SACCO (AGINSBA), which in turn supported self-help groups and Savings and Credit Cooperatives (SACCOs) to mature into Community Banks. AGINSBA undertook M&E activities to assess learner needs, trained staff in ODL, and built the capacity of community banks in financial literacy through workshops and training sessions. Makerere University and AGINSBA also worked with Batwa groups in Uganda to build their capacity in modern beekeeping. In 2014, a team from AGINSBA, along with Makerere University staff, carried out an M&E in Rwamahano Batwa and facilitated the launch of modern beehive construction with approximately 80 people in a Batwa community.

During September 2014, Makerere University and AGINSBA reported that they were reaching 10,167 participants through ODL all over Uganda. Around 2,000 learners have obtained credit from cooperative and microfinance institutions. AGINSBA’s role in L3F has been recognised by FARA and it has started supporting AGINSBA in encouraging the participation of private industries. The workshop also looked into the draft (preliminary) Six-Year Plan of COL and agreed that the focus should be on evolving self-sustaining L3F.

During 2014, AGINSBA entered into an MOU with the National Organic Agricultural Movement of Uganda (NOGAMU) for strengthening organic farming through L3F.

Healthy Communities Model

COL is supporting the design and delivery of a community-based health programme in Apac District, Uganda. Through the programme, local health mobilisers work with authorities
and citizens to bring information and dialogue about local health issues to local town hall meetings and more widely using the FM radio in a variety of formats, for three to five hours per week. The programme’s first phase started in September 2013 with extensive training and sensitisation, continuing with local content creation and broadcasting from October 2013 to June 2014.

POLICIES

Institutional ODL Policy Development

In August 2013, COL supported a workshop in Institutional ODL Policy Development for 12 INVEST partners. One person from MUBS participated in the workshop. Two roundtables for institutional ODL policy formulation were conducted in November 2014 and February 2015 and the draft institutional policy is expected in 2015.

OTHER

Contribution to COL Publication

Ms Nodumo Dhlamini, Programme Manager (ICT) of the Regional Universities Forum for Capacity-Building in Agriculture (RUFORUM) at Makerere University, contributed a chapter titled “Becoming a Leader in Non-formal Education” to the book Women and Leadership in Open and Distance Learning and Development, published by COL in 2013.

Ugandans Experts Engaged as Professional Resources in

Mr Daniel Ninsiima was engaged by COL as a consultant for the L3F initiative in Seychelles, and trained officers of Seychelles Agricultural Agency in mobile phone-based learning, using examples from Uganda. Mr Ninsiima also worked as a consultant for COL on the L3F project in Tanzania.

AGINSBA and Dr Moses Tenywa of Makerere University also worked as consultants on the development of a sunflower value-chain study for the L3F project in Tanzania.

Speeches and Presentations

The Education Specialist TVSD gave a keynote speech at the conference of the Commonwealth Association of Polytechnics in Africa in Entebbe, in December 2014. The presentation was entitled “Innovation in TVET for Lifelong Learning and Sustainable Development”.

132 COL IN THE COMMONWEALTH 2012-2015
Zambia makes considerable use of distance education to extend access to formal education, because most public institutions are constrained by lack of finance and human resources. There is potential for open and distance learning (ODL) to be used to strengthen formal education by training primary teachers, to extend access to secondary education and tertiary access, and to contribute to skills development. Zambia is a regular contributor to COL’s budget.

**National MDG Targets Addressed by COL**
- Make available the benefits of new technologies, especially for information and communications
- Promote gender equality and empower women

**COL’s Work on Zambia’s MDG Targets**
- Capacity-building, materials development and policy support for sharing OER and promoting ODL are underway
- COL has advised TVTC & ZIBSIP on gender mainstreaming and the activities of their Women in Technical Education (WITED) chapter

**Quick Notes**
- Mrs Rodah N. Mweetwa, Ministry of Education, Science, Vocational Training and Early Education

**Areas of COL’s Work in Zambia:**
- Open Schooling
- Higher Education
- Technical and Vocational Skills Development (TVSD)
- Healthy Communities
- eLearning

**Agreed Priorities**
- Establish Quality Assurance standards
- Support teacher development
- Promote open and alternate schooling
- Develop eLearning for education sector development
- Increase access to basic and functional literacy
- Vocationalise the school curriculum to enable learners to acquire academic and vocational certificates simultaneously

**Outcomes Achieved by COL**
- Institutional Quality Assurance Policies drafted
- Substantial increase by Technical and Vocational Teachers’ College of their ODL enrolment since joining INVEST Africa
- New non-formal course offerings from Zambia Institute of Business and Industrial Practice (ZIBSIP) and Technical and Vocational Teachers’ College (TVTC)
- Adaptation by Zambia College of Distance Education of print-based content in Moodle
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education, Science, Vocational Training and Early Education
- Directorate Open and Distance Education (DODE)
- Zambia Institute of Business and Industrial Practice (ZIBSIP)
- Technical and Vocational Teachers’ College (TVTC)
- Technical and Vocational Education and Training Authority (TEVETA)
- Chalimbana University
- Media and Training Centre for Health
- Zambia College of Open and Distance Education (ZACODE)

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Scholarship to the Open University of Malaysia
- Course design for the informal sector
- System Design for Open and Distance Learning
- Gender mainstreaming
- ACDE Research Methods and Tools workshop
- Flexible Skills Development course
- Sponsorship to ILO online gender course
- Moodle Administration

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Print-based content for Moodle
- Audio and video material for TVET
- Modular Curriculum Framework for Prison Inmates
- Farm Radio Programme Development

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- Institutional ODL Policy Development
- Institutional ODL Policy Review
- Draft Institutional Quality Assurance Policies
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Zambia was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Zambia. The following areas were identified:

- Provision of financial assistance
- Training of ODL providers
- Provision of equipment – such as ICT infrastructure (server), computers, studio and broadcasting equipment, teleconferencing facilities and printing equipment for ZACODE
- Supply of educational materials
Appendix: COL’s Activities in Zambia

PARTNERSHIPS

Southern African Development Community – Centre for Distance Education (SADC-CDE)

COL and the Ministry of Education and Skills Development, Botswana, signed a Memorandum of Understanding to work collaboratively for the period 2012–2015 to promote the work of SADC-CDE. SADC-CDE will continue to serve as a centre of expertise in ODL for Southern Africa.

African Centre for Distance Education (ACDE)

COL participated in a meeting with the ACDE office bearers to establish a partnership to carry forward COL’s work in quality assurance and capacity-building among ACDE member institutions. A Memorandum of Understanding between COL and ACDE has since been signed, which outlines the following three areas of collaboration:

1. Capacity-building for research in ODL
2. Quality assurance activities including COL’s Review and Improvement Model (COL-RIM)
3. Leadership training for member institutions of the ACDE

INVEST Africa

Zambia Institute of Business and Industrial Practice (ZIBSIP) and Technical and Vocational Teachers’ College (TVTC) are members of the 13 key institutions in the COL INVEST Africa activity that aims to improve quality and efficiency and increase access in TVSD, particularly for women and informal sector workers.

COL visited ZIBSIP and TVTC in December 2012 to meet the Principal and staff and make a presentation on COL and INVEST Africa. Discussions were held on some of the challenges facing each institution in its expansion of ODL and introduction of eLearning. ZIBSIP has made important advancements in integrating ODL into its programmes, and increasing access to TVET; and TVTC has substantially increased its ODL enrolment since joining INVEST Africa.

COL supports an INVEST online community of practice called the Community Learning Network (CLN), which currently has 1,182 members. 20 members from ZIBSIP and 38 from TVTC are engaged in informal learning and collaboration.

Support for TVET in Zambia

In December 2012, COL met with Dr Patrick Nkanza, the Permanent Secretary of the Ministry of Education Science, Technical and Vocational Training and Early Childhood, to discuss the progress of the national open distance and flexible learning (ODFL) policy, the INVEST Africa partner institutions, and the possibility of establishing an open polytechnic. Additionally, COL met with members of the Technical and Vocational Education and Training Authority (TEVETA) senior management team to discuss the need for support to the Zambian partners of INVEST Africa and possibilities for future capacity-building for TVET institutions in flexible and blended approaches to programme delivery.

COL met with the Director General and Departmental Managers of TEVETA in October 2013 to discuss COL’s results-based Monitoring and Evaluation (M&E) system and strategies for strengthening capacity to expand access to TVET through ODFL, especially for the informal sector.

In October 2013, COL met with Dr Patrick Nkanza, the Permanent Secretary of the Ministry of Education, Science, Technical and Vocational Training and Early Childhood Education in Zambia, to discuss ODFL approaches to TVET and the vocationalisation of secondary education.

Support to Chalimbana University through the Commonwealth Certificate for Technology Integration for Teachers (CCTI)

In May 2013, COL met with key faculty and staff of Chalimbana University to examine possible options for COL support for ICT in education capacity development for teacher trainees and university faculty through the CCTI.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to attend the forum: Francis Bwalya of ZIBSIP, Sangster Muleya Jere and Misheck Kalungulungu of TVTC, and Dines Phiri of TEVETA.

Regional Focal Points Meeting

Mr Athanasius Mulenga, Acting Director of the Directorate of Open and Distance Education from the Ministry of Education, Science, Vocational Training and Early Education, represented Zambia at the Meeting.

SADC-CDE Meetings

The SADC-CDE Advisory Board Meeting was held in Lesotho on 18 September 2012 and approved the Strategic Plan for 2012–2015. Ms Christine Msuku Mayondi of Zambia represented the Permanent Secretary, Zambia, at the meeting.

SADC-CDE held its Annual Board meeting, represented by six countries on 23 May 2013. The Board meets on a rotational basis to review its activities of the past year, approve new activities, and direct the operations of the Centre. Ms Christine Mayondi, Deputy Permanent Secretary, and Mr Victor Muyatwa, Director, Directorate Open and Distance Education
ACDE Meetings

The fourth ACDE Conference and AGM was held on 6 to 9 June 2014 in Victoria Falls, Zimbabwe. COL supported the pre-conference workshop on Quality Assurance Frameworks for trainers from different ACDE member universities who will in turn train their colleagues in their respective institutions. The workshop was held from 3 to 4 June 2014.

INVEST Africa Partners’ Meeting

In December 2012, a total of 24 INVEST Africa institutional Principals and champions from Nigeria, Kenya, The Gambia, Tanzania, Ghana and Zambia attended a five-day Partners’ Meeting in Lusaka, Zambia. The meeting reviewed the capacity-building activities of the past six months and planned for the coming year. Pascal Chewe and Sangster Muleya Jere of TVTC and Francis Bwalya and Mubanga Makupe of ZIBSIP attended the meeting.

COL facilitated the 2013 Annual INVEST Africa Partners’ Meeting hosted by Auchi Polytechnic from 28 to 30 November 2013. The Annual Partners’ Meeting is an important part of the M&E for INVEST Africa. It enables Principals to meet and engage with the change process in their institutions, benchmark their progress, and add input to future activity planning. The meeting was attended by 12 Institutional Heads and served to review activities and achievements in 2013 and plan for 2014. Mrs Sangster Muleya Jere of TVTC and Francis Bwalya of ZIBSIP participated in the meeting.

COL held the fifth Annual Partners’ Meeting for the INVEST Africa capacity-building programme in December 2014, in Nairobi, Kenya. The meeting was attended by Principals from 13 partner organisations, plus policy advisors from five countries. Mrs Sangster Jere of TVTC, Mr Kendrick Lungwe, ZIBSIP and Mrs Catherine Kanyensha, TEVETA attended. The meeting was led by a COL Education Specialist – TVSD, and Ms Shafika Isaacs, the TVSD Evaluation Consultant.

CAPACITY

Scholarship to the Open University of Malaysia

COL provided a scholarship for the Master’s in Instructional Design Technologies (MIDT) offered through the Open University of Malaysia to one student in Zambia.

Course Design for the Informal Sector

In January 2013, COL facilitated a workshop on course design for the informal sector. This was attended by 22 participants from the 13 INVEST Africa partners. Four staff members from TVTC and ZIBSIP participated. This workshop supported the development of plans for new and existing short courses.
System Design for Open and Distance Learning
In January 2013, COL contracted Dr Delvaline Mowes from the Polytechnic of Namibia to facilitate workshops at TVTC and ZIBSIP to build their capacity in system design for ODL.

Gender Mainstreaming
COL has advised INVEST member ZIBSIP on gender mainstreaming in the proposed work plan for their WITED chapter.

ACDE Research Methods and Tools Workshop
The first activity under this partnership was a workshop organised by ACDE and supported by COL on research methods and tools in ODL. It ran from 17 to 19 June 2013 at Arusha, Tanzania, for ACDE member institutions and had 19 participants from six countries. Two academics from Zambia participated and built capacity in research methods in ODL.

Flexible Skills Development Course
There have been seven presentations of the Flexible Skills Development online course in this programme period. The course introduces the flexible and blended model of TVET and covers ICT in Education, Change Management, Talking Strategy and the Teachers FaB Competency Framework. Teachers from TVTC and ZIBSIP have participated in all seven courses. Staff members of TEVETA also participated.

Sponsorship to ILO Online Gender Course
COL sponsored Ms Beauty Mulenga from ZIBSIP to participate in the ILO online course “Gender in the Global Development Agenda: Tools for Gender-Sensitive Planning and Implementation.”

Moodle Administration
In 2013, a total of 15 staff members from ZIBSIP received training in Moodle administration. This was followed up by a review of the TVTC and ZIBSIP Moodle platforms in March 2015.

Results-Based Monitoring and Evaluation (M&E)
COL facilitated a workshop at TVTC in Zambia, in November 2013, to present the progress of INVEST Africa partners and introduce results-based M&E. The progress and developments at TVTC were discussed. The workshop was attended by 18 TVTC academic and management staff. TVTC is now starting to develop an informal sector programme with its first pilot course for 30 students, funded from the national Training Fund via TEVETA.

PowerPoint Facilitation
A course for teachers on PowerPoint facilitation was developed on Moodle by COL consultant, Jan Deurwaarder. In September 2014, COL consultant, Sandy Hirtz, began offering the course to 50 teachers across the 13 INVEST Africa partner institutions, which include TVTC and ZIBSIP.

Blended Online Teaching and Learning Strategies
In March 2015, Johann Fouche, COL consultant from South Africa, facilitated a 5 day workshop on Blended Online Teaching and Learning Strategies at both TVTC and ZIBSIP for 40 teachers. The aim of the course was to explore contemporary teaching and learning strategies and incorporate them into new online course content for blended delivery. Participants all started developing elearning courses.

COMOSA Planning Meeting and Theory of Change Workshop
Bangladesh Open University, in collaboration with COL, hosted a COMOSA Planning Meeting as well as Theory of Change workshops in Dhaka from 30 September to 3 October 2014. Mrs Rodah Mweetwa of DODE participated in the meeting and workshops.

Community Learning Programme (CLP) Developer’s Certificate
Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the CLP Developer’s Certificate, which will result in new CLP design and delivery.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, one participant from Zambia was trained. In February to March 2014, two participants from Zambia were involved in the training. Ms Roberta Muchangwe of Media & Training Centre for Health, Zambia, was engaged by COL as an e-facilitator for this course.

The 10-week “Research for Planning” course was run in 2014, in April to June 2014, one participant from Zambia received training.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, one participant from Zambia received training, resulting in a completed CLP plan.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, one participant from Zambia received training, which will result in a completed CLP design document.
The 6-week “Scriptwriting and Episode Production” (blended) e-course is being run in 2014/2015.

The 5-week “Sustainability and Sponsorship” e-course is being run in 2015.

**eFacilitation and Instructional Design**

In its efforts to build the capacity of its national and regional partners to offer distance training and mentoring, COL has supported training in e-facilitation and instructional design through distance courses, of 5 and 10 weeks, respectively. Following training, e-facilitators and course designers are engaged in course design and delivery. Two editions of the course in e-facilitation were run in 2013 (March to April 2013; September to October 2013). In April to June 2014, Ms Roberta Muchangwe, Zambia, received training. She also participated in the course in instructional design run October to December 2014.

**INVEST Africa Gender Mainstreaming**

A workshop on gender mainstreaming in TVET was facilitated in Kenya in November 2014 with 29 participants from 13 INVEST Africa partner institutions. The facilitator was COL Consultant Jennifer Mudge from the UK. The workshop aimed to explore concepts and issues in gender and develop strategies for institutional gender mainstreaming. **Four participants were from TVTC and ZIBSIP.**

**University of Zambia (UZ)** has been selected to participate in the project “Capacity-Building for Teacher Educators in Sub-Saharan Africa: Using Information Communication Technologies (ICTs) and Pedagogical Development,” which kicked off with a workshop in Singapore from 4 to 8 May 2015. UZ sent three participants to the workshop. COL is collaborating with the Technical Cooperation Directorate (TCD), Ministry of Foreign Affairs in Singapore, and the Singapore National Institute of Education (NIE) in mounting this training programme.

**MATERIALS**

**Adapting Print-based Content to Moodle**

In collaboration with the Ministry of Education, Zambia, and COL, **15 teachers and faculty members** of the Zambia College of Open and Distance Education (ZACODE) were trained during a face-to-face workshop in July 2012 to adapt their print-based contents in five subjects in Moodle. Participants developed assignments that can be used in online courses, with post-workshop support from a COL consultant. These courses, when completed, will be freely available as OER in the Moodle learning management system.

**Audio and Video Material Development for TVET**

In August 2012, Masai TTI in Kajiado, Kenya, hosted an international workshop for 11 INVEST partner institutions on developing audio and video learning materials for TVET. The workshop was facilitated by COL consultants Jack Koumi from the UK and Flora Okuku from Kenya. Participants came from six countries, **four from Zambia**. Participants have been working on audio, video and audiovisual materials and will continue to develop their skills and share their materials on the INVEST online Community Learning Platform.

**Modular Curriculum Framework for Prison Inmates**

COL organised a workshop on “Education Services to Prison Inmates” in Namibia from 17–21 September 2012. The tangible outcome of the workshop included the development of a unique modular curriculum framework for prison inmates that had a core set of four mandatory courses (Practical Math Skills, Practical Language Skills, Practical Computer Skills and Practical Life Skills). Mr Athanasius Mulenga of the Directorate of Open and Distance Education attended the workshop.

**Farm Radio Programme Development**

Ten broadcasters (nine men and one woman) were trained and mentored in radio programme development through two editions of a COL/Farm Radio International distance course run from September to December 2012 and September to December 2014. Participation in 2012 resulted in five new/improved regular farmer programme designs, three of which were competition winners and received seed funding from Farm Radio International (**Peter Frank Banda**, **Filius Jere** and **Martin Mwape**, Breeze FM, Chipata; **Mabel Phiri** and **Thomas Zulu**, Petauke Explorers Radio, Petauke; and **Darlington Kahilu**, National Agricultural Information Services).

**POLICIES**

**Institutional ODL Policy Review**

During May and June 2013, an online review of institutional ODL policy took place with **TVTC** and **ZIBSIP**, working in a collaborative process to review their policies.

**Institutional ODL Policy Development**

In August 2013, COL supported a workshop in Institutional ODL Policy Development for 12 INVEST partners. **One person from TVTC** participated in the workshop.
Draft Quality Assurance Policies

A Quality Assurance workshop was held in Mozambique in March 2014. Based on the workshop, participants drafted QA policies. Participating in the workshop were: Mrs Rhoda Mweetwa, Directorate of Open and Distance Education (DODE), Ing'utu Kalumiana, Ministry of Education; Christine Mayondi, Deputy Permanent Secretary; Foster Lubinda, Controller-EBS; Yotum Mutepuka, Executive Producer; George Nahonge, Senior Education Officer- Skills; Brenda Mudenda, Senior Education Officer- Open Learning; Chola Mtonga, Principal- ZACODE; Bernstein Chibinga, Vice Principal; Gladys Phiri, Senior Producer- EBS; and Linda Chisanga, Lecturer.
The Asian region of the Commonwealth is made up of eight countries: three in Southeast Asia and five in South Asia. Three – Bangladesh, India and Pakistan – are among the most highly populated countries in the world. Open and distance learning (ODL) has proliferated in Asia in recent years. Several of COL’s most important partners are located in the region, promoting south-south collaboration and harnessing the potential of information and communication technology (ICT) to expand learning for development. The eight member countries are Bangladesh, Brunei, India, Malaysia, Maldives, Pakistan, Singapore and Sri Lanka.

**CONTEXT**

The COL Regional Focal Points Meeting (Asia) was held in Malaysia from 17 to 19 September 2014, co-hosted by the Ministry of Education Malaysia in cooperation with the Universiti Sains Malaysia. The theme of the meeting was to explore education and the use of technology and distance learning methods in development. The objectives of the meeting were to: 1) determine the key priorities and needs for education and training in Asia; and 2) identify COL’s role in addressing these key needs in the region.

**REGIONAL PRIORITIES**

- Adopt a transnational approach to quality assurance in education across the region
- Improve recognition of degrees and credit transfer between different institutions
- Promote and improve quality and relevance of open schooling system for secondary level
- Support transitions to dual-mode education (face-to-face and ODL)
- Strengthen teacher education, including in-service training, through ODL

**OUTCOMES ACHIEVED BY COL**

- Lifelong Learning for Farmers (L3F) model scaled up and replicated
- Healthy Communities model expanded through development of new Community Learning Programmes (CLPs)
- Support provided for open schooling
- COL Review and Improvement Model (COL-RiM) implemented in various institutions
- New massive online open courses (MOOCs) developed and launched
- Continuous Improvement Toolkit for Community Radio (CR-CIT) developed and made available

**QUICK NOTES**

**CONTEXT**

- Adopt a transnational approach to quality assurance in education across the region
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**REGIONAL FOCAL POINTS MEETING**

- Lifelong Learning for Farmers (L3F) model scaled up and replicated
- Healthy Communities model expanded through development of new Community Learning Programmes (CLPs)
- Support provided for open schooling
- COL Review and Improvement Model (COL-RiM) implemented in various institutions
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- Continuous Improvement Toolkit for Community Radio (CR-CIT) developed and made available

**COL Board:**

- Shri Satyanarayan Mohanty (India)
- Professor Dr. Atta-ur-Rahman, Chair - Audit Committee (Pakistan)

**Honorary Advisors:**

- Professor Dato’ Dr Ansary Ahmed (Malaysia)
- Professor Dr Abdul Mannan (Bangladesh)

**Areas of COL’s Work in the Region:**

- Open Schooling
- Higher Education
- Teacher Education
- Virtual University for the Small States of the Commonwealth (VUSSC)
- Technical and Vocational Skills Development (TVSD)
- Healthy Communities
- Lifelong Learning for Farmers (L3F)
- eLearning
- Regional Centre (CEMCA)
HIGHLIGHTS

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

PARTNERSHIPS

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► Commonwealth Educational Media Centre for Asia (CEMCA) (Regional Centre)
► Virtual University for Small States of the Commonwealth (VUSSC)
► Commonwealth Open Schooling Association (COMOSA)
► Regional Institute of Education (RIE)
► Asian Association of Open Universities (AAOU)
► UNESCO
► World Association of Community Radio Broadcasters (AMARC) South Asia

► Regional Workshop on Leadership Development for Women
► 2 institutional capacity-building workshops on OER-based eLearning
► Regional Consultation Workshop on Quality Guidelines for OER
► Support to attend the Asian Association of Open Universities (AAOU) Conference

MATERIALS

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

► 11 new VUSSC courses including VUSSC Postgraduate Diploma in Education
► Community Learning Programme (CLP) Developer’s Certificate Materials Development
► Continuous Improvement Toolkit (CR-CIT) for Community Radio

MODELS

A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

► Lifelong Learning for Farmers (L3F)
► Healthy Communities
► Open Schooling
► COL Review and Improvement Model (COL-RIM)
At the 2014 Regional Focal Points Meeting, the following priorities were identified:

- Skilling, entrepreneurship and training teachers for TVET
- Quality in education
- ICT and ODL for increased access
- Policy development and/or review
- 21st-century skills/critical thinking skills in education
Bangladesh has a largely rural population of about 157 million. COL has worked with Bangladesh on numerous projects aimed at advancing open and distance learning (ODL) in the country. Bangladesh is a regular contributor to COL's budget and participates in regional activities, many led by COL's regional agency, the Commonwealth Educational Media Centre for Asia (CEMCA).

**National MDG Targets Addressed by COL**
- Promote gender equality and empower women
- Eliminate gender disparity to all levels of education no later than 2015
- Reduce child mortality and improve maternal health
- Combat HIV/AIDS, malaria and other diseases
- Make available the benefits of new technologies, especially for information and communications

**COL’s Work on Bangladesh’s MDG Targets**
- Open schooling programmes are focusing on girls’ leadership and improved access to education for girls
- CLPs on child and maternal health and disease prevention are encouraging positive behaviours
- Capacity-building, materials development and policy support for sharing of open educational resources and promoting ODL to address development needs are underway

**Outcomes Achieved by COL**
- Print and animation video learning materials developed in five skills training subjects in partnership with Dhaka Ahsania Mission (DAM), with courses offered through DAM’s nearly 900 Community Learning Centres, and made available to 200+ NGOs in Bangladesh
- Community Radio Continuous Improvement Toolkit (CR-CIT) made available
- Seven Community Learning Programmes (CLPs) operationalised and 75+ hours of content designed, with a total listenership of about 25,000 people
- Support provided for open schooling through Bangladesh Open School, including the development of a Girls’ Innovation project

**COL Focal Point:**
- Mr Md. Nazrul Islam Khan, Ministry of Information and Communication Technology

**Notable Mention:**
- Professor Dr Abdul Mannan, Vice-Chancellor, European University of Bangladesh, is a COL Honorary Advisor

**Areas of COL’s Work in Bangladesh:**
- Open Schooling
- Higher Education
- Technical and Vocational Skills Development (TVSD)
- Lifelong Learning for Farmers
- Healthy Communities
- eLearning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Information and Communication Technology
- Bangladesh Open University (BOU)
- Dhaka Ahsania Mission
- Bureau for Non-Formal Education
- Campaign for Popular Education (CAMPE)
- Centre for International Education and Development (CINED)
- Bangladesh Open School
- Rupantar
- University of Dhaka
- Sialdah University of Science and Technology
- UNESCO Dhaka
- Bangladesh NGO Network for Radio and Communication
- University of Bangladesh

**CAPACITY**

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Support to Attend Conference on ICT Culture in Education
- Community Radio Trainers Workshop
- Support to Attend “Radio for Equitable Education to All” Seminar
- Gender Mainstreaming in Open Schools
- Women’s Leadership Development
- eFacilitation and Instructional Design
- Locally Generated Materials Development

**MATERIALS**

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Commonwealth Executive MBA/MPA programmes
- Print and Video Learning Materials for Skills Training
- Community Radio Continuous Improvement Toolkit (CR-CIT)
- Community Learning Programme (CLP) Developer’s Certificate

**MODELS**

A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Girls’ Innovation Project
- COL Review and Improvement Model (COL-RIM)
- Lifelong Learning for Farmers model
- Healthy Communities model

**POLICIES**

A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- Regional Consultation on Quality Guidelines for OER
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Bangladesh was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Bangladesh. The following areas were identified:

► Provision of support for the National ICT Project, particularly in challenging areas such as:

► rewarding “smart teachers” who are making the most use of information and communication technologies (ICTs) in transforming their teaching sessions
► establishing a monitoring system for effective implementation of the ICT Project
► supporting government ownership of such developmental initiatives through budgetary and policy support
Appendix: COL’s Activities in Bangladesh

PARTNERSHIPS

COMOSA (Commonwealth Open Schools Association)
Twenty-two partners signed the COMOSA constitution including BOU.

TVET Partnerships in Bangladesh
In February 2013, COL visited various stakeholders to discuss their use of learning materials for the training of people working in the informal sector. Visits included Dhaka Ahsania Mission Mirpur District Training Centre, Dhaka Ahsania Mission Community Learning Centres, and the Bureau for Non-Formal Education. COL also visited Campaign for Popular Education (CAMPE) to discuss the delivery of the new skills training materials through the NGO network. COL met with the International Labour Organization (ILO) Chief Technical Advisor for the TVET Reform Programme to discuss possible collaboration on capacity-building for materials development for the formal TVET system.

COL has an ongoing partnership with the Dhaka Ahsania Mission to develop non-formal skills training materials.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)
COL sponsored nine people from Bangladesh to attend the forum: Khondoker Mokaddem Hossain of Bangladesh Open University (BOU), Mostafa Azad Kamal of BOU, A.K.M Iftekhar Khalid of BOU, Shahnewaz Khan of the Centre for International Education and Development (CINED), Dr M.A. Mannan of BOU, Md. Mizanoor Rahman of BOU, Saifuddin Sabuj of Rupantar, Md. Sharifah Shahabuddin of BOU and Sadia Afroze Sultana, also of BOU.

Regional Focal Points Meeting
Mr Md. Nazrul Islam Khan represented Bangladesh at the meeting.

Regional Symposium on Open Education
Dr Sadia Afroze Sultana, Dean of BOU, attended the meeting.

Healthy Communities Partners Meeting
COL convened a meeting of its Healthy Communities initiative partners in Abuja in December 2013, on the sidelines of the 7th Pan-Commonwealth Forum on Open Learning. The meeting focused on conducting a mid-term review of the initiative and planning for the balance of the three-year plan. Mr Saifuddin Sabuj of Rupantar, Bangladesh, participated in the meeting.

AMARC and UNESCO Community Radio Workshops/ Seminars
AMARC South Asia and the UNESCO Chair on Community Media held two back-to-back events in Delhi, India. A seminar held from 17 to 18 January 2013 on “Voices for Change and Peace: Seminar for Taking Stock of Community Radio in South Asia,” was followed by a four-day training workshop for women community radio broadcasters of South Asia, titled “Enhancing Access To Community Media, Promoting Positive Social Change and Peace Building Through Community Broadcasting.” Attending the two events were invited experts and participants from South Asia (India, Nepal, Bangladesh, Sri Lanka, Bhutan) and Supriya Sahu, Joint Secretary (Broadcasting), Government of India. COL, with the assistance of CEMCA, supported some of the sessions and sponsored participants to attend, including 5 women broadcasters from Bangladesh.

CAPACITY

Support to Attend the International Conference on ICT Culture in Education
COL, through its regional centre CEMCA, supported the Educational Technology and Management Academy (ETMA) Council to host the International Conference on ICT Culture in Education held in Delhi, India, from 27 to 29 September 2012. Mr Md. Mizanoor Rahman and Ms Sabina Yeasmin of Bangladesh Open University participated in the conference.

Community Radio Trainers Workshop
A capacity-building workshop, led by Mr Charles Simbi, was held in Khulna in October 2012 for 14 community radio trainers from Bangladesh.

Support to Attend “Radio for Equitable Education to All” Seminar
COL supported four experts from Bangladesh, Maldives, Pakistan and Sri Lanka to attend a seminar titled “Radio for Equitable Education to All,” hosted by the Distance Education Programme – Sarva Shiksha Abhiyan (DEP-SSA) of India Gandhi National Open University (IGNOU) in Delhi from 27 to 29 December 2012. Professor Mahfuz Asif participated in the seminar.

Gender Mainstreaming for Open Schools
To ensure that Open Schools mainstream Gender in their activities, COL organised a COMOSA workshop from March 13 to 17, 2013 in Delhi to discuss the Gender Equality Guidelines developed by a COL Consultant. Attending the workshop were 19 representatives from Bangladesh, Belize, Botswana, Canada, India, Kenya, Mozambique, New Zealand, Pakistan, Sri Lanka, Tanzania, and United Kingdom.
Women’s Leadership Development Workshop

COL, in collaboration with the Open University of Sri Lanka, organised a regional workshop from 18–20 March 2013 on leadership development for 24 senior women academics in South Asia. Facilitators of the workshop were Professor Uma Coomaraswamy and Professor Madhulika Kaushik. Dr Mahbuba Nasreen, Professor Sociology, In-Charge Disaster Management Unit, and Dr Khair J. Sogra, Professor and Chairperson, MBA programme of the University of Dhaka, and Dr Yasmeen Haque, Head of Physics of Sialdah University of Science and Technology, participated in the workshop.

eFacilitation and Instructional Design

In its efforts to build the capacity of its national and regional partners to offer distance training and mentoring, COL has supported training in efacilitation and instructional design through distance courses, of 5 and 10 weeks, respectively. Following training, efacilitators and course designers are engaged in course design and delivery. Mr Francis Sumon Gomes and Mr Saifuddin Sabuj from Rupantar were trained in efacilitation (both) and Moodle design skills (Gomes) between April and July 2013, resulting in a new 7-week draft e-workshop titled “Radio Programme Content Development, Programme Production and Broadcasting.”

Locally Generated Materials Development Workshop

Dhaka Ahsania Mission, in collaboration with COL and UNESCO Dhaka, facilitated two five-day capacity-building workshops in April 2014 for Community Education Centre Personnel on the development of locally generated materials. The objective of the workshop was to equip the participants with knowledge and skills for developing local-level materials to reduce dependency on central-level material developers and increase supply of local-level need-based skills training materials. In total, 40 facilitators, entrepreneurs and project-based employees were trained from the districts of Sylhet and Rangpur in Bangladesh.

Scholarships to the Open Polytechnic of New Zealand

To support women in higher education, COL sponsored 20 women faculty from higher education institutions in Africa and Asia by providing scholarships to undertake a one-year online certificate course in Designing and Facilitating eLearning (Level 5) of the OPNZ. This qualification is made up of three 20-credit courses and is delivered online through the Online Campus. Participating from Bangladesh in the programme was Ms Tasrun Jahan, BOU.

As of June 2014, another nine women in higher education from eight different countries, including Bangladesh, were sponsored to complete the Open OPNZ programme in designing and facilitating online learning/eLearning.

Community Learning Programmes Workshop for Women Broadcasters

In August 2014, CEMCA supported the SAARC-AMARC consultation on Community Radio and organised a workshop on Community Learning Programmes for 20 women broadcasters from 10 community radio stations of Bangladesh.

Quality Assurance for Open Schools Workshop

COL organised a Quality Assurance workshop in New Delhi from 8 to 12 September 2014. Mr Ananya Laboni and Dr Sadia Afroze Sultana both of BOU participated in the workshop.

Planning and Theory of Change for Open Schools

Bangladesh Open University, in collaboration with COL, hosted a COMOSA planning meeting as well as Theory of Change workshops in Dhaka from 30 September to 3 October 2014. Dr Sadia Afroze Sultana, Dean of the BOU Open School, was elected as Deputy Chair which had become vacant. Mohammad Nasirul Islam of BOU also participated in the meeting and workshops.

Girls’ Leadership Workshop

From 26 September to 3 October 2014, COL facilitated a workshop, Leadership4Girls4Change, for 10 faculty members of the BOU Open School and 100 girls enrolled at BOU Open School centres.

ICT Leadership Workshop

Vice-Chancellors and senior leaders from India, Sri Lanka and Bangladesh attended the ICT Leadership Workshop organised by CEMCA and OUSL at Kandy, Sri Lanka. Attending the workshop from Bangladesh was Professor M. A. Mannan.

As well, 16 Vice-Chancellors of Bangladesh and two Vice-Chancellors from India attended the ICT Leadership Workshop organised by CEMCA and BOU at Dhaka on 11-12 December 2014.

MATERIALS

Commonwealth Executive MBA/MPA Programmes

Initially launched in 2002, the programmes were completely updated in 2013, with 12 courses revised and 10 courses rewritten. One new elective on Business Ethics was added, taking the total number of courses available to 23. Eleven partner institutions are currently offering the CEMBA/CEMPA programme. To date, 24,299 students have enrolled and 11,515
have graduated. For the current triennium, 4,961 have been reported to have enrolled and so far 3,814 have graduated. COL continues to receive updates on enrolment and graduation figures from partner institutions.

The Commonwealth Executive MBA/MPA programmes have been offered by the Bangladesh Open University (BOU) since its inception in 2002. During 2012–2014, BOU in has had an enrolment of 393 students; and to date more than 338 students from BOU have graduated from the programmes.

**Print and Video Learning Materials for Skills Training**

Dhaka Ahsania Mission developed print and animation video learning materials in five skills training subjects in partnership with COL. The materials articulate to pre-vocational level 1 on the National Technical and Vocational Qualifications Framework (NTVQF). The training courses are being offered through DAM’s nearly 900 Community Learning Centres, as well as being made available to the 200+ NGOs in Bangladesh, offering skills training via CAMPE. Sixty members of the development community attended the launch of the materials in February 2013. Chief guest at the launch was Mr Md. Nazrul Islam Khan, Secretary for the Ministry of Information Communication Technology and COL Focal Point. The materials have been translated to English and are available as OER.

**Continuous Improvement Toolkit (CR-CIT) for Community Radio**

To encourage good practices in community radio, CEMCA has collaboratively developed, with its partner the UNESCO Chair on Community Media at the University of Hyderabad, a continuous improvement toolkit for good community radio practices with community radio practitioners. As a first step, comprehensive desktop research was undertaken to analyse the present scenario and identify indicators. Then a consultation meeting with community radio stations was organised to develop a set of indicators. In April 2013, a consultation meeting was held to review and validate the indicators developed.

On 13 May 2013, CEMCA supported a Validation Workshop on Community Radio Continuous Improvement Toolkit (CR-CIT) organised by the UNESCO Chair on Community Media, University of Hyderabad. Eight community radio experts from India, Bangladesh and Australia, and five community radio practitioners in India, participated in an expert peer-group meeting. They arrived at a broad consensus on non-negotiable principles such as participation, community ownership and management, gender equity, and representation of marginalised groups, and also identified actionable indicators to ensure good community radio practices in the region. Mr A.H.M. Bazlur Rahman of Bangladesh NGO Network for Radio and Communication (BNNRC) attended the meeting as an international expert. The toolkit, originally published in 2013 and revised in 2014, is available for use on COL’s website.

**Community Learning Programme (CLP) Developer’s Certificate Materials Development**

In February 2014, COL convened a course materials workshop in Bangalore, India, to design and develop courses materials associated with the Community Learning Programme (CLP) Developer’s Certificate. Mr Sumon Francis Gomes, of Rupantar, Bangladesh, participated in the workshop as a special member of the CLP course team, responsible for the adaptation of the “Communication for Development (C4D): Why. How. Now.” e-course into Bangla.

**MODELS**

**Girls’ Innovation Project**

In March 2013, COL met with various stakeholders to discuss the outcome of the baseline study conducted for the Girls’ Innovation Project and to assist in the development of a work plan. The visit also served to raise awareness about the initiatives, and to sensitise the community about girls’ needs, abilities and prospects and create a supportive learning environment. Two funding proposals were developed for the Girls’ Innovation Project.

**COL Review and Improvement Model (COL-RIM)**

COL-RIM implementation was initiated at BOU before the end of December 2014 and is currently in progress.

**Lifelong Learning for Farmers Model**

In December 2014, COL met the Secretary, Ministry of Education, Mr Md. Nazrul Islam Khan, and briefed him about the activities of COL in agricultural sector. A meeting was held with BRAC to replicate L3F in Bangladesh and plans for a draft proposal are underway.

**Healthy Communities Model**

Over 40 local communication and health/development organisations have been engaged in Community Learning Programme (CLP) planning and design though a series of local training and mentoring workshops, led by partner Rupantar, covering planning, design and delivery of CLP.

In December 2012, COL met with A.H.M. Bazlur Rahman of the Bangladesh NGO Network for Radio and Communication to advance partnership and cooperation with other partners in South Asia. COL also met with Rafiqul Islam Kokhan and Swapan Guha, Executive Directors of Rupantar, to advance their plans for developing CLPs. Site visits to Khulna and Jhenidah...
were undertaken to consult with community radio groups. Six community media groups were engaged in planning activities under the Healthy Communities initiative in Bangladesh.

As part of COL’s collaboration with Rupantar to build capacities to develop CLPs on local health and development priorities, Rupantar conducted a survey of 10 community radio stations concerning programme planning, design and delivery practices, with the findings detailed and available in a report (May 2013). Rupantar has coordinated efforts to build the capacities of a core team within Rupantar itself as well as of representatives of different national and local community media groups, including the Ministry of Agriculture and the Bangladesh NGO Network for Radio and Communication, to plan, design and CLPs on priority health and development issues.

From 9 to 11 June 2013, CEMCA facilitated a three-day exploratory workshop for sustainable community radio stations in collaboration with the Bangladesh NGO Network for Radio Communication (BNNRC). Hosted by Radio Mahananda at Chapai Nawabgunj, the workshop was attended by two representatives from 12 of the 14 community radio stations. A total of 24 people attended the event (20 men and 4 women).

As a result of training and mentoring, seven CLPs have been operationalised through collaborative and participatory processes. In 2013/2014, over 75 hours of CLP content were designed, and had a total estimated listenership of 25,000. The sites include the following locations and topics:

- Pabahati, Jhenidah (Suicide; Healthcare of Pregnant Women)
- Sitakund, Chittagong (Adolescent Reproductive Health and HIV/AIDS)
- Gobratola, Chapai Nawabgonj (Diabetics and First Aid)
- Nalta, Kalingonj, Satkhira (Maternal Healthcare and Waterborne Disease)
- Matar Kapon, Shamshernagar Road, Moulivibazar (Maternal Healthcare and Waterborne Disease)
- Chilmari, Kurigram (Waterborne Disease and Malnutrition)
- Padma, Rajshahi (Hygiene and Maternal Healthcare)

**POLICIES**

**Regional Consultation on Quality Guidelines for OER**

A regional consultation workshop, hosted by Maulana Azad National Urdu University in Hyderabad from 13 to 15 March 2013 brought together 49 experts from the Asian region to discuss and debate the necessity, usefulness, and relevance of the draft criteria and guidelines for quality OERs. Professor Abdul Mannan, Vice-Chancellor of European University of Bangladesh, attended the meeting.
**BRUNEI DARUSSALAM**

**CONTEXT**

When COL was established in 1987, His Majesty, Sultan Haji Hassanal Bolkiah Mu'izzaddin Waddaulah, the Sultan and Yang Di-Pertuan of Brunei Darussalam, made an important contribution that helped put the fledgling organisation on its feet. COL remains grateful for this generosity. Today, Brunei is an active participant in the Virtual University for Small States of the Commonwealth (VUSSC).

**AGREED PRIORITIES**

- Establish a secure network for government schools and the Ministry of Education
- Support services for computing equipment
- Enable the Ministry of Education to access management information
- Integrate ICT into the “National Education System for the 21st Century” (SPN21) and future curriculum
- Engage learning through 21st-century pedagogies
- Blend Malay Islamic Monarchy (MIB) concept and next-generation ICT skills in the curriculum
- Produce ICT confident and capable global citizens grounded in Bruneian values and beliefs

**QUICK NOTES**

**COL Focal Point:**

- Mr Adinin Md Salleh, Secretariat of Brunei Darussalam National Accreditation Council, Ministry of Education

**Areas of COL’s Work in Brunei:**

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

**OUTCOMES ACHIEVED BY COL**

- 11 new VUSSC courses made available
- VUSSC Master’s in Educational Leadership content used for professional development training
- The Brunei National Qualifications Framework referenced against the Transnational Qualifications Framework

**COL’S WORK RELATED TO MDG TARGETS**

**National MDG Targets Addressed by COL**

- Make available the benefits of new technologies, especially for information and communications

**COL’s Work on Brunei’s MDG Targets**

- VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of information and communications technologies (ICTs) to broaden access to education
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education
- Brunei Darussalam National Accreditation Council
- Sultan Hassanal Bolkiah Institute of Education
- The University of Brunei

**CAPACITY**

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Monitoring and Evaluation for VUSSC
- Support to attend the Asia-Pacific Quality Network (APQN) 2013 Conference
- Network (APQN) 2013 Conference
- Higher Education Scholarships

**MATERIALS**

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- 11 new VUSSC courses made available
- VUSSC Master’s in Educational Leadership content used for professional development training

**MODELS**

A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Transnational Qualifications Framework

In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Brunei was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Brunei. The following areas were identified:

- Promotion of literacy and numeracy (learners proficiency)
- Establishment of model schools
- Development of talent pipeline

- Increasing of teacher quality and professionalism
- Support for e-Hijrah projects (e-Hijrah is a coordinated, systemic and fully integrated national effort for ICT in education)
- Transformation of Brunei technical education
- Support for leadership development
Appendix: COL’s Activities in Brunei Darussalam

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Brunei is a member of VUSSC.

PARTNERSHIPS: MEETINGS AND CONFERENCES

Regional Focal Points Meeting

Mr Adinin bin Md. Salleh represented Brunei Darussalam at the meeting.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica.

CAPACITY

Monitoring and Evaluation for VUSSC

A workshop was organised in Male, Maldives from 3 to 7 March 2013 specifically for the Asia Pacific region to build the capacity of implementers in designing and implementing the VUSSC M&E framework. It was supported by the Ministry of Education and the Maldives Villa College. Dr Jawawi Rosmawijah, Programme Leader for Continuing Professional Development and Deputy Dean (Academic) of the Sultan Hassanal Bolkiah Institute of Education, attended the meeting. It was noted that the University of Brunei offers scholarships to a number of countries and an invitation was extended to VUSSC member states by the Brunei representative.

Asia-Pacific Quality Network (APQN) 2013 Conference

COL supported six people from Brunei, India and the Maldives to attend the Asia-Pacific Quality Network (APQN) 2013 conference titled “Has External QA Made an Impact? Looking Back at the Decade of Quality Assurance,” held in Taipei, Taiwan, from 7 to 8 April 2013. Mr Adinin Md. Salleh of the Brunei Darussalam National Accreditation Council participated in the conference.

Higher Education Scholarships

The Brunei Government offered five scholarships through COL. Five potential candidates from across the Commonwealth have applied and their applications are under consideration by higher education institutions in Brunei.

MATERIALS

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER. Dr Jawawi Rosmawijah, Programme Leader for Continuing Professional Development and Deputy Dean (Academic) of the Sultan Hassanal Bolkiah Institute of Education attended the workshop.

VUSSC Master’s in Educational Leadership Content for Professional Development Training

The University of Brunei is using content from the Master’s in Educational Leadership for Professional Development training.

MODELS

Transnational Qualifications Framework (TQF)

The Brunei National Qualifications Framework has now been referenced against the TQF.
India is the largest Commonwealth country, with a population of about 1.2 billion. COL's most extensive country programme is in India. In addition, COL's regional agency, the Commonwealth Educational Media Centre for Asia (CEMCA), is based in New Delhi. CEMCA develops regional expertise in open and distance learning (ODL) and information and communication technologies (ICT) in the Asian region, and organises capacity-building to respond to identified needs.

**National MDG Targets Addressed by COL**
- Make available the benefits of new technologies, especially for information and communications
- Promote gender equality and empower women
- Eradicate extreme poverty and hunger
- Reduce child mortality and improve maternal health

**COL's Work on India's MDG Targets**
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway
- The Lifelong Learning for Farmers model is empowering women and improving the livelihoods and food security of participants
- Support for Community Learning Programmes on child and maternal health is underway

**Quick Notes**
- Shri Satyanarayan Mohanty, Secretary, Department of Higher Education, Ministry of Human Resource Development, represents India on COL's Board of Governors
- Shri S.P. Goyal, Department of Higher Education, Ministry of Human Resource Development

**Areas of COL's Work in India:**
- Open Schooling
- Teacher Education
- Higher Education
- Technical and Vocational Skills Development (TVSD)
- Lifelong Learning for Farmers
- Healthy Communities
- eLearning
- CEMCA Regional Centre
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Human Resource Development
- Apeejay Institute of Mass Communication
- British Council
- Creative Commons, USA
- National Institute of Open Schooling (NIOS)
- IT for Change (ITIC)
- Department of School Education Research and Training, Karnataka
- Kendriya Vidyalaya Sangathan (KVS) Schools
- KNI Trust
- Shreemati Nathibai Damodar Thackersey (SNDT) Women’s University
- National Programme on Technology Enhanced Learning (NPTEL)
- Indian Institute of Technology Madras (IITM)
- Tamil Nadu State Open School
- M.P. Bhoj University
- Regional Institute of Education (RIE), Bhopal
- Educational Technology and Management Academy (ETMA)
- Indira Gandhi National Open University (IGNOU)
- Maulana Azad National Urdu University (MANUU)
- Indian Institute of Technology Bombay
- Nalanda Open University
- Gauhati University
- UNESCO
- National Academy for Agricultural Research Management (NAARM)
- Indian Council of Agricultural Research (ICAR)
- Bangalore Urban DIET (District Institute of Education and Training)
- Yashwantrao Chavan Maharashtra Open University of Maharashtra (YCMOU)
- National Assessment and Accreditation Council
- Inter University Consortium (IUC), IGNOU
- University of Mumbai
- Krishna University
- Krishna Kanta Handiqui State Open University
- Vardhaman Mahaveer Open University (VMOU)
- School of Open Learning (SOL), University of Delhi
- Dr. B.R. Ambedkar Open University
- Maraa
- Gurgaon ki Awaaz radio
- Jain University
- Indian Institute of Management Kozhikode (IIMK)
- LMP Education Trust
- State Resource Center in Kerala
- Ministry of Information and Broadcasting
- Ford Foundation
- Ideosync MediaCombine
- UNICEF
- University of Hyderabad
- Indian Institute of Technology Kanpur (IITK)
- Tamil Nadu Veterinary and Animal Sciences University (TANUVAS)
- Canara Bank
- Arul Anandar College (AAC)
- National Institute of Bank Management, India (NIBM)
- The Indian Overseas Bank (IOB)
- Indian Kisan Sanchar Limited (IKSL)
- VIDYAL
- Arul Anandar College (AAC)
- Reddiar Chatram Seed Growers Association (RSGA)
- Mann Deshi Foundation
- Uttarakhand Open University
- Central University of Himachal Pradesh
- University of Allahabad
- National Council for Science and Technology Communication, DST
- Broadcast Engineering Consultant India Ltd (BECIL)
INDIA

HIGHLIGHTS (CONTINUED)

CAPACITY
Capacity development pervades all COL activities and COL focuses primarily on human resource development.
► Gender Mainstreaming for Open Schools
► Quality Assurance for Open Schools
► Online Technologies for Virtual Open Schooling
► eContent Development
► Instructional Design in ODL
► ICT for Elementary Teacher Educators
► Communities of Practice for Teacher Educators
► Support to attend the 2012 AAOU Conference
► Leadership Development in Higher Education
► Leadership Development for Women Academics
► Support to attend the APQN 2013 Conference
► Scholarships to Open Polytechnic of New Zealand
► National workshop on OER for Skill Development
► Support to attend Regional OER Symposium
► OER-based eLearning
► OER and Open Licensing Policies
► OER workshops
► OER and Self-Learning Materials
► Community Radio workshops/seminars
► Community Learning Programme Development
► Materials workshop for Participatory Change
► Communication Programme Development
► eFacilitation and Instructional Design
► Master Training for Community Radio
► ICT Integrated Teacher Education
► Open Educational Resources for Development workshops
► ICT Leadership for Higher Education workshop
► Panel discussion on community television and self-assessment of CR tools

MATERIALS
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.
► eLearning in Commonwealth Asia profiles
► Curriculum Framework for Prison Inmates
► Diploma in English Language Teaching
► Leadership Development Materials
► Pilot MOOC on OER
► Legislative Drafting Programme
► Modules/case studies on OER eLearning
► Web radio system
► Certificate in Community Development
► Curriculum for Flexible Skills Training
► L3F partner website and learning materials
► Community Learning Programme Certificate course materials
► Continuous Improvement Toolkit for Community Radio (CR-CIT)
► Massive Open Online Courses (MOOCs)
► Industry linked course for “Sound Assistant”
► OER-TIPS

MODELS
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.
► Quality Assurance model for OER
► Lifelong Learning for Farmers model
► Healthy Communities model
► CR-CIT for Community Radio Stations
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- 2 draft institutional quality assurance policies
- Institutional OER Policy Template
- 2 Institutional OER Policies adopted
- 1 ICT Policy

In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for India was asked to identify the country’s top priorities and what COL can do to further support the national agenda of India. The following areas were identified:

- Transformation of the existing TVSD system into international standards, and scaling of the skilling process using technology-enabled learning
- Intervention in school education at the pedagogical level and provision of support to establish new open schools to increase access
- Improving of teacher education and capacity by enriching teacher training in ICTs
- Improving of the capacities of teachers in higher education to engage in quality teaching and learning
- Development OER and MOOC to help teachers understand and integrate OER in teaching and learning
- Development of policy for integrating technology-enabled learning into curriculum and recognising credentials earned through the online or blended mode
PARTNERSHIPS

CEMCA and NIOS Partnership

CEMCA and NIOS signed a Memorandum of Understanding in October 2012 to establish a formal basis of cooperation in a collaborative effort to promote the scope of OER, use of educational media in open schooling, and technical vocational skill development.

CEMCA and IT for Change (ITfC) Partnership

CEMCA entered into an agreement with IT for Change (ITfC), Department of School Education Research and Training, Karnataka, to support two workshops under the Karnataka Open Educational Resources (KOER) project. The project was supported by the provincial state government. ITfC developed the Community of Practice teacher network.

Potential ICT Teacher Competency Programme – Exploratory Meetings

From 18 to 19 February 2013, COL met with key education officials at several private and Kendriya Vidyalaya Sangathan (KVS) schools in New Delhi to discuss the possibility of developing and delivering a programme to enhance teacher ICT competencies.

Support for Shreemati Nathibai Damodar Thackersey (SNDT) Women’s University eLearning Strategy

COL made two presentations at the SNDT Women’s University conference of Open and Flexible Distance Learning held in Mumbai from 20 to 23 February 2013. Meetings were held with the SNDT University Vice-Chancellor and Director of the Centre of Distance Education to discuss possible COL support for the development of an institutional eLearning strategy.

National Programme on Technology Enhanced Learning (NPTEL) Partnership

COL visited the NPTEL project offices in Indian Institute of Technology Madras (IITM) at Chennai on 14 and 20 May 2013 to discuss the possibility of rendering foundation-level OER in STEM topics into Hindi and other Indian languages for use in mass distribution of laptops/tablets. NPTEL has agreed to the suggestion. COL also spent time with NPTEL to get first-hand information on the plans and practices to launch a massive open online course (MOOC) for learners seeking advanced IT skills to improve employability in IT industry. This has informed COL’s learning of using MOOC as a mass training platform in a developing country.

CEMCA and BECIL Partnership

CEMCA and BECIL penned a Memorandum of Understanding at BECIL Bhavan, Noida on 5th of March, 2014 to identify possible avenues for collaboration and to establish the basis of collaboration where it is mutually beneficial, within the context of each organization’s mandate and existing obligations. Another two MoUs have been signed with the Gauhati University and Tamil Nadu Open University to offer the certificate course in distance learning mode from August 2014 and 2015 respectively.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored 20 people to attend the forum.

Regional Focal Points Meeting

Shri Anand Kumar Singh represented India at the meeting.

Commonwealth Open Schools Association (COMOSA) Planning Meeting and Theory of Change Workshops

Bangladesh Open University, in collaboration with COL, hosted a COMOSA planning meeting as well as Theory of Change workshops in Dhaka from 30 September to 3 October 2014. Kuldeep Agarwal of NIOS, Shanmugam Kannappan of Tamil Nadu State Open School, and Puja Jain (Minni) of the Centre for Budget and Policy Studies participated in the meeting and workshops.

Regional Symposium on Open Education

COL, in collaboration with the Kenyan Ministry of Education, convened a national and regional symposium on open education from 6 to 7 June 2013 in Nairobi with funding support from the William and Flora Hewlett Foundation. The symposium included representatives from 10 countries, and covered both post-secondary and secondary levels of education with special emphasis on open policy development and adoption at open schools in Africa and South Asia. The symposium concluded with draft plans for institutional OER policy developed. Mr Sukanta Mohapatra, Academic Officer at NIOS, attended the symposium.

National Consultative Workshop on Virtual Open Schooling

A national consultative workshop on “Virtual Open Schooling”, jointly organised by the NIOS and CEMCA, was held in New Delhi on October 16, 2012. The purpose of the workshop was to develop one new pedagogical model for open schools using advances in information and communication technology (ICT).
Attending the workshop were 61 participants, including Chairman/Directors of State Open Schools, Vice-Chancellors of State Open Universities, representatives of the National Council for Educational Research and Training, Central Board of Secondary Education, Kendriya Vidyalya Sangathan and Jawahar Nehru Vidyalya, officials from CEMCA and NIOS, and eminent educationists in the field of Information and Communication Technology and Education.

Regional Institute of Education (RIE) Training Design Workshop

The Director, CEMCA, participated in a three-day training design workshop from 5 to 7 August 2012 and assisted the RIE, Mysore, in developing appropriate training design for eLearning.

International Conference on ICT Culture in Education

COL, through its regional centre CEMCA, supported the Educational Technology and Management Academy (ETMA) Council to host the International Conference on ICT Culture in Education held in Delhi from 27 to 29 September 2012.

Support for “Radio for Equitable Education to All” Seminar

COL supported four experts from Bangladesh, Maldives, Pakistan and Sri Lanka to attend a seminar titled “Radio for Equitable Education to All,” hosted by the Distance Education Programme – Sarva Shiksha Abhiyan (DEP-SSA) of Indira Gandhi National Open University (IGNOU) in Delhi from 27 to 29 December 2012.

18th Annual Indian Distance Education Association (IDEA) Conference

COL supported the Directorate of Distance Education at the Maulana Azad National Urdu University (MANUU) to host the 18th Annual Indian Distance Education Association (IDEA) Conference held in Hyderabad, India, from 5 to 7 April 2013.

Use of Technology in Higher Education Conference

At the invitation of the Planning Commission, Government of India, the Director of CEMCA participated in a two-day national conference on use of technology in higher education.

Guidelines on MOOCs in Indian Higher Education Meeting

On 11 January 2014, CEMCA attended a meeting held by The University Grants Commission, India, and contributed to the development of guidelines on MOOCs in Indian higher education. Professor Ram Takwale, Professor V.S. Prasad, Professor Deepak Phatak, Professor T.V. Prabhakar, Professor D. Harichandan and Professor S. Vadivelu attended the meeting.

Technology in Higher Education in India Conference

COL/CEMCA participated in the two-day national conference on use of technology in higher education in India hosted by Indian Institute of Technology, Bombay, from 25 to 26 February 2014.

Consultative Workshop on the National Vocational Educational Qualifications Framework (NVEQF) for Open Schools

India released the National Vocational Educational Qualifications Framework (NVEQF). As the NVEQF document has various levels, in partnership with NIOS, it was decided to focus at the school level (level 4) of NVEQF and develop a strategy that could be applied by all the open schools in India. Thus, a consultative workshop was planned for 19 to 22 June 2013 in Kochi, which brought together 27 stakeholders to discuss and debate why and how learning experiences can be organised for skills training at a distance, including the needed face-to-face exposure to learn motor skills.

CEMCA/UNESCO World Radio Day Event

A CEMCA/UNESCO event celebrating World Radio Day was held in February 2014. The event offered an opportunity to meet and liaise with key stakeholders working in community radio in India.

COL also met with the UNESCO Regional Advisor for Communication and Information to discuss partnership in a major 2015 advocacy event in India. UNESCO continues to be a strong collaborator for COL/CEMCA in the area of community radio and communication for development.

Healthy Communities Partners Meeting

COL convened a meeting of its Healthy Communities initiative partners in Abuja in December 2013, on the sidelines of the 7th Pan-Commonwealth Forum on Open Learning. The meeting, held 1–2 December 2014, focused on conducting a mid-term review of the initiative and planning for the balance of the three-year plan.

Workshop on MOOC as a Platform for a Meta-University

On 15 May 2013, COL attended a one-day workshop hosted by Maharashtra Knowledge Corporation Limited (MKCL) and chaired by Professor Ram Takwale. About 45 representatives of five universities in the Pune region discussed the feasibility of launching a meta-university using MOOC as a platform. COL initiated discussion, covering MOOC, OER and access to devices such as tablets.
OER in Higher Education and Training in Agriculture Workshop

COL collaborated with the National Academy for Agricultural Research Management (NAARM) and the Indian Council of Agricultural Research (ICAR) in Hyderabad to organise a workshop on OER in higher education and training in agriculture at NAARM on 16 May 2013. The workshop recommendations are under consideration for inclusion in ICAR’s next Five-Year Plan by the Deputy Director General, Education Division.

CAPACITY

Gender Mainstreaming for Open Schools

To ensure that Open Schools mainstream gender in their activities, COL organised a COMOSA workshop from 13 to 17 March 2013 in Delhi to discuss the Gender Equality Guidelines developed by a COL consultant. Attending the workshop were 19 representatives from Bangladesh, Belize, Botswana, Canada, India, Kenya, Mozambique, New Zealand, Pakistan, Sri Lanka, Tanzania and United Kingdom.

Gender Workshops: Strategic Planning, Management Systems and Learner Support for Open Schools

Refined Gender Guidelines are being pilot-tested in India with the NIOS. Three gender workshops in Strategic Planning, Management Systems, and Learner Support Services were held as part of this testing in 2014.

Quality Assurance for Open Schools

COL organised a Quality Assurance workshop in New Delhi from 8 to 12 September 2014. Participating in the workshop were Venkateswara Rao of Andhra Pradesh State Open School, Jyotismita Das Borah of Assam State Open School, G.L. Verma of Himachal Pradesh State Open School, K.M. Veeriah of Karnataka Open School, Santosh Kumar Tripathy of Madhya Pradesh State Open School, Vincent De Paul of Tamil Nadu State Open School; and Manju Gupta, T. N. Giri and Sandhya Kumar all of NIOS.

Using Online Technologies for Virtual Open Schooling

CEMCA assisted the National Institute of Open Schooling, India to sensitisce its staff and that of the State Open Schools in India to use online technologies for implementation of Virtual Open Schooling. A workshop was conducted from 11 to 13 February 2013 at IGNOU’s Multimedia Lab at the Inter University Consortium for Technology Enabled Flexible Education and Development (IUC-TEFED) facility by resource persons drawn from IGNOU. Based on the feasibility study recommendations on Virtual Open Schooling, the workshop provided hands-on training to the 22 participants on how to use MediaWiki and a learning management system (LMS) to create open courses and provide one-to-one support to the learners through the LMS.

eContent Development

In May 2014, 23 academic staff of NIOS (15 women and 8 women) received training on e-content development of courses involving Moodle platform and eXe software for Virtual Open Schooling. The technical sessions were conducted by Mr Pankaj Tiwari, Resource Person from the agency that developed the VOS platform. The workshop was inaugurated by Dr Sitansu S. Jena, Chairman, NIOS, and the valedictory session was presided over by Dr Sanjaya Mishra, Director, CEMCA. As post-workshop follow-up, academic staff of NIOS will prepare the individual subject based e-contents using the Moodle platform for VOS.

Instructional Design in ODL

As part of the process of building the capacity of staff to design, develop and implement new ODL courses, 30 academic staff members of Gauhati University, India, were trained on instructional design in May 2013.

ICT Training for Elementary Teacher Educators

In collaboration with the Distance Education Programme – Sarva Shiksha Abhiyan (DEP-SSA), IGNOU, CEMCA organised a workshop to extend ICT training to elementary teacher educators from four districts in North India under DEP-SSA and to create a Community of Practice (CoP) in collaboration with IT for Change. The workshop was held from 11 to 15 March 2013, and 17 teacher educators from northern India learned to use ICTs effectively.

Communities of Practice (CoP) for Teacher Educators

A workshop on ICT-integrated teacher education, Communities of Practice (CoP) for Teacher Educators, was conducted at the Bangalore Urban DIET (District Institute of Education and Training), from 3 to 7 June 2013, for CTE (College of Teacher Education) and DIET faculty from the Bangalore and Mysore divisions. Twenty-three teacher educators were trained to use open source software for ICT-integrated teacher education. The second workshop for teacher educators in Karnataka was held from 11 to 15 June 2013. Approximately 60 teachers were trained in the use of ICTs for teacher education. The CoP is populated to develop a culture of sharing amongst teacher educators.
Scholarship to the Open University of Malaysia

COL provided a scholarship for the Master’s in Instructional Design Technologies (MIDT) offered through the Open University of Malaysia to one student in India.

Support to Attend the 2012 Asian Association of Open Universities (AAOU) Conference

Eight candidates (four men and four women) from India, Malaysia, Pakistan and Sri Lanka were supported to attend the AAOU conference titled “Expanding Frontiers of Knowledge through Open Distance Learning in Changing Societies” held in Chiba, Japan, 16–18 October 2012. From India were: Gujar Rucha of Yashwantrao Chavan Maharashtra Open University; Singh Kaushalendra, Gupta Ravindra, Santosh Sujata and Kindo Mridula of Indira Gandhi National Open University.

Leadership Development in Higher Education

COL, in collaboration with Yashwantrao Chavan Open University of Maharashtra (YCMOU) and the Association of Indian Universities, organised a workshop from 26 to 28 February 2013 at YCMOU, Nasik, on Leadership Development in Higher Education. Twenty-four Vice-Chancellors/representatives attended the workshop to build leadership capacity in higher education and to pilot-test the online training programme content on leadership developed by COL.

OER Workshop for Academics from State Open Universities

COL collaborated with the Inter University Consortium of Indira Gandhi National Open University (IGNOU) to coordinate a workshop on OER for 22 academics from 12 state open universities. The workshop was held from 6 to 8 March 2013 in the IUC multimedia laboratory.

Leadership Development for Women Academics

COL, in collaboration with the Open University of Sri Lanka, organised a regional workshop from 18 to 20 March 2013 on leadership development for 24 senior women academics in South Asia. Facilitators of the workshop were Professor Uma Coomaraswamy and Professor Madhulika Kaushik. Also participating in the workshop was Dr Anuradha Deshmukh, Dean at YCMOU.

Support to Attend the Asia-Pacific Quality Network (APQN) 2013 Conference

COL supported six people from Brunei, India and the Maldives to attend the Asia-Pacific Quality Network (APQN) 2013 conference titled “Has External QA Made an Impact? Looking Back at the Decade of Quality Assurance,” held in Taipei, Taiwan, from 7 to 8 April 2013. Dr Kondapalli Rama, Dr M.S. Shyamasundar and Dr Sujata P. Shanbhag of the National Assessment and Accreditation Council participated in the conference.

Scholarships to the Open Polytechnic of New Zealand (OPNZ)

To support women in higher education, COL sponsored 20 women faculty from higher education institutions in Africa and Asia by providing scholarships to undertake a one-year online certificate course in Designing and Facilitating eLearning (Level 5) of the OPNZ. This qualification is made up of three 20-credit courses and is delivered online through the Online Campus. Participating from India in the programme was Ms Shivali Chawla, Vocational Department, NIOS.

As of June 2014, another nine women in higher education from eight different countries, including India, were sponsored to complete the Open OPNZ programme in designing and facilitating online learning/eLearning.

Support to Attend the Regional Symposium on OER

In September 2012, COL supported Dr Kavita Laghate, Director, Jamnalal Bajaj Institute of Management Studies (JBIMS), University of Mumbai in attending the Regional Symposium on OER, “An Asian Perspective on Policy and Practices,” in Penang, Malaysia.

OER-Based eLearning

CEMCA held an institutional capacity-building workshop on OER-based eLearning from 29 January to 1 February 2013 at Wawasan Open University, Malaysia, aimed at developing competencies in integrating OER in teaching and learning, and took steps to develop a course on OER-based eLearning. Twenty-seven teachers from eight ODL institutions in the region, including from India, participated in the workshop. The workshop was facilitated by Professor Som Naidu of Charles Sturt University in Australia. Attending the meeting were Ms G. Mythili, Analyst, STRIDE of Indira Gandhi National Open University, Dr Ankuran Dutta, Faculty and Deputy Director, Multimedia of Krishna Kanta Handiqui State Open University, and Mr Shailendra Kishore Prasad, System Analyst of National Institute of Open Schooling.

Open Educational Resources and Open Licensing Policies in the Indian Context

CEMCA, in association with Creative Commons, USA, organised a workshop on “Open Educational Resources and Open Licensing Policies in the Indian Context” on 22 February 2013 at the India International Centre, New Delhi. Twenty-seven participants from Indian institutions who are engaged
in production and distribution of teaching-learning materials participated in the advocacy workshop on Open Licensing for educational resources.

Open Educational Resource Workshops
CEMCA supported the workshop on “Open Educational Resources” held at the Apeejay Stya University (ASU) Campus from 26 to 28 April 2013. Twenty-five teachers in higher education were oriented in the use and creation of OER. The workshop was facilitated by Dr Savithri Singh and Dr Sarita Kumar from Acharya Narendra Dev College, New Delhi.

CEMCA supported the workshop on “Open Educational Resources” held at the Uttarakhand Open University (UOU) Campus from 18 to 19 February 2015. Thirty teachers in higher education were oriented in the use and creation of OER. The workshop was facilitated by Dr Ramesh Sharma and Dr Manas Ranjan Panigrahi from CEMCA, New Delhi.

The Vardhaman Mahaveer Open University (VMOU) in Kota was host to over 20 teacher-participants from VMOU and nine universities in Rajasthan to discuss the potentials of OER and develop skills to create OER in a workshop organised at the University Campus in Kota from 17 to 19 May 2013. CEMCA facilitated the workshop.

Open Educational Resources and Self-Learning Materials
Thirty teachers at the School of Open Learning (SOL), University of Delhi, participated in a workshop on “Open Educational Resources and Self-Learning Materials” organised by SOL from 8 to 10 May 2013. The workshop was supported by CEMCA and facilitated by Dr Ramesh Sharma and Dr Pankaj Khare.

OER-Based eLearning for Prospective Online Course
From 6 to 9 January 2014, CEMCA facilitated a workshop on OER-based eLearning for the prospective facilitators of the upcoming online course at the Dr B.R. Ambedkar Open University in Hyderabad. Dr Som Naidu, the consultant and chief resource person, guided the workshop and Dr Sanjaya Mishra moderated the group discussions.

From 22 to 24 December 2014, CEMCA facilitated a workshop on OER-based eLearning for the prospective facilitators of the online course at the CEC in New Delhi. Dr Som Naidu, the consultant and chief resource person, guided the workshop and Dr Manas Ranjan Panigrahi moderated the group discussions.

Fellowship to the Open University of Malaysia and Wawasan Open University
CEMCA offered a fellowship to three middle-level officers of Open Universities and Ministry of Human Resource Development, Government of India, to visit the Open University of Malaysia and Wawasan Open University. The study tour was undertaken from 29 October to 3 November 2012, and aimed at understanding the best practices that are followed by these ODL institutions in governance, financial management and student support services.

AMARC and UNESCO Community Radio Workshops/ Seminars
AMARC South Asia and the UNESCO Chair on Community Media held two back-to-back events in Delhi, India. A seminar held from 17 to 18 January 2013 on “Voices for Change and Peace: Seminar for Taking Stock of Community Radio in South Asia,” was followed by a four-day training workshop for women community radio broadcasters of South Asia, titled “Enhancing Access To Community Media, Promoting Positive Social Change and Peace Building Through Community Broadcasting.”

Attending the two events were invited experts and participants from South Asia (India, Nepal, Bangladesh, Sri Lanka, Bhutan) and Supriya Sahu, Joint Secretary (Broadcasting), Government of India. COL, with the assistance of CEMCA, supported some of the sessions and sponsored 10 women broadcasters from community radio stations in India to attend.

As a follow-up to the training workshop for women community radio broadcasters, COL collaborated with Maraa to run a 7-month distance training and mentoring programme for 12 women broadcasters to plan and design gender-responsive community learning programmes on priority health and development issues. Distance training and mentoring was complemented by a face-to-face workshop on participatory design of community learning programmes, held in August 2014 in Dharamsala.

Community Learning Programme (CLP) Developer’s Certificate
Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the Community Learning Programme (CLP) Developer’s Certificate, which will result in new CLP design and delivery.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In the February to March 2014 edition, 22 participants from India were involved in the training.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, 10 participants from India received training.

The 5-week Communication Channels and Media Forms e-course was run in 2014. In August 2014, 19 participants from India received training resulting in completed CLP plans.
The 6-week Participatory Learning Design (blended) e-course was run in 2014. In September to October 2014, 13 participants from India received training, which will result in completed CLP design documents.

The 6-week Scriptwriting and Episode Production (blended) e-course is being run in 2014/2015.

The 5-week Sustainability and Sponsorship e-course is being run in 2015.

Materials Workshop for Participatory Change Communication Programme Development

A course development workshop was held from 28 April to 5 May 2013 in Kingston, Jamaica, to strengthen the foundations for future training/mentoring materials development in distance mode through the joint efforts of key COL partners in “participatory change communication programme” development. The workshop combined skills training in learning design and eLearning course development (using Moodle and related tools) with actual course/programme mapping, planning and materials development. Participating in the workshop were: Rosamond Brown, Transformative Communication Partners (Jamaica); Monica James, Maraa (India); Busiswa Ngcobotsha, Media and Training Centre for Health (South Africa); Patrick Prendergast, Transformative Communication Partners (Jamaica); and Charles Simbi, Centre for Development Communication (Malawi). The workshop was facilitated by Sandy Hirtz of Canada.

eFacilitation and Instructional Design

In its efforts to build the capacity of its national and regional partners to offer distance training and mentoring, COL has supported training in e-facilitation and instructional design through distance courses, of 5 and 10 weeks, respectively. Following training, e-facilitators and course designers are engaged in course design and delivery.

Three editions of the course in eFacilitation were run in 2013 (March to April 2013; September to October 2013; and August to September 2014). The following people from India received training: Anushi Agrawal, Monica James, Susan Koshy, Devileena Bose and Ekta Mittal, all of Maraa; and Arti Jaiman of The Restoring Force/Gurgaon ki Awaaz.

The course in Instructional Design was run May to July 2013 and October to December 2014. Ms Monica James from Maraa (Bangalore) participated, resulting in a new 5-week e-workshop titled “Communication for Development: Why. How. Now.” Ms Devileen Bose participated in the training in 2014.

Master Training Workshop for Community Radio

From 6 to 9 March 2013, a Master Training Workshop was held at Sohna, Haryana. Sixteen community women from six community radio stations were trained as Master Trainers in a training cascade to enable at least 60 other grassroots women to engage meaningfully with community radio for their own learning and development. From 1 to 4 April 2013, a second Master Training Workshop was held in Jain University, Kanakpura. Twenty-one community women and three men from eight community radio stations were trained as Master Trainers in a training cascade to enable at least 80 other grassroots women to engage meaningfully with community radio for their own learning and development.

Panel Discussion on Potential for Community Television and Self-assessment of CR-Tools

In July 2014, CEMCA organised two panel discussions, “Potential for Community Television in South Asia and Self-assessment of CR-Tools and Experiences,” at the pre-conference event on Building Community- Shaping Change as a part of the IAMCR 2014 Conference in Hyderabad, India.

ICT-Integrated Teacher Education

In a workshop in November 2014, 22 teacher educators (17 men and 5 women) of District Institutes of Education and Training (DIETs) in Madhya Pradesh, India, strengthened their capacities in integrating ICT in teacher education. Additionally, from 20 to 24 January 2015, and 3 to 7 February 2015 CEMCA organised and participated in a workshop on ICT- Integrated Teacher Education for Teacher Educators of Karnataka, in collaboration with DSERT, Karnataka. forty-six elementary teacher educators from 18 DIETs and Colleges of Teacher Education (CTEs) participated in this 5-day training workshop, including 22 women participants. CEMCA also organised a workshop from 15 to 17 April 2015 on ICT-integrated Teacher Educators of Himachal Pradesh in collaboration with Central University of Himachal Pradesh and 27 DIET teacher educators were participated.

Open Educational Resources for Development Workshops

CEMCA conducted workshops on Open Educational Resources for Development at Krishna Kanta Handiqui State Open University, Gauhati, and Maulana Azan National Urdu University, Hyderabad, as part of a research project supported by IDRC, Canada.

ICT Leadership Workshops

CEMCA organised the first ICT Leadership in Higher Education event in Hyderabad, India from 24 to 26 February 2013 in which 42 university leaders from all over India, including all the Vice Chancellors of Indian Open Universities, participated. Dr. M.M. Pallam Raju, then Minister for Human Resource Development, Government of India, inaugurated the event.
This was followed by two other similar event in Sri Lanka and Bangladesh in 2014. On 6 to 7 June 2014, Vice-Chancellors of Sri Lanka and senior leaders from India and Bangladesh attended the ICT Leadership Workshop organised by CEMCA and OUSL at Kandy, Sri Lanka. Present were: Professor Ram Prakash Upadhyaya, Pro Vice-Chancellor, Nalanda Open University; Professor K.R. Iqbal Ahmed, Director, Distance Education, Maulana Azad National Urdu University; Professor Kandarpa Das, Director, IDOL, Gauhati University; Professor Madhu Parhar, IGNOU; and Dr Sanjaya Mishra, Director, CEMCA (Resource Person).

Two Vice-Chancellors from India attended the ICT Leadership Workshop organised by CEMCA and BOU at Dhaka in December 2014.

**MATERIALS**

**eLearning in Commonwealth Asia 2013**

CEMCA published a study and compilation of eLearning country profiles of Commonwealth Asian countries in November 2013 entitled “eLearning in Commonwealth Asia 2013.” The publication was authored by S.K. Pulist and edited by Dr Sanjaya Mishra. The findings of the study indicate that the implementation of eLearning in Commonwealth Asian countries is an increasing trend.

**Modular Curriculum Framework for Prison Inmates**

COL organised a workshop on “Education Services to Prison Inmates” in Namibia from 17 to 21 September 2012. The tangible outcome of the workshop included the development of a unique modular curriculum framework for prison inmates that had a core set of four mandatory courses (Practical Math Skills, Practical Language Skills, Practical Computer Skills and Practical Life Skills). Dr Uday Khaware of NIOS attended the workshop.

**ODL Diploma in English Language Teaching (Dip ELT)**

An ODL Diploma in English Language Teaching (Dip ELT) programme was designed and approved; and modules have been developed and are being pilot tested. The programme was officially launched on 11 September 2014. Twenty-six students are enrolled in the Dip ELT while another 15 students of the Master’s in ELT are also using the modules.

**Leadership Development Materials**

Leadership Development materials were created in collaboration with the Indian Institute of Management Kozhikode (IIMK) in 2011–2012. The materials were piloted at YCMOU from 26 to 28 February 2013.

**Pilot MOC on OER**

COL, in collaboration with LMP Education Trust, launched a pilot MOC on OER on 9 August 2013. This MOC was designed to help participants gain the knowledge and develop the skills needed to be successful in learning from OERs or in teaching the chosen subject to post-secondary students and lifelong learners using OERs. The duration of the MOC was 4 weeks, with extended time of 2 weeks for those who were unable to complete within the 4-week timeframe.

**The Legislative Drafting Programme**

IGNOU is licensed to offer the Legislative Drafting Programme. The Legislative Drafting Programme, developed jointly with the Commonwealth Secretariat, London, is offered by COL through partner universities in the Commonwealth. The courses were revised in 2002 and then revised and completely updated again in 2013. The student version of the programme has been converted to OER and is freely downloadable from the COL website for use by institutions, academics, learners and professionals who want to develop competencies in legislative drafting.

**Modules and Case Studies on OER-Based eLearning for Online Course**

CEMCA held the second workshop on institutional capacity-building for OER-based eLearning from 9 to 14 June 2013 at WOU, Malaysia. Five modules and four case studies on OER-based eLearning were finalised and are ready for editing and deployment online. The online course to be developed as a result of this workshop will assist other institutions to benefit, and assist in their capacity-building efforts. The workshop was attended by 17 participants, including attendees from India and Sri Lanka. The workshop was facilitated by Professor Som Naidu of Charles Sturt University in Australia.

**The University Web Radio system at Vardhaman Mahaveer Open University**

The University Web Radio system at Vardhaman Mahaveer Open University, Kota, was launched in 2013. The system was developed with CEMCA’s support and is completely Open Source-based.

**Certificate in Community Development**

COL has an ongoing partnership with the State Resource Centre in Kerala to convert a conventional training programme for community development volunteers to distance delivery. Four courses are in development with COL consultant Professor Santosh Panda providing remote support and facilitating workshops.
From 29 January to 1 February 2013, COL worked with the programme team of the State Resource Centre in Kerala to develop the distance education Certificate and Diploma in Community Development. A workshop to further develop capacity in learner support systems was held in July 2013.

Materials development has been delayed, but the programme will launch by the end of 2015.

The target is 300 preraks to join the Certificate in Community Development and each be working in the community with 20–30 learners on literacy and skills for income generation.

From January 29 to February 1, 2013, COL worked with the programme team of the State Resource Centre in Kerala developing the distance education Certificate and Diploma in Community Development. A workshop to further develop capacity in learner support systems was held in July 2013.

Curriculum Development for Flexible Skill Training

CEMCA participated in a workshop in curriculum development for flexible skill training at the Tamil Nadu Open University in May 2014. Experts in the seven groups worked together to develop the curriculum for flexible skill development. For each trade, seven grades were visualised according to components such as theory, practice and use of technology tools, and were covered in the curriculum. Further fine tuning and validation of the developed curriculum will give a final framework that could be adopted by different ODL institutions. Dr Chandrakanta Jayebalan of TNOU, and Professor K. Murugan and Professor P. Thyagarajan were involved in the workshop.

L3F Farmer-Managed Website and Learning Materials

A group of L3F farmers who are managing their own website developed it in dual language (Tamil and English) and uploaded learning materials for 17 crops.

Material Development for Community Learning Programme Certificate

In October 2013, COL convened a course materials workshop in Nairobi in order to design and develop course materials associated with the Community Learning Programme (CLP) Developers’ Certificate, a new distance training and mentor certificate offered in association with national and regional partners of the Healthy Communities initiative in Africa. Ms Monica James, Maraa Media Collective, India, participated in the workshop, which finalised the first course in the certificate “Communication for Development (C4D): Why. How. Now.”

In February 2014, COL convened a CEMCA/Maraa course materials workshop in Bangalore to design and develop courses materials associated with the CLP Developers’ Certificate. Ms Ekta Mittal, Ms Monica James and Mr Ramnath Bhat, all from the Maraa Media Collective, India, participated in the workshop as members of the CLP course team, which finalised the course Research for (CLP) Planning during the workshop. The workshop took place in February 2014 and gathered together stations from Karnataka, Tamil Nadu and Andhra Pradesh. Seven community women and five men from seven community radio stations received training as Master Trainers to enable each of them to further train at least 10 other community women to help them engage with community radio for their own learning and development.

Continuous Improvement Toolkit (CR-CIT) for Community Radio

To encourage good practices in community radio, CEMCA has collaboratively developed a continuous improvement toolkit for good community radio practices with community radio practitioners.

From 8 to 9 October 2012, CEMCA organised the initial two-day consultative workshop to discuss self-assessment guidelines for community radio, which would culminate in a toolkit for practitioners. Six experts – Supriya Sahu of the Ministry of Information and Broadcasting; Ravina Aggarwal of the Ford Foundation; I. Panevska of UNESCO; N. Ramakrishnan and Venu Arora of Ideosync Media; and Alka Malhotra of UNICEF — together with 15 community radio participants, attended the workshop.

A workshop for development of the Continuous Improvement Toolkit (CR-CIT) for Community Radio was held from 29 to 30 March 2013 at the University of Hyderabad, and hosted by the UNESCO Chair on Community Media. Representatives of 10 community radio stations in India participated in developing indicators for continuous improvement of community radio practices in the region.

On 25 April 25 and 13 May 2013, CEMCA supported validation workshops on the CR-CIT organised by the UNESCO Chair on Community Media, University of Hyderabad. Eight community radio experts from India, Bangladesh and Australia, and five community radio practitioners in India, in an expert peer-group meeting, arrived at a broad consensus on non-negotiable principles such as participation, community ownership and management, gender equity, and representation of marginalised groups, and also identified actionable indicators to ensure good community radio practices in the region.

Field testing of the CR-CIT was organised in Bengaluru, India. The CR-CIT allows community radio stations to periodically assess themselves on their performance and provides for indicators of performance in nine basic parameters. Continuing the work related to further refinement of CR-CIT, this was the...
second workshop in 2013–2014 and the first one in India. The main objective of this field testing of the CR-CIT was to help get feedback on both the process and the content of the toolkit. The CR-CIT was published in 2013 and revised in 2014, and is available for use on COL’s website.

Certificate in Community Radio Technology (CCRT)
CCRT is a certificate course of 6 months duration. In partnership with BECIL, CEMCA has developed the learning materials for the 9 modules incorporating 30 Units and 22 Videos. The materials are available as Open Educational Resource for interested institutions to start offering distance learning programmes. This course has been launched by Gauhati University, Guwahati, Tamil Nadu Open University and the process of launching has started in other institutions, such as Uttarakhind Open University.

MOOC on Mobiles for Development (M4D)
COL convened a brainstorming workshop on Mobiles for Development (M4D) on 5 May 2013 at the Indian Institute of Technology (IIT), Kanpur, to explore current advances in mobile technologies in education and agriculture sectors. Key officials of Union Government and the State of Uttar Pradesh, along with senior faculty of IIT Kanpur and researchers from for-profit and public sectors and NIOS, participated. As follow-up to the exploratory workshop on M4D in May 2013, COL partnered with IIT Kanpur to launch a six-week MOOC on Mobiles for Development (M4D) in early October 2013. This course attracted 2,255 registrants from 115 countries. Of these, about 25% were women. Grenada, India, Mauritius, Nepal and South Africa were the top five sources of participants, with Ghana and Tanzania coming next. A pedagogical review of the MOOC on M4D was published.

Currently, COL continues its partnership with IIT in Kanpur in offering MOOCs for development. COL is also engaged with NPTEL, India’s large OER publishing project (STEM topics) on licensing and in developing new MOOCs. In February 2015, COL participated in and facilitated sessions and meetings involving the IIT system (Kanpur campus in particular) and NPTEL (its coordination office is based on the Chennai campus of IIT) including:
- a workshop on planning and launch of AgMOOCs;
- a workshop on the use of large OER collections and online learning, and the opportunity to create a formal structure around MOOCs;
- one event working hands-on with the MOOKIT development team; and

MOOC on MOOCs
The Commonwealth of Learning, with the Indian Institute of Technology Kanpur (IIT Kanpur) launched a second 4-week MOOC on MOOCs in early September 2014. This course attracted 2,342 registrants from 92 countries, the top five being India, Nepal, Mauritius, South Africa and Canada.

MOOC on Integration of OER in Teaching and Learning
COL entered into a partnership with NCERT to mount a MOOC on integration of OER in teaching and learning. A MOOC entitled “Teach Smarter with OER” was subsequently developed and was run by NCERT. This MOOC started on 5 September 2014 (India’s national teachers’ day). In September 2014, COL had a meeting with staff of NCERT and mentors involved in the MOOC “Teach Smarter with OER” and discussed the progress of the MOOC and ways of improving its delivery.

MODELS
COL’s Institutional Quality Assurance (QA) Model
COL’s Institutional QA model was implemented at the Krishna Kanta Handiqui State Open University, Guwahati.

Scaling-Up and Replication of the Lifelong Learning for Farmers (L3F) Model
The Canara Bank of Dindigul District, India, organised a meeting from 26 to 27 December 2012 between bankers and NGOs to discuss the progress of the L3F in Dindigul District. Representatives from seven banks and eight NGOs were at the meeting. COL participated in the meeting and discussed the strategies for policy advocacy and scaling up. COL also had discussions with Tamil Nadu Veterinary and Animal Sciences University (TANUVAS) about the progress of the ODL programme for participatory research.

COL supported Arul Anandar College (AAC) to host a two-day conference titled “National Conference on Food Security: Issues and Concerns” held in Madurai 21 to 22 February 2013. Several resolutions were adopted and passed outlining strategies for strengthening food security through the L3F initiative with the involvement of financial institutions.

While attending a meeting at the University of Guelph, Canada, COL had a review meeting on 27 March 2013 with the L3F team from Tamil Nadu regarding the 2013–2014 action plan.
Efforts made during the 2012–2013 period led to an additional 13,000 learners, of which 65% are women. This also led to the provision of CAD$1.4 million in credit/loans to 4,800 learners.

In December 2013, a three-day workshop in Pune was held with L3F participants from India and Sri Lanka in which stakeholders identified strategies for evolving a self-sustaining L3F process.

A research study conducted by TANUVAS through mobile phones involved 748 farmers and tested the microbial supplements for dairy. The study was concluded in June 2013.

**The National Institute of Bank Management, India (NIBM)** and COL published a paper in December 2013 entitled “Investments by the Commercial Banks in Training of Rural Communities and its Impact: Scope of Open and Distance Learning” by consultants Naneen Kumar K. and Anjali Kulkarni. The study showed that the banks in India earned better income through interest from L3F borrowers compared with non-L3F borrowers.

In May 2014, COL organised a workshop in Chennai with stakeholders including The Indian Overseas Bank (IOB), Indian Kisan Sanchar Limited (IKSL), VIDYAL, Arul Anandar College (AAC) and Reddiar Chatram Seed Growers Association (RSGA). Both the IOB and IKSL showed interest in replicating L3F. As a result of this meeting, COL is developing a strategy paper on involving banks as facilitators in L3F, and developing a concept note on consolidating multiple L3F financial literacy courses.

**Mann Deshi Foundation** and Mann Deshi Women’s Cooperative Bank reached more than 30,000 participants through structured learning, using community radio, Aptus-classroom without wall, and mobile phones. In Tamil Nadu, VIDYAL, a partner in L3F, in association with other NGOs, facilitated CAD$13.64 million worth of credit during 2012–2014 under L3F, after ensuring strong financial literacy and agricultural enterprise management skills among 20,932 farmers during 2012–2014. The borrowers have repaid 94% of the four- to five-year term credit with interest within two years to commercial banks, cooperative banks and microfinance institutions. Similarly, another L3F partner, RSGA, built the capacity of 9,973 farmers using mobile phones Internet and other forms of blended learning and enabled them to access credit to the tune of CAD$4.9 million on a four- to five-year loan since 2012, out of which nearly 93% have been already repaid by the borrowers.

In November and December 2014, COL met with partners of L3F in Tamil Nadu to discuss the institutionalisation of L3F in India with the help of financial institutions. In a two-day workshop, the partners briefed the progress during the last two years and identified strategies for consolidating the activities during January to June 2015. Additionally, a meeting was held with **Bharatiya Mahila Bank** for upscaling L3F. Developing a course on financial literacy through mobile phone to support the Prime Minister’s “Jan Dhan” programme was discussed. The L3F activities of **Mann Deshi Women Cooperative Bank** were also reviewed and the activities for the next six months were identified. COL also met with the senior officials of **Canara Bank** who showed interest in institutionalising L3F within the bank.

**Healthy Communities Model**

COL supports the development of community radio stations in India as part of the Healthy Communities Community Learning Programme (CLP) model. In December 2012, COL met with Supriya Sahu of the Ministry of Information and Broadcasting to discuss strategies to promote communication for development programming on community radio. In December 2012, COL held a series of meetings with possible partners in relation to the development of CLPs in India. COL met with **Ms Venu Arora** of Ideosync, a consulting group working in communication for development and community radio in India, to discuss possible future collaboration. Meetings were held with staff of UNICEF India to discuss respective work with community radio, with a view to future direction and possible cooperation.

A baseline study of non-formal ODL programmes in Gurgaon, Haryana, was conducted by **Maraa** (Bangalore) in September and October 2012, including research into availability, quality and usage of health and development related programming. On 13 December 2012, COL co-facilitated in a CLP planning workshop in Gurgaon in which 12 representatives of local health stakeholders, government, media and community groups were engaged in a programme planning workshop for a new community learning initiative. The workshop resulted in a draft plan for a new CLP to be led by **Gurgaon ki Awaz**, the local community radio station. Follow-up workshops were conducted in Gurgaon (February and April 2013) to design the CLP, to integrate mobile telephony (May 2013) and finally produce programme content (June 2013). As a result, **Chahat Chowk**, a CLP about women’s sexual and reproductive health, was launched in Gurgaon in July 2013 with 60-minute episodes airing weekly, complemented by face-to-face community mobilisation and discussion. Sixteen episodes in Phase I (60–90 minutes) were delivered twice between July 2013 and March 2014. A second set of 16 episodes was produced and aired in two cycles between May and December 2014. Some **850 regular users** of the programme have been identified.

In February 2014, COL participated in the stakeholders meeting in Gurgaon for the second phase of the Chahat Chowk CLP. After the meeting, COL met with **Dr Pushpa Bishnoi**, the Civil
Surgeon in Gurgaon, to discuss the CLP and COL's approach to advocacy. Research into programme implementation and outcomes has been run, led by the Ideosync Media Combine, in tandem with the CLP development and delivery. A research project investigating CLP outcomes in Mullahera, Gurgaon, specifically learning and social and behaviour change outcomes, was initiated in June 2013 under the leadership of the Ideosync Media Combine, led by Ms Venu Arora, with comparative results from follow-up research published in interim and final reports in November 2013 and May 2014. A second phase of outcome research was established in May 2014 with reports expected in 2015. Findings from the Chahat Chowk outcome research were presented by Ms Venu Arora at a special session on 5 December 2014 at the 7th Pan-Commonwealth Forum on Open Learning.

In February 2014, COL met with Gram Vaani, a group that works with mobile applications for community-based dialogue, learning and advocacy, to discuss the opportunities for collaboration in the application of the CLP model to the Mobile Vaani mobile phone-based information platform, which is running in a successful pilot in Jharkhand.

COL visited Radio Active (RA) in February 2014, a six-year-old community radio station based at Jain University in central Bangalore. Six members of the station were involved in the visit.

Through a joint COL-CEMCA activity in 2013/2014, women broadcasters from 18 stations in the north and south were trained and mentored in the planning and design of CLPs. Regional workshops were held in November 2013 (New Delhi), February (Bangalore) and June (New Delhi) to train trainers; and local workshops were held in 15 communities as part of actual programme development work. As a result of training/mentoring, CLPs have been designed or developed in 11 communities, including Gurgaon and Mewat, Haryana; Bengaluru and Tumkur, Karnataka; Chambal, Madhya Pradesh; Azamgarh and Kanpur, Uttar Pradesh; and Chamba and Kumaon, Uttarakhand.

From 10 to 12 December 2012, CEMCA supported Deccan Radio, Hyderabad to carry out a SWOT analysis and to develop a plan of action in consultation with the community it serves to work towards sustainable operation of the community radio station. Deccan Radio will serve as a blueprint of a sustainable Community Radio model. Attending the workshop were Nasreen Begum and Ghausia Begum, community volunteers; Syeda Sadia, Wajida Tabassum, Nazia Sultan, Safoora Nuzhat, Zeesha Farhath, Faheem Ansari, Zahed Farooqui, M. Ismail Ahmed of Deccan Radio, Zaheeruddin Ali Khan and Amer Ali Khan of AAK Trust and Farhana Jabeen, Researcher.

Quality Guidelines for Open Educational Resources (OER)

CEMCA is engaged in developing quality guidelines for OER. The objective is to assist users of OER to assess quality from a lens devised by them using the criteria in the guidelines. A regional consultation workshop, hosted by Maulana Azad National Urdu University in Hyderabad from 13 to 15 March 2013, brought together 49 experts from the Asian region to discuss and debate the necessity, usefulness and relevance of the draft criteria and guidelines for quality OERs. Forty-four participants were from various institutions in India.

Policies

Draft Institutional Quality Assurance Policies

Two State Open Universities, YCMOU and VMOU, developed their draft Institutional Quality Assurance Policies.

Institutional OER Policy Template

In collaboration with IGNOU, Dr. B.R. Ambedkar Open University and the British Council, CEMCA organised an event titled “ICT Leadership in Higher Education” in Hyderabad, India, from 24 to 26 February 2013, which engaged with senior decision-makers in universities to improve their understanding of ICTs and assist development of relevant ICT and eLearning strategies and OER policy. The workshop led to the development of an institutional OER policy template. Thirty-nine people, including 20 senior leaders and Vice-Chancellors of Indian universities and five experts from the U.K., attended the event.

OTHER

Contributions to COL Publications

Dr. Sushmita Mitra contributed an invited article to COL’s Journal of Learning for Development (Vol. 1, No. 2, 2014) entitled “Feasibility of Open Schooling in Disturbed Areas: A Case Study of Afghanistan.” Dr Mitra also contributed a chapter, “Becoming a Leader in Open Schooling,” to the book Women and Leadership in Open and Distance Learning and Development, published by COL. To the same publication, Ms Chetna Gaia Sinha, founder and President of Mann Deshi Mahila Bank Ltd., contributed a chapter entitled “Helping Other Women Through Non-Formal Education and Community Development.”

Speeches and Presentations

The President and CEO of COL was awarded an honorary doctorate from VMOU, Kota, and delivered the convocation address on 24 August 2012.
On 24 September 2012, the President and CEO of COL participated in a symposium organised by ICRISAT to mark the 40th anniversary of the organisation and gave a presentation titled “Is the Modern ICT the Answer to Extension?”

The President and CEO of COL gave a keynote address titled “Four Decades on ODL: Future Directions” at the International Conference on ICT Culture in Education (ICTCE 2012) on 27 September 2012 in Delhi, India. COL supported the conference through a contribution to CEMCA to fund the participation of staff from institutions in the region.

The President and CEO of COL gave a keynote titled “Emerging Development in ICT-based Learning: Implications for Higher Education” at a national seminar organised by the University of Hyderabad on 19 December 2012.

The President and CEO of COL delivered the Silver Jubilee lecture titled “Scaling Schooling for the Secondary Surge: What Are the Options?” organised by NIOS on 21 December 2012 at the India International Centre.

The President and CEO of COL gave a video presentation titled “Trends in Online Education” at the VMOU Foundation Day in India (23 July 2013).

The President and CEO of COL gave the opening presentation, prepared jointly with Dr Venkataraman Balaji, at a forum titled “Transforming Indian Higher Education through MOOCs” in New Delhi on 9 August 2013.

Dr Sanjaya Mishra, Director, CEMCA, delivered a lecture titled “Trends in Open, Distance and eLearning 2013” at VMOU, Kota.

The President and CEO of COL delivered the 19th Professor Ram Reddy Memorial Lecture, gave speeches at the 20th anniversary celebrations of CEMCA and the NIOS regional directors meeting, and met key officials at NCERT, MHRD and MIB from 1 to 3 July 2014 in Delhi.

The President and CEO of COL attended the first convocation of Krishna Kanta Handiqui State Open University (KKSHOU) held on the 27 September 2014, at which she was conferred an honorary doctorate.

The Director of CEMCA delivered a public lecture at the Krishna Kanta Handiqui State Open University (KKSHOU) and a keynote address at the UGC-sponsored seminar on innovations in higher education at the Parvathaneni Brahmaya Siddhartha College of Arts and Science, Vijaywada.
Malaysia has been a consistent and valued COL partner over the years. The eminent Malaysian Tan Sri Dato’ Professor Gajaraj Dhanarajan was the President and CEO of COL from 1996 to 2004, and other Malaysians have held leadership roles within the organisation. Open and distance learning (ODL) is popular in Malaysia, with about half of working adults involved in it. Teacher training through ODL is thriving. Malaysia is a regular contributor to COL’s budget and has hosted a number of important COL meetings.

National MDG Targets Addressed by COL
► Make available the benefits of new technologies, especially for information and communications

COL’s Work on Malaysia’s MDG Targets
► Capacity-building, materials development and policy support for sharing OER and promoting ODL are underway

Open up access to higher and continuing education
► Promote enculturation of lifelong learning
► Internationalise Malaysian education through online distance education
► Use eLearning to enhance learning at all levels
► Support Learning for Livelihoods, especially in rural regions in Malaysia

Modules and case studies developed on open educational resources (OER) based eLearning
► COL’s Review and Improvement Model (COL-RIM) implemented at Wawasan Open University (WOU)
► OER Quality Assurance Guidelines and Institutional Policy Template developed

COL Focal Point:
► YBhg Dato’ Professor Dr Asma Binti Ismail, Ministry of Education Malaysia

Notable Mentions:
► Professor Dato’ Wong Tei Meng, formerly of Wawasan Open University, received an Excellence in Distance Education Award
► Wawasan Open University received an Excellence for Institutional Achievement-Category B Award, as well as an Excellence for Distance Education Award for OER Material
► Professor Dato’ Dr Ansary Ahmed, of Asia eUniversity is an Honorary COL Advisor
► The 8th Pan-Commonwealth Forum (PCF8) will be held in Malaysia in 2016

Areas of COL’s Work in Malaysia:
► Higher Education
► Technical and Vocational Skills Development (TVSD)
► eLearning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► Ministry of Education
► Asia eUniversity
► Open University Malaysia
► Wawasan Open University
► Universiti Sains Malaysia

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

► Support to Attend the Asian Association of Open Universities (AAOU) Conference
► Scholarships to the Open Polytechnic of New Zealand
► Institutional workshop on OER-based eLearning
► OER-based eLearning for Course Facilitators
► ICT and Learner Support Training for Tutors
► ICT Leadership in Higher Education

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

► Modules and Case Studies on OER-based
► ICT Leadership in Higher Education

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

► COL Review and Improvement Model (COL-RIM)

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

► Institutional OER Policy Template
► OER Quality Assurance Guidelines

**OTHER**
► Speeches and presentations
► Malaysian experts engaged as professional resources

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**LOOKING FORWARD: 2015–2021**

At the 2014 Regional Focal Points Meeting, COL’s Focal Point for Malaysia was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Malaysia. The following area was identified:

► Expanding skills and innovation in the use of tools and materials such as MOOCs and OER
Appendix: COL’s Activities in Malaysia

PARTNERSHIPS

Open University Malaysia (OUM) and Wawasan Open University (WOU) Fellowships

CEMCA offered fellowships to middle-level officers of open universities and Ministry of Human Resource Development, Government of India, to visit OUM and WOU in 2012 and 2014. The study tours were undertaken to help understand best practices followed by these ODL institutions in governance, financial management, student support services and quality assurance of ODL.

OER Research through WOU

WOU has been actively involved in promoting open educational resources (OER) and is engaged in research into OER use and in identifying search and retrieval technologies in relation to OER. COL visited WOU in May 2013 to update the OER search algorithm developed by a team led by Mr Ishan Abeywardena, Senior Lecturer, to finalise a research paper on this topic and to deliver an institutional seminar on massive open online courses (MOOCs).

OUM Scholarships

OUM students received scholarships for Master’s in Instructional Design and Technology (MIDT) including:

► sponsorship of three scholars from Kenya, India and Zambia to complete the two-year Master’s in Instructional Design and Technology offered by OUM, which began in 2013; and

► sponsorship of one scholar in 2014 nominated by the Department of Higher Education and Training, South Africa, to complete the two-year Master’s in Instructional Design and Technology offered by OUM.

CEMCA offers the Best Woman ICT Student award at OUM every year.

Attachment programme for WOU staff

Two staff members of the WOU attended a 8 days attachment programme on instructional design and eLearning at the SNDT Women’s University, Mumbai, India from 2 to 9 September 2013.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people from Malaysia to attend the forum: Mr Ishan Sudeera Abeywardena of Wawasan Open University, Dr Zobiaida Akhter of University of Malaya, Dr Anne Althea Christopher of Universiti Utara, Mr Tan Luck Lee of Mara University and Professor Dr. Mohan Menon of WOU.

Memorandum of Understanding for the 8th Pan-Commonwealth Forum

The next Pan-Commonwealth Forum (PCF8) will be hosted by OUM in 2016.

Regional Focal Points Meeting

The COL Regional Focal Points Meeting (Asia) was held in Penang, Malaysia, from 17 to 19 September 2014, co-hosted by the Ministry of Education Malaysia in cooperation with Universiti Sains Malaysia. YBhg Dato’ Professor Dr. Asma Binti Ismail and Professor Dr Jaafar bin Jantan represented Malaysia at the meeting.

CEMCA Advisory Council Meeting

The CEMCA Advisory Council Meeting was held in Penang, Malaysia, on 16 September 2014 to review the work of CEMCA and give it future direction.

International Conference on ICT Culture in Education

COL, through its regional centre the Commonwealth Educational Media Centre for Asia (CEMCA), supported the Educational Technology and Management Academy (ETMA) Council to host the International Conference on ICT Culture in Education held in Delhi, India, on 27–29 September 2012. Three candidates from Bangladesh and Malaysia attended the conference. Ms Sharifah Rosfashida Bt. Syed Abd. Latif of Open University Malaysia participated.

Support for Open Schools Strategy in India

In September 2012, the Ministry of Human Resource Development (MHRD), Government of India, released the National Vocational Educational Qualifications Framework (NVEQF). As the NVEQF document has various levels, in partnership with NIOS, it was decided to focus at the school level (level 4) of NVEQF and develop a strategy that could be applied by all the open schools in India. Thus, a consultative workshop was planned from 19 to 22 June 2013 in Kochi, which brought together 27 stakeholders to discuss and debate why and how learning experiences can be organised for skills training at a distance, including the needed face-to-face exposure to learn motor skills. Professor Dr Mohan Menon, Assistant Vice-Chancellor of WOU, attended the meeting.

UNISA-Cambridge International Conference on Open, Distance and eLearning

COL was a co-sponsor of the UNISA–Cambridge International Conference on Open, Distance and eLearning held in Cape Town, South Africa, from 29 September to 2 October 2013. COL supported five delegates from Malaysia, United Kingdom, Namibia and Nigeria to attend the conference. Dr Hazalina Hashim of OUM presented at the conference.
Regional Symposium on OER
COL/CEMCA attended the Regional Symposium on OER, “An Asian Perspective on Policy and Practices,” organised by WOU. facilitiated the pre-conference workshop on “Engines for OER-Based Learning Environments” on 18 September 2012, and made a presentation on “OER Paris Declaration 2012.” COL also supported two delegates in the region to attend the symposium.

COL also participated in the OER-Asia 2nd Regional Symposium, “Open Educational Resources: Beyond Advocacy, Research and Policy,” at WOU, Penang, Malaysia, on 24–27 June 2014. The major focus of the symposium was to go beyond advocacy, research and policy to bring people together to continue building the OER community. CEMCA organized a panel of quality assurance of OER and presented the OER:TIPS guidelines.

VUSSC Transnational Qualifications Framework Meetings
The third VUSSC Transnational Qualifications Framework (TQF) Management Committee meeting (from 2 to 3 March 2015) and TQF General Meeting (from 4 to 6 March 2015) took place in Kuala Lumpur, Malaysia. Twenty-four participants from 22 Commonwealth countries participated in the two meetings that were organised in collaboration with OUM, to review and endorse the TQF referencing documents, to develop an online referencing tool for the TQF, and to review and approve the VUSSC course registration process.

CAPACITY
Support to Attend the Asian Association of Open Universities (AAOU) Conference
Eight candidates (four men and four women) from India, Malaysia, Pakistan and Sri Lanka were supported to attend the AAOU conference titled “Expanding Frontiers of Knowledge through Open Distance Learning in Changing Societies” held in Chiba, Japan, 16 to 18 October 2012. Ms Karen Khor Ean Teng of WOU attended the conference.

Institutional Capacity-Building Workshop on OER-Based eLearning
CEMCA held an institutional capacity-building workshop on OER-based eLearning from 29 January to 1 February 2013 at WOU, Malaysia, aimed at developing competencies in integrating OER in teaching and learning, and took steps to develop a course on OER-based eLearning. Twenty-seven teachers (20 men and 7 women) from eight ODL institutions in the region, including India, Pakistan and Sri Lanka, participated in the workshop. Twenty-one attendees were from Malaysia. The workshop was facilitated by Professor Som Naidu of Charles Sturt University in Australia.

OER-Based eLearning for Course Facilitators
From 6 to 10 January 2014, CEMCA facilitated a workshop on OER-based eLearning for the prospective facilitators of the upcoming online course at the Dr B.R. Ambedkar Open University in Hyderabad. Seven people from Malaysia participated in the workshop and built their capacity in OER facilitation.

Scholarships to the Open Polytechnic of New Zealand (OPNZ)
To support women in higher education, COL sponsored 20 women faculty from higher education institutions in Africa and Asia by providing scholarships to undertake a one-year online certificate course in Designing and Facilitating eLearning (Level 5) of the OPNZ. This qualification is made up of three 20-credit courses and is delivered online through the Online Campus. The following people from Malaysia participated in the programme: Ms Sharifah Rosfashida Bt. Syed Abd. Latif, OUM; and, Ms Jasmine S. Emmanuel, WOU.

As of June 2014, another nine women in higher education from eight different countries, including Malaysia, were sponsored to complete the Open OPNZ programme in designing and facilitating online learning/eLearning.

ICT and Learner Support Training for Tutors
COL supported a project to develop ICT supported tutor skills and learner support skills training for tutors of OUM by training 30 master tutors in June 2013 and 24 tutors in 2014. Another tutor-training workshop is planned for 2015. The project envisages training about 3,000 tutors over a three-year period, through a cascading approach.

CEMCA supported WOU on launching of OER-based eLearning Programme as a MOOC and organised a workshop for the online facilitators from 14 to 16 October 2014 at WOU Penang, Malaysia. The workshop was attended by 22 participants, 19 were from WOU’s academic Schools, Library and the Educational Technology & Publishing (ETP) unit, and three from DISTED College and Universiti Sains Malaysia. The workshop was facilitated by Professor Som Naidu of Monash University in Australia.
MATERIALS

Commonwealth Executive MBA/MPA Programmes

The Commonwealth Executive MBA/MPA programmes have been offered by WOU since 2006. Initially launched in 2002, the Commonwealth Executive MBA/MPA programmes were completely updated in 2013, with 12 courses revised and 10 courses rewritten. One new elective on Business Ethics was added, taking the total number of courses available to 23. Eleven partner institutions are currently offering the CEMBA/CEMPA programme. To date, 24,299 students have enrolled, 11,515 of whom have graduated. For the current triennium, 4,961 are reported to be enrolled, and thus far, 3,814 have graduated. COL continues to receive updates on enrolment and graduation figures from partner institutions. WOU in 2012-2014 has had an enrolment of 417 students, and to date more than 265 students have graduated from the programmes. WOU revised the 12 CEMBA/CEMPA courses assigned to it for revision and was sent the newly revised courses in the programme.

Modules and Case Studies on OER-Based eLearning for Online Course

CEMCA held a workshop on institutional capacity-building for OER-based eLearning from 9 to 14 June 2013 at WOU, Malaysia as a follow-up to a previous workshop. Five modules and four case studies on OER-based eLearning were finalised and are ready for editing and deployment online. The workshop was attended by 17 participants, and was facilitated by Professor Som Naidu of Charles Sturt University in Australia. WOU launched a MOOC on OER-based eLearning using these materials.

MODELS

COL’s Review and Improvement Model (COL-RIM)

COL implemented the COL-RIM at WOU, Penang, Malaysia. The university achieved a “verified” status on the basis of the self-review and final verification conducted. Monitoring and Evaluation of the COL-RIM implementation at WOU took place from 2 to 3 June 2014.

OER Quality Assurance Guidelines

CEMCA developed quality guidelines for OER through several stakeholder consultations. The objective is to assist users of OER to assess quality from a lens devised by them using the criteria in the guidelines. A regional consultation workshop, hosted by Maulana Azad National Urdu University in Hyderabad from 13 to 15 March 2013, brought together 49 experts from the Asian region to discuss and debate the necessity, usefulness and relevance of the draft criteria and guidelines for quality OERs. Attending the meeting were Professor Dr Abtar Kaur, Faculty of Education and Languages of the Open University Malaysia; Tan Sri Dato’ Emeritus Professor Gajaraj Dhanarajan, Honorary Director, Institute for Research and Innovation; and Professor Dr Mohan B. Menon, Assistant Vice-Chancellor of WOU. The guidelines are now available as OER: TIPS framework for quality assurance of OER.

POLICIES

Institutional OER Policy Template

In collaboration with Indira Gandhi National Open University, Dr B.R. Ambedkar Open University and the British Council, CEMCA organised an event titled “ICT Leadership in Higher Education” in Hyderabad, India, from 24 to 26 February 2013, which engaged with senior decision-makers in universities to improve their understanding of ICTs and assist development of relevant ICT and eLearning strategies and OER policy. The workshop led to the development of an institutional OER policy template. Professor Dr John Arul Phillips, Dean, School of Education and Cognitive Science of the Asia e University, Malaysia, also participated in the event.

OTHER

Speeches and Presentations

On 20 September 2012, the President and CEO of COL delivered a keynote address titled “Ten Years of OER: Enlarging the Circle?” at the Regional Symposium on OER, “An Asian Perspective on Policy and Practices,” organised by WOU in Penang, Malaysia.

At the 12th International Conference on Information (ICI12), with the theme of “Learning Unlimited,” held in Kuala Lumpur from 12 to 13 December 2012, the President and CEO of COL delivered a keynote titled “Democratising Higher Education through OER: From Commitment to Action.” The President and CEO of COL gave a presentation titled “To MOOC or Not to MOOC: That Is the Question,” in the context of the Malaysian Minister’s inauguration of MOOCs in the country. The lecture was held at WOU in September 2014.

Contributions to COL Publications

Professor Johan Arul Phillips and Professor Dato’ Dr Ansary Ahmed contributed to the publication ICT Leadership in Higher Education.
**CONTEXT**

Maldives is an island nation in the Indian Ocean with a population of 345,000 dispersed across a number of islands and atolls. This geography presents distinct development challenges, which are partially addressed through the expansion of open and distance learning (ODL). While literacy levels are high and the education system is well developed, the country seeks to make more effective use of information and communication technology (ICT) and to expand learning opportunities for people located in remote areas. Maldives is a regular contributor to COL’s budget.

**COL’S WORK RELATED TO MDG TARGETS**

**National MDG Targets Addressed by COL**
- Make available the benefits of new technologies, especially for information and communications
- Address the special needs of small island developing states

**COL’s Work on Maldives’ MDG Targets**
- VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of ICTs to broaden access to education

**AGREED PRIORITIES**

- Conduct workshops on transforming education using ICT
- Create a network where mobile technology is used to reach the outer atolls
- Create mobile content, especially audio materials with interactivity
- Expand teacher training and capacity-building with special emphasis on multi-grade teaching
- Strengthen and enhance the resources and materials for adult and community education

**OUTCOMES ACHIEVED BY COL**

- Eleven new VUSSC courses made available
- Eleven ODL modules developed for three Diploma Programmes at the National Institute of Education
- Maldives National Qualifications Framework has been referenced against the Transnational Qualifications Framework
- Ongoing support for institutional and national policy development on ICT in Education and ODL

**QUICK NOTES**

**COL Focal Points:**
- Ms Aminath Namza, Ministry of Education
- Mr Ramiz Ali, Maldives National University

**Notable Mention:**
- Ms Aminath Namza represents Maldives on the CEMCA Advisory Council

**Areas of COL’s Work in Maldives:**
- Virtual University for Small States of the Commonwealth (VUSSC)
- Teacher Education
- Healthy Communities
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education
- Maldives Broadcasting Commission (MBC)
- Maldives Villa College
- Maldives National University
- Maldives Qualification Authority
- National Institute of Education (NIE)

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Support to attend the Asia-Pacific Quality Network (APQN) 2013 Conference
- Monitoring and Evaluation for VUSSC
- Support to attend the “Radio for Equitable Education to All” seminar

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- 11 new VUSSC courses made available
- ODL Curriculum Materials Development

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Transnational Qualifications Framework

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- Institutional Education and ICT Policy Review
- Support for National ODL Policy Development
- National Consultation on Community Broadcasting Policy for non-formal learning

**LOOKING FORWARD: 2015–2021**
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Points for Maldives were asked to identify the country’s top priorities and what COL can do to further support the national agenda of Maldives. The following areas were identified:

- Finalising of an ICT Policy in Education
- Strengthening of the ICT online infrastructure
- Ensuring quality assurance of programmes accredited by Maldives Qualification Authority (MQA)
- Building of capacity for integrating ICT in classroom teaching
- Expansion of the use of ICT in work processes and communication at all levels of administration to create a management system that is more responsive and flexible
Appendix: COL’s Activities in Maldives

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Maldives is a member of VUSSC.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored Mr Ramiz Ali from the National University of Maldives to attend the forum.

Regional Focal Points Meeting

Ms Aminath Namza represented Maldives at the meeting.

CEMCA Advisory Council Meeting

Maldives is represented in the Advisory Council of the Commonwealth Educational Media Centre for Asia (CEMCA) under the Focal Point category, and Ms. Aminath Namza attended the meetings.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Mr Ramiz Ali, Maldives National University (MNU), attended the meeting.

MNU Community Radio

CEMCA visited the MNU’s Faculty of Arts on 4 February 2015 and discussed with the Dean and other faculty members how the university can broadcast learning resources through community radio. The university is currently preparing a proposal for a community radio at MNU.

CAPACITY

Support to Attend “Radio for Equitable Education to All” Seminar

COL supported four experts from Bangladesh, Maldives, Pakistan and Sri Lanka to attend a seminar titled “Radio for Equitable Education to All,” hosted by the Distance Education Programme – Sarva Shiksha Abhiyan (DEP-SSA) of Indira Gandhi National Open University (IGNOU) in Delhi from 27 to 29 December 2012. Professor Ahmed Ali Didi of the Maldives participated in the conference.

Monitoring and Evaluation for VUSSC

A workshop was organised in Male, Maldives from 3 to 7 March 2013 specifically for the Asia Pacific region to build the capacity of implementers in designing and implementing the VUSSC M&E framework. It was supported by the Ministry of Education and the Maldives Villa College. Dr Ali Fawaz Shareef, Director for Research and Innovation of Villa College, attended the meeting.

Support to Attend the Asia-Pacific Quality Network (APQN) 2013 Conference

COL supported six people from Brunei, India and the Maldives to attend the Asia-Pacific Quality Network (APQN) 2013 conference titled “Has External QA Made an Impact? Looking Back at the Decade of Quality Assurance,” held in Taipei, Taiwan, 7 to 8 April 2013. Mrs Aminath Asra of the Maldives Qualifications Authority (MQA) and Ms Aishath Mohamed Didi of Villa College participated in the conference.

MATERIALS

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated
a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER. Mr Mohamed Abdul Latheef, School Management and Teacher Education – Modules of Tertiary Level, attended the workshop.

At the PGDE workshop, COL also introduced the concept of “classroom without walls.” Using a tablet/laptop, a wireless router and a battery pack, teachers can create an interactive, wireless tablet/laptop computing environment that is completely independent of the Internet or electricity. Learners can interact with content hosted on the server’s Moodle, WordPress or Canvas applications using their own tablets/laptops. Participants from Papua New Guinea, Maldives and Dominica expressed interest in purchasing a kit for testing purposes.

ODL Curriculum Material Development Workshop

From 12 to 22 January 2014, COL organised an ODL Curriculum Material Development Workshop at National Institute of Education (NIE) in Male and trained 19 institute staff. As a result, 11 modules were developed for three Diploma Programmes at NIE and another seven are in progress. In September 2014, COL met with staff of NIE to follow up on development of modules and to discuss follow-up activities.

MODELS

Transnational Qualifications Framework (TQF)

The Maldives National Qualifications Framework has been referenced against the TQF.

POLICIES

Institutional Education and ICT Policy Review

COL is providing ongoing review of the current education and ICT policies of the MNU and supporting the construction of the university’s ODL policy. The ODL Policy Framework for the MNU was finalised in August 2014 with 11 staff from MNU Centre for Open Learning.

Support for National ODL Policy Development

The Department of Higher Education of the Ministry of Education, Maldives, has made a formal request for COL support to develop the National ODL policy.

National Consultation on Community Media

A National Consultation on Community Media was organised by CEMCA on 5 February 2015 in collaboration with the Maldives Broadcasting Commission (MBC) in Male’, Maldives. A total of 27 participants attended the consultation.
As Pakistan continues to strive for universal basic primary education, it faces the related challenge of increasing access to learning opportunities at the secondary and tertiary levels. Other challenges include building capacity in the design and delivery of open and distance learning (ODL) and expanding the use of digital technology to enhance learning for university students. Pakistan is a regular contributor to COL's budget.

**National MDG Targets Addressed by COL**
- Make available the benefits of new technologies, especially for information and communications

**COL's Work on Pakistan's MDG Targets**
- Policy, training and materials development in OER, information and communication technologies (ICTs), ODL and eLearning is underway

**COL Board:**
- Professor Dr Atta-ur-Rahman, FRS
- Chief Patron, International Centre for Chemical and Biological Sciences (ICCBS), University of Karachi, Pakistan, is the appointed Regional Representative for Asia on COL's Board of Governors and the Chair of the Audit Committee

**COL Focal Point:**
- Professor Dr Mansoor Akbar Kundi, Higher Education Commission

**Areas of COL’s Work in Pakistan:**
- Open Schooling
- Higher Education
PAKISTAN

HIGHLIGHTS

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

PARTNERSHIPS

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► Higher Education Commission
► Ministry of Advanced Education
► Allama Iqbal Open University (AIOU)
► Bahauddin Zakariya University (BZU)
► The British Council Pakistan
► Fatima Jinnah Women University (FJWU)

CAPACITY

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

► Support to Attend the Regional Symposium on OER
► Support to Attend the Asian Association of Open Universities (AAOU) Conference
► Support to Attend the “Radio for Equitable Education to All” seminar
► Gender Mainstreaming in Open Schools
► Leadership Development for Women Academics
► Institutional Capacity-Building Workshops on OER-Based eLearning

MATERIALS

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

► The Commonwealth Executive MBA/MPA Programmes
► OER-based eLearning Programme for professional development of Higher Education Teachers

MODELS

A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

► Open Schooling model
► COL Review and Improvement Model (COL-RIM)

POLICIES

A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

► Quality Guidelines for Open Educational Resources (OER)

OTHER

► Speeches and presentations

LOOKING FORWARD: 2015–2021

In the lead-up to the 2014 Regional Focal Points Meeting, COL identified relevant national priorities for Pakistan from the Government of Pakistan’s online portal including:

► Establishment of uniformity and standardisation of the educational system (education as a national, public function) and achieving of cohesion in quality

► Scholarships to the Open Polytechnic of New Zealand (OPNZ)
► Quality Assurance workshop
► COMOSA Planning and Theory of Change
► Vice-Chancellors’ study tour

► Support for business, commerce and technology for a globalised world
► Ongoing revision of the National Education Plan
Appendix: COL’s Activities in Pakistan

PARTNERSHIPS

Commonwealth Open Schools Association (COMOSA)
Twenty-two partners signed the COMOSA constitution, including Allama Iqbal Open University (AIOU).

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)
COL sponsored the following people to attend the forum: Irshad Hussain of the International Islamic University, Zahid Majeed of AIOU, and Muhammed Safdar of the International Islamic University of Islamabad.

CAPACITY

Support to Attend the Regional Symposium on OER
In September 2012, COL supported Professor Dr Nazir Ahmed Sangi, Vice-Chancellor of AIOU, to attend the Regional Symposium on OER, “An Asian Perspective on Policy and Practices,” in Penang, Malaysia.

Support to Attend the Asian Association of Open Universities (AAOU) Conference
Eight candidates (four men and four women) from India, Malaysia, Pakistan and Sri Lanka were supported to attend the AAOU conference titled “Expanding Frontiers of Knowledge Through Open Distance Learning in Changing Societies” held in Chiba, Japan, from 16 to 18 October 2012. Muhammad Zaheer of the Virtual University of Pakistan attended the conference.

Support for “Radio for Equitable Education to All” Seminar
COL supported four experts from Bangladesh, Maldives, Pakistan and Sri Lanka to attend a seminar titled “Radio for Equitable Education to All,” hosted by the Distance Education Programme – Sarva Shiksha Abhiyan (DEP-SSA) of Indira Gandhi National Open University (IGNOU) in Delhi from 27 to 29 December 2012. Professor Muhammad Qasim of Pakistan participated in the conference.

Gender Mainstreaming in Open Schools
To ensure that Open Schools mainstream gender in their activities, COL organised a COMOSA workshop from 13 to 17 March 2013 in Delhi to discuss the Gender Equality Guidelines developed by a COL consultant. Attending the workshop were 19 representatives from Bangladesh, Belize, Botswana, Canada, India, Kenya, Mozambique, New Zealand, Pakistan, Sri Lanka, Tanzania and United Kingdom.

Leadership Development for Women Academics
COL, in collaboration with the Open University of Sri Lanka, organised a regional workshop from 18 to 20 March 2013 on leadership development for 24 senior women academics in South Asia. Facilitators of the workshop were Professor Uma Coomaraswamy and Professor Madhulika Kaushik, Dr Naveed Sultana, Director, Quality Assurance, and Dr Nomana Anjum, Director, Department of Home and Health Sciences, both of AIOU, participated in the workshop.

Institutional Capacity-Building Workshops on OER-Based eLearning
From 29 to 31 January and 01 February 2013 at Wawasan Open University, Malaysia, aimed at developing competencies in integrating OER in teaching and learning, and took steps to develop a course on OER-based eLearning. Twenty-seven teachers (20 men and 7 women) from eight ODL institutions in the region, including India, Pakistan and Sri Lanka, participated in the workshop. The workshop was facilitated by Professor Som Naidu of Charles Sturt University in Australia. Dr Naveed Sultana, Associate Professor, Department of Secondary Teacher Education, and Dr Mohammad Daud, Assistant Professor/In charge, Department of Computer Sciences, both of AIOU, attended the meeting.

From 6 to 9 January 2014, CEMCA facilitated a workshop on OER-based eLearning for the prospective facilitators of an upcoming online course at the Dr B.R. Ambedkar Open University in Hyderabad. Mr Muhammad Ishaque Fani of Bahauddin Zakariya University (BZU) Multan participated in the workshop and built his capacity in OER-based eLearning facilitation.

Scholarships to the Open Polytechnic of New Zealand (OPNZ)
To support women in higher education, COL sponsored 20 women faculty from higher education institutions in Africa and Asia by providing scholarships to undertake a one-year online certificate course in Designing and Facilitating eLearning (Level 5) of the OPNZ. This qualification is made up of three 20-credit courses and is delivered online through the Online Campus. Participating from Pakistan was Dr Naveed Sultana of AIOU.

As of June 2014, another nine women in higher education from eight different countries, including Pakistan, were sponsored to complete the Open OPNZ programme in designing and facilitating online learning/eLearning.

Quality Assurance Workshop
COL organised a Quality Assurance workshop in New Delhi from 8 to 12 September 2014. Zahida Sajjad Qazi of AIOU participated in the workshop.
COMOSA Planning Meeting and Theory of Change Workshops
Bangladesh Open University, in collaboration with COL, hosted a COMOSA planning meeting as well as Theory of Change workshops in Dhaka from 30 September to 3 October 2014. Tanzila Nabeel of AIOU participated in the meeting and workshops.

Vice-Chancellor Study Tour
COL collaborated with the Higher Education Commission, Pakistan and the British Council on facilitating a leadership study tour to British Columbia, Canada, for Vice-Chancellors from Pakistan. The tour was held from 27 April to 6 May 2015 and involved universities and other higher education institutions, including the Ministry of Advanced Education.

MATERIALS

Commonwealth Executive MBA/MPA Programmes
The Commonwealth Executive MBA/MPA programmes have been offered by AIOU in Pakistan since their inception in 2002. Launched in 2002, the Commonwealth Executive MBA/MPA programmes were completely updated in 2013, with 12 courses revised and 10 courses rewritten. One new elective on Business Ethics was added, taking the total number of courses available to 23. Eleven partner institutions are currently offering the CEMBA/CEMPA programme. To date, 24,299 students have enrolled, 11,515 of whom have graduated. For the current triennium, 4,961 are reported to be enrolled, and thus far, 3,814 have graduated. AIOU in 2012–2014 had an enrolment of 1,463 students, and to date 7,834 students have graduated. COL continues to receive updates on enrolment and graduation figures from partner institutions.

During a visit to Pakistan in April 2013, COL’s President and CEO met with alumni of the CEMBA/CEMPA programme.

MODELS

Open Schooling Model: Open School at AIOU
COL attended meetings in July 2012 with the Vice-Chancellor and faculty members of AIOU and visited Village Sajawal outside Thawa and the Umerkot Centre in Sindh and gathered information needed in planning the establishment and monitoring of an open school.

In October 2012, AIOU signed an agreement with COL for developing curriculum for its Open Schooling System that will provide education at primary and elementary levels to drop-out students throughout the country. Under the agreement, COL provides assistance for the development of curriculum/content of the reading materials provided to the students.

COL visited Pakistan from 25 to 26 March 2013 to monitor the progress made on the development of 14 subjects and to continue discussions regarding learner support for a new open school. Meetings were held with the Vice-Chancellor and various AIOU faculty members. COL visited two centres in Bheen and Mangwal, as well as the AIOU Regional Centre of Chakwal.

During a visit to Pakistan in April 2013, COL’s President and CEO formally launched the Open School at AIOU.

COL’s Review and Improvement Model (COL-RIM)
During a visit to Pakistan in April 2013, the COL President and Professor Nazir Sangi, Vice-Chancellor of AIOU, signed the COL-RIM Memorandum of Understanding. The COL President also conducted an induction session at AIOU for the COL-RIM team, headed by Dr Nomana Anjum. The COL-RIM implementation at AIOU was completed in June 2013.

The COL-RIM verification process was also completed for Fatima Jinnah Women University (FJWU, Pakistan) in December 2013. These activities were supported by COL and funded by COMSEC.

POLICIES

Quality Guidelines for Open Educational Resources (OER)
CEMCA is engaged in developing quality guidelines for OER. The objective is to assist users of OER to assess quality from a lens devised by them using the criteria in the guidelines.

A regional consultation workshop, hosted by Maulana Azad National Urdu University in Hyderabad from 13 to 15 March 2013, brought together 49 experts from the Asian region to discuss and debate the necessity, usefulness and relevance of the draft criteria and guidelines for quality OERs. Professor Nabi Bux Jumani, Department of Education of the International Islamic University in Islamabad, attended the meeting.

OTHER

Speeches and Presentations
The President and CEO of COL gave a speech titled “Opening Up to Open Education Resources” at the AIOU on 2 April 2013.

The President and CEO of COL gave a speech on COL-RIM at AIOU on 4 April 2013.
An Asian nation of about 5.4 million people, Singapore possesses a wealth of education resources. Singapore’s institutions and professionals contribute to the advancement of open and distance learning (ODL) and the use of information and communications technologies (ICTs) for education in the region.

**National MDG Targets Addressed by COL**
- Make available the benefits of new technologies, especially for information and communications

**COL’s Work on Singapore’s MDG Targets**
- COL’s resources and materials in areas such as ODL and ICTs are being made available for member country use to help them achieve their development objectives

**Areas of COL’s Work in Singapore:**
- Teacher Education
- Virtual University for Small States of the Commonwealth (VUSSC)

**Quick Notes**
- **COL Focal Point:** Ms Cindy Eu, Ministry of Education

**Outcomes Achieved by COL**
- Capacity-building for the teacher-educators programme, “Using Information Communication Technologies (ICTs) and Pedagogical Development,” is underway as a result of collaboration with the Technical Cooperation Directorate (TCD), Ministry of Foreign Affairs, Singapore and the Singapore NIE
SINGAPORE

HIGHLIGHTS

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

PARTNERSHIPS

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► Ministry of Education
► Technical Cooperation Directorate (TCD), Ministry of Foreign Affairs
► Singapore National Institute of Education (NIE)

LOOKING FORWARD: 2015–2021

In the lead up-to the 2014 Regional Focal Points Meeting, COL identified relevant national priorities for Singapore based on the Ministry of Education’s Work Plan Seminar 2014. The following areas were identified:

► Provision of the new online resource for teachers and students, the Student Learning Space, to be implemented in all primary and secondary schools, junior colleges, and centralised institute progressively, starting in 2016
► Development of more mentorship for teachers
► Support for learning communities

CAPACITY

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

► Training workshop for teacher-educators programme
Appendix: COL’s Activities in Singapore

PARTNERSHIPS

Ministry of Foreign Affairs, the Singapore NIE, and the Institute of Technical Education: VUSSC

In March 2015, COL visited Singapore to meet with the Ministry of Foreign Affairs, the National Institute of Education and the Institute of Technical Education in order to explore possible funding of VUSSC activities in Singapore. COL is working with NIE to write a funding proposal for future VUSSC activities.

Technical Cooperation Directorate (TCD), Ministry of Foreign Affairs and the Singapore NIE: Teacher Education

COL is collaborating with the TCD, Ministry of Foreign Affairs, Singapore and the Singapore NIE in mounting capacity-building for the teacher-educators programme “Using Information Communication Technologies (ICTs) and Pedagogical Development,” which began with a workshop in Singapore NIE, in May 2015. This training programme is a step towards incorporating teacher education into the change strategies to deal with challenges facing education in Sub Saharan Africa (SSA).

CAPACITY

Training Workshop for Teacher-Educators Programme

COL facilitated a training session from 4 to 8 May, 2015 in Singapore as part of the capacity-building for the teacher-educators programme “Using Information Communication Technologies (ICTs) and Pedagogical Development” currently being undertaken in partnership with TCD, Ministry of Foreign Affairs, Singapore and the Singapore NIE. The training workshop encouraged members from each institution to come up with Change Projects that will help them initiate or contribute to change in their institutions.
An island nation of about 20.5 million people located off the southern coast of India, Sri Lanka has high literacy rates and a strong network of non-governmental organisations (NGOs). Sri Lanka has contributed to COL’s budget in the past.

**National MDG Targets Addressed by COL**
- Make available the benefits of new technologies, especially for information and communications
- Promote gender equality and empower women
- Eradicate extreme poverty and hunger

**COL’s Work on Sri Lanka’s MDG Targets**
- Policy, training and materials development in open educational resources (OER), information and communication technologies (ICTs), ODL and eLearning is underway
- The Lifelong Learning for Farmers model aims to empower women and improve the livelihoods and food security of participants

**OUTCOMES ACHIEVED BY COL**
- National ODL Policy developed
- Lifelong Learning for Farmers programme scaled up
- Five online courses from five key professional development programmes for teachers and teacher educators developed

**Quick Notes**
- **COL Focal Point:** Mr S.U. Wijerathne, Ministry of Education
- **Areas of COL’s Work in Sri Lanka:**
  - Open Schooling
  - Teacher Education
  - Higher Education
  - Technical and Vocational Skills Development (TVSD)
  - Lifelong Learning for Farmers
  - Healthy Communities
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education
- Ministry of Higher Education
- Ministry of Youth Affairs and Skills Development
- Ministry of Mass Media
- Open University of Sri Lanka (OUSL)
- National Science Foundation (NSF)
- Dialog
- National Apprentice & Industrial Training Authority
- National Institute of Education
- University of Jaffna
- University Grants Commission
- Department of Export Agriculture
- The Regional Development Bank
- The University of Ruhuna
- MOBITEL
- Ericsson Pvt. Ltd.
- Sri Lanka Development Journalists’ Forum (SDJF)
- University of Peradeniya

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Support to Attend the Asian Association of Open Universities (AAOU) Conference
- Support to Attend the “Radio for Equitable Education to All” seminar
- Support to attend Community Radio events
- Creation and Use of OER in Higher Education workshop
- Gender Mainstreaming in Open Schools

- Leadership Development for Women Academics
- Institutional Capacity-Building workshops on OER-Based eLearning
- Developing an Online TVET Teacher Training
- Capacity-Building on Web Radio
- ICT Leadership workshop
- Evaluation workshop on the Integration of ICT and OER in Online Education Courses
- Quality Assurance workshop
- COMOSA Planning Meeting and Theory of Change workshop
- Integration of ICT and OER into Teacher Education Programmes
- Community Learning Programme (CLP) Developer’s Certificate

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Online Professional Development Courses
- OER books
- Commonwealth Executive MBA/MPA
- OER-based eLearning programme

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- COL Review and Improvement Model (COL-RIM)
- Lifelong Learning for Farmers model

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- Quality Guidelines for Open Educational Resources (OER)
- National ODL Policy
- National Policy on Community Radio
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Sri Lanka was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Sri Lanka. The following areas were identified:

- Increasing of compulsory education age up to 16 years (grade 11) from age 14 (grade 9)
- Development of full-fledged 1,000 secondary schools island-wide
- Establishment of child-friendly feeder primary school networks
- National policy development of Early Childhood Education (ECE) and care and standardisation of pre-school centres and teachers qualifications
- Improving of the content and quality of textbooks
- Upgrading of primary and secondary curriculum
- Improving of national testing and evaluation systems
- Implementation of programmes on social cohesion and peace education
PARTNERSHIPS

Tertiary and Vocational Education Commission in the Ministry of Youth Affairs and Skills Development: TVET Partnership

COL has developed a partnership with the Tertiary and Vocational Education Commission in the Ministry of Youth Affairs and Skills Development, with the goal of developing eLearning materials to contribute to the expansion of access to TVET. From 5 to 8 February 2013, COL had a series of meetings with key ministry officials and stakeholder institutions. COL met with officials from the Ministry of Youth Affairs and Skills Development, Tertiary and Vocational Education Commission to discuss their proposal and explore possibilities for collaboration on OER eLearning materials for skills training. A meeting was held with the Deputy Director of Training at the National Apprentice and Industrial Training Authority (NAITA) to discuss the possibility for collaboration on distance and eLearning. The Institute for Engineering Technology and the Apprenticeship Training Institute were also visited. COL also visited the University of Vocational Technology to discuss the possibility for collaboration on distance and eLearning for both in-service and pre-service TVET teacher training.

Quality Review of the Distance Apprenticeship Programme at the National Apprentice and Industrial Training Authority (NAITA)

In June 2013, Dr Gayathri Jayatilleke from the Open University of Sri Lanka carried out a quality review of the distance apprenticeship programme at NAITA in Sri Lanka. Her report makes recommendations to improve and strengthen the quality of the programme. NAITA has substantially strengthened its team of writers and course developers for the distance apprenticeship programme.

Support for Quality Science Education in Sri Lanka

In January 2014, COL met with various stakeholders, including OUSL, National Academy of Science of Sri Lanka (NASSL), Sri Lanka Association for Advancement of Science (SLAAS) and National Science Foundation (NSF) to discuss the needs of improving the quality of science education in Sri Lanka.

Partnership Development with Dialog

On 30 January 2014, COL met with Mr Sameera of Dialog (a telecom company, which also runs the educational TV channel NenasaTV) regarding the request from the Ministry of Education to supply video programmes for the channel. A meeting between Dialog and OUSL was facilitated.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to attend the forum: Mr Praneeth Bandara Abeysinghe, Dr Shironica Karunayanayaka, Dr Sasikala Kugamoorthy and Dr Prasad Senadheera, all of OUSL.

Regional Focal Points Meeting

Mr S.U. Wijerathne represented Sri Lanka at the meeting.

CAPACITY

Support to Attend the Asian Association of Open Universities (AAOU) Conference

Eight candidates (four men and four women) from India, Malaysia, Pakistan and Sri Lanka were supported to attend the AAOU conference titled “Expanding Frontiers of Knowledge Through Open Distance Learning in Changing Societies” held in Chiba, Japan, from 16 to 18 October 2012. Dr Senadheera Prasad of OUSL attended the conference.

Support for “Radio for Equitable Education to All” Seminar

COL supported four experts from Bangladesh, Maldives, Pakistan and Sri Lanka to attend a seminar titled “Radio for Equitable Education to All,” hosted by the Distance Education Programme – Sarva Shiksha Abhiyan (DEP-SSA) of Indira Gandhi National Open University (IGNOU) in Delhi from 27 to 29 December 2012. Professor Vijitha Nanayakkara of Sri Lanka participated in the conference.

Creation and Use of OER in Higher Education Workshop

At the request of the University Grants Commission, Sri Lanka and COL, in collaboration with the Open University of Sri Lanka, organised a workshop on the creation and use of open educational resources (OER) in higher education. It ran from 13 to 14 March 2013 for 37 participants from 14 state universities, comprising the entire public higher education system in the country. Participants from the University of Jaffna set up a Google group for all workshop participants to begin collaborating on OER development and sharing their experiences.

Gender Mainstreaming in Open Schools

To ensure that open schools mainstream gender in their activities, COL organised a COMOSA workshop from 13 to 17 March 2013 in Delhi to discuss the Gender Equality Guidelines developed by a COL consultant. Attending the workshop were 19 representatives from Bangladesh, Belize, Botswana, Canada, India, Kenya, Mozambique, New Zealand, Pakistan, Sri Lanka, Tanzania and United Kingdom.
**Leadership Development for Women Academics Regional Workshop**

COL, in collaboration with OUSL, organised a regional workshop from 18 to 20 March 2013 on leadership development for 24 senior women academics in South Asia. Facilitators of the workshop were Professor Uma Coomaraswamy and Professor Madhulika Kaushik. Eighteen of the participants were from various universities in Sri Lanka.

**Institutional Capacity-Building Workshops on OER-Based eLearning**

CEMCA held an institutional capacity-building workshop on OER-based eLearning from 29 January to 1 February 2013 at Wawasan Open University, Malaysia, aimed at developing competencies in integrating OER in teaching and learning, and took steps to develop a course on OER-based eLearning. Twenty-seven teachers from eight ODL institutions in the region, including from Sri Lanka, participated in the workshop. The workshop was facilitated by Professor Som Naidu of Charles Sturt University in Australia. Dr Shironica Priyanthi Karunanayaka of the Open University of Sri Lanka attended the workshop.

CEMCA held the second workshop on institutional capacity-building for OER-based eLearning from 9 to 14 June 2013 at WOU, Malaysia. Five modules and four case studies on OER-based eLearning were finalised for editing and deployment online. The workshop was attended by 17 participants, including attendees from India and Sri Lanka. The workshop was facilitated by Professor Som Naidu of Charles Sturt University in Australia.

CEMCA supporting OUSL on launching of OER-based eLearning Programme on institutional capacity-building for OER-based eLearning in which organized a training workshop for the online facilitators from 16 to 19 December 2014 at OUSL, Sri Lanka. Five modules on OER-based eLearning were used in the training. The workshop was attended by 40 academic staff participated. The workshop was facilitated by Professor Som Naidu of Monash University in Australia.

From 6 to 9 January 2014, CEMCA facilitated a workshop on OER-based eLearning for the prospective facilitators of the upcoming online course at the Dr B.R. Ambedkar Open University in Hyderabad. Dr Shironica Karunanayaka, J.C.N. Rajendra and Hemali Uditha W. Rutnayake from OUSL participated in the workshop and built their capacity in OER facilitation.

**Developing an Online TVET Teacher Training Programme**

COL consultant Professor Abtar Kaur Darsha Singh facilitated a workshop for 12 UNIVOTEC Senior Lecturers from 27 to 31 January 2014 to provide UNIVOTEC with the expertise to develop an online TVET teacher training programme. From January to March 2015, Dr Shironica Karunanayaka from the Open University of Sri Lanka continued the capacity-building with this team, with additional workshop sessions and remote support for materials development. The team is developing an online National Diploma in Technical Teacher Education. This course is intended to expand access to TVET teacher training at UNIVOTEC.

**ICT Leadership Workshop**

On 6–7 June 2014, seven Vice-Chancellors of Sri Lanka and six senior leaders from India and Bangladesh attended the ICT leadership workshop organised by CEMCA and OUSL at Kandy. Instrumental in the workshop were Mr S.B. Dissanayake, Minister for Higher Education; Mr S.U. Wijerathne, Focal Point (COL); Professor Gunapala Nanayakkara, Director General, NIE; Professor Uma Coomaraswamy; and Professor Ranjith Senaratne, Vice-Chairman, University Grants Commission.

**Evaluation Workshop on the Integration of ICT and OER in Online Education Courses**

From 1 to 9 June 2014, COL held an evaluation workshop on the integration of ICT and OER in OUSL online education courses.

**Quality Assurance Workshop**

COL organised a Quality Assurance workshop in New Delhi from 8 to 12 September 2014. Rasika Balasuriya and S. Dunasingh, both of NIE, participated in the workshop.

**Commonwealth Open Schools Association (COMOSA) Planning Meeting and Theory of Change Workshops**

Bangladesh Open University, in collaboration with COL, hosted a COMOSA planning meeting as well as Theory of Change workshops in Dhaka from 30 September to 3 October 2014. Bellanage Sanath Pujitha of NIE participated in the meeting and workshops.

**Integration of ICT and OER into Teacher Education Programmes**

A capacity-building workshop on the integration of ICT and OER into the curricula of teacher education programmes was held at OUSL. Thirty-seven academic staff members were trained.
Community Learning Programme (CLP) Developer’s Certificate

Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the Community Learning Programme (CLP) Developer’s Certificate, which will result in new CLP design and delivery.


The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, three participants from Sri Lanka received training.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, two participants (one woman and one man) from Sri Lanka received training resulting in completed CLP plans.

The 6-week Participatory Learning Design (blended) e-course was run in 2014. In September to October 2014, one participant (a man) from Sri Lanka received training, which resulted in a completed CLP design document.

The 6-week Scriptwriting and Episode Production (blended) e-course is being run in 2014/2015.

The 5-week Sustainability and Sponsorship e-course is being run in 2015.

Web Radio Workshop

CEMCA, in collaboration with Sri Lanka Development Journalists’ Forum (SDJF) and Post-Graduate Institute of Agriculture (PGIA) at the University of Peradeniya, Kandy, organised a national workshop on Web Radio from 9 to 11 February 2015. Twenty participants attended this hands-on workshop, representing different universities, agriculture departments such as the University of Colombo, University of Kelaniya, Eastern University, University of Ruhuna, University of Peradeniya, Department of Agriculture, Government of Sri Lanka, and Saru Community Radio.

MATERIALS

Commonwealth Executive MBA/MPA Programmes

Initially launched in 2002, the Commonwealth Executive MBA/MPA programmes were completely updated in 2013, with 12 courses revised and 10 courses rewritten. One new elective on Business Ethics was added, taking the total number of courses available to 23. Eleven partner institutions are currently offering the CEMBA/CEMPA programme. To date, 24,299 students have enrolled, 11,515 of whom have graduated. For the current triennium, 4,961 are reported to be enrolled, and thus far, 3,814 have graduated.

The Commonwealth Executive MBA/MPA programmes have been offered by the Open University of Sri Lanka (OUSL) since their inception in 2002. COL continues to receive updates on enrolment and graduation figures from partner institutions. In 2012–2014, OUSL had an enrolment of 57 students, and since 2002 157 students have graduated from the programme.

Online Professional Development Courses

Five online courses from five key professional development programmes for teachers and teacher-educators at OUSL were developed.

OER Book

An OER book about the experiences of academics of the Faculty of Education at OUSL during the training and implementation of the OER Project was launched on 17 December 2014. The book, Integrating OER in Educational Practice: Practitioner Stories, was also released as an OER by OUSL.

MODELS

COL’s Review and Improvement Model (COL-RIM)

The COL-RIM verification process was completed for University of Jaffna (UoJ) in March 2014. These activities were supported by COL and funded by COMSEC.

Lifelong Learning for Farmers (L3F) Model

OUSL built the capacity of 180 extension officers of the Department of Export Agriculture in L3F. According to OUSL, there was a significant expansion of the extent of cultivation and the number of farmers involved in ginger and turmeric cultivation under the L3F programme in one village in the Kandy district. While ginger and turmeric were cultivated in less than 2 acres in 2010, at present more than 70 acres are under cultivation. Similarly, the number of farmers who have been growing ginger and turmeric rose from 9 during 2010 to 150 during 2012/2013. In addition, the project integrated other crops such as vanilla and orchids, and this resulted in reaching 300 village households. More than 60% of the participants are women. The project activity was expanded to two more villages adjacent to the Wathurakumbura. The Regional Development Bank has disbursed nearly Rs 1.7 million to the farmers as soft loan
facility to expand the cultivation. This was the first time that the bank provided a loan for ginger and turmeric cultivation in the area. The repayment of the loan at the end of the cultivation season was 100%.

**POLICIES**

**Quality Guidelines for OER**

Commonwealth Educational Media Centre for Asia (CEMCA) is engaged in developing quality guidelines for OER. The objective is to assist users of OER to assess quality from a lens devised by them using the criteria in the guidelines. A regional consultation workshop, hosted by Maulana Azad National Urdu University in Hyderabad 13 to 15 March 2013, brought together 49 experts from the Asian region to discuss and debate the necessity, usefulness, and relevance of the draft criteria and guidelines for quality OERs. Dr Vijitha Nanayakkara, Vice-Chancellor of OUSL, attended the meeting.

**National Policy for ODL in Higher Education**

CEMCA participated in a roundtable meeting to review the draft policy for ODL in higher education in Sri Lanka developed by consultant, Professor Uma Coomaraswamy. The meeting was inaugurated by Mr S.B. Dissanayake, the Minister for Higher Education at the time. The Vice-Chairman, University Grants Commission and the Secretary, Higher Education were also present.

OUSL led a consultative process with government and other tertiary institutions that resulted in their National ODL Policy.

**National Policy on Community Radio**

CEMCA in association with Sri Lanka Development Journalist Forum (SDJF) and the Ministry of Mass Media organised a national level consultation on community radio to develop recommendations for a new policy on community broadcasting in Sri Lanka.

**MOBITEL and OUSL** reached 500 women through mobile phones on financial literacy. However, due to poor responses, an alternative strategy has been developed to focus directly on L3F participants and borrowers from banks.

**The University of Ruhuna and MOBITEL** launched the mushroom cultivation capacity-building programme through mobile phones, which reached 5,583 learners throughout the country. The L3F participants in Kamburupitiya achieved an average mushroom yield of 353 g per bag from four flushes. This yield level is above the recorded average of 276.8 g per bag from four flushes in the region.

In May 2014, COL had discussions with OUSL and the University of Ruhuna in scaling up L3F in Sri Lanka in collaboration with the Department of Export Agriculture, Department of Agriculture and the Regional Development Bank. A field visit to a L3F village indicated that L3F had been able to contribute in the increased productivity and income for the farmers.

**Ericsson Pvt Ltd**, one of the major players in mobile phones, has joined OUSL in empowering girls in L3F villages by providing ICT infrastructure as well as capacity-building in L3F villages.
Caribbean

2012–2015
Country Reports
The Caribbean region is made up of 12 small states: 10 are island nations, one is located in Central America (Belize) and one is in South America (Guyana). These nations are unique in many ways, yet they also share common development challenges. COL works closely with the nations through initiatives to expand access to quality education and training using open and distance learning (ODL) and information and communication technology (ICT). The 12 member countries in the region are Antigua & Barbuda, Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, St. Kitts & Nevis, St. Lucia, St. Vincent & The Grenadines and Trinidad & Tobago.

**CONTEXT**

Promote education and skills development in agriculture and health
Integrate ICT into teacher training
Develop leadership skills
Develop a Caribbean Qualifications Framework

**REGIONAL PRIORITIES**

**QUICK NOTES**

**REGIONAL FOCAL POINTS MEETING**

The COL Regional Focal Points Meeting (Caribbean) was held in Trinidad & Tobago from 26 to 28 March 2014. The meeting is held once every three years and provides an opportunity for the Focal Points to: 1) share information about the status of ODL in their countries; 2) receive the mid-term report of what COL has done in each country; and 3) identify education and training priorities that COL can support in the next Strategic Plan.

**OUTCOMES ACHIEVED BY COL**

- Caribbean Community (CARICOM) Qualifications Framework developed
- CARICOM Teachers and Teacher Education Standards developed
- 11 new VUSSC courses, including the VUSSC Postgraduate Diploma in Education, VUSSC Sustainable Tourism Diploma and VUSSC Associate Degree in Hospitality and Tourism, made available
- Regional ODL Policy drafted
- Open schooling supported through twinning

**COL Board:**
- His Excellency Hubert John Charles, Ambassador to the USA and Permanent Representative to the Organization of American States (OAS), (Dominica)

**Honorary Advisor:**
- Professor Hazel Simmons-McDonald (Barbados)

**COL-UNESCO Chair:**
- University of the West Indies (UWI)- Open Campus: Dr Joel Warrican

**Areas of COL’s Work in the Region:**
- Open Schooling
- Higher Education
- Teacher Education
- Virtual University for the Small States of the Commonwealth (VUSSC)
- Technical and Vocational Skills Development (TVSD)
HIGHLIGHTS

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five; however, for ease of reference activities have been classified in only one of the five categories.

PARTNERSHIPS
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► Caribbean Institute of Media and Communication (CARIMAC)
► Caribbean Community (CARICOM)
► Caribbean Examinations Council (CXC)
► Caribbean Broadcasting Association
► Transformative Communication Partners Caribbean

CAPACITY
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

► Regional Focal Points Meeting
► Monitoring and Evaluation for VUSSC
► Emergency and Disaster Management for Broadcasters
► Regional OER workshop
► Regional Workshop on the Flexible and Blended Model of Skills Training
► Gender Mainstreaming Toolkit Workshop

MATERIALS
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

► Research Report on Community Learning in the Caribbean

► 11 new VUSSC courses available
► VUSSC Postgraduate Diploma in Education
► Revised VUSSC Associate Degree in Hospitality and Tourism
► VUSSC Sustainable Tourism Diploma
► Community Learning Programme (CLP) Developer’s Certificate

MODELS
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

► Lifelong Learning for Farmers model
► Healthy Communities model
► Open Schooling model
► Flexible and Blended TVET

POLICIES
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

► Regional ODL Policy
► CARICOM Qualifications Framework
► CARICOM Standards for Teachers and Teacher Education
At the 2014 Regional Focal Points Meeting, the following priorities were identified:
► Provision of open schooling for marginalised youth
► Supporting greater focus on special education
► Supporting greater focus on early childhood education
► Establishing repositories of resources (knowledge bases)
► Building networks and communities to share good practices
► Expanding the Open Textbooks initiative
► Improvement of coordination and collaboration between organisations
► Development of policy in ODL and OER
ANTIGUA & BARBUDA

**CONTEXT**
Antigua & Barbuda is a small state of the Commonwealth with a population of around 90,000. Literacy rates and enrolment in primary and secondary education are high. Antigua & Barbuda is an active participant in COL's regional activities and meetings in the Caribbean, and is a member of the Virtual University for Small States of the Commonwealth (VUSSC). Antigua & Barbuda contributes regularly to COL's budget.

**AGREED PRIORITIES**
- Create a Digital Development Strategy
- Provide Moodle training at Antigua State College
- Support open schooling
- Support the Educational Broadcasting Unit to produce indigenous materials to enhance the use of technology in education
- Train health media workers to provide appropriate, relevant educational materials
- Set up an e-bulletin zone for farmers and agricultural practitioners

**OUTCOMES ACHIEVED BY COL**
- Open Textbooks prototype completed
- Secondary Mathematics curriculum piloted
- First cohort of learners graduated from the Commonwealth Certificate for Teacher ICT Integration (CCTI) programme
- National ICT in Education policy, with embedded OER policy, completed

**QUICK NOTES**

**National MDG Targets Addressed by COL**
- Make available the benefits of new technologies, especially for information and communications

**COL's Work on Antigua & Barbuda's MDG Targets**
- VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of ICTs to broaden access to education
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting open and distance learning (ODL) are underway

**COL Focal Point:**
- Mrs Patricia Benn, Antigua State College (ASC)

**Areas of COL's Work in Antigua & Barbuda:**
- Open Schooling
- Teacher Education
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Healthy Communities
- eLearning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► Ministry of Education, Youth, Sports and Gender Affairs
► Minister of Telecommunications, Science and Technology
► Antigua & Barbuda Broadcasting Service (ABS)
► Antigua & Barbuda University
► Antigua State College
► The Hospitality Training Institute

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

► Participatory Approaches to Disaster Awareness Campaigns
► Regional OER workshop
► Cost and Financing for Open Schools
► Regional Workshop on the Flexible and Blended Model of Skills Training
► Monitoring and Evaluation for VUSSC

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

► Research Report on Community Learning in the Caribbean
► Open textbooks
► 11 new VUSSC courses made available
► Commonwealth Certificate for Teacher ICT Integration (CCTI)
► Associate Degree in Hospitality and Tourism

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

► Transnational Qualifications Framework

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

► CARICOM Standards for Teaching and Teacher Education
► ICT Policy Development
► Regional ODL Policy Framework
In the lead-up to the 2014 Regional Focal Points Meeting, COL's Focal Point for Antigua & Barbuda was asked to identify the country's top priorities and what COL can do to further support the national agenda of Antigua & Barbuda. The following areas were identified:

- Development of curriculum for TVET teachers (including visual and performing arts)
- Training for Physical Education (PE) teachers
- Development of tourism education and awareness programmes for secondary school children and hoteliers
- Promotion of nutrition and health awareness in the population through training and education
- Development of programmes that support enhanced food security
PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)
Antigua & Barbuda is a member of VUSSC.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)
COL sponsored the following people to the forum: Mrs Patricia Benn from Antigua State College and Ms Doristeen Etinoff from the Ministry of Education, Youth, Sports and Gender Affairs.

Regional Focal Points Meeting
Mrs Patricia Benn, Deputy Principal of Antigua State College, represented Antigua & Barbuda at the meeting.

VUSSC Interlocutors Meeting
The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Mrs Patricia Benn of Antigua State College represented Antigua & Barbuda at this meeting.

CAPACITY

Participatory Approaches to Disaster Awareness Campaigns
COL co-facilitated with Ms Barbara Jacobs Small of Transformative Communication Partners (TCP) St. Lucia a session on participatory approaches to disaster awareness campaigns as part of a Commonwealth Broadcasting Association (CBA) workshop for senior broadcast managers in the region. The CBA workshop on Emergency and Disaster Management for Broadcasters was held on 29 to 30 October 2012 in Trinidad & Tobago. The session introduced COL-TCP-Caribbean and COL’s work with participatory learning communication to the participants; analysed the current situation, communication programmes and disaster awareness; shared a practical tool that illustrated COL’s approach; and identified opportunities for follow-up. Thirty-seven people participated in the COL session, including attendees from across the Commonwealth Caribbean, as well as representatives of the Cayman Islands, Montserrat, Suriname, United Kingdom and United States. Mr Trevor Parker of Antigua & Barbuda Broadcasting Service (ABS) attended the workshop.

Regional OER Workshop
The Regional OER workshop was held in Jamaica from 5 to 7 November 2012. This workshop followed through on the outcomes of the Paris Declaration, which was finalised at the OER World Congress in Paris in June 2012. The purpose of the workshop was to:
► develop a common understanding of the concept of OER and its potential to contribute to improving education in the Caribbean countries;
► define concrete contributions that OER can make in achieving key regional and national educational policy objectives;
► explore the policy requirements to create an enabling environment for effective use of OER and sharing of publicly financed educational resources under open licences; and
► define a roadmap for the development of effective, practical OER country policies and plans in the Caribbean.

Ms Doristeen Etinoff and Ms Stacey Payne-Mascall of the Ministry of Education, Sports, Youth and Gender Affairs and Ms Peecheeta Spencer of the Antigua & Barbuda University and COL Focal Point at the time attended the workshop.

Cost and Financing for Open Schools
To ensure sustainable open schools that will increase access to learning opportunities, it is important that open schools adopt the correct systems and policies. Key among these is a cost and financing system. Dr Hyram Forde attended a cost and financing workshop in Barbados from 12 to 17 August 2013.

Regional Workshop on the Flexible and Blended Model of Skills Training
From 17 to 20 February 2014, COL co-facilitated a workshop in Barbados on the Flexible and Blended model of skills training with 21 participants from 10 Caribbean countries. Equity in access to skills training was a key discussion point. Mrs Patricia Benn of Antigua State College (ASC) and Mr Ronald Greenaway of National Training Authority attended the workshop.

VUSSC Regional Monitoring and Evaluation Workshop
On 24 to 25 March 2014, VUSSC Interlocutors of the Caribbean region participated in a Monitoring and Evaluation (M&E)
workshop held in Trinidad & Tobago, in collaboration with the Ministry of Tertiary Education and Skills Development, to evaluate the VUSSC M&E plan, update the VUSSC logic model and explore tools used for the collection and analysis of data. Ms Patricia Benn of Antigua State College represented Antigua and Barbuda at this meeting.

**MATERIALS**

**Research Report on Community Learning in the Eastern Caribbean**

A study into the availability, quality and usage of non-formal health/development educational opportunities, specifically ODL and communication for development programmes in Jamaica and the Eastern Caribbean, was conducted by Transformative Communication Partners Caribbean between September and December 2012, with the results presented in 2013.

**Concept Paper for Open Textbooks**

A regional Open Textbooks Forum was held in Antigua & Barbuda, from 19 to 20 June 2013, which resulted in an agreement to develop a concept paper on the development of open textbooks for the Eastern Caribbean school curriculum. The concept paper was presented to the OECS Education Ministers’ meeting in Antigua & Barbuda in September 2013. A total of 12 participants from the six Commonwealth members of the OECS, plus a representative of the OECS and a representative from Guyana, participated. Ms Priscilla Simon, Dr Cynthia Crump-Russell, Ms Jacintha Pringle and Ms Stacey Payne-Mascall of the Ministry of Education, Sports, Youth and Gender Affairs attended the forum. The Open Textbooks prototype, using the CXC Secondary Mathematics curriculum, was completed in February and workshops were held in March to train teachers, administrators and technical staff in how to use the prototype. It was piloted in Antigua & Barbuda secondary schools starting in April 2014.

**New VUSSC Courses**

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

**VUSSC Postgraduate Diploma in Education**

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER. Mr Ronald Greenaway, Building Technology, Social Studies, attended the workshop.

**Associate Degree in Hospitality and Tourism**

In collaboration with the Caribbean Tourism Organization (CTO), a workshop to review the Associate Degree in Hospitality and Tourism was held in Barbados from 17 to 20 March 2014. The VUSSC Education Specialist participated and co-facilitated the workshop to review and update the two courses. Sixteen institutions will be implementing the revised curriculum. Mr Calvin Ambrose and Mr Ercil Charles Jr. of the Hospitality Training Institute participated in the workshop.

The workshop was opened by the Acting Minister of Education, Sports, Youth and Gender Affairs, the Hon. Mr Winston Williams.

**Commonwealth Certificate for Teacher ICT Integration (CCTI)**

Three more modules in the CCTI programmer were completed by 25 teachers:

- Module 4: Assessing ICT Integration
- Module 7: eLearning in the Connected Classroom
- Module 9: ICT Planning for Schools

The final two modules were delivered in January 2014, making this group the first to complete the CCTI in 2014. A formal graduation ceremony was held in March 2014. COL was represented the Education Specialist for eLearning.

**MODELS**

**Transnational Qualifications Framework**

The Transnational Qualifications Framework (TQF) was used as a reference point to finalise the Caribbean Community (CARICOM) Qualifications Framework, which was completed and referenced against the TQF. This means that all VUSSC courses offered by institutions in the Caribbean will be registered on the TQF. These qualifications will be recognised at both the regional and international levels.
Flexible and Blended Model of TVET

The FaB model of flexible skills development supports the integration of technology to help TVET systems become more relevant and responsive. COL strengthens the capacity of TVET educators, managers and policy advisers, across four dimensions: strategic planning, organisational development, ICT infrastructure management and teaching and learning. Adoption of this model can lead to quality improvement in programme delivery and can lead to increased access to TVET.

The FaB model seeks to increase access to TVET through efficiency gains but also by targeting learners who are currently locked out of the TVET system. These target groups include people working in the informal sector, remote and rural dwellers and people with disabilities. Resolving inequity is a central philosophy.

POLICIES

Caribbean Community (CARICOM) Standards for Teaching and Teacher Education

The Second Consultation Meeting for the finalisation and adoption of the draft CARICOM Standards for Teaching and Teacher Education was held in Trinidad & Tobago on 27 to 28 September 2012. Twenty-five participants from member states of CARICOM were represented at the meeting. The next stage is adapting the standards to suit the policies and realities of each country.

ICT Policy Development

Two successful workshops were held in Antigua to develop an ICT in Education policy that included an OER policy statement and a focus on teacher professional development for ICT integration. The workshops were officially opened by the acting Minister of Education, Sports, Youth and Gender Affairs, the Hon. Winston Williams, and the acting Minister of Telecommunications, Science and Technology, the Hon. Dr Edmond Mansoor. The first workshop was held 18 to 19 March 2013 and focused on developing an ICT in Education policy with an embedded OER policy. Twenty-five senior-level participants from the Ministry of Education and the Ministry of Telecommunications attended, as did several school principals and teachers educators from Antigua State College. The second workshop was held on 20 to 21 March and focused on the implementation of the UNESCO ICT Competency Framework for Teachers (CFT) to guide teacher professional development and the integration of ICTs in education. Twenty-nine participants attended. The policy was submitted to Cabinet and approved in June 2013.

Regional ODL Policy Framework

In collaboration with the University of the West Indies (UWI), COL facilitated a roundtable from 19 to 22 June 2012 at the UWI campus in Barbados. Twelve participants from Antigua & Barbuda, Barbados, Dominica, Grenada, Guyana, Jamaica, St. Kitts & Nevis, and St. Vincent & The Grenadines attended the roundtable.

The draft Regional ODL Policy Framework for the Caribbean, which resulted from the workshop, was circulated to the non-represented stakeholders in the Caribbean, including CARICOM, for their comments.

To move forward on the adoption of the regional framework by member countries, COL met with Dr Morella Joseph, Programme Manager for Human Resource Development, CARICOM, on 8 May 2013 in Trinidad & Tobago. As per the action plan, the draft Regional ODL Policy Framework was presented in the ministerial meeting organised by CARICOM from 20 to 22 May 2013, in Jamaica. The framework was endorsed by the Ministers. A workshop held from 24 to 25 March 2014 in Trinidad & Tobago reviewed the final draft before it was proposed to the meeting of Caribbean Education Ministers. Ms Stacey Payne-Mascall from the Ministry of Education, Sports, Youth and Gender Affairs attended the workshop.

The regional ODL policy has been finalised with CARICOM, and approved by the Ministers of Education. It is awaiting formal ratification.
THE BAHAMAS

CONTEXT

The Bahamas is a small state of the Commonwealth, with a population of just under 380,000. Gross enrolment ratios are high for both primary and secondary education. The Bahamas contributes regularly to COL's budget and participates in numerous COL activities.

AGREED PRIORITIES

► Develop capacity within the Ministry of Agriculture and Fisheries to use distance learning for farmer training, for ongoing professional development for technical staff resident in rural areas, and to link rural farming communities with agricultural credit programmes in the capital
► Provide training for teachers in creating professional development resources
► Provide support for the College of The Bahamas Distance Education Plan

OUTCOMES ACHIEVED BY COL

► 11 new VUSSC courses made available

COL’S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL
► Make available the benefits of new technologies, especially for information and communications

COL's Work on The Bahamas’s MDG Targets
► VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of information and communications technologies (ICTs) to broaden access to education
► Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting open and distance learning (ODL) are underway

QUICK NOTES

COL Focal Point:
► Ms Michelle Sears, Ministry of Education, Science and Technology

Areas of COL's Work in The Bahamas:
► Open Schooling
► Teacher Education
► Higher Education
► Technical and Vocational Skills Development (TVSD)
► Virtual University for Small States of the Commonwealth (VUSSC)
► Healthy Communities
► eLearning
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for The Bahamas was asked to identify the country’s top priorities and what COL can do to further support the national agenda of The Bahamas. The following areas were identified:

- Piloting of “Bring Your Own Device” (BYOD) using the Aptus technology
- Provision of technical assistance with the preparation of policy documents

**MATERIALS**

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Research Report on Community Learning in the Caribbean
- 11 new VUSSC courses made available

**MODELS**

A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Transnational Qualifications Framework

**POLICIES**

A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- CARICOM Standards for Teaching and Teacher Education
- ICT Policy Development
- Regional ODL Policy Framework

**LOOKING FORWARD: 2015–2021**

In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for The Bahamas was asked to identify the country’s top priorities and what COL can do to further support the national agenda of The Bahamas. The following areas were identified:

- Piloting of “Bring Your Own Device” (BYOD) using the Aptus technology
- Provision of technical assistance with the preparation of policy documents

**PARTNERSHIPS**

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education, Science and Technology
- College of The Bahamas (CoB)
- Broadcasting Corporation of The Bahamas

**CAPACITY**

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Participatory Approaches to Disaster Awareness Campaigns
- Regional OER workshop
- Cost and Financing for Open Schools
- Monitoring and Evaluation for VUSSC

**HIGHLIGHTS**

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.
Appendix: COL Activities in The Bahamas

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

The Bahamas is a member of VUSSC.

College of The Bahamas: Technical and Vocational Skills Development (TVSD)

At the invitation of Mr Edward Bethel, Director of the Distance Education Unit, COL visited the College of The Bahamas (CoB) in February 2014. The purpose of the visit was to meet with staff and administrators to discuss the expansion of distance and flexible learning to increase access to college programmes. The draft Distance Education Unit Strategic Plan was reviewed and revised. Possibilities for a partnership between COL and CoB are being discussed with a view to improving faculty skills in eLearning and extending college preparatory programmes to the family islands.

Ministry of Education, Science and Technology: Technical and Vocational Skills Development (TVSD)

COL met with the COL Focal Point Ms Michelle Sears, Mr Marcellus Taylor, Deputy Director of Transformational Development and Planning, and other colleagues at the Ministry of Education, Science and Technology to discuss the COL programme and possible areas of partnership. The new Education Professional Development Institute and Agricultural Institute were discussed as potentially benefiting from distance and flexible learning approaches.

Ministry of Education, Science and Technology: Open Schooling

COL had a meeting with officials from the Ministry of Education, Science and Technology to discuss the establishment of open schooling in The Bahamas and an open schooling proposal that had been previously drafted.

PARTNERSHIPS: MEETINGS AND CONFERENCES

Regional Focal Points Meeting

Ms Michelle Sears, Education Officer of the Ministry of Education, Science and Technology, attended the meeting.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. The Bahamas was not represented at this meeting.

CAPACITY

Participatory Approaches to Disaster Awareness Campaigns

COL co-facilitated with Ms Barbara Jacobs Small of Transformative Communication Partners (TCP) St. Lucia a session on participatory approaches to disaster awareness campaigns as part of a Commonwealth Broadcasting Association (CBA) workshop for senior broadcast managers in the region. The CBA workshop on Emergency and Disaster Management for Broadcasters was held on 29 to 30 October 2012 in Trinidad & Tobago. The session introduced COL-TCP-Caribbean and COL’s work with participatory learning communication to the participants; analysed the current situation, communication programmes and disaster awareness; shared a practical tool that illustrated COL’s approach; and identified opportunities for follow-up. Thirty-seven people participated in the COL session, including attendees from across the Commonwealth Caribbean, as well as representatives of the Cayman Islands, Montserrat, Suriname, United Kingdom and United States. Mr Colin Trotman of the Broadcasting Corporation of The Bahamas attended the workshop.

Regional OER Workshop

The Regional OER workshop was held in Jamaica from 5 to 7 November 2012. This workshop followed through on the outcomes of the Paris Declaration, which was finalised at the OER World Congress in Paris in June 2012. The purpose of the workshop was to:

► develop a common understanding of the concept of OER and its potential to contribute to improving education in the Caribbean countries;
► define concrete contributions that OER can make in achieving key regional and national educational policy objectives;
► explore the policy requirements to create an enabling environment for effective use of OER and sharing of publicly financed educational resources under open licences; and
define a roadmap for the development of effective, practical OER country policies and plans in the Caribbean.

Ms Michelle Sears of the Ministry of Education, Science and Technology and COL’s Focal Point attended the workshop.

Cost and Financing for Open Schools

To ensure sustainable open schools that will increase access to learning opportunities, it is important that open schools adopt the correct systems and policies. Key among these is a cost and financing system. Dr Pandora Johnson of the College of The Bahamas attended a cost and financing workshop in Barbados from 12 to 17 August 2013.

VUSSC Regional Monitoring and Evaluation Workshop

On 24 to 25 March 2014, VUSSC Interlocutors of the Caribbean region participated in a Monitoring and Evaluation (M&E) workshop held in Trinidad & Tobago, in collaboration with the Ministry of Tertiary Education and Skills Development, to evaluate the VUSSC M&E plan, update the VUSSC logic model and explore tools used for the collection and analysis of data.

MATERIALS

Research Report on Community Learning in the Eastern Caribbean

A study into the availability, quality and usage of non-formal health/development educational opportunities, specifically ODL and communication for development programmes in Jamaica and the Eastern Caribbean, was conducted by Transformative Communication Partners Caribbean between September and December 2012, with the results presented in 2013.

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER.

Associate Degree in Hospitality and Tourism

In collaboration with the Caribbean Tourism Organization (CTO), a workshop to review the Associate Degree in Hospitality and Tourism was held in Barbados from 17 to 20 March 2014. The VUSSC Education Specialist participated and co-facilitated the workshop to review and update the two courses. Sixteen institutions will be implementing the revised curriculum.

Ms Valderine Hamilton of the Culinary and Hospitality Management Institute, College of The Bahamas, participated in the workshop.

MODELS

Transnational Qualifications Framework

The Transnational Qualifications Framework (TQF) was used as a reference point to finalise the Caribbean Community (CARICOM) Qualifications Framework, which was completed and referenced against the TQF. This means that all VUSSC courses offered by institutions in the Caribbean will be registered on the TQF. These qualifications will be recognised both at the regional and international levels.

POLICIES

Caribbean Community (CARICOM) Standards for Teaching and Teacher Education

The Second Consultation Meeting for the finalisation and adoption of the draft CARICOM Standards for Teaching and Teacher Education was held in Trinidad & Tobago on 27 to 28 September 2012. Twenty-five participants from member states of CARICOM were represented at the meeting. The next stage is to adapt the standards to suit the policies and realities of each country.

Regional ODL Policy Framework

In collaboration with the University of the West Indies (UWI), COL facilitated a roundtable from 19 to 22 June 2012 at the UWI campus in Barbados. Twelve participants from Antigua & Barbuda, Barbados, Dominica, Grenada, Guyana, Jamaica, St. Kitts & Nevis, and St. Vincent & The Grenadines attended the roundtable. The draft Regional ODL Policy Framework for the Caribbean, which resulted from the workshop, was circulated to the non-represented stakeholders in the Caribbean, including CARICOM, for their comments.
To move forward on the adoption of the regional framework by member countries, COL met with Dr Morella Joseph, Programme Manager for Human Resource Development, CARICOM, on 8 May 2013 in Trinidad & Tobago. As per the action plan, the draft Regional ODL Policy Framework was presented in the ministerial meeting organised by CARICOM, from 20 to 22 May 2013, in Jamaica. The framework was endorsed by the Ministers. A workshop held from 24 to 25 March 2014 in Trinidad & Tobago reviewed the final draft before it was proposed to the meeting of Caribbean Education Ministers.

The regional ODL policy has been finalised with CARICOM, and approved by the Ministers of Education. It is awaiting formal ratification.
**Barbados**

**CONTEXT**

Barbados is a small state of the Commonwealth and the most eastern of the Caribbean islands, with a population of about 286,000. Barbados ranks high among Latin America and the Caribbean (LAC) countries in terms of social and economic indicators. It has contributed to COL’s budget since 2005 and takes an active role in COL’s regional activities.

**AGREED PRIORITIES**

- Develop and promote a research culture using IT solutions to encourage development of indigenous education materials
- Develop course materials that are adaptable for students with special needs
- Streamline and standardise courses to enhance relevance and allow for accreditation
- Develop skilled specialists in technology and the redressing of the digital divide through infrastructural development
- Establish alliances with other institutions and sectors for information/resource sharing, collaborative course development and delivery, articulation and credit transfer

**OUTCOMES ACHIEVED BY COL**

- Barbados Community College offered the VUSSC course on Sustainable Agriculture in Small States
- 11 new VUSSC courses made available
- VUSSC/CTO Associate Degree in Hospitality and Tourism made available

**COL’S WORK RELATED TO MDG TARGETS**

**National MDG Targets Addressed by COL**

- Make available the benefits of new technologies, especially for information and communications

**COL’s Work on Barbados’s MDG Targets**

- VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of information and communications technologies (ICTs) to broaden access to education
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway

**COL Focal Point:**

- Mr Laurie King, Ministry of Education, Science, Technology and Innovation

**Notable Mentions:**

- Professor Hazel Simmons-McDonald is a COL Honorary Advisor
- Dr Joel Warrican is the COL-UNESCO Chair at the University of the West Indies (UWI)- Open Campus

**Areas of COL’s Work in Barbados:**

- Open Schooling
- Teacher Education
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Healthy Communities
- eLearning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education, Science, Technology and Innovation
- Development
- University of the West Indies (UWI)
- Ministry of Education and Human Resource Development
- Barbados Community College
- Barbados Accreditation Council

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Participatory Approaches to Disaster Awareness Campaigns
- Regional OER workshop
- Cost and Financing for Open Schools
- Regional Workshop on Flexible and Blended Model of Skills Training
- Monitoring and Evaluation for VUSSC
- Community Learning Programme Developer’s Certificate

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Research Report on Community Learning in the Caribbean
- 11 new VUSSC courses made available

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Transnational Qualifications Framework
- Flexible and Blended model of TVET

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- CARICOM Standards for Teaching and Teacher Education
- Regional ODL Policy Framework
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Barbados was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Barbados. The following areas were identified:

- Providing of open schooling for marginalised youth
- Addressing of deviant and violent behaviour among students (bullying)
- Development of technical and vocational education and training (TVET)
- Providing online learning support for Virtual Campus (online modality)
- Supporting of VUSSC and the Caribbean Knowledge and Learning Network (CKLN)
- Assisting of institutions seeking accreditation to complete institutional self-study
- Development of institutional policy
- Development of materials for Climate Change Adaptation Project
Appendix: COL Activities in Barbados

**PARTNERSHIPS**

**VUSSC (Virtual University for Small States of the Commonwealth)**

Barbados is a member of VUSSC.

**COL/UNESCO Chair at the University of the West Indies (UWI)**

The activity plan and nomination for the Chair were received from UWI. The budget is currently being finalised.

**PARTNERSHIPS: MEETINGS AND CONFERENCES**

**7th Pan-Commonwealth Forum (PCF7)**

COL sponsored the following people to the forum: Mr Laurie King of the Ministry of Education, Science, Technology and Innovation.

**Regional Focal Points Meeting**

Mr Laurie King, Chief Education Officer of the Ministry of Education, Science, Technology and Innovation, attended the Meeting.

**VUSSC Interlocutors Meeting**

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Mr Laurie King of the Ministry of Education, Science, Technology and Innovation represented Barbados at this meeting.

**CAPACITY**

**Participatory Approaches to Disaster Awareness Campaigns**

COL co-facilitated with Ms Barbara Jacobs Small of Transformative Communication Partners (TCP) St. Lucia a session on participatory approaches to disaster awareness campaigns as part of a Commonwealth Broadcasting Association (CBA) workshop for senior broadcast managers in the region. The CBA workshop on Emergency and Disaster Management for Broadcasters was held on 29 to 30 October 2012 in Trinidad & Tobago. The session introduced COL-TCP-Caribbean and COL’s work with participatory learning communication to the participants; analysed the current situation, communication programmes and disaster awareness; shared a practical tool that illustrated COL’s approach; and identified opportunities for follow-up. Thirty-seven people participated in the COL session, including attendees from across the Commonwealth Caribbean, as well as representatives of the Cayman Islands, Montserrat, Suriname, United Kingdom and United States. Mr Rodwell London, Caribbean Broadcasting Corporation, Mr Patrick Cozier, Caribbean Broadcasting Union, Ms Sandy Deane, Caribbean Media Corporation, Ms Veoma Ali, One Caribbean Media Network, and Mr Stetson Babb, Starcom attended the workshop.

**Regional OER Workshop**

The Regional OER workshop was held in Jamaica from 5 to 7 November 2012. This workshop followed through on the outcomes of the Paris Declaration, which was finalised at the OER World Congress in Paris in June 2012. The purpose of the workshop was to:

- develop a common understanding of the concept of OER and its potential to contribute to improving education in the Caribbean countries;
- define concrete contributions that OER can make in achieving key regional and national educational policy objectives;
- explore the policy requirements to create an enabling environment for effective use of OER and sharing of publicly financed educational resources under open licences; and
- define a roadmap for the development of effective, practical OER country policies and plans in the Caribbean.

Dr Idamay Denny of the Caribbean Development Bank and Dr Roderick Rudder of the Ministry of Education and Human Resource Development attended the workshop. Several presentations were made during the workshop, including Dr Rudder’s paper titled “OER Policy in Barbados.”

**Cost and Financing for Open Schools**

To ensure sustainable open schools that will increase access to learning opportunities, it is important that open schools adopt the correct systems and policies. Key among these is a cost and financing system. Dr Didacus Jules, Mr Anderson Marshall, Ms Sharon Owrich and Ms Camella Linsey attended a cost and financing workshop in Barbados from 12 to 17 August 2013.
Regional Workshop on Flexible and Blended TVET Model
From 17 to 20 February 2014, COL co-facilitated a workshop in Barbados on the Flexible and Blended model of skills training with 21 participants from 10 Caribbean countries. Equity in access to skills training was a key discussion point.
Mr Henderson Eastmond of TVET Council Barbados and Mr George Renee of Samuel Jackman Prescod Polytechnic attended the meeting.

VUSSC Regional Monitoring and Evaluation Workshop
On 24 to 25 March 2014, VUSSC Interlocutors of the Caribbean region participated in a Monitoring and Evaluation (M&E) workshop held in Trinidad & Tobago, in collaboration with the Ministry of Tertiary Education and Skills Development, to evaluate the VUSSC M&E plan, update the VUSSC logic model and explore tools used for the collection and analysis of data.
Mr Laurie King represented Barbados at this workshop.

Community Learning Programme (CLP) Developer’s Certificate
Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the Community Learning Programme (CLP) Developer’s Certificate, which will result in new CLP design and delivery.

The 5-week “Communication for Development (C4D): Why. How. Now.” e-course was run in February to March 2014. Three participants (all women), one from the Barbados Association Of Office Professionals, Women and Development Unit and two from the Barbados National Organisation of the Disabled were involved in the training.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, one participant (a woman) from Barbados was engaged in the training and mentoring course, resulting in comprehensive plans for community learning programmes based on formative research.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, one participant from Barbados received training resulting in a completed CLP plan.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, one participant from Barbados received training, which will result in a completed CLP design document.

The 6-week “Scriptwriting and Episode Production” (blended) e-course is being run in 2014/2015.

The 5-week “Sustainability and Sponsorship” e-course is being run in 2015.

MATERIALS

Research Report on Community Learning in the Eastern Caribbean
A study into the availability, quality and usage of non-formal health/development educational opportunities, specifically ODL and communication for development programmes in Jamaica and the Eastern Caribbean, was conducted by Transformative Communication Partners Caribbean between September and December 2012, with the results presented in 2013.

New VUSSC Courses
During 2013–2014, 11 VUSSC courses were completed including the: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

Sustainable Agriculture in Small States Course
Barbados Community College began offering the VUSSC course on Sustainable Agriculture in Small States in 2013.

VUSSC Postgraduate Diploma in Education
Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER.

Associate Degree in Hospitality and Tourism
In collaboration with the Caribbean Tourism Organization (CTO), a workshop to review the Associate Degree in Hospitality and Tourism was held in Barbados from 17 to 20 March 2014. The VUSSC Education Specialist participated and co-facilitated the workshop to review and update the two courses. Sixteen institutions will be implementing the revised curriculum. Ms Juan Young-Lovell and Mr Roderick Prescod of Barbados Community College Hospitality Institute (Hotel PomMarine) participated in the workshop.
Partnership for Sourcing of Open Source Digital Content

CXC will submit a proposal to COL for a contribution agreement, the focus of which will be the sourcing of existing, or development of new, open source digital content that will be prioritised and informed by the CXC Examiners’ Reports on candidate performance.

MODELS

Transnational Qualifications Framework

The Transnational Qualifications Framework (TQF) was used as a reference point to finalise the Caribbean Community (CARICOM) Qualifications Framework, which was completed and referenced against the TQF. This means that all VUSSC courses offered by institutions in the Caribbean will be registered on the TQF. These qualifications will be recognised both at the regional and international levels.

Flexible and Blended Model of TVET

The FaB model of flexible skills development supports the integration of technology to help TVET systems become more relevant and responsive. COL strengthens the capacity of TVET educators, managers and policy advisers, across four dimensions: strategic planning, organisational development, ICT infrastructure management and teaching and learning. Adoption of this model can lead to quality improvement in programme delivery and can lead to increased access to TVET.

The FaB model seeks to increase access to TVET through efficiency gains but also by targeting learners who are currently locked out of the TVET system. These target groups include people working in the informal sector, remote and rural dwellers and people with disabilities. Resolving inequity is a central philosophy.

POLICIES

Caribbean Community (CARICOM) Standards for Teaching and Teacher Education

The Second Consultation Meeting for the finalisation and adoption of the draft CARICOM Standards for Teaching and Teacher Education was held in Trinidad & Tobago on 27 to 28 September 2012. Twenty-five participants from member states of CARICOM were represented at the meeting. The next stage is to adapt the standards to suit the policies and realities of each country.

Regional ODL Policy Framework

In collaboration with the University of the West Indies (UWI), COL facilitated a roundtable from 19 to 22 June 2012 at the UWI campus in Barbados. Twelve participants from Antigua & Barbuda, Barbados, Dominica, Grenada, Guyana, Jamaica, St. Kitts & Nevis, and St. Vincent & The Grenadines attended the roundtable.

The draft Regional ODL Policy Framework for the Caribbean, which resulted from the workshop, was circulated to the non-represented stakeholders in the Caribbean, including CARICOM, for their comments.

To move forward on the adoption of the regional framework by member countries, COL met with Dr Morella Joseph, Programme Manager for Human Resource Development, CARICOM, on 8 May 2013 in Trinidad & Tobago. As per the action plan, the draft Regional ODL Policy Framework was presented in the ministerial meeting organised by CARICOM, 20 to 22 May 2013, in Jamaica. The framework was endorsed by the Ministers. A workshop held 24 to 25 March 2014 in Trinidad & Tobago reviewed the final draft before it was proposed to the meeting of Caribbean Education Ministers. Ms Summa Stephens from the CXC attended the workshop.

The regional ODL policy has been finalised with CARICOM, and approved by the Ministers of Education. It is awaiting formal ratification.
Belize is a small state of the Commonwealth with a population of about 330,000. Much of the country’s natural environment is unspoilt, and there is strong emphasis on environmental education. Teacher education is another key priority for the Government of Belize. Belize contributes regularly to COL’s budget.

**Agreed Priorities**

- Develop a national policy and strategic plan for open and distance learning (ODL), with specific implementation plans at the institutional level
- Expand the technical and human resource capacity of tertiary-level institutions to deliver courses online, including existing face-to-face courses and a national general secondary education (GED) programme
- Provide training for teachers in ODL techniques and instructional design
- Access to open courses available in the Commonwealth
- Develop teacher capacity in information and communication technologies (ICT) for teaching and learning

**Outcomes Achieved by COL**

- National ICT in Education Strategy drafted
- 11 new VUSSC courses made available
- New Open School established

**COL’s Work Related to MDG Targets**

**National MDG Targets Addressed by COL**

- Make available the benefits of new technologies, especially for information and communications

**COL’s Work on Belize’s MDG Targets**

- VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of ICTs to broaden access to education
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting open and distance learning (ODL) are underway

**Quick Notes**

**COL Focal Point:**

- Mr Christopher Aird, Ministry of Education, Youth and Sports

**Areas of COL’s Work in Belize:**

- Open Schooling
- Teacher Education
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Healthy Communities
- eLearning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► Ministry of Education, Youth and Sports
► Gwen Lizarraga High School
► University of Belize

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

► Participatory Approaches to Disaster Awareness Campaigns
► Regional OER workshop
► Gender Mainstreaming for Open Schools
► Cost and Financing for Open Schools
► Regional Workshop on the Flexible and Blended Model of Skills Training
► Monitoring and Evaluation for VUSSC
► Community Learning Programme Development Training and Mentoring

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

► Research Report on Community Learning in the Caribbean
► 11 new VUSSC courses made available
► Gender Mainstreaming Toolkit

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

► Open School at Gwen Lizarraga High School
► Referencing of the Transnational Qualifications Framework
► Flexible and Blended model of TVET

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

► CARICOM Standards for Teaching and Teacher Education
► Regional ODL Policy Framework
► National ICT in Education Strategy
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Belize was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Belize. The following areas were identified:

► Development of technical and vocational skills, including training for teachers in vocational education

► Training of farmers through ODL, including the promotion of an inclusive, competitive and sustainable agriculture and food sector, and cross-cutting issues such as climate change and variations

► Strategic health planning and development of a health policy
Appendix: COL’s Activities in Belize

PARTNERSHIPS

COMOSA (Commonwealth Open Schools Association)
Twenty-two partners signed the COMOSA constitution, including Gwen Lizarraga High School and the University of Belize.

VUSSC (Virtual University for Small States of the Commonwealth)
Belize is a member of VUSSC.

Centre for Open and Distance Learning at the University of Belize
A draft plan for the development of a centre for ODL at the University of Belize was developed with the assistance of COL. A meeting with university officials was held in March 2014 to review the draft plan.

PARTNERSHIPS: MEETINGS AND CONFERENCES

Regional Focal Points Meeting
Mrs Yvonne Palma, Education Officer of the Ministry of Education, Youth and Sports, attended the meeting.

VUSSC Interlocutors Meeting
The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Belize was not represented at this meeting.

COMOSA Planning Meeting and Theory of Change Workshop
Bangladesh Open University, in collaboration with COL, hosted a COMOSA Planning Meeting as well as Theory of Change workshops in Dhaka from 30 September to 3 October 2014. Ms Maxine Charishia McKay and Ms Beverly Faber of the University of Belize and Ms Lorna McKay of Gwen Lizarraga High School participated in the meeting and workshops.

CAPACITY

Participatory Approaches to Disaster Awareness Campaigns
COL co-facilitated with Ms Barbara Jacobs Small of Transformative Communication Partners (TCP) St. Lucia a session on participatory approaches to disaster awareness campaigns as part of a Commonwealth Broadcasting Association (CBA) workshop for senior broadcast managers in the region. The CBA workshop on Emergency and Disaster Management for Broadcasters was held on 29 to 30 October 2012 in Trinidad & Tobago. The session introduced COL-TCP-Caribbean and COL’s work with participatory learning communication to the participants; analysed the current situation, communication programmes and disaster awareness; shared a practical tool that illustrated COL’s approach; and identified opportunities for follow-up. Thirty-seven people participated in the COL session, including attendees from across the Commonwealth Caribbean, as well as representatives of the Cayman Islands, Montserrat, Suriname, United Kingdom and United States. Ms Amalia Mai of Great Belize Productions (GBP) attended the workshop.

Regional OER Workshop
The Regional OER workshop was held in Jamaica from 5 to 7 November 2012. This workshop followed through on the outcomes of the Paris Declaration, which was finalised at the OER World Congress in Paris in June 2012. The purpose of the workshop was to:
► develop a common understanding of the concept of OER and its potential to contribute to improving education in the Caribbean countries;
► define concrete contributions that OER can make in achieving key regional and national educational policy objectives;
► explore the policy requirements to create an enabling environment for effective use of OER and sharing of publicly financed educational resources under open licences; and
► define a roadmap for the development of effective, practical OER country policies and plans in the Caribbean.
Ruel Amir Cima and Deryck Sydney Satchwell of the Ministry of Education, Youth and Sports attended the workshop.
Gender Mainstreaming for Open Schools
To ensure that open schools mainstream gender in their activities, COL organised a COMOSA workshop 13 to 17 March 2013 in Delhi, India, to discuss the Gender Equality Guidelines developed by a COL consultant. Attending the workshop were 19 representatives from Bangladesh, Belize, Botswana, Canada, Ghana, India, Kenya, Mozambique, Namibia, New Zealand, Pakistan, Sri Lanka, Tanzania and United Kingdom.

Cost and Financing for Open Schools
To ensure sustainable open schools that will increase access to learning opportunities, it is important that open schools adopt the correct systems and policies. Key among these is a cost and financing system. Dr Lorna McKay and Ms Rose Pineda attended a cost and financing workshop in Barbados from 12 to 17 August 2013.

Regional Workshop on the Flexible and Blended Model of Skills Training
From 17 to 20 February 2014, COL co-facilitated a workshop in Barbados on the Flexible and Blended model of skills training with 21 participants from 10 Caribbean countries. Equity in access to skills training was a key discussion point. Dr Margarita Gomez of the Ministry of Education, Youth and Sports attended the meeting.

VUSSC Regional Monitoring and Evaluation Workshop
On 24 to 25 March 2014, VUSSC Interlocutors of the Caribbean region participated in a Monitoring and Evaluation (M&E) workshop held in Trinidad & Tobago, in collaboration with the Ministry of Tertiary Education and Skills Development, to evaluate the VUSSC M&E plan, update the VUSSC logic model and explore tools used for the collection and analysis of data.

Community Learning Programme Development Training and Mentoring
Three regional distance training and mentoring courses have been developed and delivered through a partnership between the Caribbean Institute of Media and Communication (CARIMAC), Transformative Communication Partners (TCP) Caribbean and COL. The 5-week “Communication for Development (C4D): Why. How. Now.” e-course was run in February to March 2014. One participant (a man) from the community media group (Dangriga) of the National Garifuna Council took part in the training.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, one participant (a man) from Belize was engaged in the training and mentoring course, resulting in comprehensive plans for community learning programmes based on formative research.

MATERIALS

Research Report on Community Learning in the Eastern Caribbean
A study into the availability, quality and usage of non-formal health/development educational opportunities, specifically ODL and communication for development programmes in Jamaica and the Eastern Caribbean, was conducted by Transformative Communication Partners Caribbean between September and December 2012, with the results presented in 2013.

New VUSSC Courses
During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education
Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER. Attending the workshop was Ms Yvonne Palma, Ministry of Education, Youth and Sports, Curriculum, Instructional Materials Development, Teacher Training and Vocational Education Training.

Associate Degree in Hospitality and Tourism
In collaboration with the Caribbean Tourism Organization (CTO), a workshop to review the Associate Degree in Hospitality and Tourism was held in Barbados from 17 to 20 March 2014. The VUSSC Education Specialist participated and co-facilitated the workshop to review and update the two courses. Sixteen institutions will be implementing the revised curriculum. Ms Sharett Yearwood of the University of Belize participated in the workshop.
Online Sustainable Tourism Course

In addition to the 16 institutions offering the Associate Degree programme (face-to-face), the following institutions will be offering the online Sustainable Tourism course once it has been updated: St Vincent and the Grenadines, Trinidad & Tobago, Belize, Turks & Caicos, Barbados, Guyana, St Lucia, The Bahamas, Anguilla and Jamaica.

Gender Mainstreaming Toolkit

A regional workshop to review the draft toolkit on gender mainstreaming for teacher education institutions and get feedback on how to make it useful for teacher education institutions in the Caribbean region was held from 20 to 21 March 2014 in Kingston, Jamaica. Participants from Belize, Guyana, Jamaica and Trinidad & Tobago attended.

MODELS

Open School at Gwen Lizarraga High School

At the fourth AGM of COMOSA held in Delhi, India on 16 March 2013, the Caribbean and Canada Chapter developed a strategy to support the twinning of the Fraser Valley Distance Education School with the University of Belize to establish and develop an open school that will support the training of women to acquire secondary education, incorporating online experiences and face-to-face instruction. The first workshop from this twinning took place 19 to 22 June 2013.

The University of Belize signed an agreement with COL to support the establishment of the open school at Gwen Lizarraga High School. A meeting was held with the leaders at the university to establish the support relationship to the school as well as to discuss the challenges that could be experienced. The open school was officially launched on 23 August 2013.

A workshop was held to train the teachers on open schooling, and also served as a consultative platform to ensure ownership amongst teachers. Refined Gender Guidelines are being pilot-tested with the open school. Three gender workshops in Strategic Planning, Management Systems, and Learner Support Services were held as part of this testing in 2014. In preparation for the process of developing the Gender Equality Policy, COL held a one-day workshop in November 2014 to raise more awareness about gender and to discuss an outline of a gender policy.

In the same month, COL attended a one-day workshop at the school to review the curriculum content developed by the teachers on NotesMaster; attended the launch of OER for seven subjects in the open school; and met with numerous stakeholders, including Dr Carol Babb from the Ministry of Education, COL Focal Point Mr Christopher Aird, and Dr Cynthia Thompson of the University of Belize to update them on COL's work in open schooling in the country.

Referencing of the Transnational Qualifications Framework

The Transnational Qualifications Framework (TQF) was used as a reference point to finalise the Caribbean Community (CARICOM) Qualifications Framework, which was completed and referenced against the TQF. This means that all VUSSC courses offered by institutions in the Caribbean will be registered on the TQF. These qualifications will be recognised both at the regional and international levels.

Flexible and Blended model of TVET

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POLICIES

CARICOM Standards for Teaching and Teacher Education

The Second Consultation Meeting for the finalisation and adoption of the draft CARICOM Standards for Teaching and Teacher Education was held in Trinidad & Tobago on 27 to 28 September 2012. Twenty-five participants from member states of CARICOM, including Ms Cecilia Smith from Ministry of Education Belize, were present at the meeting. The next stage is to adapt the standards to suit the policies and realities of each country.

Regional ODL Policy Framework

In collaboration with the University of the West Indies (UW), COL facilitated a roundtable from 19 to 22 June 2012 at the
UWI campus in Barbados. Twelve participants from Antigua & Barbuda, Barbados, Dominica, Grenada, Guyana, Jamaica, St. Kitts & Nevis, and St. Vincent & The Grenadines attended the roundtable.

The draft Regional ODL Policy Framework for the Caribbean, which resulted from the workshop, was circulated to the non-represented stakeholders in the Caribbean, including CARICOM, for their comments.

To move forward on the adoption of the regional framework by member countries, COL met with Dr Morella Joseph, Programme Manager for Human Resource Development, CARICOM, on 8 May 2013 in Trinidad & Tobago. As per the action plan, the draft Regional ODL Policy Framework was presented in the ministerial meeting organised by CARICOM, from 20 to 22 May 2013, in Jamaica. The framework was endorsed by the Ministers. A workshop held from 24 to 25 March 2014 in Trinidad & Tobago reviewed the final draft before it was proposed to the meeting of Caribbean Education Ministers. Ms Beverly Faber attended the workshop.

The regional ODL policy has been finalised with CARICOM, and approved by the Ministers of Education. It is awaiting formal ratification.

National ICT in Education Strategy

In June 2013, COL met with key officials from the Ministry of Education, Youth and Sports and the University of Belize to discuss COL support for the development of a Belize ICT in Education strategy. A one-day stakeholder consultation meeting was held in Belize City to gather input for the strategy. A draft strategy was completed in February and COL met with ministry officials in March 2014 to review it.
**DOMINICA**

**CONTEXT**

Dominica is a small state of the Commonwealth with a population of about 73,000. Known for its unspoilt natural beauty, the island nation is a developing economy with a dominant agricultural base. Dominica has contributed to COL’s budget since 2009/2010.

**COL’S WORK RELATED TO MDG TARGETS**

**National MDG Targets Addressed by COL**

- Make available the benefits of new technologies, especially for information and communications

**COL’s Work on Dominica’s MDG Targets**

- VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of ICTs to broaden access to education
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting open and distance learning (ODL) are underway

**QUICK NOTES**

**COL Board:**

- His Excellency Hubert John Charles Ambassador to the USA and Permanent Representative to the Organization of American States (OAS) is the appointed regional representative of the Caribbean on COL’s Board of Governors

**COL Focal Point:**

- Mrs Chandler Hyacinth, Ministry of Education and Human Resource Development

**Areas of COL’s Work in Dominica:**

- Teacher Education
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Healthy Communities
- eLearning

**AGREED PRIORITIES**

- Develop online delivery content system for distributing flash videos and lessons
- Train teachers in instructional design for online learning and videography
- Develop a National Qualifications Framework
- Train teachers to teach courses, such as Sustainable Agriculture online
- Develop the information and communication technology (ICT) capacity of teachers
- Train teachers to develop supportive online materials

**OUTCOMES ACHIEVED BY COL**

- 11 new VUSSC courses made available
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► Ministry of Education and Human Resource Development
► Dominica State College

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

► Regional OER workshop
► Monitoring and Evaluation for VUSSC

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

► Research Report on Community Learning in the Eastern Caribbean
► 11 new VUSSC courses made available
► Open Textbooks Development Concept Paper

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

► Transnational Qualifications Framework

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

► CARICOM Standards for Teaching and Teacher Education
► Regional ODL Policy Framework
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Dominica was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Dominica. The following areas were identified:

- Training of teachers to teach courses online (e.g., Sustainable Agriculture)
- Expanding the ICT capacity of teachers (e.g., about multimedia learning and development of multimedia learning materials)
- Training of teachers to develop supportive online materials for eLearning and other ODL methodologies
- Training in resources external to the college environment, for example in: graphic art and multimedia (videography, etc.), instructional design, e-content management, project management, creative writing, quality control and policy development
- Development of the Ministry of Education and Human Resource Development (e.g., through study tours to review the current set-up of other countries’ departments)
- Support for ODL
PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Dominica is a member of VUSSC.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to the forum: Dr Donald Collin Peters from Dominica State College.

Regional Focal Points Meeting

Mrs Chandler Hyacinth, Ag. Senior Administrative Officer, Ministry of Education and Human Resource Development, represented Dominica at the meeting.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Dr Donald C. Peters, President of Dominica State College, represented Dominica at this meeting.

CAPACITY

Regional OER Workshop

The Regional OER workshop was held in Jamaica from 5 to 7 November 2012. This workshop followed through on the outcomes of the Paris Declaration, which was finalised at the OER World Congress in Paris in June 2012. The purpose of the workshop was to:

 ▶ explore the policy requirements to create an enabling environment for effective use of OER and sharing of publicly financed educational resources under open licences; and

 ▶ define a roadmap for the development of effective, practical OER country policies and plans in the Caribbean.

Ms Catherine Abraham of the Dominica State College and Mrs Irene Ducreay and Mr Nicholas Goldberg, both of the Ministry of Education and Human Resource Development, attended the workshop.

VUSSC Regional Monitoring and Evaluation Workshop

On 24 to 25 March 2014, VUSSC Interlocutors of the Caribbean region participated in a Monitoring and Evaluation (M&E) workshop held in Trinidad & Tobago, in collaboration with the Ministry of Tertiary Education and Skills Development, to evaluate the VUSSC M&E plan, update the VUSSC logic model and explore tools used for the collection and analysis of data.

MATERIALS

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Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with
28 participants from 14 countries. Much of the course was developed using OER. Mr Michael Green, Instructional/Methods, Child Development Education, attended the workshop.

Associate Degree in Hospitality and Tourism

In collaboration with the Caribbean Tourism Organization (CTO), a workshop to review the Associate Degree in Hospitality and Tourism was held in Barbados from 17 to 20 March 2014. The VUSSC Education Specialist participated and co-facilitated the workshop to review and update the two courses. Sixteen institutions will be implementing the revised curriculum. Ms Katie Julien of Dominica State College participated in the workshop.

Open Textbooks Development Concept Paper

A regional Open Textbooks Forum was held in Antigua & Barbuda, 19 to 20 June 2013, which resulted in an agreement to develop a concept paper on the development of open textbooks for the Eastern Caribbean school curriculum. OECS Education Ministers endorsed the open textbook proposal of COL in the 33rd meeting in Antigua & Barbuda from 14 to 16 October 2013. A total of 12 participants from the six Commonwealth members of the OECS, plus a representative of the OECS and a representative from Guyana, participated. Mr Nicholas Goldberg of the Ministry of Education and Human Resource Development attended the forum.

MODELS

Transnational Qualifications Framework

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POLICIES

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Regional ODL Policy Framework

In collaboration with the University of the West Indies (UWI), COL facilitated a roundtable from 19 to 22 June 2012 at the UWI campus in Barbados. Twelve participants from Antigua & Barbuda, Barbados, Dominica, Grenada, Guyana, Jamaica, St. Kitts & Nevis, and St. Vincent & The Grenadines attended the roundtable.

The draft Regional ODL Policy Framework for the Caribbean, which resulted from the workshop, was circulated to the non-represented stakeholders in the Caribbean, including CARICOM, for their comments.

To move forward on the adoption of the regional framework by member countries, COL met with Dr Morella Joseph, Programme Manager for Human Resource Development, CARICOM, on 8 May 2013 in Trinidad & Tobago. As per the action plan, the draft Regional ODL Policy Framework was presented in the ministerial meeting organised by CARICOM, from 20 to 22 May 2013, in Jamaica. The framework was endorsed by the Ministers. A workshop held from 24 to 25 March 2014 in Trinidad & Tobago reviewed the final draft before it was proposed to the meeting of Caribbean Education Ministers. Mr Robert Goiste attended the workshop.

The regional ODL policy has been finalised with CARICOM, and approved by the Ministers of Education. It is awaiting formal ratification.
GRENADA

CONTEX

Grenada is a small state of the Commonwealth with a population of just over 100,000, which is largely rural. Enrolment rates are high for both primary and secondary education. Grenada contributes regularly to COL’s budget.

AGREED PRIORITIES

- Train teachers in TVET and Special Education
- Provide training and technical expertise to the agricultural and agribusiness sector
- Give technical support and training to staff to help them implement the Distance Education Plan for T.A. Marryshow Community College and ODL at the secondary level
- Provide training in conservation and environmental management, clean energy development, and land surveying
- Build capacity in human resource development (HRD) to execute a national HRD skills audit and sector analysis

OUTCOMES ACHIEVED BY COL

- Teacher training in developing and teaching online courses offered
- ODL Policy drafted for T.A. Marryshow College
- 11 new VUSSC courses made available
- National ICT in Education Policy drafted

COL’S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL
- Make available the benefits of new technologies, especially for information and communications

COL’s Work on Grenada’s MDG Targets
- VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of ICTs to broaden access to education
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting open and distance learning (ODL) are underway

QUICK NOTES

COL Focal Point:
- Mr Andrew Augustine, Ministry of Education and Human Resource Development

Areas of COL’s Work in Grenada:
- Teacher Education
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Healthy Communities
- eLearning
COL IN THE COMMONWEALTH 2012-2015

GRENADA

HIGHLIGHTS

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

PARTNERSHIPS

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► Ministry of Education and Human Resource Development
► Grenada Broadcasting Network
► T.A. Marryshow Community College
► Caribbean Knowledge and Learning Network (CKLN)
► University of the West Indies (UWI)

CAPACITY

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

► Participatory Approaches to Disaster Awareness Campaigns
► Regional OER workshop
► Developing and Teaching Online Courses
► Monitoring and Evaluation for VUSSC
► Regional Workshop on the Flexible and Blended Model of Skills Training

MATERIALS

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

► Research Report on Community Learning in the Caribbean
► 11 new VUSSC courses made available
► Commonwealth Certificate for Teacher ICT Integration (CCTI)
► Open Textbooks Development

MODELS

A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

► Transnational Qualifications Framework
► Flexible and Blended model of TVET

POLICIES

A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

► CARICOM Standards for Teaching and Teacher Education
► Regional ODL Policy Framework
► Draft Institutional ODL Policy
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Grenada was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Grenada. The following areas were identified:

- Providing assistance to develop a National ODL Policy to govern all sectors
- Training of educational administrators, teachers, health educators and agricultural officers on the integration of ICT in education and the role of ODL in teaching and learning
- Focusing on the tertiary institution, T.A. Marryshow Community College, for training lecturers in the development and use of OERs, development of e-texts, and application of ODL for greater efficiency and effectiveness in the delivery of all post-secondary and tertiary programmes
- Offering of continuing professional development with emphasis on using mobile and emerging technologies in the classroom and using ODL in learning
- Training of teachers and teacher-educators working in technical and vocational education and training (TVET) about flexible and blended, gender-sensitive learning and technology-enhanced course delivery
Appendix: COL’s Activities in Grenada

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Grenada is a member of VUSSC.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to the forum: Ms Pauleen Ann Finlay from the Ministry of Education and Human Resource Development.

Regional Focal Points Meeting

Mrs Andrea Phillip, Deputy Chief Education Officer–Curriculum of the Ministry of Education and Human Resource Development, attended the meeting.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Ms Pauleen Ann Finlay of the Ministry of Education and Human Resources represented Grenada at this meeting.

CAPACITY

Participatory Approaches to Disaster Awareness Campaigns

COL co-facilitated with Ms Barbara Jacobs Small of Transformative Communication Partners (TCP) St. Lucia a session on participatory approaches to disaster awareness campaigns as part of a Commonwealth Broadcasting Association (CBA) workshop for senior broadcast managers in the region. The CBA workshop on Emergency and Disaster Management for Broadcasters was held on 29 to 30 October 2012 in Trinidad & Tobago. The session introduced COL-TCP-Caribbean and COL’s work with participatory learning communication to the participants; analysed the current situation, communication programmes and disaster awareness; shared a practical tool that illustrated COL’s approach; and identified opportunities for follow-up. Thirty-seven people participated in the COL session, including attendees from across the Commonwealth Caribbean, as well as representatives of the Cayman Islands, Montserrat, Suriname, United Kingdom and United States. Ms Malaika Church and Mr Ryan Wallace of Grenada Broadcasting Network attended the workshop.

Regional OER Workshop

The Regional OER workshop was held in Jamaica from 5 to 7 November 2012. This workshop followed through on the outcomes of the Paris Declaration, which was finalised at the OER World Congress in Paris in June 2012. The purpose of the workshop was to:

► develop a common understanding of the concept of OER and its potential to contribute to improving education in the Caribbean countries;
► define concrete contributions that OER can make in achieving key regional and national educational policy objectives;
► explore the policy requirements to create an enabling environment for effective use of OER and sharing of publicly financed educational resources under open licences; and
► define a roadmap for the development of effective, practical OER country policies and plans in the Caribbean.

Mr Andrew Augustine (COL Focal Point) and Ms Marilyn Austin-Cadore, both from the Ministry of Education and Human Resource Development, attended the workshop.

Developing and Teaching Online Courses

COL met with officials from T.A. Marryshow Community College in 2012 who were keen to have COL provide faculty training in online course development and online teaching. It was agreed that the best way forward was to combine the online course development and teacher training with OER integration, since the best time to consider the use of OERs is in the design phase. The online course, Developing and Teaching Online Courses, was delivered to two cohorts of approximately 25 instructors from T.A. Marryshow Community College in 2013.

VUSSC Regional Monitoring and Evaluation Workshop

On 24 to 25 March 2014, VUSSC Interlocutors of the Caribbean region participated in a Monitoring and Evaluation (M&E) workshop held in Trinidad & Tobago, in collaboration with the Ministry of Tertiary Education and Skills Development, to evaluate the VUSSC M&E plan, update the VUSSC logic model...
and explore tools used for the collection and analysis of data. **Ms Pauleen Ann Finlay** attended the meeting.

**Regional Workshop on the Flexible and Blended Model of Skills Training**

From 17 to 20 February 2014, COL co-facilitated a workshop in Barbados on the Flexible and Blended model of skills training with 21 participants from 10 Caribbean countries. Equity in access to skills training was a key discussion point. **Mr Lincoln Morgan** of the Grenada National Training Agency and **Dr John Telesford** of the T.A. Marrishow Community College attended the meeting.

**MATERIALS**

**Research Report on Community Learning in the Eastern Caribbean**

A study into the availability, quality and usage of non-formal health/development educational opportunities, specifically ODL and communication for development programmes in Jamaica and the Eastern Caribbean, was conducted by Transformative Communication Partners Caribbean between September and December 2012, with the results presented in 2013.

**New VUSSC Courses**

During 2013–2014, 11 VUSSC courses were completed including: Master's in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

**VUSSC Postgraduate Diploma in Education**

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER. **Mr Michael Green**, Instructional/Methods, Child Development Education, attended the workshop.

**Associate Degree in Hospitality and Tourism**

In collaboration with the Caribbean Tourism Organization (CTO), a workshop to review the Associate Degree in Hospitality and Tourism was held in Barbados from 17 to 20 March 2014. The VUSSC Education Specialist participated and co-facilitated the workshop to review and update the two courses. Sixteen institutions will be implementing the revised curriculum. **Mrs Merlisia Polius-John** of T.A. Marrishow Community College participated in the workshop.

**Commonwealth Certificate for Teacher ICT Integration (CCTI)**

Agreement was reached to launch the CCTI programme in April 2013. An orientation workshop and the first module in CCTI were delivered between 22 April and 30 June 2013 to 25 educators. The first module of the programme was delivered, but there was high attrition and COL has been unable to gain a commitment from the local coordinator to continue the programme in Grenada.

**Concept Paper for Open Textbooks Development**

A regional Open Textbooks Forum was held in Antigua & Barbuda, from 19 to 20 June 2013, which resulted in an agreement to develop a concept paper on the development of open textbooks for the Eastern Caribbean school curriculum. **T OECS Education Ministers’ endorsed the open text book proposal in the 33rd meeting in Antigua & Barbuda in 14-16 October 2013. A total of 12 participants from the six Commonwealth members of the OECS, plus a representative of the OECS and a representative from Guyana, participated. Mrs Andrea Phillip and Mr Imi Kelvin Chitterman of the Ministry of Education and Human Resource Development attended the forum.**

**MODELS**

**Transnational Qualifications Framework**

The Transnational Qualifications Framework (TQF) was used as a reference point to finalise the Caribbean Community (CARICOM) Qualifications Framework, which was completed and referenced against the TQF. This means that all VUSSC courses offered by institutions in the Caribbean will be registered on the TQF. These qualifications will be recognised both at the regional and international levels.

**Flexible and Blended Model of TVET**

The FaB model supports the integration of technology to help TVET systems become more relevant and responsive. COL strengthens the capacity of TVET educators, managers...
policy advisers, across four dimensions: strategic planning, organisational development, ICT infrastructure management and teaching and learning. Adoption of this model can lead to quality improvement in programme delivery and can lead to increased access to TVET.

The FaB model seeks to increase access to TVET through efficiency gains but also by targeting learners who are currently locked out of the TVET system. These target groups include people working in the informal sector, remote and rural dwellers and people with disabilities. Resolving inequity is a central philosophy.

POLICIES

Caribbean Community (CARICOM) Standards for Teaching and Teacher Education

The Second Consultation Meeting for the finalisation and adoption of the draft CARICOM Standards for Teaching and Teacher Education was held in Trinidad & Tobago on 27 to 28 September 2012. Twenty-five participants from member states of CARICOM were represented at the meeting. The next stage is to adapt the standards to suit the policies and realities of each country.

Regional ODL Policy Framework

In collaboration with the University of the West Indies (UWI), COL facilitated a roundtable from 19 to 22 June 2012 at the UWI campus in Barbados. Twelve participants from Antigua & Barbuda, Barbados, Dominica, Grenada, Guyana, Jamaica, St. Kitts & Nevis, and St. Vincent & The Grenadines attended the roundtable.

The draft Regional ODL Policy Framework for the Caribbean, which resulted from the workshop, was circulated to the non-represented stakeholders in the Caribbean, including CARICOM, for their comments.

To move forward on the adoption of the regional framework by member countries, COL met with Dr Morella Joseph, Programme Manager for Human Resource Development, CARICOM, on 8 May 2013 in Trinidad & Tobago. As per the action plan, the draft Regional ODL Policy Framework was presented in the ministerial meeting organised by CARICOM from 20 to 22 May 2013, in Jamaica. The framework was endorsed by the Ministers. A workshop held from 24 to 25 March 2014 in Trinidad & Tobago reviewed the final draft before it was proposed to the meeting of Caribbean Education Ministers. Mr David Edwards and Ms Andrea Phillip attended the workshop.

The regional ODL policy has been finalised with CARICOM, and approved by the Ministers of Education. It is awaiting formal ratification.


Two successful workshops were held in Grenada to develop an ICT in Education Policy that included an OER policy statement and a focus on teacher professional development for ICT integration. The first workshop was officially opened by the Permanent Secretary for Education, Mrs Eunice Sandy-David. It was held 12 to 13 March 2013 and focused on developing an ICT in Education Policy with an embedded OER policy. Eighteen senior-level participants from the Ministry of Education, T.A. Marrryshow Community College (TAMCC), Caribbean Knowledge and Learning Network (CKLN), and the University of the West Indies (UWI) attended.

The second workshop was officially opened by the Honourable Minister of Education and Human Resource Development, Anthony Boatswain. It was held 14 to 15 March 2013 and focused on the implementation of the UNESCO ICT Competency Framework for Teachers to guide teacher professional development and the integration of ICTs in education. Fourteen participants primarily from the Ministry and TAMCC attended. A draft ICT in Education Policy with OER provisions was drafted and subsequently circulated for consultation. COL is awaiting an update on the status of the policy.

Draft ODL Policy for T.A. Marrryshow Community College

Following a formal request from the Ministry of Education and Human Resource Development, Grenada, COL visited Grenada in September 2014 and facilitated a policy formulation workshop. A draft policy was developed and COL is working with the college to finalise the policy.
Guyana is a small state of the Commonwealth with a population of just under 800,000. It is the only Commonwealth nation on mainland South America. Enrolment rates are high for both primary and secondary education. Guyana is a long-time contributor to COL’s budget.

**Agreed Priorities**

- Develop core modules for teacher education in information and communication technology (ICT)
- Develop the capacity and skills of teachers to use ICT in the teaching and learning process
- Train teachers to develop supportive online materials at various levels
- Create a support unit to provide pedagogical and technical support to teachers using ICT in delivery of curricula

**Outcomes Achieved by COL**

- COL Review and Improvement Model (COL-RIM) implemented at the University of Guyana
- 11 new VUSSC courses made available

**Quick Notes**

**COL Focal Point:**

- Ms Inge Nathoo, Guyana National Commission for UNESCO

**Areas of COL’s Work in Dominica:**

- Teacher Education
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Healthy Communities
- eLearning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education
- Ministry of Health
- Guyana National Commission for UNESCO
- University of Guyana
- National Centre for Educational Resource Development
- Guyana Responsible Parenthood Association
- UNICEF Guyana
- Commonwealth Youth Programme
- Youth Media Guyana
- National Communications Network

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Regional OER workshop
- Participatory Approaches to Disaster Awareness Campaigns
- Developing and Teaching Online Courses
- Regional Workshop on the Flexible and Blended Model of Skills Training
- eFacilitation Skills
- Monitoring and Evaluation for VUSSC
- Community Programme Developer’s Certificate

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Research Report on Community Learning in the Caribbean
- 11 new VUSSC courses made available
- Open Textbooks Development
- Gender Mainstreaming Toolkit Testing

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Transnational Qualifications Framework
- COL Review and Improvement Model (COL-RIM)

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- CARICOM Standards for Teaching and Teacher Education
- Regional ODL Policy Framework
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Guyana was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Guyana. The following areas were identified:

► Integrating and infusing ICT into education and training
► Building a cohesive and comprehensive ICT system for proper data analysis and assessment

► Designing and implementing monitoring and evaluation strategies, which will seek to measure progress made and the impact on students’ performance
► Adopting and implementing the professional standards for Teachers
► Training teachers and lecturers in designing online courses and in using ODL effectively for program delivery
Appendix : COL’s Activities in Guyana

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Guyana is a member of VUSSC.

Potential Healthy Community Partnerships

COL travelled to Guyana in May 2013 to meet with the following stakeholders and discuss possible collaboration in mutual areas of interest:

► officials in the Centre for Communications Studies at the University of Guyana
► COL’s Focal Point, Ms Inge Nathoo and officials in the Ministry of Education
► Ms Jennifer Cumberbatch, Director, National Centre for Educational Resource Development (NCERD)
► officials from Guyana Responsible Parenthood Association
► officials from UNICEF Guyana
► Ms Glenyss James, Programme Manager, Commonwealth Youth Programme
► Ms Andrea Bryan, Lead, Youth Media Guyana
► Dr Wilton Ben, Director, Health Systems, Ministry of Health

PARTNERSHIPS: MEETINGS AND CONFERENCES

Regional Focal Points Meeting

Ms Delma Nedd represented Guyana at the meeting.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan–Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Guyana was not represented at this meeting.

CAPACITY

Regional OER Workshop

The Regional OER workshop was held in Jamaica from 5 to 7 November 2012. This workshop followed through on the outcomes of the Paris Declaration, which was finalised at the OER World Congress in Paris in June 2012. The purpose of the workshop was to:

► develop a common understanding of the concept of OER and its potential to contribute to improving education in the Caribbean countries;
► define concrete contributions that OER can make in achieving key regional and national educational policy objectives;
► explore the policy requirements to create an enabling environment for effective use of OER and sharing of publicly financed educational resources under open licences; and
► define a roadmap for the development of effective, practical OER country policies and plans in the Caribbean.

Ms Kim Spencer of the National Centre for Educational Resource Development (NCERD), Ministry of Education, attended the workshop.

Participatory Approaches to Disaster Awareness Campaigns

COL co-facilitated with Ms Barbara Jacobs Small of Transformative Communication Partners (TCP) St. Lucia a session on participatory approaches to disaster awareness campaigns as part of a Commonwealth Broadcasting Association (CBA) workshop for senior broadcast managers in the region. The CBA workshop on Emergency and Disaster Management for Broadcasters was held on 29 to 30 October 2012 in Trinidad & Tobago. The session introduced COL-TCP-Caribbean and COL’s work with participatory learning communication to the participants; analysed the current situation, communication programmes and disaster awareness; shared a practical tool that illustrated COL’s approach; and identified opportunities for follow-up. Thirty-seven people participated in the COL session, including attendees from across the Commonwealth Caribbean, as well as representatives of the Cayman Islands, Montserrat, Suriname, United Kingdom and United States. Mr Michael Gordon of National Communications Network (NCN) attended the workshop.

Regional Workshop on the Flexible and Blended Model of Skills Training

From 17 to 20 February 2014, COL co-facilitated a workshop in Barbados on the Flexible and Blended model of skills training with 21 participants from 10 Caribbean countries. Equity in
access to skills training was a key discussion point. Mr Krishna Sharma of the Curriculum Council for TVET and Mr Michael Turner of Essequibo Technical Institute attended the meeting.

**eFacilitation Skills**

Dr Carolyn Walcott and Ms. Rhonda Hamilton were trained in e-facilitation skills (September 2013) as part of regional capacity-building efforts in relation to the delivery of the Community Learning Programme Developer’s Certificate in 2014. Dr Walcott was subsequently engaged as an apprentice e-facilitator for the “C4D: Why. How. Now.” e-course run in February to March 2014, and as a mentor in Courses 2-4.

**VUSSC Regional Monitoring and Evaluation Workshop**

On 24 to 25 March 2014, VUSSC Interlocutors of the Caribbean region participated in a Monitoring and Evaluation (M&E) workshop held in Trinidad & Tobago, in collaboration with the Ministry of Tertiary Education and Skills Development, to evaluate the VUSSC M&E plan, update the VUSSC logic model and explore tools used for the collection and analysis of data.

**Community Learning Programme (CLP) Developer’s Certificate**

Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the Community Learning Programme (CLP) Developer’s Certificate, which will result in new CLP design and delivery.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run. In October to November 2013, two participants (both women) from Guyana were trained, both from the University of Guyana. In February to March 2014, 17 participants (11 women and six men) from various government departments and civil society organisations were trained.

The 10-week “Research for Planning” e-course was run in April to June 2014. Seven participants (five women) from Guyana were engaged in the training and mentoring course, resulting in comprehensive plans for CLPs based on formative research.

The 5-week “Communication Channels and Media Forms” e-course was run in August 2014. Participants (all women) from Guyana received training, resulting in a completed CLP plan.

The 6-week “Participatory Learning Design” (blended) e-course was run in September to October 2014. Twelve participants (eight women and four men) from Guyana received training in a special face-to-face training on participatory learning design.

The 6-week “Scriptwriting and Episode Production” (blended) e-course is being run in 2014/2015.

The 5-week “Sustainability and Sponsorship” e-course is being run in 2015.

**MATERIALS**

**Research Report on Community Learning in the Eastern Caribbean**

A study into the availability, quality and usage of non-formal health/development educational opportunities, specifically ODL and communication for development programmes in Jamaica and the Eastern Caribbean, was conducted by Transformative Communication Partners Caribbean between September and December 2012, with the results presented in 2013.

**New VUSSC Courses**

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

**VUSSC Postgraduate Diploma in Education**

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER).

**Associate Degree in Hospitality and Tourism**

In collaboration with the Caribbean Tourism Organization (CTO), a workshop to review the Associate Degree in Hospitality and Tourism was held in Barbados from 17 to 20 March 2014. The VUSSC Education Specialist participated and co-facilitated the workshop to review and update the two courses. Sixteen institutions will be implementing the revised curriculum. Ms Camille Robertson of the University of Guyana participated in the workshop.
Open Textbooks Development

A regional Open Textbooks Forum was held in Antigua & Barbuda, 19 to 20 June 2013, which resulted in an agreement to develop a concept paper on the development of open textbooks for the Eastern Caribbean school curriculum. The concept paper was presented to the OECS Education Ministers’ meeting in Antigua & Barbuda in September 2013. A total of 12 participants from the six Commonwealth members of the OECS, plus a representative of the OECS and Ms Kim Spencer of the Ministry of Education attended the forum.

Gender Mainstreaming Toolkit

A regional workshop to review the draft toolkit on gender mainstreaming for teacher education institutions and get feedback on how to make it useful for teacher education institutions in the Caribbean region was held from 20 to 21 March 2014 in Kingston, Jamaica. Participants from Belize, Guyana, Jamaica and Trinidad & Tobago attended.

MODELS

Transnational Qualifications Framework

The Transnational Qualifications Framework (TQF) was used as a reference point to finalise the Caribbean Community (CARICOM) Qualifications Framework, which was completed and referenced against the TQF. This means that all VUSSC courses offered by institutions in the Caribbean will be registered on the TQF. These qualifications will be recognised at both the regional and international levels.

COL Review and Improvement (COL-RIM) Model

The evaluation of the COL-RIM implementation in the University of Guyana (UG) was completed by COL in August 2014. A Quality Assurance workshop was conducted for the UG team, resulting in 21 staff being trained.

POLICIES

Caribbean Community (CARICOM) Standards for Teaching and Teacher Education

The Second Consultation Meeting for the finalisation and adoption of the draft CARICOM Standards for Teaching and Teacher Education was held in Trinidad & Tobago on 27 to 28 September 2012. Twenty-five participants from member states of CARICOM were represented at the meeting. The next stage is to adapt the standards to suit the policies and realities of each country.

Regional ODL Policy Framework

In collaboration with the University of the West Indies (UWI), COL facilitated a roundtable from 19 to 22 June 2012 at the UWI campus in Barbados. Twelve participants from Antigua & Barbuda, Barbados, Dominica, Grenada, Guyana, Jamaica, St. Kitts & Nevis, and St. Vincent & The Grenadines attended the roundtable.

The draft Regional ODL Policy Framework for the Caribbean, which resulted from the workshop, was circulated to the non-represented stakeholders in the Caribbean, including CARICOM, for their comments.

To move forward on the adoption of the regional framework by member countries, COL met with Dr Morella Joseph, Programme Manager for Human Resource Development, CARICOM, on 8 May 2013 in Trinidad & Tobago. As per the action plan, the draft Regional ODL Policy Framework was presented in the ministerial meeting organised by CARICOM from 20 to 22 May 2013, in Jamaica. The framework was endorsed by the Ministers. A workshop held from 24 to 25 March 2014 in Trinidad & Tobago reviewed the final draft before it was proposed to the meeting of Caribbean Education Ministers.

The regional ODL policy has been finalised with CARICOM, and approved by the Ministers of Education. It is awaiting formal ratification.
Jamaica is the most populated Caribbean Commonwealth nation, with about 2.7 million people. Literacy rates and enrolment ratios for primary and secondary education are high. Jamaica is a regular contributor to COL’s budget.

**AGREED PRIORITIES**

- Assist in converting courses from face-to-face to ODL/mixed-mode and prepare modules to train college lecturers in their delivery and assessment
- Build capacity for teachers’ college staff through short courses at the Bachelor’s level
- Build capacity for teachers to use information and communication technology (ICT) in teaching and learning
- Establish a vessel monitoring system for small-scale fishers in Jamaica
- Establish, strengthen and sustain fisher organisations

**COL’S WORK RELATED TO MDG TARGETS**

**National MDG Targets Addressed by COL**
- Make available the benefits of new technologies, especially for information and communications
- Promote gender equality and empower women
- Eradicate extreme poverty and hunger

**COL's Work on Jamaica’s MDG Targets**
- Capacity-building, materials development and policy support for sharing OER and promoting open and distance learning (ODL) are underway
- The Lifelong Learning for Farmers model aims to empower women and improve the livelihoods and food security of participants
- CLPs addressing violence against women and women’s employment also aim to empower women and promote gender equity

**OUTCOMES ACHIEVED BY COL**

- Support to UTech has led to more eLearning courses and online learners
- Eight open educational resources (OER) modules for Teacher Education developed
- Six Community Learning Programmes (CLPs) developed (on domestic violence, youth sexuality, young women’s employment and drought), with 4 delivered in 2013–2014
- Lifelong Learning for Farmers model scaled up
- Online learning started in 23 HEART Trust/NTA institutions
- Flexible learning in TVET policy drafted

**QUICK NOTES**

**COL Focal Point:**
- Dr Phylicia Marshall, Tertiary Unit, Ministry of Education

**Notable Mention:**
- The Honourable Burchell Whiteman, OJ, the former High Commissioner to UK, was Chair of the COL Board of Governors from 2008 to 2014

**Areas of COL’s Work in Jamaica:**
- Teacher Education
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Healthy Communities
- eLearning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education
- Ministry of Agriculture and Fisheries
- University of the West Indies
- HEART Trust/National Training Authority
- The Jamaica Constabulary Force
- Rural Agricultural Development Authority (RADA)
- Caribbean Institute of Media and Communication (CARIMAC)
- University of Technology (UTech)
- Transformative Communications Partners- Caribbean
- Jeffrey Town Farmers’ Association
- UNESCO-Kingston Cluster Office
- University Council of Jamaica
- Jamaica Board for Teacher Education
- University College of the Caribbean
- Christina Potato Growers Cooperative Association (CPCGA)
- Green Town Producer and Marketing Organization (PMO)
- Miles Gully PMO
- Frazer-Cascade PMO
- Jamaica Foundation for Lifelong Learning
- Roots FM
- Jet FM
- Mongrel Media

**CAPACITY**

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Participatory Approaches to Disaster Awareness Campaigns
- Regional OER workshop
- Ongoing Capacity-Building at the Faculty of Education and Liberal Studies (FELS), UTech
- Cost and Financing for Open Schools
- eLearning Skills Training
- Blended Online Teaching and Learning Strategies
- Quality Assurance and Quality and Access in Flexible Learning
- Course Design for Flexile Learning
- Regional Workshop on the Flexible and Blended Model of Skills Training
- Monitoring and Evaluation for VUSSC
- Community Learning Programme (CLP) Developer’s Certificate

**MATERIALS**

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Research Report on Community Learning in the Eastern Caribbean
- Community Learning Programme Developer’s Certificate materials
- OER Modules for Teacher Education Curriculum
- Open Textbooks Development
- 11 new VUSSC courses made available
- Gender Mainstreaming Toolkit
- The Commonwealth Executive MBA/MPA programmes
- Distance Diploma in Technical and Vocational Education
- Commonwealth Certificate for Teacher ICT Integration (CCTI) Programme
MODELS
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

► Lifelong Learning for Farmers model
► Healthy Communities model
► Transnational Qualifications Framework
► Flexible and Blended TVET model

POLICIES
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

► Regional ODL Policy Framework
► CARICOM Standards for Teaching and Teacher Education

OTHER
► Regional ODL Policy Framework
► Speeches and presentations
► Jamaican experts engaged as professional resources

LOOKING FORWARD: 2015–2021

In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Jamaica was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Jamaica. The following areas were identified:

► Development of short courses to be offered through Moodle to enhance the capacity of teachers’ college staff to improve the content at the Bachelor’s level
► Development of an institutional change management model and business planning framework
► Advanced training of faculty members in distance learning, especially in the areas of OERs, MOOCs, learner support systems and service level agreements
► Development of the capacity of managers to use ICT to evaluate the impact of projects/initiatives
► Provision of training for people to write and get funding for projects, and to effectively manage those funds
Appendix: COL’s Activities in Jamaica

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Jamaica is a member of VUSSC.

Ministry of Education: Boys Underachievement

COL met with Ms Elaine Foster-Allen, Permanent Secretary, Ministry of Education in Jamaica, to discuss a possible intervention to address boys’ underachievement in Jamaica.

University of the West Indies: Repurposing of Youth Work Programme into OER

The Commonwealth Secretariat, the Open Campus of the University of the West Indies (UWI) and COL participated in a meeting to discuss the possibility of repurposing UWI’s diploma and degree in Youth Work into open educational resources (OER), as well as establishing a partnership between the three organisations and, in the process, continuing to advance the Youth Work Programme in the Commonwealth.

INVEST Community Learning Network

COL provides an online community of practice to support INVEST – Innovation in Vocational Education and Skills Training – for managers, teachers and policy-makers in technical and vocational education and training (TVET). The network currently has more than 1,182 members engaged in informal learning and collaboration, 8 of whom are from UTech and 28 from HEART.

HEART Trust/National Training Authority: Technical and Vocational Skills Development

A partnership is being established between Human Employment and Resource Training Trust (HEART, National Training Agency Network (NTA) and COL TVSD. The aim is to introduce more flexible approaches to TVET provision throughout the government system in Jamaica. COL met with HEART senior administrators in February 2014 to discuss the partnership and how strategic objectives to increase access could be achieved through collaboration. A session on flexible learning in TVET was facilitated. Further support to HEART will continue with a range of capacity-building activities.

Caribbean Institute of Media and Communication (CARIMAC): Community Radio

On 1 May 2013, COL met with officials from CARIMAC, University of the West Indies, who agreed to draft a new Memorandum of Understanding with COL streamlined to focus on the key objectives of: research and publication; training; and course development.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to the forum: Dr Jeanette Bartley-Bryan of the University of Technology, Ms Rosamond Brown of Transformative Communications Partners – Caribbean, Ms Ivy Gordon of Jeffrey Town Farmers’ Association, and Dr Phylicia Marshall of the Ministry of Education. The Hon Burchell Whiteman was also present and participated actively in the conference.

Regional Stakeholders Meeting

The Jamaica Constabulary Force and the Rural Agricultural Development Authority (RADA) attended the meeting.

Regional Focal Points Meeting

Dr Phylicia Marshall, Assistant Chief Education Officer-Tertiary Unit of the Ministry of Education, represented Jamaica at the meeting.

Meeting with the Permanent Secretary of the Ministry of Education

The Hon Burchell Whiteman and Professor Asha Kanwar, CEO and President of COL, met with Rev the Hon Ronald Thwaites, Permanent Secretary of the Ministry of Education, at the University Council of Jamaica (UCJ) conference on 11 March 2014.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Dr Phylicia Marshall of the Ministry of Education represented Jamaica at this meeting.

Regional Workshop on Flexible and Blended TVET

From 17 to 20 February 2014, COL co-facilitated a workshop in Barbados on the Flexible and Blended model of skills training with 21 participants from 10 Caribbean countries. This is a collaboration between COL and members of the Caribbean
Association of National Training Agencies (CANTA). Equity in access to skills training was a key discussion point. Mr Michael Campbell and Ms Shorna Myrie both of HEART attended the meeting.

CAPACITY

Participatory Approaches to Disaster Awareness Campaigns

COL co-facilitated with Ms Barbara Jacobs Small of Transformative Communication Partners (TCP) St. Lucia a session on participatory approaches to disaster awareness campaigns as part of a Commonwealth Broadcasting Association (CBA) workshop for senior broadcast managers in the region. The CBA workshop on Emergency and Disaster Management for Broadcasters was held on 29 to 30 October 2012 in Trinidad & Tobago. The session introduced COL-TCP-Caribbean and COL’s work with participatory learning communication to the participants; analysed the current situation, communication programmes and disaster awareness; shared a practical tool that illustrated COL’s approach; and identified opportunities for follow-up. Thirty-seven people participated in the COL session, including attendees from across the Commonwealth Caribbean, as well as representatives of the Cayman Islands, Montserrat, Suriname, United Kingdom and United States. Ms Naene Newsome, ODPEM, and Ms Indi Mclymont-Lafayette, Panos Caribbean, attended the workshop.

Regional OER Workshop

The Regional OER workshop was held in Jamaica from 5 to 7 November 2012. This workshop followed through on the outcomes of the Paris Declaration, which was finalised at the OER World Congress in Paris in June 2012. The purpose of the workshop was to:

► develop a common understanding of the concept of OER and its potential to contribute to improving education in the Caribbean countries;
► define concrete contributions that OER can make in achieving key regional and national educational policy objectives;
► explore the policy requirements to create an enabling environment for effective use of OER and sharing of publicly financed educational resources under open licences; and
► define a roadmap for the development of effective, practical OER country policies and plans in the Caribbean.

Attending the workshop were Ms Anita Thomas-James, Ms Carmel Roofe-Brown, Ms Sheena Johnson-Brown, Dr Jeannette Bartlett-Bryan of the University of Technology, Dr Hara Padhy of UNESCO-Kingston Cluster Office, Dr Yvonnette Marshall of the University Council of Jamaica and Dr Canute Thompson of the Ministry of Education. The Chair of COL Board of Governors at the time, the Hon Burchell Whiteman of Jamaica, welcomed the delegates to the workshop. Several presentations were made during the workshop, including Dr Padhy’s paper titled “The Role of OER in Achieving Educational Policy Objectives in The Caribbean.”

Ongoing Capacity Building at the Faculty of Education and Liberal Studies (FELS), UTech

Support for capacity-building at Faculty of Education and Liberal Studies (FELS) at UTech continues. COL consultant Solvig Norman facilitated a one-week workshop with 20 FELS teaching staff in blended online learning in May 2013. The FELS Dean reports that the training has contributed to the following outcomes:

► More FELS lecturers are now offering elearning courses.
► All education modules are now online and education courses are delivered online through two outreach centres.
► All Master’s programmes now have some online courses.
► A fully online Postgraduate Diploma in Education (PGDE) for Monserrat has been developed and will start in April 2014, and there are plans to offer it to other countries.
► FELS staff have been cascading training to other teaching staff at UTech.

Cost and Financing for Open Schools

To ensure sustainable open schools that will increase access to learning opportunities, it is important that open schools adopt the correct systems and policies. Key among these is a cost and financing system. Dr Phylicia Marshall attended a cost and financing workshop in Barbados from 12 to 17 August 2013.

eLearning Skills Training

In February 2014, COL consultant Sandy Hirtz facilitated an eLearning skills training workshop for 24 teachers from HEART institutions. As a result, there are a range of pilot courses being planned and developed. In addition, workshop participants have been cascading training within their institutions and there are plans to upgrade all HEART Moodle platforms.

Blended Online Teaching and Learning Strategies

COL Consultant, Sandy Hirtz, facilitated a workshop in May 2014 to strengthen capacity in blended online teaching and learning strategies of staff in the Faculty of Education and Liberal Studies (FELS) in the University of Technology, Jamaica. Ms Hirtz was also engaged to support HEART Trust/National Training Authority (NTA) in Jamaica to strengthen capacity in blended online teaching and learning strategies.
Quality Assurance and Quality and Access in Flexible Learning

George Herd, COL Consultant from the UK, facilitated a workshop for 37 TVET staff in Jamaica to explore how HEART/NTA institutions can collaborate and build capacity in quality assurance. Another workshop was facilitated for 32 managers and directors in the HEART system to build capacity in addressing access and quality objectives in flexible learning.

Course Design for Flexile Learning

Mr Brian Sayer, COL Consultant from the UK, facilitated a five-day workshop on course design for flexible learning for 25 instructors and programme staff in HEART/NTA in Jamaica. The workshop supported the development of flexible learning programmes, aimed at assisting staff in cascading their new knowledge about course design to other instructors within their institutions and units. Mr Sayer was also engaged to explore the potential for collaboration between HEART/NTA and COL to widen access to quality technical and vocational skills training.

VUSSC Regional Monitoring and Evaluation Workshop

On 24 to 25 March 2014, VUSSC Interlocutors of the Caribbean region participated in a Monitoring and Evaluation (M&E) workshop held in Trinidad & Tobago, in collaboration with the Ministry of Tertiary Education and Skills Development, to evaluate the VUSSC M&E plan, update the VUSSC logic model and explore tools used for the collection and analysis of data. Dr Phylicia Marshall of the Ministry of Education represented Jamaica at this meeting.

Community Learning Programme (CLP) Developer’s Certificate

Two series of regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners (including the Caribbean Institute of Media and Communication [CARIMAC] and Transformative Communication Partners [TCP] Caribbean) as part of the CLP Developer’s Certificate, which will result in new CLP design and delivery.

The first series was a 9-month blended training and mentoring programme (Caribbean regional), which ran from January to September 2013. At it, 20 representatives of 13 organisations in Jamaica were trained and mentored in the planning, design and delivery of CLP. Two face-to-face workshops were held in 2013 as part of the process, one on participatory learning design and the other on programme creation.

The second series comprised the following courses: two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013–2014. In October to November 2013, three participants (all women) from Jamaica were trained, one from the public sector and two from civil society. In February to March 2014, 33 participants (24 women and 9 men) from various government departments and civil society organisations in Jamaica were involved in the training.

In the 10-week “Research for Planning” e-course that ran from April to June 2014, 17 participants (11 women and six men) from Jamaica were engaged in the training and mentoring course, resulting in comprehensive plans for CLPs based on formative research.

In the 5-week “Communication Channels and Media Forms” e-course that ran in August 2014, nine participants (six women and three men) from Jamaica received training, resulting in completed CLP plans.

In the 6-week “Participatory Learning Design” (blended) e-course that ran from September to October 2014, eight participants (six women and two men) from Jamaica received training, which will result in a completed CLP design document.

The 6-week “Scriptwriting and Episode Production” (blended) e-course is being run in 2014–2015.

The 5-week “Sustainability and Sponsorship” e-course is being run in 2015.

MATERIALS

Research Report on Community Learning in the Eastern Caribbean

A study into the availability, quality and usage of non-formal health/development educational opportunities, specifically ODL and communication for development programmes in Jamaica and the Eastern Caribbean, was conducted by Transformative Communication Partners Caribbean between September and December 2012, with the results presented in 2013.

Community Learning Programme Developer’s Certificate Materials

CARIMAC and Transformative Communication Partners Caribbean have been leaders in the development of the CLP Developer’s Certificate, a Pan-Commonwealth distance training and mentoring programme. The suite of e-courses that make up the certificate was mapped out at a materials development workshop, held 28 April to 5 May 2013 in Kingston, Jamaica. Combining skills training and e-course development, the workshop resulted in a framework for the 9-month certificate to be delivered in distance mode with some blended elements. Participating in the workshop were: Ms Rosamond Brown, Transformative Communication Partners (Jamaica); Monica
New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

OER Modules for Teacher Education Curriculum

A workshop on integrating OER into the teacher education curriculum was organised in collaboration with the Jamaica Board for Teacher Education from 8 to 12 April 2013 and 20 teacher-educators were trained. The workshop was part of the process of disseminating instructional design and OER knowledge and skills for the development of online materials.

COL also held a follow-up workshop on integrating OER into the teacher education curriculum from 17 to 20 June 2014, again in collaboration with the Jamaica Board for Teacher Education. As a result, 10 modules were developed and finalised.

In June 2014, twenty-seven teacher educators were trained in the conversion of print-based courses to online courses. An additional 10 modules have been converted from print to online and a total of 522 students are enrolled in the B.Ed programme.

Open Textbooks Development

A regional Open Textbooks Forum was held in Antigua & Barbuda, 19 to 20 June 2013, which resulted in an agreement to develop a concept paper on the development of open textbooks for the Eastern Caribbean school curriculum. The concept paper was presented to the OECS Education Ministers’ meeting in Antigua & Barbuda in September 2013. A total of 12 participants from the six Commonwealth members of the OECS, plus a representative of the OECS and a representative from Guyana, participated.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER.

Associate Degree in Hospitality and Tourism

In collaboration with the Caribbean Tourism Organization (CTO), a workshop to review the Associate Degree in Hospitality and Tourism was held in Barbados from 17 to 20 March 2014. The VUSSC Education Specialist participated and co-facilitated the workshop to review and update the two courses. Sixteen institutions will be implementing the revised curriculum. Mr Paul Williams of the Council of Community Colleges of Jamaica, Ms Maizie English of Brown’s Town Community College and Ms Carol Walters of Montego Bay Community College participated in the workshop.

Gender Mainstreaming Toolkit

A regional workshop to review the draft toolkit on gender mainstreaming for teacher education institutions and get feedback on how to make it useful for teacher education institutions in the Caribbean region was held from 20 to 21 March 2014 in Kingston, Jamaica.

Commonwealth Executive MBA/MPA Programmes

The Commonwealth Executive MBA/MPA programmes have been offered by the University College of the Caribbean in Jamaica since 2007. Initially launched in 2002, the programmes were completely updated in 2013, with 12 courses revised and 10 courses rewritten. One new elective on Business Ethics was added, taking the total number of courses available to 23. 11 partner institutions are currently offering the CEMBA/CEMPA programme. To date, 24,299 students have enrolled, 11,515 of whom have graduated. For the current triennium, 4,961 have been reported to enrol and thus far 3,814 have graduated. COL continues to receive updates on enrolment and graduation figures from partner institutions.

CommUniversity Programme in Vocational Literacy and Skills Training for Youth

COL is partnering with the University of Technology (UTech) through the Centre for ODL to develop a CommUniversity programme to provide vocational literacy and skills training for
young people in three marginalised communities in Kingston. This programme has a number of stakeholders, including Papine Development Area Council, Social Development Commission, Jamaica Foundation for Lifelong Learning, HEART Trust, and Ministry of Education TVET Unit. This programme is currently being re-conceptualised to increase the involvement of UTech students as part of the community service component of their programmes.

Distance Diploma in Technical and Vocational Education

Over the years, COL and UTech have collaborated on the development of a Diploma in Technical and Vocational Education by distance. This was successfully delivered by UTech in different Caribbean countries. With COL support, the materials have now been developed by the Faculty of Education and Liberal Studies (FELS) for eLearning delivery at the Associate Degree level. COL and UTech are collaborating to make the diploma materials available as an OER under a Creative Commons Licence.

Commonwealth Certificate for Teacher ICT Integration (CCTI) Programme

COL supported the development of a programme proposal to the University of the West Indies (UWI) for accreditation of the CCTI. The UWI approved the delivery of the CCTI by the UWI Open Campus as an undergraduate certificate.

The VUSSC Education Specialist participated and co-facilitated the workshop to review and update the two courses. Sixteen institutions will be implementing the revised curriculum.

MODELS

Lifelong Learning for Farmers

COL, in consultation with Rural Agricultural Development Authority (RADA), Christina Potato Growers Cooperative Association (CPGCA) and UWI, developed a plan of action for 2013–2014. The Hon Roger Clarke, Minister of Agriculture and Fisheries, met the representatives of COL and RADA and assured his support of L3F in Jamaica. In Jamaica, three farmers’ groups and 20 extension officers participated in three workshops to evolve a plan of action for 2013–2014 based on the experiences of 2012–2013.

Thirty extension officers and 20 representatives of Christina Potato Growers Association and Producer and Marketing Organizations (PMOs) were trained in different aspects of L3F. A strategy has been evolved in consultation with RADA to focus on the cooperative association and PMOs. A plan of action for 2013–2014 based on the experiences of 2012–2013 has evolved.

A study was conducted by the University of West Indies to identify strategies for strengthening the Christiana Potato Growers Association as a social enterprise representing nearly 4,000 farmers. Similarly, studies were conducted to strengthen two PMOs (Green Town PMO and Miles Gully PMO) as self-sustaining institutions integrating microfinance and gender. Both studies have given roadmaps for using various technologies and distance learning in building the capacities of the farmers.

Mr Hartnell Campbell, Ms Roslyn Jackson, Ms Marina Young and Mr Brad Clarke, all of RADA, visited COL in Vancouver, Canada, from 16 to 21 June 2014 to plan activities for 2014–2015 and finalise their results-based management and budget for implementing L3F in Jamaica. Green Town PMO, Miles Gully PMO and Frazer-Cascade PMO developed L3F plans for 2014–2015 in consultation with their communities.

A workshop was held to facilitate RADA, Jamaica, Christiana Potato Growers Cooperative Association (CPGCA), Jamaica, Miles Gully Producer and Marketing Organization (MGPMO) and Green Town Producer and Marketing Organization (GTPMO) in understanding the elements of gender in agricultural extension and enable them to develop action plans for Lifelong Learning for Farmers (L3F) activities in Jamaica, which are gender sensitive and gender responsive. The workshop with RADA took place on 18 March 2014 and the workshop with CPGCA, MGPMO and GTPMO took place on 19 March 2014 in Kingston.

Healthy Communities

Six CLPs were designed as a result of training and mentoring, including two series on domestic violence, two on youth sexuality, and one each on young women’s employment and coping with drought. Partners include Jamaica Constabulary Force, Jamaica Foundation for Lifelong Learning, Roots FM, Jet FM and Jeffrey Town Farmers Association. Two CLPs on domestic violence (22 episodes), one on drought management (6 episodes) and one on youth sexuality (3 episodes) were delivered in 2013–2014.

In the context of community learning capacity and programme development, COL engaged Mr Mervin Jarman of Mongrel Media to develop a mobile-phone-based solution for Jamaican CLP Developers to use in interacting with and monitoring participation in learning activities. The solution has been deployed in Jeffrey Town, Saint Mary, Kingston and Portmore.

Research concerning CLP outcomes in Jeffrey Town and Saint Mary (specifically learning and social and behaviour change) was initiated in June 2013 with comparative results from follow-up research in 2014.
Transnational Qualifications Framework

The Transnational Qualifications Framework (TQF) was used as a reference point to finalise the Caribbean Community (CARICOM) Qualifications Framework, which was completed and referenced against the TQF. This means that all VUSSC courses offered by institutions in the Caribbean will be registered on the TQF. These qualifications will be recognised at both the regional and international levels.

Flexible and Blended Model of TVET

The FaB model of flexible skills development supports the integration of technology to help TVET systems become more relevant and responsive. COL strengthens the capacity of TVET educators, managers and policy advisers, across four dimensions: strategic planning, organisational development, ICT infrastructure management and teaching and learning. Adoption of this model can lead to quality improvement in programme delivery and can lead to increased access to TVET.

The FaB model seeks to increase access to TVET through efficiency gains but also by targeting learners who are currently locked out of the TVET system. These target groups include people working in the informal sector, remote and rural dwellers and people with disabilities. Resolving inequity is a central philosophy.

POLICIES

Regional ODL Policy Framework

In collaboration with the University of the West Indies (UWI), COL facilitated a roundtable from 19 to 22 June 2012 at the UWI campus in Barbados. Twelve participants from Antigua & Barbuda, Barbados, Dominica, Grenada, Guyana, Jamaica, St. Kitts & Nevis, and St. Vincent & The Grenadines attended the roundtable.

The draft Regional ODL Policy Framework for the Caribbean, which resulted from the workshop, was circulated to the non-represented stakeholders in the Caribbean, including CARICOM, for their comments.

To move forward on the adoption of the regional framework by member countries, COL met with Dr Morella Joseph, Programme Manager for Human Resource Development, CARICOM, on 8 May 2013 in Trinidad & Tobago. As per the action plan, the draft Regional ODL Policy Framework was presented in the ministerial meeting organised by CARICOM from 20 to 22 May 2013, in Jamaica. The framework was endorsed by the Ministers. A workshop held from 24 to 25 March 2014 in Trinidad & Tobago reviewed the final draft before it was proposed to the meeting of Caribbean Education Ministers. Ms Nadine Simms attended the workshop.

The regional ODL policy has been finalised with CARICOM, and approved by the Ministers of Education. It is awaiting formal ratification.

Caribbean Community (CARICOM) Standards for Teaching and Teacher Education

The Second Consultation Meeting for the finalisation and adoption of the draft CARICOM Standards for Teaching and Teacher Education was held in Trinidad & Tobago on 27 to 28 September 2012. Twenty-five participants from member states of CARICOM were represented at the meeting. The next stage is to adapt the standards to suit the policies and realities of each country.

National Policy on Flexible Learning in TVET

Through online engagement on the Community Learning Network, COL supported HEART Trust/NTA to develop a national policy on Flexible Learning in TVET.

OTHER

Speeches and Presentations

The President and CEO of COL gave the fifth Dennis Irvine Lecture organised by the University Council of Jamaica (UCJ). She also gave a speech at the UCJ Awards function held on 11 March 2014.

Jamaican Experts Engaged as Professional Resources

Ms Rosamond Brown and Ms Michelle Desgouttes of Transformative Communication Partners Caribbean were engaged by COL as e-facilitators and coordinators for the “C4D: Why. How. Now.” course run in 2013 and 2014. Ms Brown was the e-facilitator and course coordinator for the Research for Planning e-course, run April to June 2014. Ms Brown also co-facilitated a workshop in St. Lucia on Communication for Development in November 2012 and is a member of the CLP Developer’s Certificate course team.

Mr Patrick Prendergast, CARIMAC and Transformative Communication Partners, co-facilitated a workshop on CLP design and delivery in St. Lucia in June 2012 and facilitated a CLP programme production workshop in collaboration with the Prisons Department of Trinidad & Tobago in June 2013.
ST. KITTS & NEVIS

CONTEXT

The islands of St. Kitts & Nevis form a small state of the Commonwealth. It has a largely rural population of about 54,000. St. Kitts & Nevis continues to benefit from its involvement in key COL activities, including the Virtual University for Small States of the Commonwealth (VUSSC) and regional training initiatives. It contributes regularly to COL’s budget.

COL’S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL
► Make available the benefits of new technologies, especially for information and communications

COL’s Work on St. Kitts & Nevis’ MDG Targets
► VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of ICTs to broaden access to education
► Capacity-building, materials development and policy support for sharing OER and promoting ODL are underway

AGREED PRIORITIES

► Provide Special Education training for teachers
► Provide training of graduate teachers in pedagogy
► Promote communication for behaviour change in areas such as Agriculture, Health and Education
► Offer Training of Trainers
► Provide leadership development
► Develop skills in creating and publishing open and distance learning (ODL) content online for training purposes

QUICK NOTES

COL Focal Point:
► Mr Daryll Lloyd, Ministry of Education

Areas of COL’s Work in St. Kitts & Nevis:
► Open Schooling
► Teacher Education
► Higher Education
► Virtual University for Small States of the Commonwealth (VUSSC)
► Healthy Communities
► eLearning

OUTCOMES ACHIEVED BY COL

► 11 new VUSSC courses made available
► Policy on Information and communications technology (ICT) in education/open educational resources (OER) drafted and awaiting approval
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for St. Kitts & Nevis was asked to identify the country’s top priorities and what COL can do to further support the national agenda of St. Kitts & Nevis. The following areas were identified:

- Development of learning resources and teacher training for single-sex schools

Looking forward: 2015–2021

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education
- Ziz Broadcasting Corporation
- Clarence Fitzroy Bryant College
- Advanced Vocational Education Centre

**CAPACITY**

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Participatory Approaches to Disaster Awareness Campaigns
- Regional OER workshop
- Cost and Financing workshop
- Regional Workshop on the Flexible and Blended Model of Skills Training
- Monitoring and Evaluation for VUSSC

**MATERIALS**

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Research Report on Community Learning in the Eastern Caribbean
- 11 new VUSSC courses made available
- Open Textbooks Development

**MODELS**

A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Transnational Qualifications Framework
- Flexible and Blended TVET

**POLICIES**

A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- CARICOM Standards for Teaching and Teacher Education
- ICT in Education/OER Policy
- Regional ODL Policy Framework

In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for St. Kitts & Nevis was asked to identify the country’s top priorities and what COL can do to further support the national agenda of St. Kitts & Nevis. The following areas were identified:

- Development of learning resources and teacher training for single-sex schools
Appendix: COL’s Activities in St. Kitts & Nevis

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

St. Kitts & Nevis is a member of VUSSC.

TVET (Training and Vocational Education and Training) Partnerships

COL Education Specialist–TVSD met with members of the Ministry of Education, Youth Sports and Culture in St. Kitts & Nevis in February 2015 to discuss new models of TVET. This included a meeting with the new Minister, the Hon Shawn Richards, the Permanent Secretary, and members of the TVET Council Secretariat.

COL also met with members of the Ministry of Education in Nevis, including the Permanent Secretary and senior education officers, to discuss the COL programme and how it might benefit Nevis, particularly in TVET delivery.

Institutional visits were made to the Advance Vocational Education Centre and Clarence Fitzroy Bryant College to discuss with senior managers the potential for COL’s flexible model of TVET to be integrated into these institutions.

PARTNERSHIPS: MEETINGS AND CONFERENCES

Regional Focal Points Meeting

Mr Daryll Lloyd of the Ministry of Education attended the meeting.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan–Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully.

Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica.

CAPACITY

Participatory Approaches to Disaster Awareness Campaigns

COL co-facilitated with Ms Barbara Jacobs Small of Transformative Communication Partners (TCP) St. Lucia a session on participatory approaches to disaster awareness campaigns as part of a Commonwealth Broadcasting Association (CBA) workshop for senior broadcast managers in the region. The CBA workshop on Emergency and Disaster Management for Broadcasters was held on 29 to 30 October 2012 in Trinidad & Tobago. The session introduced COL-TCP-Caribbean and COL’s work with participatory learning communication to the participants; analysed the current situation, communication programmes and disaster awareness; shared a practical tool that illustrated COL’s approach; and identified opportunities for follow-up. Thirty-seven people participated in the COL session, including attendees from across the Commonwealth Caribbean, as well as representatives of the Cayman Islands, Montserrat, Suriname, United Kingdom and United States. Mr Viere Galloway of Ziz Broadcasting Corporation attended the workshop.

Regional OER Workshop

The Regional OER workshop was held in Jamaica from 5 to 7 November 2012. This workshop followed through on the outcomes of the Paris Declaration, which was finalised at the OER World Congress in Paris in June 2012. The purpose of the workshop was to:

- develop a common understanding of the concept of OER and its potential to contribute to improving education in the Caribbean countries;
- define concrete contributions that OER can make in achieving key regional and national educational policy objectives;
- explore the policy requirements to create an enabling environment for effective use of OER and sharing of publicly financed educational resources under open licences; and
- define a roadmap for the development of effective, practical OER country policies and plans in the Caribbean.

Mr Quinton Morton of the Ministry of Education attended the workshop.

Cost and Financing Workshop

To ensure sustainable open schools that will increase access to learning opportunities, it is important that open schools adopt the correct systems and policies. Key among these is a cost and financing system. Mr Daryll Lloyd attended a cost and financing workshop in Barbados from 12 to 17 August 2013.
Regional Workshop on the Flexible and Blended TVET

From 17 to 20 February 2014, COL co-facilitated a workshop in Barbados on the Flexible and Blended model of skills training with 21 participants from 10 Caribbean countries. This is a collaboration between COL and members of the Caribbean Association of National Training Agencies (CANTA). Equity in access to skills training was a key discussion point along with OERs and collaborative course development.

Mr Clyde V. Christopher of St. Kitts & Nevis TVET Secretariat and Mr Orette Smith, TVET Coordinator from Nevis Ministry of Education, attended the meeting.

VUSSC Regional Monitoring and Evaluation Workshop

On 24 to 25 March 2014, VUSSC Interlocutors of the Caribbean region participated in a Monitoring and Evaluation (M&E) workshop held in Trinidad & Tobago, in collaboration with the Ministry of Tertiary Education and Skills Development, to evaluate the VUSSC M&E plan, update the VUSSC logic model and explore tools used for the collection and analysis of data.

MATERIALS

Research Report on Community Learning in the Eastern Caribbean

A study into the availability, quality and usage of non-formal health/development educational opportunities, specifically ODL and communication for development programmes in Jamaica and the Eastern Caribbean, was conducted by Transformative Communication Partners Caribbean between September and December 2012, with the results presented in 2013.

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER.

Associate Degree in Hospitality and Tourism

In collaboration with the Caribbean Tourism Organization (CTO), a workshop to review the Associate Degree in Hospitality and Tourism was held in Barbados from 17 to 20 March 2014. The VUSSC Education Specialist participated and co-facilitated the workshop to review and update the two courses. Sixteen institutions will be implementing the revised curriculum. Ms Diana Louard of Clarence Fitzroy Bryant College participated in the workshop.

Open Textbooks Development

A regional Open Textbooks Forum was held in Antigua & Barbuda, from 19 to 20 June 2013, which resulted in an agreement to develop a concept paper on the development of open textbooks for the Eastern Caribbean school curriculum. The concept paper was presented to the Organisation of Eastern Caribbean States (OECS) Education Ministers’ meeting in Antigua & Barbuda in September 2013. A total of 12 participants from the six Commonwealth members of the OECS, plus a representative of the OECS and a representative from Guyana, participated. Ms Ionie Liburd-Willett and Ms Clarice Cotton of the Ministry of Education attended the forum.

MODELS

Transnational Qualifications Framework

The Transnational Qualifications Framework (TQF) was used as a reference point to finalise the Caribbean Community (CARICOM) Qualifications Framework, which was completed and referenced against the TQF. This means that all VUSSC courses offered by institutions in the Caribbean will be registered on the TQF. These qualifications will be recognised both at the regional and international levels.

Flexible and Blended model of TVET

The FaB model of flexible skills development supports the integration of technology to help TVET systems become more relevant and responsive. COL strengthens the capacity of TVET educators, managers and policy advisers, across four dimensions: strategic planning, organisational development, ICT infrastructure management and teaching and learning. Adoption of this model can lead to quality improvement in programme delivery and can lead to increased access to TVET.
The FaB model seeks to increase access to TVET through efficiency gains but also by targeting learners who are currently locked out of the TVET system. These target groups include people working in the informal sector, remote and rural dwellers and people with disabilities. Resolving inequity is a central philosophy.

POLICIES

Caribbean Community (CARICOM) Standards for Teaching and Teacher Education

The Second Consultation Meeting for the finalisation and adoption of the draft CARICOM Standards for Teaching and Teacher Education was held in Trinidad & Tobago on 27 to 28 September 2012. Twenty-five participants from member states of CARICOM were represented at the meeting. The next stage is to adapt the standards to suit the policies and realities of each country.

ICT in Education/OER Policy

An ICT in Education/OER Policy Development workshop was held in October 2013 in collaboration with the regional UNESCO office. Thirty educators from across educational sectors in St. Kitts & Nevis participated in the workshop, which was opened by Ms Ionie Liburd-Willett, Permanent Secretary, Ministry of Education.

Participants produced a draft ICT in Education/OER policy which is now undergoing review and awaiting Cabinet approval. The Hon Nigel Carty, Minister of Education, was briefed on the outcome of the workshop.

Regional ODL Policy Framework

In collaboration with the University of the West Indies (UWI), COL facilitated a roundtable from 19 to 22 June 2012 at the UWI campus in Barbados. Twelve participants from Antigua & Barbuda, Barbados, Dominica, Grenada, Guyana, Jamaica, St. Kitts & Nevis, and St. Vincent & The Grenadines attended the roundtable.

The draft Regional ODL Policy Framework for the Caribbean, which resulted from the workshop, was circulated to the non-represented stakeholders in the Caribbean, including CARICOM, for their comments.

To move forward on the adoption of the regional framework by member countries, COL met with Dr Morella Joseph, Programme Manager for Human Resource Development, CARICOM, on 8 May 2013 in Trinidad & Tobago. As per the action plan, the draft Regional ODL Policy Framework was presented in the ministerial meeting organised by CARICOM from 20 to 22 May 2013, in Jamaica. The framework was endorsed by the Ministers. A workshop held from 24 to 25 March 2014 in Trinidad & Tobago reviewed the final draft before it was proposed to the meeting of Caribbean Education Ministers. Mr Quinton Morton attended the workshop.

The regional ODL policy has been finalised with CARICOM, and approved by the Ministers of Education. It is awaiting formal ratification.
**CONTEXT**

St. Lucia is a small island state of the Commonwealth with a population of about 182,000. Tourism is the largest contributor to the economy and enrolment rates for primary and secondary education are high. St Lucia is actively involved with the Virtual University for Small States of the Commonwealth (VUSSC) and several other COL regional activities. St. Lucia regularly contributes to COL’s budget.

**AGREED PRIORITIES**

► Develop legislation and policy for post-secondary and higher education  
► Establish an information system for managing the education sector  
► Promote quality assurance systems and professional development  
► Improve modalities of delivery of instruction by building capacity at the community college to use information and communications technologies (ICTs) in teaching and learning  
► Develop classification plan/career paths for teachers

**OUTCOMES ACHIEVED BY COL**

► CARICOM Standards for Teaching and Teacher Education developed  
► 11 new VUSSC courses made available  
► Three Community Learning Programmes (CLPs) on health, sexuality and disabilities developed

**COL’S WORK RELATED TO MDG TARGETS**

**National MDG Targets Addressed by COL**

► Make available the benefits of new technologies, especially for information and communications  
► Improve maternal health

**COL’s Work on St Lucia’s MDG Targets**

► VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of ICTs to broaden access to education  
► Capacity-building, materials development and policy support for sharing OER and promoting ODL are underway  
► CLPs on health and sexuality developed to encourage positive behaviours that could in turn improve maternal health

**QUICK NOTES**

**COL Focal Point:**


**Areas of COL’s Work in St. Lucia:**

► Open Schooling  
► Teacher Education  
► Higher Education  
► Virtual University for Small States of the Commonwealth (VUSSC)  
► Healthy Communities  
► eLearning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Radio St. Lucia Company Ltd
- The Wave FM
- Sir Arthur Lewis Community College
- Transformative Communication Partners

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Regional OER workshop
- Participatory Approaches to Disaster Awareness Campaigns
- Cost and Financing workshop
- Regional workshop on the Flexible and Blended TVET Model
- Monitoring and Evaluation for VUSSC
- Community Learning Programme (CLP) Developer’s Certificate

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Research Report on Community Learning in the Eastern Caribbean
- 11 new VUSSC courses made available
- Open Textbooks Development

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Transnational Qualifications Framework
- Flexible and Blended TVET

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- CARICOM Standards for Teaching and Teacher Education
- Regional ODL Policy Framework

**OTHER**
- Speeches and presentations
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for St. Lucia was asked to identify the country’s top priorities and what COL can do to further support the national agenda of St. Lucia. The following areas were identified:

► Training of teachers in CXC NotesMaster Digital Platform
► Establishing of a National Qualifications Framework
► Strengthening of the Youth in Agriculture Programme, including the areas of life skills training, business/entrepreneurial skills; development of cooperatives; management of business, risk management and training in crops and livestock
► Promoting more awareness of adolescent health and sexual reproductive health issues
Appendix: COL’s Activities St. Lucia

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

St. Lucia is a member of VUSSC.

Support for the TVET (Technical and Vocational Education and Training) National Vocational Framework

The Permanent Secretary of St. Lucia’s Ministry of Education, Human Resource Development and Labour asked for COL’s support with the TVET National Vocational Framework, and a proposal is being drafted for submission to COL.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to the forum: Ms Cathy Diane Augier-Gill of the Ministry of Education, Human Resource Development and Labour.

Regional Focal Points Meeting

Ms Marietta Edward of the Ministry of Education, Human Resource Development and Labour represented St. Lucia at the meeting.

Communication for Development Workshop/Meeting

COL organised a two-day workshop in St. Lucia in November 2012 for 18 representatives of NGOs, CBOs and government departments and civil society groups on the topic of communication for development. Ms Barbara Jacobs Small of Transformative Communication Partners Caribbean (St. Lucia), Rosamond Brown of CARIMAC and Transformative Communication Partners (Jamaica) and COL were co-facilitators of the workshop. The workshop resulted in new ideas for the application of communication for development methods in St. Lucia, a number of which were followed up in capacity-building activities.

Global Biennial Small States Conference

The Commonwealth Secretariat (COMSEC) hosted the Third Global Biennial Small States Conference in St. Lucia, from 26 to 27 March 2014. The conference aimed to provide small states a platform to share experiences and good practices, find ways to build sustainable economic growth and identify areas for support from development partners. The VUSSC Education Specialist represented COL at this conference, and presented a speech titled “Capacity Building, the Road to Resilience.”

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Ms Cathy Diane Augier-Gill of the Ministry of Education, Human Resource Development and Labour represented St. Lucia at this meeting.

CAPACITY

Regional OER Workshop

The Regional OER workshop was held in Jamaica from 5 to 7 November 2012. This workshop followed through on the outcomes of the Paris Declaration, which was finalised at the OER World Congress in Paris in June 2012. The purpose of the workshop was to:

► develop a common understanding of the concept of OER and its potential to contribute to improving education in the Caribbean countries;
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Cost and Financing Workshop
To ensure sustainable open schools that will increase access to learning opportunities, it is important that open schools adopt the correct systems and policies. Key among these is a cost and financing system. Ms Anselma Calderon from St. Lucia attended a cost and financing workshop in Barbados from 12 to 17 August 2013.

Regional Workshop on the Flexible and Blended Model of Skills Training
From 17 to 20 February 2014, COL co-facilitated a workshop in Barbados on the Flexible and Blended model of skills training with 21 participants from 10 Caribbean countries. Equity in access to skills training was a key discussion point. Mr Thomas Boulogne from Sir Arthur Lewis Community College and Estellita Rene, Chair of the TVET Council attended the meeting.

VUSSC Regional Monitoring and Evaluation Workshop
On 24 to 25 March 2014, VUSSC Interlocutors of the Caribbean region participated in a Monitoring and Evaluation (M&E) workshop held in Trinidad & Tobago, in collaboration with the Ministry of Tertiary Education and Skills Development, to evaluate the VUSSC M&E plan, update the VUSSC logic model and explore tools used for the collection and analysis of data.

Community Learning Programme (CLP) Developer’s Certificate
Three distance training and mentoring courses have been developed and delivered through a partnership between the Caribbean Institute of Media and Communication (CARIMAC), Transformative Communication Partners (TCP) Caribbean and COL. At a 9-month blended training and mentoring programme (Caribbean regional), January to September 2013, seven representatives of five organisations in St. Lucia were trained and mentored in the planning, design and delivery of CLPs. As well, three CLPs were designed through the process, including series on: 1) diabetes and hypertension, 2) youth sexuality, and 3) disabilities.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013 and 2014. In February to March 2014, two participants (one man and one woman) from public sector and civil society organisations in St Lucia were involved in the training.

The 10-week “Research for Planning” e-course was run in 2014. From April to June 2014, two participants (one man and one woman) from the country were engaged in the training and mentoring course, resulting in comprehensive plans for CLPs based on formative research.

MATERIALS

Research Report on Community Learning in the Eastern Caribbean
A study into the availability, quality and usage of non-formal health/development educational opportunities, specifically ODL and communication for development programmes in Jamaica and the Eastern Caribbean, was conducted by Transformative Communication Partners Caribbean between September and December 2012, with the results presented in 2013.

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Open Textbooks Development

A regional Open Textbooks Forum was held in Antigua & Barbuda, from 19 to 20 June 2013, which resulted in an agreement to develop a concept paper on the development of open textbooks for the Eastern Caribbean school curriculum. The concept paper was presented to the OECS Education Ministers’ meeting in Antigua & Barbuda in September 2013. A total of 12 participants from the six Commonwealth members of the OECS, plus a representative of the OECS and a representative from Guyana, participated. Ms Nathalie Elliott of the Ministry of Education, Human Resource Development and Labour, attended the forum.

MODELS

Transnational Qualifications Framework

The Transnational Qualifications Framework (TQF) was used as a reference point to finalise the Caribbean Community (CARICOM) Qualifications Framework, which was completed and referenced against the TQF. This means that all VUSSC courses offered by institutions in the Caribbean will be registered on the TQF. These qualifications will be recognised at both the regional and international levels.

Policies

Caribbean Community (CARICOM) Standards for Teaching and Teacher Education

The Second Consultation Meeting for the finalisation and adoption of the draft CARICOM Standards for Teaching and Teacher Education was held in Trinidad & Tobago on 27 to 28 September 2012. Twenty-five participants from member states of CARICOM were represented at the meeting.

The next stage is to adapt the standards to suit the policies and realities of each country.

Regional ODL Policy Framework

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The draft Regional ODL Policy Framework for the Caribbean, which resulted from the workshop, was circulated to the non-represented stakeholders in the Caribbean, including CARICOM, for their comments.

To move forward on the adoption of the regional framework by member countries, COL met with Dr Morella Joseph, Programme Manager for Human Resource Development, CARICOM, on 8 May 2013 in Trinidad & Tobago. As per the action plan, the draft Regional ODL Policy Framework was presented in the ministerial meeting organised by CARICOM from 20 to 22 May 2013, in Jamaica. The framework was endorsed by the Ministers. A workshop held from 24 to 25 March 2014 in Trinidad & Tobago reviewed the final draft before it was proposed to the meeting of Caribbean Education Ministers. Mr Marcellus Albertin and Ms Marietta Edward attended the workshop.

The regional ODL policy has been finalised, with work with CARICOM, and approved by the Ministers of Education. It is awaiting formal ratification.

OTHER

Speeches and Presentations

The Vice-President of COL gave a presentation titled “Constructing the Framework for Financing Tertiary Education” at the Caribbean Development Bank’s 43rd Annual Meeting of the Board of Governors, Panel Discussion – Financing Tertiary Education held 22 May 2013 in St. Lucia.
A group of many islands and cays in the Caribbean, St. Vincent & The Grenadines is a small state of the Commonwealth with a population of about 110,000. Enrolment rates are high for both primary and secondary school. St. Vincent & The Grenadines continues to benefit from its involvement in key COL activities, including the Virtual University for Small States of the Commonwealth.

**AGREED PRIORITIES**

- Promote wellness and develop social communication techniques
- Acquire diet analysis software
- Carry out a human resource audit of the health sector
- Develop programmes and training in leadership for health sector workers
- Expand education in public health

**OUTCOMES ACHIEVED BY COL**

- Training in Community Learning Programme (CLP) development conducted, resulting in comprehensive plans for health- and wellness-related programmes
- 11 new VUSSC courses made available
- National ICT in Education Policy and OER policy statement drafted

**COL’S WORK RELATED TO MDG TARGETS**

**National MDG Targets Addressed by COL**

- Make available the benefits of new technologies, especially information and communications

**COL’s Work on St. Vincent & The Grenadines’ MDG Targets**

- VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of ICTs to broaden access to education.
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting open and distance learning (ODL) are underway.

**COL Focal Point:**

- Ms Lou-Anne Gilchrist, Ministry of Education

**Areas of COL’s Work in St. Vincent & The Grenadines:**

- Open Schooling
- Teacher Education
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Technical and Vocational Skills Development (TVSD)
- Healthy Communities
- eLearning
ST. VINCENT & THE GRENADINES

HIGHLIGHTS

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

PARTNERSHIPS
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► Ministry of Education
► St. Vincent & The Grenadines Community College (SVGCC)
► National Broadcasting Corporation
► Chamber of Agriculture and Nutrition

CAPACITY
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

► Participatory Approaches to Disaster Awareness Campaigns
► Regional OER workshop
► Costs and Financing for Open Schools
► Flexible Learning, OER and Change Management in TVET
► Regional Workshop on the Flexible and Blended TVET Model
► Monitoring and Evaluation for VUSSC
► Moodle Administration and eLearning
► Community Learning Programme (CLP) Developer’s Certificate
► Blended Online Training

MATERIALS
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

► Research Report on Community Learning in the Eastern Caribbean
► 11 new VUSSC courses made available
► Open Textbooks Development
► Commonwealth Certificate for Teacher ICT Integration (CCTI)

MODELS
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

► Transnational Qualifications Framework
► Flexible and Blended TVET

POLICIES
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

► CARICOM Standards for Teaching and Teacher Education
► ICT in Education Policy with OER Policy Statement
► Regional ODL Policy Framework
In the lead-up to the 2014 Regional Focal Points Meeting, COL's Focal Point for St. Vincent & The Grenadines was asked to identify the country's top priorities and what COL can do to further support the national agenda of St. Vincent & The Grenadines. The following areas were identified:

- Promotion of good health and wellness and disease prevention and control
- Strengthening of health technologies: a health information system, laboratory information system, radiological and pharmacologic services and e-health
- Enhancing of the competence of the Education Officers, school administrators and teachers to harness ICT effectively to support high-quality teaching, learning/skills development, and human resource management and development in all educational institutions
- Expansion of support to the St. Vincent & The Grenadines Community College to introduce flexible learning modalities to reach remote communities and strengthen the policy framework for ICT and ODL
- Training of farmers in the diversification of agriculture and in agro-processing, using mobile phones and other ICT
Appendix: COL’s Activities in St Vincent & The Grenadines

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

St. Vincent & The Grenadines is a member of VUSSC. Mr Nigel Scott, Deputy Director, St. Vincent & The Grenadines Community College (SVGCC), was appointed as the VUSSC interlocutor for Saint Vincent and the Grenadines.

INVEST Community Learning Network

COL provides an online community of practice to support INVEST (Innovation in Vocational Education and Skills Training) for managers, teachers and policy-makers in technical and vocational education and training (TVET). The network currently has more than 1,182 members engaged in informal learning and collaboration, 10 of whom are from SVGCC.

Support for TVET at SVGCC

COL is continuing its partnership with SVGCC to strengthen their capacity in eLearning, with a view to offering TVET programmes to off-campus students from 2014 on.

PARTNERSHIPS: MEETINGS AND CONFERENCES

Regional Focal Points Meeting

Ms Lou-Anne Gilchrist, Ministry of Education represented St. Vincent & The Grenadines at the meeting.

Meeting with the Minister of Education, Permanent Secretary and the Chief Education Officer

COL met with the Minister of Education, the Permanent Secretary and the Chief Education Officer in St. Vincent & The Grenadines in February 2014. The COL programme, results-based monitoring and evaluation (M&E) and the forthcoming Focal Points meeting were discussed.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. St. Vincent & The Grenadines was not represented at this meeting.

CAPACITY

Participatory Approaches to Disaster Awareness Campaigns

COL co-facilitated with Ms Barbara Jacobs Small of Transformative Communication Partners (TCP) St. Lucia a session on participatory approaches to disaster awareness campaigns as part of a Commonwealth Broadcasting Association (CBA) workshop for senior broadcast managers in the region. The CBA workshop on Emergency and Disaster Management for Broadcasters was held on 29 to 30 October 2012 in Trinidad & Tobago. The session introduced COL-TCP-Caribbean and COL’s work with participatory learning communication to the participants; analysed the current situation, communication programmes and disaster awareness; shared a practical tool that illustrated COL’s approach; and identified opportunities for follow-up. Thirty-seven people participated in the COL session, including attendees from across the Commonwealth Caribbean, as well as representatives of the Cayman Islands, Montserrat, Suriname, United Kingdom and United States. Ms Cortetta Ollivierre of National Broadcasting Corporation attended the workshop.

Regional OER Workshop

The Regional OER workshop was held in Jamaica from 5 to 7 November 2012. This workshop followed through on the outcomes of the Paris Declaration, which was finalised at the OER World Congress in Paris in June 2012. The purpose of the workshop was to:

- develop a common understanding of the concept of OER and its potential to contribute to improving education in the Caribbean countries;
- define concrete contributions that OER can make in achieving key regional and national educational policy objectives;
- explore the policy requirements to create an enabling environment for effective use of OER and sharing of publicly financed educational resources under open licences; and
- define a roadmap for the development of effective, practical OER country policies and plans in the Caribbean.

Mr Dixton Findlay of the Ministry of Education, Mr Nigel Scott of SVGCC, and Ms Susan Dougan of the Office of the Prime Minister attended the workshop.
Cost and Financing Workshop
To ensure sustainable open schools that will increase access to learning opportunities, it is important that open schools adopt the correct systems and policies. Key among these is a cost and financing system. Mr Dixon Findlay from St. Vincent & The Grenadines attended a cost and financing workshop in Barbados from 12 to 17 August 2013.

Flexible Learning, OER and Change Management
COL facilitated discussion and training sessions on flexible learning, OERs and change management at SVGCC in February 2014. Over 60 teachers, Heads of Department and administrators participated.

Regional Workshop on the Flexible and Blended Model of Skills Training
From 17 to 20 February 2014, COL co-facilitated a workshop in Barbados on the Flexible and Blended model of skills training with 21 participants from 10 Caribbean countries. Equity in access to skills training was a key discussion point. Mr Dwight Lewis of the National Qualifications/Sector Skills Development Agency and Mr Osborne Bowens Dean of TVET at SVGCC, attended the meeting.

VUSSC Regional Monitoring and Evaluation Workshop
On 24 to 25 March 2014, VUSSC Interlocutors of the Caribbean region participated in a Monitoring and Evaluation (M&E) workshop held in Trinidad & Tobago, in collaboration with the Ministry of Tertiary Education and Skills Development, to evaluate the VUSSC M&E plan, update the VUSSC logic model and explore tools used for the collection and analysis of data.

Moodle Administration and eLearning
In May 2014, COL consultant George Herd built capacity at SVGCC in Moodle Administration and eLearning by facilitating a workshop for the team managing the college’s learning management system and also by facilitating an advanced eLearning workshop for 25 Master Tutors.

Community Learning Programme (CLP) Developer’s Certificate
Three regional distance training and mentoring courses have been developed and delivered through a partnership between the Caribbean Institute of Media and Communication (CARIMAC), Transformative Communication Partners (TCP) Caribbean and COL.

The 5-week “Communication for Development (C4D): Why. How. Now.” e-course was run in February to March 2014. One participant (a woman) from the St. Vincent & The Grenadines Chamber of Agriculture and Nutrition was involved in the training.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, two participants (both women) from the country were engaged in the training and mentoring course, resulting in comprehensive plans for CLPs based on formative research.

Blended Online Training Workshop
COL is working with teachers in the TVET Division of SVGCC, 25 of whom participated in a workshop on blended online training.

MATERIALS
Research Report on Community Learning in the Eastern Caribbean
A study into the availability, quality and usage of non-formal health/development educational opportunities, specifically ODL and communication for development programmes in Jamaica and the Eastern Caribbean, was conducted by Transformative Communication Partners Caribbean between September and December 2012, with the results presented in 2013.

New VUSSC Courses
During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education
Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER.

Associate Degree in Hospitality and Tourism
In collaboration with the Caribbean Tourism Organization (CTO), a workshop to review the Associate Degree in Hospitality and
Tourism was held in Barbados from 17 to 20 March 2014. The VUSSC Education Specialist participated and co-facilitated the workshop to review and update the two courses. Sixteen institutions will be implementing the revised curriculum. Ms Hazel Roberts of SVGCC participated in the workshop.

**Commonwealth Certificate for Teacher ICT Integration (CCTI)**

Approximately 40 educators continue to work towards completion of the CCTI in St. Vincent & The Grenadines.

**MODELS**

**Transnational Qualifications Framework**

The Transnational Qualifications Framework (TQF) was used as a reference point to finalise the Caribbean Community (CARICOM) Qualifications Framework, which was completed and referenced against the TQF. This means that all VUSSC courses offered by institutions in the Caribbean will be registered on the TQF. These qualifications will be recognised at both the regional and international levels.

**POLICIES**

**Caribbean Community (CARICOM) Standards for Teaching and Teacher Education**

The Second Consultation Meeting for the finalisation and adoption of the draft CARICOM Standards for Teaching and Teacher Education was held in Trinidad & Tobago on 27 to 28 September 2012. Twenty-five participants from member states of CARICOM were represented at the meeting. The next stage is to adapt the standards to suit the policies and realities of each country.

**ICT in Education Policy with OER Policy Statement**

COL organised a workshop on 25 to 26 June 2013 to develop an ICT in Education policy that included an OER policy statement. Twenty-two participants attended the workshop. A draft ICT in Education policy, with specific OER provisions, was developed and a consultation process established. Ms Lou-Anne Gilchrist and Mr Dixton Findlay of the Ministry of Education, and Mr Nigel Scott of SVGCC attended the workshop. The policy is awaiting formal adoption.

**Regional ODL Policy Framework**

In collaboration with the University of the West Indies (UWI), COL facilitated a roundtable from 19 to 22 June 2012 at the UWI campus in Barbados. Twelve participants from Antigua & Barbuda, Barbados, Dominica, Grenada, Guyana, Jamaica, St. Kitts & Nevis, and St. Vincent & The Grenadines attended the roundtable.

The draft Regional ODL Policy Framework for the Caribbean, which resulted from the workshop, was circulated to the non-represented stakeholders in the Caribbean, including CARICOM, for their comments.

To move forward on the adoption of the regional framework by member countries, COL met with Dr Morella Joseph, Programme Manager for Human Resource Development, CARICOM, on 8 May 2013 in Trinidad & Tobago. As per the action plan, the draft Regional ODL Policy Framework was presented in the ministerial meeting organised by CARICOM from 20 to 22 May 2013, in Jamaica. The framework was endorsed by the Ministers. A workshop held from 24 to 25 March 2014 in Trinidad & Tobago reviewed the final draft before it was proposed to the meeting of Caribbean Education Ministers. Ms Deborah Scobie-Dalrymple attended the workshop.

The regional ODL policy has been finalised with CARICOM, and approved by the Ministers of Education. It is awaiting formal ratification.
Trinidad & Tobago is a small state of the Commonwealth, with a largely rural population of about 1.4 million. Literacy rates are high, as are enrolment rates for primary and secondary education. An active and consistent partner, Trinidad & Tobago contributes annually to COL’s budget.

**Agreed Priorities**

- Expand/formalise the Open School model, supporting adoption in Caribbean states
- Promote the Commonwealth Certificate for Teacher ICT Integration (CCTI), supporting adoption in the Ministry of Education
- Support Virtual University for Small States of the Commonwealth (VUSSC)
- Pursue skills development and initiatives in Healthy Communities and Lifelong Learning for Farmers programmes
- Establish quality assurance standards

**Outcomes Achieved by COL**

- Approximately 25 educators are working towards completion of the CCTI
- 11 new VUSSC courses made available
- VUSSC/CTO Associate Degree in Hospitality and Tourism made available
- Community Learning Programme on Anger Management delivered
- Institutional open educational resources (OER) policy completed
- National open and distance learning (ODL) policy drafted
- Bachelor in Business and Entrepreneurship accredited by the Accreditation Council of Trinidad and Tobago

**Quick Notes**

- Ms Karen Rosemin, Ministry of Tertiary Education and Skills Training
- Ms Saleema Hyatali, Ministry of Education

**Notable Mentions**

- Professor Clement Sankat of the University of the West Indies (UWI) was the Regional Representative for the Caribbean on COL’s Board of Governors. He was also Chair of the Audit Committee of the Board.
- Dr Olabisi Kuboni of UWI won an Excellence in Distance Education Award and was named an Honorary Fellow of COL.

**Areas of COL’s Work in Trinidad & Tobago**

- Open Schooling
- Teacher Education
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Technical and Vocational Skills Development (TVSD)
- Healthy Communities
- eLearning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education
- Ministry of Tertiary Education and Skills Training
- Trinidad & Tobago Open School
- Waterloo Secondary Skills School
- University of the West Indies, School of Business and Applied Studies (ROYTEC)
- Accreditation Council of Trinidad and Tobago (ACTT)
- University of Trinidad & Tobago
- Trinidad & Tobago Hospitality and Tourism Institute
- Trinidad and Tobago Prison Service
- Youth Training Centre
- Caribbean Knowledge and Learning Network

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Participatory Approaches to Disaster Awareness Campaigns
- Regional OER workshop
- Use and Reuse of OER in Higher Education
- Cost and Financing workshop
- Regional Workshop on the Flexible and Blended Model of Skills Training
- eFacilitation Skills
- Monitoring and Evaluation for VUSSC
- Ongoing capacity building in OER at ROYTEC
- Community Learning Programme Developer’s Certificate
- eLearning and instructional design online training for ROYTEC, CARPHA and the Police Academy

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- 11 new VUSSC courses
- VUSSC/CTO Associate Degree in Hospitality and Tourism
- Online Sustainable Tourism course
- OER for TVET Resource Toolbox
- Commonwealth Certificate in Technology Integration for Teachers (CCTI)

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Transnational Qualifications Framework
- Healthy Communities model
- Flexible and Blended TVET

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- CARICOM Standards for Teaching and Teacher Education
- Regional ODL Policy Framework
- Institutional OER Policy
- Draft National ODL Policy

**OTHER**
- Speeches and presentations
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Trinidad & Tobago was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Trinidad & Tobago. The following areas were identified:

► Incorporation of Trinidad & Tobago Research and Education Network (TTRENT) as a non-profit organisation, and the expansion of the e-infrastructure to include the school network of the Ministry of Education, libraries and hospitals, and other key stakeholders
► Expansion of the LEARN.TT initiative; development of content for the content management system; building of capacity for local learning content; and establishment of a mobile platform/learning hubs
► Building of capacity in instructional design and in designing for online learning and teaching
► Restructuring of the Open School initiative
► Adoption of a National Qualifications Framework covering technical vocational education and training (TVET) and tertiary education; and adoption of the VUSSC Qualifications Framework

LOOKING FORWARD: 2015–2021
Appendix: COL’s Activities in Trinidad & Tobago

PARTNERSHIPS

COMOSA (Commonwealth Open Schooling Association)
Twenty-two partners signed the COMOSA constitution including Trinidad & Tobago Open School.

VUSSC (Virtual University for Small States of the Commonwealth)
Trinidad & Tobago is an active member of VUSSC and COL has supported ROYTEC, CARPHA and the Police Academy with capacity-building and repurposing of the Bachelor in Business and Entrepreneurship.

Ministry of Tertiary Education and Training: Support for knowledge.tt Educational Broadcasting
COL has agreed to support the Ministry of Tertiary Education and Skills Training, Trinidad & Tobago, with Phase 1 capacity-building of the knowledge.tt Educational Broadcasting initiative. A draft agreement is in discussion.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)
COL sponsored the following people to the forum: Mr Steve Arman of the Government of Trinidad & Tobago, Ms Saleema Hyatali of the Ministry of Education, Senator the Hon Fazal Karim of the Ministry of Tertiary Education and Skills Training, Dr Olabisi Kuboni, Ms Karen Rosemin of the Ministry of Tertiary Education and Skills Training, and Mr Steve Warner of the Waterloo Secondary Skills School/ UWI open Campus.

Regional Focal Points Meeting
Ms Karen Rosemin, Director of the Distance Learning Secretariat from the Ministry of Tertiary Education and Skills Training, and Ms Saleema Hyatali, Head, Teaching and Teacher Development Division from the Ministry of Education, represented Trinidad & Tobago at the meeting.

COMOSA Planning Meeting and Theory of Change Workshop
Bangladesh Open University, in collaboration with COL, hosted a COMOSA Planning Meeting, as well as Theory of Change workshops in Dhaka from 30 September to 3 October 2014. Ms Lystra Sampson Ovid of the Trinidad & Tobago Open School participated in the meeting and workshops.

VUSSC Interlocutors Meeting
The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Ms Karen Rosemin, of the Ministry of Tertiary Education and Skills Training, and Ms Saleema Hyatali of the Ministry of Education represented Trinidad & Tobago at this meeting.

Regional Workshop on the Flexible and Blended TVET
From 17 to 20 February 2014, COL co-facilitated a workshop in Barbados on the Flexible and Blended model of skills training with 21 participants from 10 Caribbean countries. This is collaboration between COL and members of the Caribbean Association of National Training Agencies (CANTA). Equity in access to skills training was a key discussion point along with OERs and collaborative course development. Mr Steve Arman of NTA and Ms Isha Khan of TVET Provider Institution – Export Centres Company Ltd attended the meeting.

CAPACITY

Participatory Approaches to Disaster Awareness Campaigns
COL co-facilitated with Ms Barbara Jacobs Small of Transformative Communication Partners (TCP) St. Lucia a session on participatory approaches to disaster awareness campaigns as part of a Commonwealth Broadcasting Association (CBA) workshop for senior broadcast managers in the region. The CBA workshop on Emergency and Disaster Management for Broadcasters was held on 29 to 30 October 2012 in Trinidad & Tobago. The session introduced COL-TCP-Caribbean and COL’s work with participatory learning communication to the participants; analysed the current situation, communication programmes and disaster awareness; shared a practical tool that illustrated COL’s approach; and identified opportunities for follow-up. Thirty-seven people participated in the COL session, including attendees from across the Commonwealth Caribbean, as well as representatives of the Cayman Islands, Montserrat, Suriname, United Kingdom and United States. Thirteen people from various broadcasting stations in Trinidad & Tobago attended the workshop.

Trinidad & Tobago
Regional OER Workshop

The Regional OER workshop was held in Jamaica from 5 to 7 November 2012. This workshop followed through on the outcomes of the Paris Declaration, which was finalised at the OER World Congress in Paris in June 2012. The purpose of the workshop was to:

► develop a common understanding of the concept of OER and its potential to contribute to improving education in the Caribbean countries;
► define concrete contributions that OER can make in achieving key regional and national educational policy objectives;
► explore the policy requirements to create an enabling environment for effective use of OER and sharing of publicly financed educational resources under open licences; and
► define a roadmap for the development of effective, practical OER country policies and plans in the Caribbean.

Professor G. Hepburn of UWI Open Campus attended the workshop.

Use and Reuse of OER in Higher Education

On 5 May 2013, COL facilitated at the Ministry of Tertiary Education and Skills Training a one-day workshop on the use and reuse of OER in higher education. Twenty-four academics from all the major higher education institutions in Trinidad & Tobago participated in the workshop.

Cost and Financing Workshop

To ensure sustainable open schools that will increase access to learning opportunities, it is important that open schools adopt the correct systems and policies. Key among these is a cost and financing system. Ms Lystra Sampson Ovid from the Trinidad & Tobago Open School attended a cost and financing workshop in Barbados from 12 to 17 August 2013.

eFacilitation Skills

Ms Rachael Guzman de Vlugt was trained in e-facilitation skills (September 2013) as part of regional capacity-building efforts in relation to the delivery of the Community Learning Programme Developer’s Certificate in 2014. Ms de Vlugt was subsequently engaged as an apprentice e-facilitator for the “C4D: Why. How. Now.” e-course run in February to March 2014.

VUSSC Regional Monitoring and Evaluation Workshop

Evaluation (M&E) workshop held in Trinidad & Tobago, in collaboration with the Ministry of Tertiary Education and Skills Development, to evaluate the VUSSC M&E plan, update the VUSSC logic model and explore tools used for the collection and analysis of data. Ms Karen Rosemin of the Ministry of Tertiary Education and Skills Training and Ms Saleema Hyatali of the Ministry of Education represented Trinidad & Tobago at this workshop.

Ongoing Capacity-Building in OER at ROYTEC

Funded by the William and Flora Hewlett Foundation (WFHF), VUSSC is working with the UWI, School of Business and Applied Studies (ROYTEC) to build capacity in OER and eLearning. Two workshops were completed on how to use online learning and open educational resources (OER). The review of the Bachelor degree in Business and Entrepreneurship has now been completed and the programme has also been accredited by the Accreditation Council of Trinidad and Tobago (ACTT). Migration of the print version of the courses online is progressing well. The fourth and final phase will be for ROYTEC to start offering the programme to students in Trinidad & Tobago. This collaboration is VUSSC’s first attempt to fully exploit the use of OER. A total of 34 staff participated in an online course on Training, Developing and Teaching Online Courses, in preparation for the delivery of the Bachelor in Business and Entrepreneurship. About 25 instructors from ROYTEC participated in the online course on Developing and Teaching Online Courses, which was delivered May–July 2014.

Community Learning Programme (CLP) Developer’s Certificate

Three regional distance training and mentoring courses have been developed and delivered through a partnership between the Caribbean Institute of Media and Communication (CARIMAC), Transformative Communication Partners (TCP) Caribbean, and COL.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run. In October to November 2013, one participant (a woman) from Trinidad & Tobago in the private sector was trained. In February to March 2014, 10 participants (six women and four men) from various government departments and civil society organisations were trained.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, two participants (both women) from Trinidad & Tobago were engaged in the training and mentoring course, resulting in comprehensive plans for CLPs based on formative research.
MATERIALS

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER. Attending the workshop was Mr Jainarine Bansee, University of Trinidad & Tobago, Mechanical Engineering Department, Technical/Science/Maintenance/Management Projects.

Associate Degree in Hospitality and Tourism

In collaboration with the Caribbean Tourism Organization (CTO), a workshop to review the Associate Degree in Hospitality and Tourism was held in Barbados from 17 to 20 March 2014. The VUSSC Education Specialist participated and co-facilitated the workshop to review and update the two courses. Sixteen institutions will be implementing the revised curriculum. Mr Keith Robinson, Ms Mersha Regis-Speed and Mr Kieron McDougall of the Trinidad & Tobago Hospitality and Tourism Institute participated in the workshop.

Online Sustainable Tourism Course

In addition to the 16 institutions offering the Associate Degree programme (face-to-face), the following institutions will be offering the online Sustainable Tourism course once it has been updated: St. Vincent & The Grenadines, Trinidad & Tobago, Belize, Turks & Caicos, Barbados, Guyana, St. Lucia, The Bahamas, Anguilla and Jamaica.

OER for TVET Resource Toolbox

In March 2014, COL facilitated an OER4TVET Workshop in Botswana to develop a resource toolbox and to find OER with the identification of a subject to be repurposed. The following people from Trinidad & Tobago participated in the workshop: Ms Lystra Sampson-Ovid, Ms Juliana Baptiste and Ms Roxanne Pulido.

Commonwealth Certificate for Technology Integration for Teachers (CCTI)

Approximately 25 educators continue to work towards completion of the CCTI in Trinidad & Tobago.

MODELS

Transnational Qualifications Framework

The Transnational Qualifications Framework (TQF) was used as a reference point to finalise the Caribbean Community (CARICOM) Qualifications Framework, which was completed and referenced against the TQF. This means that all VUSSC courses offered by institutions in the Caribbean will be registered on the TQF. These qualifications will be recognised at both the regional and international levels.

Healthy Communities Model

In November 2012, COL held a planning workshop with partner organisations in a project to establish a youth media centre and related programming for incarcerated boys and young men, a joint project of the Trinidad Youth Council and the Trinidad & Tobago Prison Service. Thirteen representatives (six women, seven men; five youth [aged <30 years]) of government departments and civil society groups, including community media, engaged in a planning workshop for a community multimedia facility at the Trinidad Youth Centre (TYC), to include community learning programming both for TYC residents and for Trinidad’s larger youth constituency, particularly boys-at-risk. The workshop served as a catalyst to move the project forward. Ms Rachael Guzman de Vlugt, the UNESCO consultant for the project, secured funding from the Ministry of Community Development for equipment and facilities. The Prison Service allocated staff time and physical space. A group of ministry departments and institutions put together training curricula for new courses to be run and accredited by the centre. COL’s Focal Point ministry, the Ministry of Tertiary Education and Skills Training, was also supportive, covering all costs associated with the initial planning workshop as well as subsequent capacity-building events.

In a nine-month blended training and mentoring programme (Caribbean regional) from January to September 2013, four representatives of the Trinidad & Tobago Prison Service were trained and mentored to plan, design and deliver community learning programmes (CLPs) on topics relevant to male youth
The training and mentoring programme included two face-to-face workshops, held in May and June 2013:

► In May 2013, COL delivered a 2-day workshop on learning programme design for the Youth Training Centre (YTC) group, in which four staff/consultants (three men, one woman, one youth) of the T&T Prison Service, along with five lads (all male youth) of the YTC, were engaged in designing a participatory communication programme about anger management for YTC lads.

► In June 2013, Transformative Communication Partners Caribbean collaborated with COL to deliver a 5-day workshop on learning programme production for the larger YTC group who were engaged in producing a CLP episode about anger management for YTC residents.

Two episodes of the Anger Management CLP have been delivered in the YTC facility as a result of the support, training and mentoring.

Flexible and Blended Model of TVET

The FaB model of flexible skills development supports the integration of technology to help TVET systems become more relevant and responsive. COL strengthens the capacity of TVET educators, managers and policy advisers, across four dimensions: strategic planning, organisational development, ICT infrastructure management and teaching and learning. Adoption of this model can lead to quality improvement in programme delivery and can lead to increased access to TVET.

The FaB model seeks to increase access to TVET through efficiency gains but also by targeting learners who are currently locked out of the TVET system. These target groups include people working in the informal sector, remote and rural dwellers and people with disabilities. Resolving inequity is a central philosophy.

POLICIES

Caribbean Community (CARICOM) Standards for Teaching and Teacher Education

The Second Consultation Meeting for the finalisation and adoption of the draft CARICOM Standards for Teaching and Teacher Education was held in Trinidad & Tobago on 27 to 28 September 2012. Twenty-five participants from member states of CARICOM were represented at the meeting. The next stage is to adapt the standards to suit the policies and realities of each country.

Regional ODL Policy Framework

In collaboration with the University of the West Indies (UWI), COL facilitated a roundtable from 19 to 22 June 2012 at the UWI campus in Barbados. Twelve participants from Antigua & Barbuda, Barbados, Dominica, Grenada, Guyana, Jamaica, St. Kitts & Nevis, and St. Vincent & The Grenadines attended the roundtable.

The draft Regional ODL Policy Framework for the Caribbean, which resulted from the workshop, was circulated to the non-represented stakeholders in the Caribbean, including CARICOM, for their comments.

To move forward on the adoption of the regional framework by member countries, COL met with Dr Morella Joseph, Programme Manager for Human Resource Development, CARICOM Secretariat, on 8 May 2013 in Trinidad & Tobago. As per the action plan, the draft Regional ODL Policy Framework was presented in the ministerial meeting organised by CARICOM from 20 to 22 May 2013, in Jamaica. The framework was endorsed by the Ministers. A workshop held from 24 to 25 March 2014 in Trinidad & Tobago reviewed the final draft before it was proposed to the meeting of Caribbean Education Ministers. Mr Gary Hepburn, Mr Eduardo Ali, Mr Gerard Ahee and Ms Marta Bonita Morgan attended the workshop.

The regional ODL policy has been finalised with CARICOM, and approved by the Ministers of Education. It is awaiting formal ratification.

Draft National ODL Policy

COL met with the Minister Tertiary Education and Skills Training on 5 May 2013 to take the adoption of the national ODL policy framework for Trinidad & Tobago forward. COL’s Education Specialist, Higher Education, reviewed the draft National ODL Policy and provided feedback to the Ministry of Tertiary Education and Skills Training in September 2014.

Institutional OER Policy

As a result of ongoing capacity-building and support in OER, an OER policy for ROYTEC was developed.

OTHER

Speeches and Presentations

Professor Asha Kanwar, President and CEO of COL, gave a presentation titled “Democratising Higher Education Through OER: What Are the Possibilities?” at the International Conference on Science and Technology for Economic Diversification on 7 June 2013 in Trinidad & Tobago.
Professor Asha Kanwar was invited by Professor Clement Sankat, Pro-Vice-Chancellor and Campus Principal at UWI Mona Campus, to give a presentation on massive open online courses (MOOCs).

COL attended the official launch of the Caribbean Knowledge and Learning Network (CKLN), held on 25 February 2013 in Trinidad & Tobago and made a presentation on OERs for educational transformation at the CKLN assembly. Meetings were held with the Ministry of Tertiary Education and Skills Training and the Ministry of Education to discuss COL support for OER policy and capacity development and the development of teacher ICT competencies.
Pacific

2012–2015

Country Reports
A region of small island states spread across a vast area, the Commonwealth Pacific faces distinct challenges. Most countries in the region have limited resources to support a large education and training infrastructure. The University of the South Pacific (USP) reaches a wide range of learners through open and distance learning (ODL), but a pressing need remains to increase economic productivity and literacy levels. COL is working with partners in the region to apply its expertise in ODL and information and communication technology (ICT) to help address education and development needs. The 11 member countries are Australia, Fiji, Kiribati, Nauru, New Zealand, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu.

**CONTEXT**

- Support teacher educators in achieving minimum teacher qualifications and development
- Monitor and evaluate the integration of ICT in teaching and learning
- Determine how best to implement ICT infrastructure in schools, based on a cost–benefit analysis
- Build capacity in technical and vocational education and training (TVET) and teacher training
- Provide open schooling for out-of-school youths
- Provide teacher training in ICTs for learning

**REGIONAL PRIORITIES**

**REGIONAL FOCAL POINTS MEETING**

The COL Regional Focal Points Meeting (Pacific) was held in Samoa from 22 to 24 September 2014, co-hosted by the Samoan Ministry of Education, Sports and Culture in co-operation with the National University of Samoa. The theme of the meeting was to explore education and the use of technology and distance learning methods in development. The objectives of the meeting were to: 1) determine the key priorities and needs for education and training in the Pacific; and 2) identify COL’s role in addressing these key needs in the region.

**OUTCOMES ACHIEVED BY COL**

- VUSSC Postgraduate Diploma in Education made available
- 11 new VUSSC courses made available
- PACFOLD Regional Centre established at USP
- Pacific Qualifications Framework (PQF) referenced against the Transnational Qualifications Framework (TQF)
- Audio content for the Pacific Literacy and Numeracy in Basic Trades course developed

**QUICK NOTES**

**REGIONAL PRIORITIES**

- Support teacher educators in achieving minimum teacher qualifications and development
- Monitor and evaluate the integration of ICT in teaching and learning
- Determine how best to implement ICT infrastructure in schools, based on a cost–benefit analysis
- Build capacity in technical and vocational education and training (TVET) and teacher training
- Provide open schooling for out-of-school youths
- Provide teacher training in ICTs for learning

**REGIONAL FOCAL POINTS MEETING**

The COL Regional Focal Points Meeting (Pacific) was held in Samoa from 22 to 24 September 2014, co-hosted by the Samoan Ministry of Education, Sports and Culture in co-operation with the National University of Samoa. The theme of the meeting was to explore education and the use of technology and distance learning methods in development. The objectives of the meeting were to: 1) determine the key priorities and needs for education and training in the Pacific; and 2) identify COL’s role in addressing these key needs in the region.

**OUTCOMES ACHIEVED BY COL**

- VUSSC Postgraduate Diploma in Education made available
- 11 new VUSSC courses made available
- PACFOLD Regional Centre established at USP
- Pacific Qualifications Framework (PQF) referenced against the Transnational Qualifications Framework (TQF)
- Audio content for the Pacific Literacy and Numeracy in Basic Trades course developed

**QUICK NOTES**

**CONTEXT**

- Support teacher educators in achieving minimum teacher qualifications and development
- Monitor and evaluate the integration of ICT in teaching and learning
- Determine how best to implement ICT infrastructure in schools, based on a cost–benefit analysis
- Build capacity in technical and vocational education and training (TVET) and teacher training
- Provide open schooling for out-of-school youths
- Provide teacher training in ICTs for learning

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- Provide teacher training in ICTs for learning
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Pacific Centre for Flexible and Open Learning for Development (PACFOLD) (Regional Centre)
- Pacific Islands Forum Secretariat (PIFS)
- Secretariat of the Pacific Board for Educational Assessment (SPBEA)
- Pacific Association of Teacher Educators (PATE)
- University of the South Pacific (USP)

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Regional Focal Points Meeting
- Monitoring and Evaluation for COL’s Pan-Commonwealth networks
- Pacific TVET Open, Distance and Flexible Learning Forum
- Regional Workshop on Teacher Education in the Pacific

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- 11 new VUSSC courses made available
- VUSSC Postgraduate Diploma in Education
- Community Learning Programme (CLP) Developer’s Certificate
- Audio content for the Pacific Literacy and Numeracy in Basic Trades course
- Legislative Drafting Programme through University of the South Pacific (USP)

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Lifelong Learning for Farmers model
- Open Schooling model
At the 2014 Regional Focal Points Meeting, the following priorities were identified:

- Curricula development in Maths, Science and Literacy
- Focus on the environment
- Support for skills and entrepreneurship
- Support for teacher education, particularly using ODL mode of delivery
- Aligning learning materials to national and regional qualifications frameworks
FIJI

**Contemporary Context**

Fiji consists of about 300 islands (100 inhabited) and 540 islets, spread over three million square kilometres. The main campus of the regional University of the South Pacific (USP), founded 1968, is located in Suva. USP has been an important COL partner and hosts COL’s regional Pacific Centre for Flexible and Open Learning for Development.

**COL’s Work Related to MDG Targets**

**National MDG Targets Addressed by COL**

- Make available the benefits of new technologies, especially for information and communications
- Address the special needs of small island developing states

**COL’s Work on Fiji’s MDG Targets**

- Flexible and ODL approaches are seeking to address issues of the accessibility of education that affect small island nations
- Eleven new VUSSC courses made available
- Audio content developed for the Pacific Literacy and Numeracy in Basic Trades course
- PACFOLD established at USP
- Flexible Learning (FL) activities reviewed at USP

**Quick Notes**

**Areas of COL’s Work in Fiji:**

- Technical and Vocational Skills Development (TVSD)
- PACFOLD regional centre

**National Priorities**

- Support early childhood education, including the establishment of infant schools
- Pursue ICT for learning, including a one laptop per child programme
- Expand skills training in technology for employment

**Outcomes Achieved by COL**

- Eleven new VUSSC courses made available
- Audio content developed for the Pacific Literacy and Numeracy in Basic Trades course
- PACFOLD established at USP
- Flexible Learning (FL) activities reviewed at USP
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

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COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.
- Ministry of Education, Heritage and Arts
- University of the South Pacific (USP)
- PACFOLD regional centre

MATERIALS
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.
- Legislative Drafting Programme
- 11 new VUSSC courses made available
- Pacific Literacy and Numeracy in Basic Trades course

MODELS
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.
- Transnational Qualifications Framework

LOOKING FORWARD: 2015–2021
In the lead-up to the 2014 Regional Focal Points Meeting, COL identified relevant national priorities for Fiji from the Ministry of Education, Heritage and Arts webpage, including:
- Support for early childhood education including the establishment of infant schools
- Pursuing of ICT for learning including a one laptop per child programme
- Expansion of skills training in technology for employment
Appendix: COL’s Activities in Fiji

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Fiji is a member of VUSSC.

Pacific Centre for Flexible and Open Learning for Development (PACFOLD)

COL and the University of the South Pacific (USP) agreed to establish a regional centre to strengthen the use of open and distance learning (ODL) in formal, non-formal and informal learning, particularly in skills development, health and agriculture. The aim is to add value to the development process in the region. The centre is based at the Regional Centre for Continuing & Community Education (RCCCE) at USP in Suva. However, the Pacific Regional Centre for ODL is designed to meet the needs of the whole region and makes extensive use of technology to reduce distance between stakeholders.

A meeting to establish an Advisory Board for PACFOLD was held at USP in Fiji, from 26 to 27 May 2014. The meeting was attended by the members of the Board in order to better understand the purpose of PACFOLD and their role in guiding it, and to ratify the early decisions regarding its establishment and governance.

The Director of PACFOLD, Professor Hasmukh Lal, came to COL in July 2014 to share his vision for the Centre and to collaborate on the development of the Strategic Plan for the first year of activities. The launch of PACFOLD took place at the Pacific Focal Points meeting in Samoa in September 2014 and included the introduction of the PACFOLD learn online community.

PARTNERSHIPS: MEETINGS AND CONFERENCES

Teacher Educational Resource & E-learning Centre (TEREC) TVSD Meeting

In September 2014, COL met with the staff of the Teachers Educational Resource & eLearning Centre (TEREC) at USP to discuss collaboration on Pacific regional projects, specifically support to Tuvalu Department of Education.

Review of Flexible Learning (FL) at USP

COL has an MOU with USP, in its capacity as a regional university for the Pacific, which provides for a review of Flexible Learning (FL) activities and the Centre for Flexible Learning (CFL) during 2013-2015. COL President and CEO, Professor Asha Kanwar was invited to chair an international Review Panel for Flexible Learning at the USP at the Laucala campus during 19 to 21 August and 27 August 2014. The President also met the Honourable Minister of Education, National Heritage, Culture and Arts, the Permanent Secretary, the Executive Chairman of the Fiji Higher Education Commission and the Vice Chancellor of Fiji National University. The Director, CEMCA, also participated in the Flexible Learning Review Panel.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Fiji was not represented at this meeting.

CAPACITY

Monitoring and Evaluation for VUSSC

A workshop was organised in Male, Maldives, from 3 to 7 March 2013 specifically for the Asia Pacific region to build the capacity of implementers in designing and implementing the VUSSC M&E framework. It was supported by the Ministry of Education and the Maldives Villa College.

Flexible Approaches to TVET in the Pacific

In May 2014, COL facilitated a workshop in Fiji for 26 participants from nine Pacific countries to build capacity in flexible approaches to TVET and develop plans for new courses according to country context. As a result, 17 new flexible TVET courses are in development from 12 Pacific TVET institutions or NGOs.

MATERIALS

Legislative Drafting Programme

The Legislative Drafting Programme, developed jointly with the Commonwealth Secretariat, London, is offered by COL through partner universities in the Commonwealth. The courses were revised in 2002 and were revised and completely updated again in 2013. The student version of the programme has been
converted to open educational resources (OER) and is freely downloadable from the COL website for use by institutions, academics, learners and professionals who want to develop competencies in legislative drafting. The programme is currently licensed by five universities in Asia, Africa, Canada, the United Kingdom, and the Pacific. Thirteen of 15 candidates at the USP from five Member States, successfully completed the Legislative Drafting Programme in 2013. Fifteen candidates at the USP from five member countries were sponsored for the 2014 intake. Another 15 students were enrolled in the programme and are expected to complete by the end of 2015.

New VUSSC Courses
During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education
Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER.

Pacific Literacy and Numeracy in Basic Trades Course
Audio content for the Pacific Literacy and Numeracy in Basic Trades course was developed by the Communications Department at National University of Samoa. In September 2014, the course materials were revised to integrate the audio content and the updated course was introduced to stakeholders at the Pacific Focal Points meeting in September 2014. An evaluation study of the 2012 delivery of this course in Nauru was completed in 2014.

MODELS

Transnational Qualifications Framework
A referencing exercise was conducted in collaboration with the Secretariat of the Pacific Board for Educational Assessment (SPBEA). As a result, the Pacific Qualifications Framework (PQF) has now been referenced against the TQF. These qualifications will be recognised at both the regional and international levels.
KIRIBATI

CONTEXT

Kiribati is a small state of the Commonwealth with a population of about 102,000 spread over islands and atolls covering an immense expanse of ocean. Kiribati is a contributor to COL’s budget. COL’s work with Kiribati is primarily through the Virtual University for Small States of the Commonwealth (VUSSC).

NATIONAL PRIORITIES

► Address the disparate geographic profile of outer islands
► Build capacity of educators as part of the school improvement programme
► Increase the English proficiency of primary, junior and senior secondary school teachers through a “surge programme”

COL’S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL
► Make available the benefits of new technologies, especially for information and communications
► Address the special needs of small island developing states

COL’s Work on Kiribati’s MDG Targets
► VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of information and communications technologies (ICTs) to broaden access to education
► Support to expand access to Technical and Vocational Skills Development in the outer islands

OUTCOMES ACHIEVED BY COL

Support provided for the outer islands delivery strategy
11 new VUSSC courses made available
Audio content developed for the Pacific Literacy and Numeracy in Basic Trades course

QUICK NOTES

COL Focal Point:
► Ms Tererei Abete-Reema, Ministry of Education

Areas of COL’s Work in Kiribati:
► Open Schooling
► Higher Education
► Virtual University for Small States of the Commonwealth (VUSSC)
► Technical and Vocational Skills Development (TVSD)
► Healthy Communities
In the lead-up to the 2014 Regional Focal Points Meeting, COL identified relevant national priorities for Kiribati from the Kiribati Education Sector Strategic Plan, including:

► Addressing the disparate profiles of outer island learners
► Building of capacity of educators as part of a school improvement programme
► Raising of the English proficiency of primary, junior and senior secondary school teachers through a “surge programme”

**MATERIALS**

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

► Legislative Drafting Programme
► 11 new VUSSC courses made available
► Pacific Literacy and Numeracy in Basic Trades course

**MODELS**

A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

► Transnational Qualifications Framework

**OTHER**

► Speeches and presentations
PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Kiribati is a member of VUSSC.

Support for Outer Islands Delivery Strategy

In January 2014, COL consultant Brian Sayer facilitated a workshop to develop an outer islands delivery strategy for Kiribati. There were 11 participants from the major stakeholders in technical and vocational education and training (TVET), including the Ministry of Labour and Human Resource Development, Kiribati Institute of Technology and the Marine Training Centre. This activity was done in collaboration with the Australian Department of Foreign Affairs and Trade TVET Sector Strengthening Programme. COL continues to support the development of pilot programmes to expand access to TVET in the outer islands. COL visited Kiribati (North & South Tarawa, Abaiang) in June 2014 to advance the development of outer islands TVET delivery. Meetings were held with key stakeholders from Kiribati Institute of Technology, Fisheries Training College, USP and the Ministry of Labour and Human Resource Development and Ministry of Education. As part of this visit, COL facilitated a workshop for 15 people from the Ministry of Labour and Human Resource Development and other TVET stakeholders to advance the pilot programme development for the outer islands.

Pacific Centre for Flexible and Open Learning for Development (PACFOLD)

COL and the University of the South Pacific (USP) agreed to establish a regional centre to strengthen the use of open and distance learning (ODL) in formal, non-formal and informal learning, particularly in skills development, health and agriculture. The aim is to add value to the development process in the region. The centre is based at the Regional Centre for Continuing & Community Education (RCCCE) at USP in Suva. However, the Pacific Regional Centre for ODL is designed to meet the needs of the whole region and makes extensive use of technology to reduce distance between stakeholders. The launch of PACFOLD took place at the Pacific Focal Points meeting in Samoa in September 2014 and included the introduction of the PACFOLD learn online community.

PARTNERSHIPS: MEETINGS AND CONFERENCES

Pacific TVET Open, Distance and Flexible Learning Forum 2013

With Central Gippsland Institute of Technical and Further Education (GippsTAFE), Australia, COL facilitated the Pacific TVET Open, Distance and Flexible Learning Forum in Tonga from 22 to 25 March 2013. The forum was attended by 26 participants from government ministries, NGOs, faith based organisations (FBOs) and TVET institutions in seven Pacific countries: Tonga, Samoa, Kiribati, Solomon Islands, Papua New Guinea, Vanuatu and Tuvalu. Development partners NZAID and AusAID also attended. The outcome of the forum was a road map for collaboration between TVET institutions in the region and a plan for COL capacity-building support for open, distance and flexible learning approaches. Attending the forum on behalf of Kiribati were: Elaine Luta, Kiribati Ministry of Labour and Human Resource Development; Tekeinnang Morimai, Kiribati Institute of Technology; and Etekieru Lotua, Deputy Captain Superintendent, Kiribati Marine Training Centre.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Kiribati was not represented at this meeting.

CAPACITY

Cost and Financing for Open Schools

COL facilitated a regional Cost and Financing (for Open Schooling) workshop in Vanuatu on 19 November 2012. The workshop trained the participants about issues of concern in establishing and maintaining open schooling. Participants from Vanuatu, Solomon Islands, Tonga and Kiribati participated in the workshop. Mariateretia Nauree of the Ministry of Education, Kiribati and Tereeao Teingiia, University of the South Pacific (USP) Kiribati, attended the workshop.

Monitoring and Evaluation for VUSSC

A workshop was organised in Male, Maldives, from 3 to 7 March 2013 specifically for the Asia Pacific region to build the capacity of implementers in designing and implementing the VUSSC M&E framework. It was supported by the Ministry of Education and the Maldives Villa College. Karabi Bate, Director
of Curriculum and Assessment and Tawaria Komwenga, Senior Assistant Secretary of the Ministry of Education, attended the meeting.

Flexible Approaches to TVET in the Pacific

In May 2014, COL facilitated a workshop in Fiji for 26 participants from nine Pacific countries, including Solomon Islands, to build capacity in flexible approaches to TVET and develop plans for new courses according to country context. As a result, 17 new flexible TVET courses are in development from 12 Pacific TVET institutions or NGOs. Mr Ritang Ubaitoi from Fisheries Training College and Mr Rokobati Tearo, from Kiribati Institute of Technology, participated in the workshop.

Community Learning Programme Developer’s Certificate

Two regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners in the Commonwealth. Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In February to March 2014, one participant (male) from Kiribati received training.

MATERIALS

Legislative Drafting Programme

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Pacific Literacy and Numeracy in Basic Trades Course

Audio content for the Pacific Literacy and Numeracy in Basic Trades course was developed by the Communications Department at National University of Samoa. In September 2014, the course materials were revised to integrate the audio content and the updated course was introduced to stakeholders at the Pacific Focal Points meeting in September 2014. An evaluation study of the 2012 delivery of this course in Nauru was completed in 2014.

MODELS

Transnational Qualifications Framework

A referencing exercise was conducted in collaboration with the Secretariat of the Pacific Board for Educational Assessment (SPBEA). As a result, the Pacific Qualifications Framework (PQF) has now been referenced against the TQF. These qualifications will be recognised at both the regional and international levels.

OTHER

Speeches and Presentations

The President and CEO of COL gave a keynote address to the Forum of Education Ministers’ Meeting (FedMM) organised by the Forum Secretariat in April 2014. The Minister of Education of Kiribati, the Hon Maere Tekanene, was present at the meeting.
NAURU

CONTEXT

Nauru is a small state of the Commonwealth and the world’s smallest independent republic. It has a population of under 10,000 and covers just 21 square kilometres. Literacy rates are high, and the University of the South Pacific (USP) has a campus on the island.

COL'S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL
► Make available the benefits of new technologies, especially for information and communications
► Address the special needs of small island developing states

COL’s Work on Nauru’s MDG Targets
► VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of information and communications technologies (ICTs) to broaden access to education

NATIONAL PRIORITIES

► Improve literacy and numeracy rates
► Improve primary and secondary school attendance
► Develop Nauruan-based curriculum with programmes in life skills, culture, language, technical and vocational education and training (TVET) and the traditional subject areas of English, Maths, Science and Social Sciences

OUTCOMES ACHIEVED BY COL

► Audio content developed for the Pacific Literacy and Numeracy in Basic Trades course
► 11 new VUSSC courses made available

QUICK NOTES

COL Focal Point:
Dr Maria Gaiyabu, Ministry of Education

Areas of COL's Work in Nauru:
► Virtual University for Small States of the Commonwealth (VUSSC)
► Technical and Vocational Skills Development (TVSD)
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Nauru was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Nauru. The following areas were identified:

► Helping the general population be constructive and productive in their communities:
  ► drop-out youth and the general population to be skilled in basic skills of their choice
  ► financially disadvantaged youth and the general financially disadvantaged population to be equipped with skills of their choice

► youth with disabilities and the general disabled population to be equipped with basic skills of their choice or recommended skill by concerned officials

► youth and the general population with learning problems to be equipped with basic skills of their choice (or recommended skills for a particular learning problem)

► offering the general population the opportunity to develop entrepreneurship skills
Appendix: COL’s Activities in Nauru

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Nauru is a member of VUSSC.

Department of Education: Course Evaluations

In collaboration with the Department of Education, Nauru, an evaluation and tracer study of the Working in Concrete and Vocational Literacy course carried out in 2011 was undertaken in collaboration with the UNESCO officer in the Department of Education. The study aimed to evaluate the impact on participants and tutors of participating in this course, and made recommendations for delivery mechanisms for non-formal skills training courses in Nauru. The evaluation study of the 2012 delivery of this course in Nauru was completed in 2014.

Understanding the Nauruan Education Context

In June 2014, COL visited Nauru and met with officials from the Department of Education, Ministry of Youth Affairs and University of the South Pacific (USP) Regional Campus. The purpose of the visit was to strengthen the relationship and better understand the Nauruan education context.

Pacific Centre for Flexible and Open Learning for Development (PACFOLD)

COL and the University of the South Pacific (USP) agreed to establish a regional centre to strengthen the use of open and distance learning (ODL) in formal, non-formal and informal learning, particularly in skills development, health and agriculture. The aim is to add value to the development process in the region. The centre is based at the Regional Centre for Continuing & Community Education (RCCCE) at USP in Suva. However, the Pacific Regional Centre for ODL is designed to meet the needs of the whole region and makes extensive use of technology to reduce distance between stakeholders. The launch of PACFOLD took place at the Pacific Focal Points meeting in Samoa in September 2014 and included the introduction of the PACFOLD learn online community.

PARTNERSHIPS: MEETINGS AND CONFERENCES

Regional Focal Points Meeting

Mrs Ceila Cecilia Giouba represented Nauru at the meeting.

Pacific TVET Open, Distance and Flexible Learning Forum 2013

With Central Gippsland Institute of Technical and Further Education (GippsTAFE), Australia, COL facilitated the Pacific TVET Open, Distance and Flexible Learning Forum in Tonga from 22 to 25 March 2013. The forum was attended by 26 participants from government ministries, NGOs, faith based organisations (FBOs) and TVET institutions in seven Pacific countries: Tonga, Samoa, Kiribati, Solomon Islands, Papua New Guinea, Vanuatu and Tuvalu. Development partners NZAID and AusAID also attended. The outcome of the forum was a road map for collaboration between TVET institutions in the region and a plan for COL capacity-building support for open, distance and flexible learning approaches. A representative from Nauru could not be present.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Nauru was not represented at this meeting.

CAPACITY

Monitoring and Evaluation for VUSSC

A workshop was organised in Male, Maldives, from 3 to 7 March 2013 specifically for the Asia Pacific region to build the capacity of implementers in designing and implementing the VUSSC M&E framework. It was supported by the Ministry of Education and the Maldives Villa College.

Flexible Approaches to TVET

In May 2014, COL facilitated a workshop in Fiji for 26 participants from nine Pacific countries. Francis Deireregea and Cecilia Giouba from Nauru attended. The purpose of the workshop was to build capacity in flexible approaches to TVET and develop plans for new courses according to country context. As a result, 17 new flexible TVET courses are in development from 12 Pacific TVET institutions or NGOs.
MATERIALS

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER.

Pacific Literacy and Numeracy in Basic Trades Course

Audio content for the Pacific Literacy and Numeracy in Basic Trades course was developed by the Communications Department at National University of Samoa. In September 2014, the course materials were revised to integrate the audio content and the updated course was introduced to stakeholders at the Pacific Focal Points meeting in September 2014. An evaluation study of the 2012 delivery of this course in Nauru was completed in 2014.

MODELS

Transnational Qualifications Framework

A referencing exercise was conducted in collaboration with the Secretariat of the Pacific Board for Educational Assessment (SPBEA). As a result, the Pacific Qualifications Framework (PQF) has now been referenced against the TQF. These qualifications will be recognised at both the regional and international levels.
The largest of the Pacific Island countries, Papua New Guinea (PNG) has a population of about 7.3 million but is still considered a small state of the Commonwealth. Papua New Guinea faces numerous development challenges, many of them related to health and natural resource management. COL’s work in Papua New Guinea is COL’s most extensive in the Pacific region. Papua New Guinea has been contributing to COL’s budget.

**Agreed Priorities**

- Develop institutional capacity through training and attachment/study visits
- Develop a policy framework for teacher training through open and distance learning (ODL)
- Develop in-country capacity for ICT-enhanced learning
- Promote open educational resources (OER) and in-country collaboration for content development
- Support establishment of the Papua New Guinea Open University (PNGOU)

**Outcomes Achieved by COL**

- Capacity-building in open schooling for the Ministry of Education/Flexible Open and Distance Education (FODE) Unit underway
- TVET Flexible and Open Learning (FOL) Unit established
- 11 new VUSSC courses made available

**Quick Notes**

**COL’S Work Related to MDG Targets**

**National MDG Targets Addressed by COL**

- Make available the benefits of new technologies, especially for information and communications
- Address the special needs of small island developing states

**COL’s Work on Papua New Guinea’s MDG Targets**

- Training and materials provision in OER, ICTs, ODL and eLearning are underway
- VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of information and communications technologies (ICTs) to broaden access to education

**Context**

The Honourable Dame Dr Carol Kidu of Papua New Guinea was the Pacific representative on COL’s Board of Governors

**COL Focal Points:**

- Mr Bob Kiakari, Department of Education
- Mr Charles Mabia, Ministry of Higher Education, Science Research and Technology

**Notable Mentions:**

- Dr Kidu won an Excellence in Distance Education Award (EDEA).
- Professor Dr Abdul Mannan of the University of Papua New Guinea (UPNG) is an Honorary COL Advisor.

**Areas of COL’s Work in Papua New Guinea:**

- Teacher Education
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Technical and Vocational Skills Development (TVSD)
- Lifelong Learning for Farmers
HIGHLIGHTS

In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Points for Papua New Guinea were asked to identify the country’s top priorities and what COL can do to further support the national agenda of Papua New Guinea. The following areas were identified:

- Establishment of the PNG Open University

CAPACITY

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Monitoring and Evaluation for VUSSC
- Capacity-building at Ministry of Education/Flexible Open and Distance Education (FODE)
- Life Skills Coaches Training
- Flexible Approaches to TVET
- Capacity-building in Flexible and Open TVET Delivery

PARTNERSHIPS

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Department of Education
- Ministry of Higher Education, Science Research and Technology
- Flexible and Open Learning (FOL) Unit
- Flexible Open and Distance Education (FODE) Unit
- University of Papua New Guinea Open College
- Open and Distance Learning Educational Institution
- Kokopo Business College
- Morata Vocational College
- Papua New Guinea University of Technology
- University of Natural Resources and Environment
- Ginigoada Bisnis Development Foundation
- National Centre for Financial Inclusion of Microfinance Expansion Project
- Kairak Vudal Resource Training Centre
- Port Moresby Technical College
- PACFOLD regional centre

CAPACITY

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Monitoring and Evaluation for VUSSC
- Capacity-building at Ministry of Education/Flexible Open and Distance Education (FODE)
- Life Skills Coaches Training
- Flexible Approaches to TVET
- Capacity-building in Flexible and Open TVET Delivery

MATERIALS

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- 11 new VUSSC courses made available
- Pacific Literacy and Numeracy in Basic Trades Course
- COL OER adapted

MODELS

A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Lifelong Learning for Farmers Model
- Transnational Qualifications Framework

OTHER

- Speeches and presentations

LOOKING FORWARD: 2015–2021

In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Points for Papua New Guinea were asked to identify the country’s top priorities and what COL can do to further support the national agenda of Papua New Guinea. The following areas were identified:

- Establishment of the PNG Open University
- Building of institutional capacity in instructional design and collaboration for content development, and development of capacity through training and attachment/study visit
- Promoting of OER
- Development of in-country capacity for ICT-enhanced learning
- Development of a policy framework for teacher training through ODL
PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Papua New Guinea is a member of VUSSC.

TVET Division, Department of Education: Support for Flexible and Open Learning (FOL) Unit

The TVET Division in the Department of Education, Papua New Guinea requested assistance with establishing a TVET Flexible and Open Learning (FOL) Unit. In October 2012, COL provided consultancy services to the TVET Division of the Department of Education, to develop a strategic plan and organisational structure for the new TVET Flexible and Open Learning Branch. A workshop on FOL in TVET was held on 15 October 2012 in Port Moresby and was attended by more than 50 stakeholders. The workshop included presentations from five institutions on their plans for flexible TVET programmes. The consultancy was carried out by GippsTAFE in Australia. The Strategic Plan and job descriptions for the FOL Unit are now in place.

In October 2013, Gipps TAFE provided three consultants to facilitate ODFL planning and materials development workshops for the FOL Unit of the TVET Wing, Department of Education in Papua New Guinea. The workshops were attended by 25 teachers and managers from four institutions in Port Moresby and was attended by more than 50 stakeholders. The workshop included presentations from five institutions on their plans for flexible TVET programmes. The consultancy was carried out by GippsTAFE in Australia. The Strategic Plan and job descriptions for the FOL Unit are now in place.

In May 2014, COL facilitated a workshop for senior TVET wing managers and staff to discuss models of flexible learning and how COL might partner with the department and TVET institutions. A plan for capacity-building was agreed upon.

In September 2014, support continued to the TVET Flexible Open Learning Unit in PNG. with Clint Smith, COL consultant, providing input on managing TVET systems and materials development with instructors from six institutions: Caritas Technical Secondary School, Koki Vocational Centre, Kokopo Business College, Limana Vocational Centre, Morata Vocational College, and Port Moresby Technical College.

PACFOLD

COL and the University of the South Pacific (USP) agreed to establish a regional centre to strengthen the use of open and distance learning (ODL) in formal, non-formal and informal learning, particularly in skills development, health and agriculture. The aim is to add value to the development process in the region. The centre is based at the Regional Centre for Continuing & Community Education (RCCCE) at USP in Suva. However, the Pacific Regional Centre for ODL is designed to meet the needs of the whole region and makes extensive use of technology to reduce distance between stakeholders. The launch of PACFOLD took place at the Pacific Focal Points meeting in Samoa in September 2014 and included the introduction of the PACFOLD learn online community.

PASTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to the forum: Ms Violet Ningakun of the University of Papua New Guinea Open College and Mr Michael Pepen of the Open and Distance Learning Educational Institution.

Regional Focal Points Meeting

Mr Charles Mabia represented Papua New Guinea at the meeting.

Convention on Open and Distance Learning

From 28 to 30 November 2012, COL was invited to participate in a convention on ODL hosted by the Ministry of Education/Flexible Open and Distance Education (FODE) in Papua New Guinea. The importance of open schooling in national development, open schooling in the Pacific and COL’s open schooling agenda was discussed. COL also introduced its many resources available on its website to assist in establishing open schools. Papa New Guinea (FODE) requested support from COL to develop a Multimedia Strategic Plan and to train faculty to develop multimedia.

Pacific TVET Open, Distance and Flexible Learning Forum 2013

With Central Gippsland Institute of Technical and Further Education (GippsTAFE), Australia, COL facilitated the Pacific TVET Open, Distance and Flexible Learning Forum in Tonga from 22 to 25 March 2013. The forum was attended by 26 participants from government ministries, NGOs, faith based organisations (FBOs) and TVET institutions in seven Pacific countries: Tonga, Samoa, Kiribati, Solomon Islands, Papua New Guinea, Vanuatu and Tuvalu. Development partners NZAID and AusAID also attended. The outcome of the forum was a road map for collaboration between TVET institutions in the region and a plan for COL capacity-building support for open, distance and flexible learning approaches. Attending the forum on behalf
of Papua New Guinea were: Ms Violet Gerega, TVET FOL unit, Department of Education, and Mr Jun Riverea. As a result, there are plans to pilot FOL skills training programmes in three institutions in Papua New Guinea.

**VUSSC Interlocutors Meeting**

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Mr Charles Mabia of the Ministry of Higher Education, Science Research and Technology represented Papua New Guinea at the meeting.

**CAPACITY**

**Monitoring and Evaluation for VUSSC**

A workshop was organised in Male, Maldives, from 3 to 7 March 2013 specifically for the Asia Pacific region to build the capacity of implementers in designing and implementing the VUSSC M&E framework. It was supported by the Ministry of Education and the Maldives Villa College. Mr Charles Mabia, Acting Director, Higher Education Development Division, Mr Francis Hualupmomi, Assistant Director, Institutional Development Branch of the Office of Higher Education, Ministry of Higher Education, Science Research and Technology, and Professor Samuel Haihuie, Executive Director of UPNG Open College, University of Papua New Guinea, attended the meeting.

**Capacity-Building at Ministry of Education, Flexible Open and Distance Education (FODE)**

COL has been supporting capacity-building for the FODE department in Papua New Guinea. COL attended the Multimedia Strategy workshop at FODE in Papua New Guinea in November 2013 as a resource contact for open schooling. In addition, COL supported a two-day capacity-building and strategy development workshop at FODE, Papua New Guinea, in November 2013. In May 2014, COL facilitated two workshops at FODE on the database and the curriculum process review, in support of the World Bank initiative to develop curriculum content and enhance its policies and services.

**Flexible Approaches to TVET**

In May 2014, COL facilitated a workshop in Fiji for 26 participants from nine Pacific countries, including Papua New Guinea, to build capacity in flexible approaches to TVET and develop plans for new courses according to country context. As a result, 17 new flexible TVET courses are in development from 12 Pacific TVET institutions or NGOs.

**Community Learning Programme (CLP) Developer’s Certificate**

Two regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners in the Commonwealth, including the Caribbean Institute of Media and Communication (CARIMAC) and the Media and Training Centre for Health.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In February to March 2014, seven participants (five women and two men) were registered for the training. In the 10-week “Research for Planning” e-course run in April to June 2014, one participant (a woman) from Papua New Guinea was engaged in the training and mentoring course, resulting in comprehensive plans for community learning programmes based on formative research.

**MATERIALS**

**New VUSSC Courses**

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

**VUSSC Postgraduate Diploma in Education**

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was
developed using open educational resources (OER). Mr Paul Nongur, Programme Manager, Curriculum Implementation, of the Papua New Guinea University of Technology, Department of Open and Distance Learning, attended the workshop.

At the PGDE workshop, COL also introduced the concept of “classroom without walls.” Using a tablet/laptop, a wireless router and a battery pack, teachers can create an interactive, wireless tablet/laptop computing environment that is completely independent of the Internet or electricity. Participants from Papua New Guinea, Maldives and Dominica expressed interest in purchasing a kit for testing purposes.

Pacific Literacy and Numeracy in Basic Trades Course

The Communications Team, with assistance from the Multimedia Team at National University of Samoa, completed the development of audio materials for the Pacific Vocational Literacy and Numeracy course. In September 2014, the course materials were revised to integrate the audio content and the updated course was introduced to stakeholders at the Pacific Focal Points meeting in September 2014.

COL OER Adapted

Ginigoada Bisnis Development Foundation has adapted COL OERs for the development of their new non-formal business management training programme.

MODELS

Lifelong Learning for Farmers (L3F) Model

Stakeholders such as the University of Natural Resources and Environment, Ginigoada Bisnis Development Foundation and National Centre for Financial Inclusion of Microfinance Expansion Project came together during May 2012 to develop a strategy for launching an L3F initiative in Papua New Guinea. A concept note was developed and, based on that, COL developed an action plan to support the launching of the initiative.

During November–December 2012, a four-member team from Ginigoada Bisnis Development Foundation and Kairak Vudal Resource Training Centre visited the L3F programme villages in India. Based on the visit, Ginigoada Bisnis Development Foundation has developed a financial literacy programme.

From 22 to 24 April 2013, COL organised a training programme on gender mainstreaming in projects and organisations for L3F partners in Papua New Guinea. Fifteen senior officials from Ginigoada Bisnis Development Foundation and Kairak Vudal Resource Training Centre attended the workshop.

Transnational Qualifications Framework

A referencing exercise was conducted in collaboration with the Secretariat of the Pacific Board for Educational Assessment (SPBEA). As a result, the Pacific Qualifications Framework (PQF) has now been referenced against the TQF. These qualifications will be recognised at both the regional and international levels.

OTHER

Speeches and Presentations

The President and CEO of COL gave a keynote address at the Forum of Education Ministers’ Meeting (FEdMM) organised by the Forum Secretariat in April 2014. The Honourable Minister of Education of Papua New Guinea was present.
A small state of the Commonwealth with a population of about 190,000, Samoa benefits from COL’s activities in the region, including those associated with the Virtual University for Small States of the Commonwealth (VUSSC).

**CONTEXT**

**AGREED PRIORITIES**

- Develop an ODL policy for Samoa
- Develop infrastructure, such as SchoolNet, to reach all schools and secure sustainable connectivity
- Build capacity to produce both online and offline materials that are affordable or free
- Train teachers to develop online materials at various levels
- Create a unit to provide pedagogical and technical support to help teachers use information and communication technology (ICT) to deliver curriculum
- Develop core modules and training for teacher use of ICTs

**OUTCOMES ACHIEVED BY COL**

- 11 new VUSSC courses made available
- First group of VUSSC students graduated with Diplomas in Sustainable Agriculture from the National University of Samoa, and all graduates are now in full-time employment
- Life Skills Coaches Training Manual and course in Permaculture developed
- Audio content for the Pacific Literacy and Numeracy in Basic Trades course developed

**COL’S WORK RELATED TO MDG TARGETS**

**National MDG Targets Addressed by COL**

- Make available the benefits of new technologies, especially for information and communications
- Address the special needs of small island developing states

**COL’s Work on Samoa’s MDG Targets**

- Training and materials provision in OER, ICTs, ODL and eLearning are underway
- VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of information and communications technologies (ICTs) to broaden access to education

**COL Board:**

- Letuimanu’asina Dr Emma Kruse Va’ai, Deputy Vice-Chancellor of the National University of Samoa, is the Pacific representative on COL’s Board of Governors.

**COL Focal Point:**

- Dr Ioana Chan Mow, National University of Samoa

**Areas of COL’s Work in Samoa:**

- Teacher Education
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Technical and Vocational Skills Development (TVSD)
In the lead-up to the 2014 Regional Focal Points Meeting, COL's Focal Point for Samoa was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Samoa. The following areas were identified:

► Development of an ODL policy
► Creating of infrastructure (such as SNBH and SchoolNet) to reach all schools and secure sustainable connectivity
► Building of capacity to produce both online and offline materials which are affordable or free

HIGHLIGHTS

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

PARTNERSHIPS
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► Ministry of Education Sports and Culture
► National University of Samoa
► Matuaileoo Environment Trust Inc. (METI)
► Samoa Qualifications Authority
► Samoa Quality Broadcasting
► Samoa Association of Technical and Vocational Education and Training (SATVETI)
► PACFOLD regional centre

CAPACITY
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

► Monitoring and Evaluation for VUSSC
► Life Skills Coach Training
► Instructional design

MATERIALS
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

► Legislative Drafting Programme
► 11 new VUSSC courses made available
► Life Skills Coaches Training Manual and course in permaculture
► Pacific Literacy and Numeracy in Basic Trades course

MODELS
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

► Transnational Qualifications Framework

OTHER
► Speeches and presentations

LOOKING FORWARD: 2015–2021

In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Samoa was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Samoa. The following areas were identified:

► Development of an ODL policy
► Creating of infrastructure (such as SNBH and SchoolNet) to reach all schools and secure sustainable connectivity
► Building of capacity to produce both online and offline materials which are affordable or free

► Establishment of eLearning programmes for vocational and lifelong education opportunities for youth and adults
► Establishment of a support unit to provide pedagogical as well as technical support to teachers using ICT in the delivery of curriculum
► Development of core modules and training for teacher use of ICTs for teaching and student learning
► In the health sciences, development of online methods for course delivery in biomedical sciences and specialty areas
PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Samoa is a member of VUSSC. VUSSC celebrated a milestone in June 2013 with the first group of students graduating with Diplomas in Sustainable Agriculture from the National University of Samoa. All graduates found full-time employment.

Matuaileoo Environment Trust Inc (METI): TVET Partnership

On 14 March 2013, COL visited the METI offices and training facility and farm outside Apia. COL is supporting METI to strengthen its training of community development workers. Life Skills Coach Trainers are being trained and new self-instructional learning materials for Life Skills Coaches are being developed.

COL met with the Honourable Minister of Education, Acting CEO of the Ministry of Education Sports and Culture and the COL Focal Point in Apia, Samoa, on 15 March 2013 to discuss COL's work in TVET in the Pacific, community learning centres and COL support to Samoan NGO, METI.

COL Education Specialist, TVSD, met with COL partner METI in September 2014 to review outcomes from earlier interventions and plan future capacity-building activities. A meeting was also held with the CEO of the Samoa Qualifications Authority, Fepulea'i Sinapi Moli, in September 2014 to discuss collaboration on a system of recognition for non-formal skills qualifications. COL Vice President visited METI in September 2014 to learn more about their activities in community development and resource-based learning.

Pacific Centre for Flexible and Open Learning for Development (PACFOLD)

COL and the University of the South Pacific (USP) agreed to establish a regional centre to strengthen the use of open and distance learning (ODL) in formal, non-formal and informal learning, particularly in skills development, health and agriculture. The aim is to add value to the development process in the region. The centre is based at the Regional Centre for Continuing & Community Education (RCCCE) at USP in Suva. However, the Pacific Regional Centre for ODL is designed to meet the needs of the whole region and makes extensive use of technology to reduce distance between stakeholders. The launch of PACFOLD took place at the Pacific Focal Points meeting in Samoa in September 2014 and included the introduction of the PACFOLD learn online community.

Appendix: COL’s Activities in Samoa

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to the forum: Dr Emma Kruse-Va'ai and Ms Lineta Tamanikaiyaro, both of the National University of Samoa.

Regional Focal Points Meeting

The COL Regional Focal Points Meeting (Pacific) was held in Samoa from 22 to 24 September 2014, co-hosted by the Samoan Ministry of Education, Sports and Culture, in cooperation with the National University of Samoa. Dr Ioana Chan Mow represented Samoa at the meeting.

Pacific TVET Open, Distance and Flexible Learning Forum 2013

With Central Gippsland Institute of Technical and Further Education (GippsTAFE), Australia, COL facilitated the Pacific TVET Open, Distance and Flexible Learning Forum in Tonga from 22 to 25 March 2013. The forum was attended by 26 participants from government ministries, NGOs, faith based organisations (FBOs), TVET institutions in seven Pacific countries: Tonga, Samoa, Kiribati, Solomon Islands, Papua New Guinea, Vanuatu and Tuvalu. Development partners NZAID and AusAID also attended. The outcome of the forum was a road map for collaboration between TVET institutions in the region and a plan for COL capacity-building support for open, distance and flexible learning approaches. Attending the forum on behalf of Samoa was Ms Eseta Faafeu Hope, President, SATVETI and Dean of Faculty of Applied Science, and Mr Tauvaga Vaai, Coordinator of CATT programme, Curriculum Development Office, National University of Samoa.

Regional Workshop on Teacher Education in the Pacific

COL attended the regional workshop on Teacher Education in the Pacific hosted by the National University of Samoa from 20 to 25 May 2013. The meeting’s participants included 21 representatives of teacher education departments in the ministries of education and teacher training institutions from seven countries. Discussed at the meeting were the challenges facing teacher education in the region, and the plans and priorities for 2013–2015. As well, three projects were identified with COL support envisioned:

Project 1: Upgrading Mathematics and Science Teachers

COL will collaborate with teacher training institutions to:

► design and implement special programmes for the training and upgrading of Science and Math teachers; and
organise continuing professional development workshops for Math and Science teachers so as to update the teachers’ knowledge and skills.

Project 2: Capacity-Building in ODL

COL will provide technical support to institutions in the region to build their capacity in ODL and in the use of appropriate technology (with COL using expertise available in the region).

Project 3: Provision of support to the Pacific Association of Teacher Educators (PATE)

COL will be asked to consider providing support to PATE so that PATE’s objectives can be achieved, in particular those relating to:

- professional development of teacher educators in the region;
- research and publications; and
- support for PATE as a forum for the exchange of ideas and experiences on teacher development.

It was agreed that concept notes should be submitted to COL on the three projects before 30 June 2013. It was also agreed that the National University of Samoa should develop and submit the concept note for Project 1; Solomon Islands for Project 2; and Tonga for Project 3, on behalf of the participating countries and institutions.

Pacific Centre for Flexible and Open Learning for Development (PACFOLD) Consultation Meeting

COL facilitated a consultation meeting for 16 Pacific stakeholders to consider the role and activities of the Pacific Regional Centre, held in Vanuatu from 18 to 20 June 2013. Participants came from Tonga, Samoa, Tuvalu, Vanuatu, New Zealand, pan-Pacific organisations, NGOs and the host institution, University of the South Pacific (USP). Attending the forum on behalf of Samoa were Ms Gatoloaifaaana Tilianamua To’omata Afamasaga, Ministry of Education, Sports and Culture, and Mrs Lineta Tamanikaiyaroi, Head of Construction Department, Faculty of Applied Science of the National University of Samoa, attended the meeting.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Dr Emma Kruse-Va’ai and Ms Lineta Tamanikaiyaroi, both of the National University of Samoa, represented Samoa at the meeting.

CAPACITY

Monitoring and Evaluation for VUSSC

A workshop was organised in Male, Maldives, from 3 to 7 March 2013 specifically for the Asia Pacific region to build the capacity of implementers in designing and implementing the VUSSC M&E framework. It was supported by the Ministry of Education and the Maldives Villa College. Ms Gatoloaifaaana Tilianamua To’omata Afamasaga, Strategic Advisor of the Ministry of Education, Sports and Culture, and Ms Lineta Tamanikaiyaroi, Head of Construction Department, Faculty of Applied Science of the National University of Samoa, attended the meeting.

Life Skills Coaches Training

A consultancy was held at METI for two weeks in March 2013 to train seven life skills coaches. The Training Officers who participated were: Aloema Leaupepe, Lauano Semau Avalelei Leoo Iakopo Faatauvaa, Anamaria Mataafa, Lana Magele, Nuulelei Toga, Faleasi Tuala, Matagalu Moemai and METI Director, Dr Walter Vermeulen.

Social Media for NGOs

A workshop on the use of social media for NGOs was facilitated for staff from METI and the Samoa National Youth Council in October 2014. The workshop was designed to increase the knowledge and usability of social media integration for effective capacity building. Participants developed a toolkit containing guidelines on strategy, communications, social change, web presence, and social media for NGOs. The consultant was Verleshwar Singh from Fiji.

Flexible Approaches to TVET

In May 2014, COL facilitated a workshop in Fiji for 26 participants from nine Pacific countries, including Samoa, to build capacity in flexible approaches to TVET and develop plans for new courses according to country context. As a result, 17 new flexible TVET courses are in development from 12 Pacific
TVET institutions or NGOs. Mr Vaelupe Uatisone and Ms Ateca Silatolu from NUS participated in the workshop.

MATERIALS

Legislative Drafting Programme

The Legislative Drafting Programme, developed jointly with the Commonwealth Secretariat, London, is offered by COL through partner universities in the Commonwealth. The courses were revised in 2002 and were revised and completely updated again in 2013. The student version of the programme has been converted to open educational resources (OER) and is freely downloadable from the COL website for use by institutions, academics, learners and professionals who want to develop competencies in legislative drafting.

Initially, the course was conducted using a distance learning mode and ran for 30 weeks, from April to November 2012. A total of 22 students enrolled in the Professional Diploma in Legislative Drafting (PDLD) programme and COL offered scholarships to Kerry Miti Kwan and Sioa A. Sioa of Samoa to study in the programme. Thirteen of 15 candidates at the USP from five Member States, including Samoa, successfully completed the programme. Fifteen candidates from five Member States, including Samoa, were sponsored for the 2014 intake. Another fifteen are currently enrolled in the programme and expected to complete by the end of 2015.

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa. Twenty-eight participants from 14 countries participated in the workshop, with Samoa having the biggest contingent of 15 participants. Much of the course was developed using open educational resources (OER).

Life Skills Coaches Training Manual and Course in Permaculture

From 13 to 17 January 2014, Ms Gatoloaifaana Tilianamua To’omata Afamasaga facilitated a workshop at METI to build capacity in print-based instructional design for 7 life skills coach trainers. Through ongoing remote support to this team, a manual for training life skills coaches and a course in permaculture have been developed. The Permaculture and the Life Skills Coach Training Manuals will be available as OERs. METI is in the process of training 20 new “Taiala” (life skills coaches) through flexible training.

Pacific Literacy and Numeracy in Basic Trades Course

The Communications Team, with assistance from the Multimedia Team at National University of Samoa, completed the development of audio materials for the Pacific Vocational Literacy and Numeracy course. In January 2014, COL met with Dr Emma Kruse Va’ai and the Communications team at the National University of Samoa to advance the development of the audio materials. The audio materials complement the existing printed Vocational Literacy and Numeracy course that is used with the Pacific Basic Trades Training programme in different countries. This course was offered by two schools in Apia. In September 2014, the course materials were revised to integrate the audio content, and the updated course was introduced to stakeholders at the Pacific Focal Points meeting in September 2014.

MODELS

Transnational Qualifications Framework

A referencing exercise was conducted in collaboration with the Secretariat of the Pacific Board for Educational Assessment (SPBEA). As a result, the Pacific Qualifications Framework (POF) has now been referenced against the TQF. These qualifications will be recognised at both the regional and international levels.

OTHER

Speeches and Presentations

The Vice-President of COL gave a video presentation titled “Teacher Development: Working Together to Achieve Quality Education” at the Regional Workshop on Teacher Education in the Pacific from 20 to 22 May 2013, held in Samoa.
SOLOMON ISLANDS

SOLOMON ISLANDS

CONTEXT

Solomon Islands is a small state of the Commonwealth consisting of nearly 1,000 islands with a population of about 560,000. It faces significant development and educational challenges and is a major focus of the New Zealand Aid Programme support. The University of the South Pacific (USP) has a campus on the Solomon Islands. The nation contributes to COL’s budget.

AGREED PRIORITIES

- Support basic education, including education for out-of-school youth and those with disabilities
- Include practical subjects, technical and vocational education and training (TVET) courses, and information and communication technology (ICT) knowledge in junior secondary school curriculum
- Revise senior secondary school curriculum
- Develop new programmes and modules, such as computing studies, for training centres

OUTCOMES ACHIEVED BY COL

- Audio content for the Pacific Literacy and Numeracy in Basic Trades course developed
- Support provided for Community Learning Programme (CLP) development in Isabel Province
- COL Vocational Literacy open educational resources (OER) in use in 25 Rural Training Centres
- A draft ODL plan and 12 draft ODL course units completed at Solomon Islands National University
- 11 new VUSSC courses made available

COL’S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL
- Make available the benefits of new technologies, especially for information and communications
- Address the special needs of small island developing states

COL’s Work on Solomon Islands’ MDG Targets
- Training and materials provision in OER, ICTs, ODL and eLearning are underway
- Support provided for Technical and Vocational Skills Development
- VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of information and communications technologies (ICTs) to broaden access to education

QUICK NOTES

COL Focal Point:
- Dr. Franco Rodie, Ministry of Education and Human Resource Development

Areas of COL’s Work in Solomon Islands:
- Open Schooling
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Technical and Vocational Skills Development (TVSD)
- Healthy Communities
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► Ministry of Education and Human Resource Development
► University of the South Pacific (USP)
► Solomon Islands National University (SINU)
► Isabel Provincial Government (IPG)
► PACFOLD regional centre

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

► Cost and Financing for Open Schools
► Monitoring and Evaluation for VUSSC
► Flexible Approaches to TVET
► Community Learning Programme (CLP) Developer’s Certificate

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

► Legislative Drafting Programme
► 11 new VUSSC courses made available
► Draft ODL Plan and courses for Solomon Islands National University (SINU)
► Pacific Literacy and Numeracy in Basic Trades course
► COL Vocational Literacy OER

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

► Transnational Qualifications Framework
► Healthy Communities model

**LOOKING FORWARD: 2015–2021**
In the lead-up to the 2014 Regional Focal Points Meeting, COL's Focal Point for Solomon Islands was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Solomon Islands. The following areas were identified:

► Reviewing of the content of courses being developed for the Certificate in Teaching Primary programme
► Rolling out of the delivery of the Certificate in Teaching Primary in the remaining provinces of Central Islands: Isabel, Rennell and Bellona, Western, Honiara and Choiseul
► Designing and developing of professional development modules for school leaders and teachers
► Incorporating and strengthening of the Community Education Department in the restructuring programme currently being implemented by the Ministry of Education and Human Resources Development
► Developing of a design, programme specifications and modules for delivery to the population who left formal schooling
Appendix: COL’s Activities in Solomon Islands

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)
Solomon Islands is a member of VUSSC.

Ministry of Education and Human Resources Development: TVSD

COL met with the Permanent Secretary of the Ministry of Education and Human Resource Development in Solomon Islands in September 2014 to discuss the COL programme and possible collaboration with TVSD.

Flexible Learning Audit at University of the South Pacific, Honiara

The President and CEO of COL visited the Solomon Islands 25 August 2014 to conduct an audit of the Flexible Learning provided at the USP Regional Campus in Honiara.

Pacific Centre for Flexible and Open Learning for Development (PACFOLD)

COL and the University of the South Pacific (USP) agreed to establish a regional centre to strengthen the use of open and distance learning (ODL) in formal, non-formal and informal learning, particularly in skills development, health and agriculture. The aim is to add value to the development process in the region. The centre is based at the Regional Centre for Continuing & Community Education (RCCCE) at USP in Suva. However, the Pacific Regional Centre for ODL is designed to meet the needs of the whole region and makes extensive use of technology to reduce distance between stakeholders. The launch of PACFOLD took place at the Pacific Focal Points meeting in Samoa in September 2014 and included the introduction of the PACFOLD learn online community.

PARTNERSHIPS: MEETINGS AND CONFERENCES

Regional Focal Points Meeting

Mr James Bosamata represented Solomon Islands at the meeting.

Pacific TVET Open, Distance and Flexible Learning Forum 2013

With Central Gippsland Institute of Technical and Further Education (GippsTAFE), Australia, COL facilitated the Pacific TVET Open, Distance and Flexible Learning Forum in Tonga from 22 to 25 March 2013. The forum was attended by 26 participants from government ministries, NGOs, faith based organisations (FBOs) and TVET institutions in seven Pacific countries: Tonga, Samoa, Kiribati, Solomon Islands, Papua New Guinea, Vanuatu and Tuvalu. Development partners NZAID and AusAID also attended. The outcome of the forum was a road map for collaboration between TVET institutions in the region and a plan for COL capacity-building support for open, distance and flexible learning approaches. Attending the forum on behalf of the Solomon Islands were Mr John Wate, Director of TVET, Ministry of Education and Human Resource Development, and Mr Cyriano Nuake, Board Member, Solomon Islands Association of Rural Training Centres (SIARTC).

Regional Workshop on Teacher Education in the Pacific

COL attended the regional workshop on Teacher Education in the Pacific hosted by the National University of Samoa from 20 to 25 May 2013. The meeting’s participants included 21 representatives of teacher education departments in the ministries of education and teacher training institutions from seven countries. Discussed at the meeting were the challenges facing teacher education in the region, and the plans and priorities for 2013–2015. As well, three projects were identified with COL support envisioned:

Project 1: Upgrading Mathematics and Science Teachers

COL will collaborate with teacher training institutions to:

► design and implement special programmes for the training and upgrading of Science and Math teachers; and

► organise continuing professional development workshops for Math and Science teachers so as to update the teachers’ knowledge and skills.

Project 2: Capacity-Building in ODL

COL will provide technical support to institutions in the region to build their capacity in ODL and in the use of appropriate technology (with COL using expertise available in the region).

Project 3: Provision of support to the Pacific Association of Teacher Educators (PATE)

COL will be asked to consider providing support to PATE so that PATE’s objectives can be achieved, in particular those relating to:

► professional development of teacher educators in the region;

► research and publications; and

► support for PATE as a forum for the exchange of ideas and experiences on teacher development.

It was agreed that concept notes should be submitted to COL on the three projects before 30 June 2013. It was also agreed that the National University of Samoa should develop and submit the concept note for Project 1; Solomon Islands for Project 2; and Tonga for Project 3, on behalf of the participating countries and institutions.
VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica.

Ms Christina V. Bakolo of the Solomon Islands National Commission for UNESCO represented Solomon Islands at the meeting.

CAPACITY

Cost and Financing for Open Schools

COL facilitated a regional Cost and Financing (for Open Schooling) workshop in Vanuatu on 19 November 2012. The workshop trained the participants about issues of concern in establishing and maintaining open schooling. Participants from Vanuatu, Solomon Islands, Tonga and Kiribati participated in the workshop. Mr Allen Keti of Honiara High School, Mr James Iroga of the Ministry of Education and Human Resource Development, Solomon Islands, and Ms Irene Anigafutu of the University of the South Pacific (USP) Solomon Islands attended the workshop.

Monitoring and Evaluation for VUSSC

A workshop was organised in Male, Maldives, from 3 to 7 March 2013 specifically for the Asia Pacific region to build the capacity of implementers in designing and implementing the VUSSC M&E framework. It was supported by the Ministry of Education and the Maldives Villa College. Ms Christina V. Bakolo, Secretary of the Solomon Islands National Commission for UNESCO, Ministry of Education and Human Resources Development, and Mr Noel Silvernus Galasau, System Administrator and Computer Literacy Tutor of the Solomon Islands National University (SINU), attended the meeting.

Flexible Approaches to TVET

In May 2014, COL facilitated a workshop in Fiji for 26 participants from nine Pacific countries, including Solomon Islands, to build capacity in flexible approaches to TVET and develop plans for new courses according to country context. As a result, 17 new flexible TVET courses are in development from 12 Pacific TVET institutions or NGOs. Mr Solomon Pita and Mr Jeremy Enaly, both from SINU, participated in the workshop.

Community Learning Programme (CLP) Developer’s Certificate

Two regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners in the Commonwealth.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2014, five participants (one woman and four men) from Solomon Islands participated in the training from government and civil society organisations. In February to March 2014, one participant (male) from Solomon Islands participated in the training.

In the 10-week “Research for Planning” e-course run in April to June 2014, two participants (male) from the country were engaged in the training and mentoring course, resulting in comprehensive plans for CLPs based on formative research.

MATERIALS

Legislative Drafting Programme

The Legislative Drafting Programme, developed jointly with the Commonwealth Secretariat, London, is offered by COL through partner universities in the Commonwealth. The courses were revised in 2002 and were revised and completely updated again in 2013. The student version of the programme has been converted to open educational resources (OER) and is freely downloadable from the COL website for use by institutions, academics, learners and professionals who want to develop competencies in legislative drafting.

Thirteen of 15 candidates at USP from five Member States, including Solomon Islands, successfully completed the Legislative Drafting Programme in 2013. Fifteen candidates from five Member States, including Solomon Islands, were sponsored for the 2014 intake. Another fifteen are currently enrolled in the programme and expected to complete by the end of 2015.

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on...
the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

**VUSSC Postgraduate Diploma in Education**
Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries.

Much of the course was developed using OER.

**Draft ODL Plan and Courses for SINU**
As a follow-up to the regional workshop on Teacher Education in the Pacific, COL held a three-day consultative/planning meeting 19 to 23 May 2014 at SINU. A draft plan was developed for integration of ODL at SINU.

Another workshop held at SINU in July 2014 resulted in the drafting of 12 course units for five schools (Education and Humanities, Business and Management, Technology and Maritime Studies, Nursing and Allied Health Sciences, and Natural Resources and Applied Sciences).

**Pacific Literacy and Numeracy in Basic Trades Course**
Audio content for the Pacific Literacy and Numeracy in Basic Trades course was developed by the Communications Department at National University of Samoa. In September 2014, the course materials were revised to integrate the audio content and the updated course was introduced to stakeholders at the Pacific Focal Points meeting in September 2014. An evaluation study of the 2012 delivery of this course in Nauru was completed in 2014.

**COL Vocational Literacy OER**
In 2014, Solomon Islands reported the use of COL Vocational Literacy OERs in 25 Rural Training Centres.

These qualifications will be recognised at both the regional and international levels.

**Healthy Communities Model: Isabel Province**
Consultation with local stakeholders concerning development of Community Learning Programmes (CLPs) in Isabel Province was conducted between July and September 2012.

An advocacy workshop on Communication for Development facilitated by COL’s consultant, Dr. Jerry Watkins of the University of Western Sydney, was held in Isabel Province on 24 September 2012. At the workshop were 22 participants from the Isabel Provincial Government (IPG), civil society and the private sector, including the Hon Michael Meredi, Deputy Premier/Minister of Health, the Hon Peter Tugunau, Minister of Education and Human Resource Development, the Hon J. Votu, and the Hon Dick Daoleni, Minister of Community Affairs. The workshop resulted in plans for CLPs and recommendations for IPG to consider in moving forward with the network of community media outlets in the province.

**OTHER**

**Speeches and Presentations**
The President and CEO of COL gave a keynote address at the Forum Education Ministers’ Meeting (FEdMM) in the Cook Islands on 31 March 2014 and two presentations about COL’s work in the Pacific. The Minister of Education and Human Resources Development of the Solomon Islands was present, and received an Aptus device from COL.
The Kingdom of Tonga is a small state of the Commonwealth made up of 176 islands with a population of just over 105,000. Tonga has made good progress towards achieving the Millennium Development Goals (MDGs) and recognises the potential of open and distance learning (ODL) to support development and education. Tonga contributes to COL’s budget.

**Context**

**Agreed Priorities**

► Develop modules for information and communications technology (ICT) teacher education to be delivered to untrained graduate teachers in the outer islands and main district areas
► Train teachers to develop online materials at higher education levels
► Build capacity to upskill teachers in using ICTs in teaching and learning
► Establish new physical infrastructure in the Tonga Institute of Higher Education to provide technical support to train teachers to use ICT and to deliver technical and vocational education and training (TVET) curriculum programmes

**Outcomes Achieved by COL**

► 11 new VUSSC courses made available
► Audio content for the Pacific Literacy and Numeracy in Basic Trades course developed

**Col’s Work Related to MDG Targets**

**National MDG Targets Addressed by COL**

► Make available the benefits of new technologies, especially for information and communications
► Address the special needs of small island developing states

**COL’s Work on Tonga’s MDG Targets**

► VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of information and communications technologies (ICTs) to broaden access to education

**Quick Notes**

**COL Focal Point:**

► Lady Siatukimoana Vaea, Ministry of Education and Training

**Areas of Col’s Work in Tonga:**

► Virtual University for Small States of the Commonwealth (VUSSC)
► Technical and Vocational Skills Development (TVSD)
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Tonga was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Tonga. The following areas were identified:

- Promotion of teacher training and professional development
- Provision of skilled labour training to help grow the economy, boost productivity, improve standards of living in families and communities, and meet the niche labour markets overseas
- Provision of support for quality assurance and assessment
- Provision of support for research and leadership
- Restructuring of higher education

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
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- Ministry of Education and Training
- University of the South Pacific
- PACFOLD regional centre

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Cost and Financing for Open Schools
- Monitoring and Evaluation for VUSSC
- Gender Mainstreaming for Open Schools
- Flexible Approaches to TVET

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Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Legislative Drafting Programme
- 11 new VUSSC courses made available
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**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Transnational Qualifications Framework

**OTHER**
- Speeches and presentations

**HIGHLIGHTS**
**LOOKING FORWARD: 2015–2021**

In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Tonga was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Tonga. The following areas were identified:

- Promotion of teacher training and professional development
- Provision of skilled labour training to help grow the economy, boost productivity, improve standards of living in families and communities, and meet the niche labour markets overseas
- Provision of support for quality assurance and assessment
- Provision of support for research and leadership
- Restructuring of higher education
Regional Workshop on Teacher Education in the Pacific

COL attended the regional workshop on Teacher Education in the Pacific hosted by the National University of Samoa from 20 to 25 May 2013. The meeting’s participants included 21 representatives of teacher education departments in the ministries of education and teacher training institutions from seven countries. Discussed at the meeting were the challenges facing teacher education in the region, and the plans and priorities for 2013–2015. As well, three projects were identified with COL support envisioned:

Project 1: Upgrading Mathematics and Science Teachers

COL will collaborate with teacher training institutions to:
► design and implement special programmes for the training and upgrading of Science and Math teachers; and
► organise continuing professional development workshops for Math and Science teachers so as to update the teachers’ knowledge and skills.

Project 2: Capacity-Building in ODL

COL will provide technical support to institutions in the region to build their capacity in ODL and in the use of appropriate technology (with COL using expertise available in the region).

Project 3: Provision of support to the Pacific Association of Teacher Educators (PATE)

COL will be asked to consider providing support to PATE so that PATE’s objectives can be achieved, in particular those relating to:
► professional development of teacher educators in the region;
► research and publications; and
► support for PATE as a forum for the exchange of ideas and experiences on teacher development.

It was agreed that concept notes should be submitted to COL on the three projects before 30 June 2013. It was also agreed that the National University of Samoa should develop and submit the concept note for Project 1; Solomon Islands for Project 2; and Tonga for Project 3, on behalf of the participating countries and institutions.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact
evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Tonga was not represented at the meeting.

CAPACITY

Cost and Financing for Open Schools

COL facilitated a regional Cost and Financing (for Open Schooling) workshop in Vanuatu on 19 November 2012. The workshop trained the participants about issues of concern in establishing and maintaining open schooling. Participants from Vanuatu, Kiribati, Solomon Islands and Tonga participated in the workshop. James Lengi of St. Nicholas Secondary School, Paul Fonua of Tailulu College, Kalafitoni Latu of Tonga College, Tuipulotu Finau of Tonga High School and Sela Kakala Havea of the University of the South Pacific (USP) Tonga attended the workshop.

Monitoring and Evaluation for VUSSC

A workshop was organised in Male, Maldives, from 3 to 7 March 2013 specifically for the Asia Pacific region to build the capacity of implementers in designing and implementing the VUSSC M&E framework. It was supported by the Ministry of Education and the Maldives Villa College. Lady Siatukimoana Vaea, Deputy Director, Post-Secondary Education, and Seilosehina Fifita, Chief Education Officer of the Tonga Institute of Higher Education, Ministry of Education and Training, attended the meeting.

Gender Mainstreaming for Open Schools

To ensure that open schools mainstream gender in their activities, COL organised three one-day workshops, starting in March 2014 in Tonga to discuss the Guide to Integrating Gender Equity and Equality, developed by a COL consultant.

Flexible Approaches to TVET

In May 2014, COL facilitated a workshop in Fiji for 26 participants from nine Pacific countries, including Tonga, to build capacity in flexible approaches to TVET and develop plans for new courses according to country context. As a result, 17 new flexible TVET courses are in development from 12 Pacific TVET institutions or NGOs.

MATERIALS

Legislative Drafting Programme

USP Vanuatu has signed a licence agreement with COL to offer the Professional Diploma in Legislative Drafting (PDLD) to students in the Pacific Islands of the Commonwealth.

The course was conducted using a distance learning mode and ran for 30 weeks from April to November 2012. A total of 22 students enrolled in the PDLD and COL offered scholarships to Fitilagi Fa’anunu, Silivia V. Atiola and V.L. Macomber of Tonga to study in the programme. Thirteen of 15 candidates at the USP from five Member States, including Tonga, successfully completed the legislative drafting programme in 2013. Fifteen candidates from five Member States, including Tonga, were sponsored for the 2014 intake. Another fifteen are currently enrolled in the programme and expected to complete by the end of 2015.

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Audio content for the Pacific Literacy and Numeracy in Basic Trades course was developed by the Communications Department at National University of Samoa. In September 2014, the course materials were revised to integrate the audio content and the updated course was introduced to stakeholders at the Pacific Focal Points meeting in September 2014. An evaluation study of the 2012 delivery of this course in Nauru was completed in 2014.

MODELS

Transnational Qualifications Framework

A referencing exercise was conducted in collaboration with the Secretariat of the Pacific Board for Educational Assessment (SPBEA). As a result, the Pacific Qualifications Framework (PQF) has now been referenced against the TQF. These qualifications will be recognised at both the regional and international levels.

OTHER

Speeches and Presentations

The Vice-President of COL gave a video presentation titled “Education and Training: Building the Critical Platform for Social and Economic Development in the Pacific” at the Pacific TVET Open Distance and Flexible Learning Forum from 25 to 28 March 2013, held in Tonga.
A Polynesian island nation with a population of just under 10,000, Tuvalu is the fourth smallest country in the world. The literacy rate is high, so Tuvalu’s educational focus is on developing vocational skills. Tuvalu is a regular contributor to COL’s budget.

**COL’s Work Related to MDG Targets**

**National MDG Targets Addressed by COL**
- Make available the benefits of new technologies, especially for information and communications
- Address the special needs of small island developing states

**COL’s Work on Tuvalu’s MDG Targets**
- VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of ICTs to broaden access to education
- Support provided for Technical and Vocational Skills Development

**Agreed Priorities**
- Develop core modules for information and communication technology (ICT) Teacher Education programme
- Build capacity of teachers to use ICTs in teaching and learning
- Develop modules in selected learning programmes for technical and vocational education and training (TVET) to be delivered through flexible mode
- Train teachers in developing online materials at various levels
- Support the Education Department (Supervisory Unit) to provide pedagogical and technical support to teachers using ICT in delivery of curriculum

**Quick Notes**

**COL Focal Point:**
- Ms Katalina P. Taloka, Ministry of Education, Youth and Sports

**Areas of COL’s Work in Tuvalu:**
- Virtual University for Small States of the Commonwealth (VUSSC)
- Technical and Vocational Skills Development (TVSD)

**Outcomes Achieved by COL**
- 11 new VUSSC courses made available
- Audio content for the Pacific Literacy and Numeracy in Basic Trades course developed
- Three Basic Trades OER used in primary schools in Tuvalu
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Tuvalu was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Tuvalu. The following areas were identified:

- Pursuing of Technical Vocational and Skills Development (TVSD) initiatives
- Establishing of open schooling (to promote second-chance education)
- Pursuing of youth and community development
- Promotion of eLearning and open educational resources (OER) for teaching and learning in formal and non-formal environments
- Design and delivery of quality Community Learning Programmes

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**HIGHLIGHTS**

**MATERIALS**

Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- 11 new VUSSC courses made available
- Pacific Literacy and Numeracy in Basic Trades course
- Basic Trades OER

**MODELS**

A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Transnational Qualifications Framework

**PARTNERSHIPS**

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education, Youth and Sports
- PACFOLD regional centre

**CAPACITY**

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Monitoring and Evaluation for VUSSC
- Flexible Approaches to TVET
Appendix: COL’s Activities in Tuvalu

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Tuvalu is a member of VUSSC.

Ministry of Education: Outer Islands Flexible TVSD Programme

COL visited Tuvalu from 15 to 18 September 2014 to meet with the Department of Education in the Ministry of Education, Youth and Sports and other TVSD stakeholders to discuss plans for a flexible TVSD programme based in the outer islands. Following this visit, COL met with the staff of the Teachers Educational Resource and eLearning Centre at the University of the South Pacific (Fiji) to discuss collaboration on Pacific regional projects, specifically support to Tuvalu Department of Education.

Pacific Centre for Flexible and Open Learning for Development (PACFOLD)

COL and the University of the South Pacific (USP) agreed to establish a regional centre to strengthen the use of open and distance learning (ODL) in formal, non-formal and informal learning, particularly in skills development, health and agriculture. The aim is to add value to the development process in the region. The centre is based at the Regional Centre for Continuing & Community Education (RCCCE) at USP in Suva. However, the Pacific Regional Centre for ODL is designed to meet the needs of the whole region and makes extensive use of technology to reduce distance between stakeholders. The launch of PACFOLD took place at the Pacific Focal Points meeting in Samoa in September 2014 and included the introduction of the PACFOLD learn online community. Ms. Katalina Taloka, Director of Education and COL Focal Point is a member of the PACFOLD Advisory Board.

PARTNERSHIPS: MEETINGS AND CONFERENCES

Regional Focal Points Meeting

Ms Katalina P. Taloka, Director of Education, Ministry of Education, Youth and Sports, represented Tuvalu at the meeting.

Pacific TVET Open, Distance and Flexible Learning Forum 2013

With Central Gippsland Institute of Technical and Further Education (GippsTAFE), Australia, COL facilitated the Pacific TVET Open, Distance and Flexible Learning Forum in Tonga from 22 to 25 March 2013. The forum was attended by 26 participants from government ministries, NGOs, faith based organisations (FBOs) and TVET institutions in seven Pacific countries: Tonga, Samoa, Kiribati, Solomon Islands, Papua New Guinea, Vanuatu and Tuvalu. Development partners NZAID and AusAID also attended. The outcome of the forum was a road map for collaboration between TVET institutions in the region and a plan for COL capacity-building support for open, distance and flexible learning approaches. Attending the forum on behalf of Tuvalu were Mr Lapana Ene of Motufoua Secondary School and Ms Betty Vave of Nauti Primary School.

Pacific Regional Centre for ODL Stakeholders’ Consultation Meeting

COL facilitated a consultation meeting for 16 Pacific stakeholders to consider the role and activities of the Pacific Regional Centre, held in Vanuatu from 18 to 20 June 2013. Participants came from Tonga, Samoa, Tuvalu, Vanuatu, New Zealand, pan-Pacific organisations, NGOs and the host institution, University of the South Pacific. Ms Katalina P. Taloka, COL Focal Point and Director of Education, Ministry of Education, Youth and Sports, attended the meeting.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Ms Katalina P. Taloka of the Ministry of Education, Youth and Sports represented Tuvalu at the meeting.
CAPACITY

Monitoring and Evaluation for VUSSC

A workshop was organised in Male, Maldives, from 3 to 7 March 2013 specifically for the Asia Pacific region to build the capacity of implementers in designing and implementing the VUSSC M&E framework. It was supported by the Ministry of Education and the Maldives Villa College. Ms Katalina P. Taloka, Director of Education and Mrs Maseiga Ionatana Osema, Senior Schools Supervisor of the Ministry of Education, Youth and Sports, and Mr Lapana Ene, School Supervisor TVET of Motufoua Secondary School, attended the meeting.

Flexible Approaches to TVET

In May 2014, COL facilitated a workshop in Fiji for 26 participants from nine Pacific countries, including Tuvalu, to build capacity in flexible approaches to TVET and develop plans for new courses according to country context. As a result, 17 new flexible TVET courses are in development from 12 Pacific TVET institutions or NGOs.

MATERIALS

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER. Ms Betty Vave, Head Teacher, Nauti Primary School, attended the workshop.

Pacific Literacy and Numeracy in Basic Trades Course

Audio content for the Pacific Literacy and Numeracy in Basic Trades course was developed by the Communications Department at National University of Samoa. In September 2014, the course materials were revised to integrate the audio content and the updated course was introduced to stakeholders at the Pacific Focal Points meeting in September 2014. An evaluation study of the 2012 delivery of this course in Nauru was completed in 2014.

Basic Trades OER

Three Basic Trades OER are being used in primary schools in Tuvalu.

MODELS

Transnational Qualifications Framework

A referencing exercise was conducted in collaboration with the Secretariat of the Pacific Board for Educational Assessment (SPBEA). As a result, the Pacific Qualifications Framework (PQF) has now been referenced against the TQF. These qualifications will be recognised at both the regional and international levels.
A chain of islands in the South Pacific with a population of about 252,000, Vanuatu is a small state of the Commonwealth. Vanuatu is a strong supporter of COL’s activities in the region and is involved in several COL initiatives, including the Virtual University for Small States of the Commonwealth (VUSSC) and Technical and Vocational Skills Development (TVSD).

COL’s Work Related to MDG Targets

National MDG Targets Addressed by COL
- Make available the benefits of new technologies, especially information and communications
- Eliminate gender disparity in education
- Address the special needs of small island developing states

COL’s Work on Vanuatu’s MDG Targets
- Training and materials provision in OER, ICTs, ODL and eLearning are underway
- Vanuatu Rural Development and Training Centre Association (VRDTCA) is being supported to develop a programme in skills and entrepreneurship for girls
- Support provided for open schooling to increase accessibility of quality educational opportunities
- VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of ICTs to broaden access to education
- Vanuatu Open School established and twinning with Te Kura School in New Zealand underway
- 11 new VUSSC courses made available
- Audio content for the Pacific Literacy and Numeracy in Basic Trades course developed
- Legislative Drafting Programme offered through University of the South Pacific, Vanuatu

Quick Notes

COL Focal Point:
- Mr George Jonathan Maeltoka, Ministry of Education

Areas of COL’s Work in Vanuatu:
- Open Schooling
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Technical and Vocational Skills Development (TVSD)
- Healthy Communities
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Vanuatu was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Vanuatu. The following areas were identified:

- Securing of more trainers for TVET programmes and teachers for open schooling
- Development of ODL curriculum material for self-learning guide for both open schooling and TVET providers
- Development of a national ODL policy
- Creation of a sustainable ODL centre or department to become the hub of administration of ODL programmes
- Establishment of processes to ensure that students in all forms of open schooling receive equal privileges, such as assessment, pathways and scholarship, as students in the conventional schooling system
- Support for ODL teacher preparation
- Development of ICT in terms of connectivity, user guidelines, and teacher confidence
- Expansion of the use of existing COL resources and materials being developed through Boot Camps, etc.
- Increasing of community awareness and promoting of ODL to both Francophone and Anglophone communities in Vanuatu

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education
- Vanuatu Qualifications Authority
- Vanuatu Institute of Technology (VIT)
- Vanuatu Institute of Teacher Education (VITE)
- Malapoa College
- Vanuatu Rural Development and Training Centres Association (VRDTCA)
- University of the South Pacific
- Vanuatu Open School
- PACFOLD regional centre

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Legislative Drafting Programme
- 11 new VUSSC courses made available
- Pacific Literacy and Numeracy in Basic Trades course
- Aptus

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Open Schooling model
- Transnational Qualifications Framework
PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Vanuatu is a member of VUSSC. To initiate this partnership, COL met with the Minister and senior officials of the Ministry of Education to explore possible collaboration between VUSSC and Vanuatu. Separate meetings were also held with the Director of the newly established Vanuatu Qualifications Authority, Mr David Lambukly, and with senior managers and staff of the Vanuatu Institute of Technology (VIT), Vanuatu Institute of Teacher Education (VITE) and Malapoa College. All three institutions identified potential areas for capacity-building activities and delivery of VUSSC courses. In September 2014, COL met with stakeholders, including representative from VITE, VIT, and Malapoa College, along with key ministry officials, to discuss and encourage the take-up of VUSSC courses and programmes by the ministry and institutions.

Vanuatu Rural Development and Training Centres Association (VRDTCA): Skills and Entrepreneurship

On 17 June 2013, COL met with senior managers of VIT and VRDTCA to discuss the possibility of COL support to develop a distance learning programme in tourism at Level II. In June 2013, COL met with Ms Ginny Chapman, Aid Manager for New Zealand Agency for International Development (NZAID) in Vanuatu, to discuss mutual support to VRDTCA.

Support to VRDTCA for Skills and Entrepreneurship for Girls Programme

COL consultant Terry Marler facilitated capacity-building sessions at VRDTCA and VIT in Vanuatu in October 2013. The purpose of the workshops was to build capacity in flexible course design for girls’ skills training and tourism by distance learning. Four participants from VRDTCA, two from the Epule Rural Training Centre and one from VIT attended the workshop. The team is being led by Mrs Kathy Solomon, the Director of VRDTCA. The COL Focal Point at the time, Mr John Niroa, assisted in organising the participants for the workshop, which resulted in a blueprint and plan for the new programme.

In March 2014, Mrs Atelini Koroiwaca facilitated a workshop to develop the learning materials for the new programme in four core courses. The workshop was attended by eight subject specialists from VRDTCA and Rural Training Centres. Also in March, Mrs Koroiwaca facilitated a capacity-building workshop to develop draft course materials for a skills training programme for girls in Vanuatu provided by VRDTCA. Ten members of VRDTCA and tutors from rural training centres participated.

Pacific Centre for Flexible and Open Learning for Development (PACFOLD)

COL and the University of the South Pacific (USP) agreed to establish a regional centre to strengthen the use of open and distance learning (ODL) in formal, non-formal and informal learning, particularly in skills development, health and agriculture. The aim is to add value to the development process in the region. The centre is based at the Regional Centre for Continuing & Community Education (RCCCE) at USP in Suva. However, the Pacific Regional Centre for ODL is designed to meet the needs of the whole region and makes extensive use of technology to reduce distance between stakeholders. The launch of PACFOLD took place at the Pacific Focal Points meeting in Samoa in September 2014 and included the introduction of the PACFOLD learn online community.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to the forum: Mr George Jonathan Maeltoka of the Ministry of Education.

Regional Focal Points Meeting

Mr George Jonathan Maeltoka represented Vanuatu at the meeting.

Pacific TVET Open, Distance and Flexible Learning Forum 2013

With Central Gippsland Institute of Technical and Further Education (GippsTAFE), Australia, COL facilitated the Pacific TVET Open, Distance and Flexible Learning Forum in Tonga from 22 to 25 March 2013. The forum was attended by 26 participants from government ministries, NGOs, faith based organisations (FBOs) and TVET institutions in seven Pacific countries: Tonga, Samoa, Kiribati, Solomon Islands, Papua New Guinea, Vanuatu and Tuvalu. Development partners NZAID and AusAID also attended. The outcome of the forum was a road map for collaboration between TVET institutions in the region and a plan for COL capacity-building support for open, distance and flexible learning approaches. Attending the forum on behalf of Vanuatu were Mr Joe Lautim, Director TVET, Ministry of Education, Mr Jack Takalo Tavimasoe, Deputy Principal, Vanuatu Institute of Technology, Mr David Lambukly, Director, Vanuatu National Training Council, and Ms Kathy Solomon, Director, Vanuatu Rural Development and Training Centres Association.
Pacific Regional Centre for ODL Stakeholders’ Consultation Meeting

COL facilitated a consultation meeting for 16 Pacific stakeholders to consider the role and activities of the centre, held in Vanuatu 18 to 20 June 2013. Participants came from Tonga, Samoa, Tuvalu, Vanuatu, New Zealand, pan-Pacific organisations, NGOs and the host institution, USP. Mr Sam Samuel, Quality Assurance Manager, Vanuatu National Training Council, attended the meeting.

Consultative Workshop on Open Schooling

In November 2013, COL participated as a resource for open schooling at a consultative workshop in Vanuatu on the establishment of open schooling and on the development of an open schooling policy.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Mr George Jonathan Maeltoka of the Ministry of Education represented Vanuatu at the meeting.

Ministry of Education and Training

The President and CEO of COL met the Director-General, Ministry of Education and Training on 22 August 2014 in Port Vila and discussed the possibility of a closer engagement with COL.

CAPACITY

Cost and Financing for Open Schools

COL facilitated a regional Cost and Financing (for Open Schooling) workshop in Vanuatu on 19 November 2012. The workshop trained the participants about issues of concern in establishing and maintaining open schooling. Participants from Vanuatu, Solomon Islands, Tonga and Kiribati participated in the workshop. Mr Emmanuel Aru, Mr Jack Matariki, Ms Julia Whippy, Mr Matthew Hall and Mr Willie Santhy of the Ministry of Education and Amton Mwarakurmes, USP Vanuatu, attended the workshop.

Monitoring and Evaluation for VUSSC

A workshop was organised in Male, Maldives, from 3 to 7 March 2013 specifically for the Asia Pacific region to build the capacity of implementers in designing and implementing the VUSSC M&E framework. It was supported by the Ministry of Education and the Maldives Villa College.

Learner Support for Tutors

In July 2013, COL conducted a Learner Support for Tutors in Learning Centres workshop in Port Vila, Vanuatu.

Student Support Workshop for Open Schools

COL facilitated a workshop on student support for 16 participants, representing four schools (Santo East, College de Luganville, Hog Harbour, and St. Michel), along with the Ministry of Education in Luganville, Vanuatu, in November 2013.

Community Learning Programme (CLP) Developer’s Certificate

Two regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners in the Commonwealth.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In February to March 2014, one participant from Vanuatu was involved in the training.

Flexible Approaches to TVET

In May 2014, COL facilitated a workshop in Fiji for 26 participants from nine Pacific countries, including Vanuatu, to build capacity in flexible approaches to TVET and develop plans for new courses according to country context. As a result, 17 new flexible TVET courses are in development from 12 Pacific TVET institutions or NGOs.

Flexible Learning Review Panel for University of the South Pacific

In the Memorandum of Understanding between COL and the University of the South Pacific (USP), USP requested COL to lead the review of the flexible learning provisions and functioning of the Centre for Flexible Learning. The Director of the Commonwealth Education Media Centre for Asia (CEMCA) participated in the Flexible Learning Review Panel for USP at its Emalus Campus, Vanuatu in August 2014.
MATERIALS

Legislative Drafting Programme

The Legislative Drafting Programme, developed jointly with the Commonwealth Secretariat, London, is offered by COL through partner universities in the Commonwealth. The courses were revised in 2002 and were revised and completely updated again in 2013. The student version of the programme has been converted to open educational resources (OER) and is freely downloadable from the COL website for use by institutions, academics, learners and professionals who want to develop competencies in legislative drafting.

USP Vanuatu signed a licence agreement with COL to offer the Professional Diploma in Legislative Drafting (PDLD) to students in the Pacific Islands of the Commonwealth.

Initially, the course was conducted using a distance learning mode and ran for 30 weeks from April to November 2012. A total of 22 students enrolled in the PDLD and COL offered a scholarship to 15 students. Thirteen of 15 candidates at the USP from five member states, including Vanuatu, successfully completed the legislative drafting programme in 2013. Fifteen candidates at the USP from five member countries, including Vanuatu, were sponsored for the 2014 intake. Another fifteen are currently enrolled in the programme and expected to complete by the end of 2015.

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER.

Pacific Literacy and Numeracy in Basic Trades Course

Audio content for the Pacific Literacy and Numeracy in Basic Trades course was developed by the Communications Department at National University of Samoa. In September 2014, the course materials were revised to integrate the audio content and the updated course was introduced to stakeholders at the Pacific Focal Points meeting in September 2014. An evaluation study of the 2012 delivery of this course in Nauru was completed in 2014.

Aptus: Classroom without Walls

Between March and June 2014, COL initiated field trials and provided Aptus sets to participants in 15 countries: Cameroon, Canada, India, Jamaica, Kenya, Nigeria, Republic of Kiribati, Solomon Islands, South Africa, Tanzania, Trinidad & Tobago, and Vanuatu. Since the initial trial, Aptus devices were ordered by Vanuatu to supplement a national “tablets for schools” initiative, and in January 2015, 22 devices were delivered. In April 2015 the Hon Minister of Education distributed the devices to participating institutions.

MODELS

Open Schooling Model: Vanuatu Open School

A Roundtable on Open Schooling was held on 26 November 2012. The roundtable provided an occasion for the Ministry of Education, Vanuatu, to discuss the opportunities and the possibilities to provide equitable access for children, including the provision of skills development. It also provided recommendations on the way forward for open schooling in Vanuatu. Nineteen participants from the Ministry of Education, Malapoa College, Central College, Shefa Education Office, Onesua Presbyterian College, Lycee LAB, Montmartre, Tebakor Secondary School, VITE, Examination Office and the University of the South Pacific (USP) Vanuatu attended the workshop.

Vanuatu established its open school in July 2013, and has been working with COL and the Te Kura Correspondence School, based in Wellington, New Zealand, to build its institutional capacity through twinning. In November 2013, COL visited Te Kura Correspondence School to learn about its model of open schooling and to discuss an agreement to support COL with the development of the Vanuatu Open School and its teachers through twinning.

In January 2014, COL contracted Te Kura to develop the instructional design capacity of course writers for the Vanuatu Open School. To this end, a workshop was held in Port Vila, Vanuatu, 20 to 24 January 2014, facilitated by Ms Beverly Jackson of Te Kura. Participants included 13 teachers from...
five secondary schools in Port Vila and two secondary schools in Santo, as well as one officer from the Sanma Provincial Education Office. The participants were also enrolled on Te Kura’s online platform and started the curriculum content development process.

A second instructional design workshop took place for curriculum content developers in Vanuatu in August 2014. Seventeen people from Vanuatu attended the workshop and built capacity in developing instructional material.

**Transnational Qualifications Framework**

A referencing exercise was conducted in collaboration with the Secretariat of the Pacific Board for Educational Assessment (SPBEA). As a result, the Pacific Qualifications Framework (PQF) has now been referenced against the TQF. These qualifications will be recognised at both the regional and international levels.
Australia re-joined COL as a major funding partner in 2011. The country was a regular contributor and a major donor to COL until 2004. The Australian government provides resources and financial support to projects around the globe through the Australia’s aid programme, which is part of the Department of Foreign Affairs and Trade. As a major donor, Australia has a seat on COL's Board of Governors.

MDG Targets Addressed by COL
- Make available the benefits of new technologies, especially for information and communications
- Promote gender equality and empower women
- Eradicate extreme poverty and hunger
- Address the special needs of small island developing states

COL’s Work on the MDG Targets
- Policy development, training and materials provision in OER, ICTs, ODL and eLearning are underway
- The Lifelong Learning for Farmers model aims to empower women and improve the livelihoods and food security of participants
- Flexible and ODL approaches are seeking to address issues of accessibility that affect small island nations in terms of education

Quick Facts
- As a major donor, Australia has a seat on COL’s Board of Governors

COL Focal Point:
- Ms. Bethany Wellings, Policy Officer, UN & Commonwealth Section, International Organisations Branch, Department of Foreign Affairs and Trade

Notable Mention:
- Professor James Taylor, Emeritus Professor, Office of the Vice-Chancellor, University of Southern Queensland (USQ), won an Excellence in Distance Education Award (EDEA)

Areas of COL’s Work in Australia:
- Technical and Vocational Skills Development (TVSD)
- Healthy Communities
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Australia was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Australia. The following areas were identified:

- Pacific Regional Focus
- Provision of basic education to increase literacy; and improvement of post-secondary education and training to support jobs

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

PARTNERSHIPS
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Department of Foreign Affairs and Trade Australia
- Central Gippsland Institute of Technical and Further Education (Gipps TAFE)
- TAFE New South Wales
- Audience Dialogue
- PACFOLD regional centre

CAPACITY
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Community Learning Programme (CLP) Developer’s Certificate

MATERIALS
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Community Radio Continuous Improvement Toolkit (CR-CIT)

OTHER

- Speeches and presentations
- Contributions to COL publications
- Australian experts engaged as professional resources

In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Australia was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Australia. The following areas were identified:

- Pacific Regional Focus
- Provision of basic education to increase literacy; and improvement of post-secondary education and training to support jobs

Increasing of access to essential health interventions in order to: improve maternal and child health; combat HIV/AIDS, tuberculosis and malaria; and reduce or prevent non-communicable diseases

Improvement of political, economic and social opportunities for Pacific women
Appendix: COL’s Activities in Australia

PARTNERSHIPS

The World Bank

In June 2013, COL met with Mr Stephen Close, the World Bank Human Development Specialist for the Pacific, to learn more about each organisation’s activities and to discuss areas for collaboration.

Central Gippsland Institute of Technical and Further Education (Gipps TAFE): TVET Partnership

In October 2012, COL contracted Gipps TAFE of Australia to provide consultancy services to the TVET Division of the Department of Education, Papua New Guinea, to develop a strategic plan and organisational structure for the new TVET Flexible and Open Learning (FOL) Branch. A workshop on FOL in TVET was attended by more than 50 stakeholders and included presentations from five institutions on their plans for flexible TVET programmes.

Gipps TAFE also co-facilitated the Pacific TVET ODFL Forum in Tonga in March 2013, which was attended by 26 participants from government ministries, NGOs, Faith Based Organisations (FBOs) and TVET institutions in seven Pacific countries, as well as representatives from AusAID and NZAID. AusAID was represented by Ms Michelle Rochas, Senior Policy Officer, who made a presentation titled “Support for Pacific Tertiary Education in the Australian Aid Programme.” In October 2013, Gipps TAFE provided three consultants to facilitate ODFL planning and materials development workshops for the FOL Unit of the TVET Wing, Department of Education in Papua New Guinea. The workshops were attended by 25 teachers and managers from four institutions in Port Moresby, including Limana Vocational Centre, Kokô Vocational Centre, Port Moresby Technical College and Caritas Technical Secondary School.

TAFE NSW – Sydney Institute

COL met with Laurie Price and Jane Anderson of TAFE New South Wales to advance the plans for an application to the Australian Leadership Awards. If successful, this would provide funding for 13 Principals from COL INVEST Africa partner institutions to participate in a one-week study tour to the TAFE Institute in Sydney. COL, together with TAFE NSW – Sydney Institute, also submitted a bid to the Australian Awards Fellowships programme facilitated by the Department of Foreign Affairs and Trade.

PACFOLD Regional Centre

COL and the University of the South Pacific (USP) agreed to establish a regional centre to strengthen the use of ODL in formal, non-formal and informal learning particularly in skills development, health and agriculture. The aim is to add value to the development process in the region. The Centre is based at the Regional Centre for Continuing & Community Education (RCCCE) at USP in Suva. However, the Pacific Regional Centre for ODL is designed to meet the needs of the whole region and makes extensive use of technology to reduce distance between stakeholders. The launch of PACFOLD took place at the Pacific Focal Points meeting in Samoa in September 2014 and included the introduction of the PACFOLD learn online community. Professor Robyn McGuiggan, Pro Vice Chancellor, James Cook University (JCU) is a member of the PACFOLD Advisory Board.

PARTNERSHIPS: MEETINGS AND CONFERENCES

Pacific Centre for Flexible and Open Learning for Development (PACFOLD) Consultation Meeting

COL facilitated a consultation meeting for 16 Pacific stakeholders to discuss the establishment of the Pacific Regional Centre for ODL for Development, held in Vanuatu from 18 to 20 June 2013. Participants came from Tonga, Samoa, Tuvalu, Vanuatu, New Zealand, pan-Pacific organisations, NGOs and the host institution, University of the South Pacific (USP). Attending the forum on behalf of Australia was Ms Vika Luti, Programme Manager for Education, Disability and Gender in the Tonga Office.

MATERIALS

Community Radio Continuous Improvement Toolkit (CR-CIT)

To encourage good practices in community radio, the Commonwealth Educational Media Centre for Asia (CEMCA) is collaboratively developing a continuous improvement toolkit for good community radio practices with community radio practitioners. On 13 May 2013, CEMCA supported a Validation Workshop on the Community Radio Continuous Improvement Toolkit, organised by the UNESCO Chair on Community Media, University of Hyderabad. Eight community radio experts from India, Bangladesh and Australia, and five community radio practitioners in India, working in an expert peer-group meeting, arrived at a broad consensus on non-negotiable principles such as participation, community ownership and management, gender equity, and representation of marginalised groups. They also identified actionable indicators to ensure good community radio practices in the region.

Mr John Goslin of Audience Dialogue in Adelaide attended the meeting as an international expert.
CAPACITY

Community Learning Programme (CLP) Developer’s Certificate

Two regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners in the Commonwealth, including the Caribbean Institute of Media and Communication (CARIMAC) and the Media and Training Centre for Health.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In February to March 2014, one participant (a woman) was registered for the training.

In the 10-week Research for Planning e-course run in April to June 2014, one participant (a woman) from Australia was engaged in the training and mentoring course, resulting in comprehensive plans for CLPs based on formative research.

OTHER

Speeches and Presentations

Professor Asha Kanwar, the President and CEO of COL, gave a speech titled “Connecting Australia and the Asia Pacific: Promoting Learning for Development” at the University of Southern Queensland (USQ), Toowoomba, Australia on 13 May 2013. USQ organised a one-and-a-half-day event for COL and its partners in the region.

Professor Kanwar also gave a presentation titled “Promoting Learning for Development in the Pacific” for representatives of the Pacific Division of the Department of Foreign Affairs and Trade on 30 March 2015 in Canberra.

Contributions to COL Publications

Professor Colin Robert Latchem is the Regional Associate Editor-Pacific for COL’s Journal of Learning for Development (JL4D). Prof Latchem also co-edited the book Women and Leadership in Open and Distance Learning and Development, published by COL.

Professor Denise Bradley contributed a chapter titled “Grasping the Opportunities: Women Leaders in Higher Education” to the book Women and Leadership in Open and Distance Learning and Development, published by COL.

Australian Experts Engaged as Professional Resources

COL consultant Mr Michael Coghlan from Federation Training in Australia facilitated a consultancy in May 2014 to support the design of a new Pacific TVET teacher training programme to be available as OER.

Mr Bradley Beach, Mr Clint Smith and Mr Doug Mullen from Australia were engaged to support Papua New Guinea’s Department of Education, TVET Division, to develop strategic plans for the Flexible and Open Learning (FOL) Branch. Mr Coghlan was also engaged to support the Centre for Vocational and Continuing Education (CVCE) at the University of the South Pacific to develop a Certificate IV in Training, Assessment and Evaluation.

Dr Jerry Watkins of the University of Western Sydney is a consultant for COL’s Healthy Communities work in the Pacific region. He is working on an initiative to build capacities for participatory communication in support of development and programming in Isabel Province and other areas in Solomon Islands. Dr Watkins conducted a workshop for senior policy-makers and community leaders in Isabel Province on communication for development strategies, 24 September 2012.
COL has been based in Vancouver, Canada, since 1987 when the Canadian government offered to host the organisation in British Columbia. Canada is a major contributor to COL’s budget and a strong supporter of COL’s activities. As a major donor, Canada has a seat on COL’s Board of Governors. Canada is rich in resources for COL, and Canadian institutions often cooperate with COL to host visitors from the developing world and share experiences and expertise. Canada delivers support to countries and regions around the world through the Department of Foreign Affairs, Trade and Development (DFATD), formerly known as the Canadian International Development Agency (CIDA).

MDG Targets Addressed by COL in Priority Countries:
- Make available the benefits of new technologies, especially for information and communications
- Promote gender equality and empower women
- Eradicate extreme poverty and hunger
- Reduce child mortality and improve maternal health
- Address the special needs of small island developing states

COL’s Work on the MDG Targets in Priority Countries:
- Policy development, training and materials provision in OER, ICTs, ODL and eLearning are underway
- The Lifelong Learning for Farmers model is empowering women and improving the livelihoods and food security of participants
- Community Learning Programmes that engage listeners on issues of child and maternal health are being supported
- Flexible and ODL approaches help are seeking to address issues of accessibility that affect developing small island states

Quick Notes
- The Government of Canada (Department of Foreign Affairs, Trade and Development) is represented on COL’s Board of Directors by Ms Janet L. Ecker, President and CEO of Toronto Financial Services Alliance and Former Minister of Finance and Minister of Education, Ontario
- Dr Rory McGreal of Athabasca University is a COL-UNESCO Chair

Areas of COL’s Work in Canada:
- Open Schooling
- Higher Education
- Technical and Vocational Skills Development (TVSD)
- Healthy Communities
- Lifelong Learning for Farmers

Outcomes Achieved by COL in Priority Countries:
- In Ghana and Tanzania, over 8,470 people now reached through the DFATD-sponsored Lifelong Learning for Farmers programme
- Over 75 hours of Community Learning Programme (CLP) content on child and maternal health and disease prevention designed for Bangladesh and over 149,000 users of seven operational CLPs identified
- The Open School at Allama Iqbal Open University in Pakistan launched in 2013, offering flexible and accessible education opportunities
- Two new Community Learning Programmes developed in Mozambique concerning maternal and child health, and three other sites planned
- CARICOM Qualifications Framework and CARICOM Teachers and Teacher Education Standards finalised in the Caribbean region

Focus on 20 priority countries, including fragile states, crisis-affected communities, and low- and middle-income countries
- Increase food security
- Secure the future of children and youth
- Stimulate sustainable economic growth
- Promote maternal, newborn and child health
- Support environmental sustainability
- Promote gender equality
- Strengthen governance
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Department of Foreign Affairs, Trade and Development (DFATD)
- Fraser Valley Distance Education School (FVDES)
- Farm Radio International
- Athabasca University
- International Development Research Centre (IDRC)

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- OER on mLearning
- OER Legislative Drafting Programme materials

**OTHER**
- Speeches and presentations
- Canadian experts engaged as professional resources

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**LOOKING FORWARD: 2015–2021**

In the lead-up to the 2014 Regional Focal Points Meeting, COL identified relevant national priorities for Canada from the Department of Foreign Affairs, Trade and Development (DFATD) website (updated 2014). Among the priorities identified:

- Adoption of a focus on 25 countries, including the Commonwealth nations/regions of the Caribbean, Bangladesh, Ghana, Mozambique and Tanzania, with the thematic priorities of:
  - Increasing food security
  - Securing the future of children and youth
  - Stimulating sustainable economic growth

- Advancing democracy
- Promoting stability and security
- Supporting of cross-cutting themes, including:
  - Increasing environmental sustainability
  - Advancing gender equality
  - Helping to strengthen governance institutions and practices
Appendix: COL’s Activities in Canada

PARTNERSHIPS

Department of Foreign Affairs Trade and Development (DFATD): Lifelong Learning for Farmers

DFATD is supporting the Lifelong Learning for Farmers Initiative Project: Reaching the Unreached through Open and Distance Learning in Ghana and Tanzania.

Social Sciences and Humanities Research Council (SSHRC): Insight Grants Selection

The President and CEO of COL served on the SSHRC Insight Grants Selection Committee on Innovation, Leadership and Prosperity held in Ottawa on 6 to 7 March 2014 and met with the Assistant Deputy Minister and key colleagues at DFATD.

Fraser Valley Distance Education School (FVDES): Open Schooling

The Fraser Valley Distance and Education School (FVDES) is one of the 22 partners that signed the Commonwealth Open Schooling Association (COMOSA) constitution.

With support from COL, the FVDES in British Columbia, Canada, has partnered with the University of Belize to assist in developing the first open secondary school in Belize. The goal is to provide opportunities for the staff to collaborate and share education practices with each other. In January 2014, three participants from the newly established Open School in Belize visited the FVDES as part of the twinning agreement.

Farm Radio International: Healthy Communities

In May 2014, COL met with representatives of Farm Radio International in Canada to review past activities and discuss key points related to a new contribution agreement.

Mozilla Foundation: Healthy Communities

In May 2014, COL met with Mark Surman, Executive Director of Mozilla Foundation, about possible avenues for cooperation with COL, including through the use of Aptus and Mozilla’s new $25 smartphone.

PARTNERSHIPS: MEETINGS AND CONFERENCES

The Africa Storybook Project Summit

COL’s Education Specialist –Teacher Education attended a summit on The Africa Storybook Project in Vancouver, spearheaded by the South Africa Institute of Distance Education (SAIDE). The project aims to make available openly licensed stories in local African languages for early reading. The project is conducting pilots in rural and urban sites across Kenya, Uganda, Lesotho and South Africa. This summit was organised to share updates on the project implementation.

Meeting with Representatives from the Canadian High Commission

The President and CEO of COL met with representatives from the Canadian High Commission in London in February 2015 and presented an overview of COL’s work.

CAPACITY

Commonwealth Open Schooling Association (COMOSA) Planning Meeting and Theory of Change Workshop

Bangladesh Open University, in collaboration with COL, hosted a COMOSA planning meeting as well as Theory of Change workshops in Dhaka from 30 September to 3 October 2014. Mr David Manuel of the Fraser Valley Distance Education School attended the meeting and workshops.

MATERIALS

OER on mLearning and the OER Student Version of Legislative Drafting Materials

An OER on mLearning and the OER Student Version of Legislative Drafting materials were completed by Athabasca University in 2014. The Instructor Version of the Legislative Drafting materials was also revised.

OTHER

Speeches and Presentations

On 22 April 2013, the President and CEO of COL attended a panel discussion titled “Education and Partnerships between Canada and Africa” at Rideau Hall in Ottawa and met the Governor-General of Canada and other key stakeholders.

The President and CEO of COL gave a presentation titled “Promoting Learning for Development” at the Canadian International Development Agency (CIDA) on 23 April 2013 in Ottawa.

At COL’s 25th anniversary celebration on 13 June 2013, the President and CEO of COL gave a speech at COL’s Board of Governors Reception in Vancouver, Canada.

Canadian Experts Engaged as Professional Resources

COL organised a workshop titled “Education Services to Prison Inmates” in Namibia from 17 to 21 September 2012. The tangible outcome of the workshop included the development of a unique modular curriculum framework for prison inmates that
included a core set of four mandatory courses (Practical Math Skills, Practical Language Skills, Practical Computer Skills, and Practical Life Skills). **Mr David Manuel** of the Fraser Valley Distance Education School attended the workshop.

As part of its support to African institutions involved in technical and vocational education and training (TVET), COL supports an INVEST online community of practice that currently has 1,013 members engaged in informal learning and collaboration. **Mr Randy Fisher** from Canada is the Community Coordinator of the online platform.

COL provides consultancy visits to build the capacity of TVET institutions to employ flexible and blended approaches in programme delivery. **Mr David Walker** of Canada has made two support visits to the Mbeya Institute of Science and Technology in Tanzania to build capacity in the use of radio. **Professor Ron Sluser** from George Brown College in Canada is supporting the Matuaiteloo Environment Trust (METI) NGO in Samoa to design and develop the Life Skills Coach Training Manual and mentor the pilot Life Skills Coach Training course. **Ms Solvig Norman** from Open Schools BC is supporting the Faculty of Education and Liberal Studies at the University of Technology in Jamaica, and St Vincent & The Grenadines Community College, with training in online learning. **Ms Rosario Passos** from the British Columbia Institute of Technology (BCIT) is supporting the development of non-formal learning materials for UTech Jamaica’s CommUniversity programme. COL consultant **Ms Sandy Hirtz** of Canada, provided support to the Faculty of Education and Liberal Studies (FELS) in the University of Technology, Jamaica, to strengthen capacity in blended online teaching and learning. **Ms Hirtz** was also engaged to support the HEART Trust/National Training Authority in Jamaica to strengthen capacity in blended online teaching and learning strategies.

A course development workshop was held from 28 April to 5 May 2013 in Kingston, Jamaica, to strengthen the foundations for future training/mentoring materials development in distance mode through the joint efforts of key COL partners in “participatory change communication programme” development. The workshop combined skills training in learning design and eLearning course development (using Moodle and related tools) with actual course/programme mapping, planning and materials development. Participating in the workshop were: Rosamond Brown, Transformative Communication Partners (Jamaica); Monica James, Maraa (India); Busisiwe Ngcebetsha, Media and Training Centre for Health (South Africa); Patrick Prendergast, Transformative Communication Partners (Jamaica); and Charles Simbi, Centre for Development Communication (Malawi). The workshop was facilitated by **Ms Sandy Hirtz** of Canada.
NEW ZEALAND

CONTEXT

New Zealand is a major contributor to COL’s budget and is represented on COL’s Board of Governors. The country provides support and expertise to COL’s initiatives in the Pacific region, as well as contributing to pan-Commonwealth activities. New Zealand continues to be a valued partner for COL in the Pacific region.

DEVELOPMENT PRIORITIES

► A regional focus on the Pacific
► Emphasise an outcome-based approach to schooling (instead of input-based), measuring attendance at schools (especially for those with disabilities), retention rates, success rates, professional development of teachers, the impact of teacher training, and gender equality
► In the post-school sector, focus on assisting Pacific nations with economic development by increasing the numbers of scholarships offered
► Provide training in practical, vocational and applied skills
► Collaborate with private and microfinance entities in agriculture for coffee, tapioca and vanilla plantations

OUTCOMES ACHIEVED BY COL IN PRIORITY REGION

► Support provided for the Outer Islands Delivery Strategy in Kiribati
► A technical and vocational education and training (TVET) Flexible and Open Learning Unit established in Papua New Guinea
► COL Vocational Literacy open educational resources (OER) in use in 25 Rural Training Centres in Solomon Islands
► Draft open and distance learning (ODL) plan and 12 draft ODL course units completed for five schools at Solomon Islands National University
► Ongoing support provided for open schooling in Tonga
► Vanuatu Open School established and twinning is underway
► Lifelong Learning for Farmers programme introduced in Papua New Guinea

OUTCOMES ACHIEVED BY COL IN PRIORITY REGION

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MDG Targets Addressed by COL

► Make available the benefits of new technologies, especially for information and communications
► Promote gender equality and empower women
► Eradicate extreme poverty and hunger
► Address the special needs of small island developing states

COL’s Work on the MDG Targets

► Policy development, training and materials provision in OER, ICTs, ODL and eLearning are underway
► The Lifelong Learning for Farmers model aims to empower women and improve the livelihoods and food security of participants
► Flexible and ODL approaches are seeking to address issues of accessibility that affect small island nations in terms of education
In the lead-up to the 2014 Regional Focal Points Meeting, COL identified relevant national priorities for New Zealand from the New Zealand International Development Policy Statement, including:

► Development of New Zealand’s own region, the Pacific
► Pursuing of economic development through strengthening sectors that present economic opportunities and have the potential to drive growth – in particular, agriculture, fisheries and tourism
► Provision of basic education and improvement of literacy and numeracy
► Provision of tertiary study and vocational training

COL Board:

► Dr Linda Sissons, CNZM, Chief Executive Officer of Wellington Institute of Technology is Chair of the Board of Governors of COL
► His Excellency the Rt Honourable Sir Lockwood Smith, KNZM, PhD, High Commissioner of New Zealand to the United Kingdom, Ghana, Ireland and Nigeria, represents New Zealand (New Zealand Aid Programme, Ministry of Foreign Affairs and Trade) on COL’s Board of Governors.

COL Focal Point:

► Ms Miriam Freeman-Plume, New Zealand Aid Programme, Ministry of Foreign Affairs

Notable Mentions:

► Ms Jenny Williams, Consultant, is a COL Honorary Advisor
► Dr Wayne Mackintosh of Otago Polytechnic is the COL-UNESCO Chair in OER
► Dr Caroline Seelig, Chief Executive of the Open Polytechnic of New Zealand is a COL Honorary Advisor

Areas of COL’s Work with New Zealand:

► Open Schooling
► Higher Education
► Technical and Vocational Skills Development (TVSD)
► Healthy Communities

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

PARTNERSHIPS

COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

► New Zealand Aid Programme, Ministry of Foreign Affairs and Trade
► Te Kura Correspondence School
► Otago Polytechnic
► Open Polytechnic of New Zealand
► PACFOLD regional centre

CAPACITY

Capacity development pervades all COL activities and COL focuses primarily on human resource development.

► COMOSA Planning and Theory of Change workshop
► Community Learning Programme (CLP) Developer’s Certificate

OTHER

► Speeches and presentations
► Contributions to COL publications
► New Zealander experts engaged as professional resources
PARTNERSHIPS

COMOSA (Commonwealth Open Schools Association)

Twenty-two partners signed the COMOSA constitution, including Te Kura Correspondence School and the Open Polytechnic of New Zealand.

Te Kura Correspondence School (Te Kura)

In November 2013, COL visited Te Kura Correspondence School (Te Kura) in Wellington to learn about its model of open schooling and to discuss an agreement to support COL with development of the Vanuatu Open School and its teachers through twinning.

In 2014, COL contracted Te Kura to develop the instructional design capacity of course writers for the Vanuatu Open School. To this end, a workshop was held in Port Vila, Vanuatu, 20–24 January 2014, facilitated by Ms Beverly Jackson of Te Kura Correspondence School. Participants included 13 teachers from five secondary schools in Port Vila and two secondary schools in Santo, as well as one officer from the Sanma Provincial Education Office.

Otago Polytechnic: OERu Project

The Otago Polytechnic (New Zealand) COL Chair is coordinating the international OER Tertiary Education network of accredited colleges, universities and polytechnics implementing the OERu project. OERu allows learners to learn online with others from around the world, independently, from home, with access to world class courses from recognised institutions.

New Zealand Agency for International Development (NZAID)

In June 2013, COL met with Ms Ginny Chapman, Aid Manager for the New Zealand Agency for International Development (NZAID) in Vanuatu to discuss mutual support to Vanuatu Rural Development and Training Centres Association (VRDTCA).

Pacific Centre for Flexible and Open Learning for Development (PACFOLD)

COL and the University of the South Pacific (USP) agreed to establish a regional centre to strengthen the use of open and distance learning (ODL) in formal, non-formal and informal learning, particularly in skills development, health and agriculture. The aim is to add value to the development process in the region. The centre is based at the Regional Centre for Continuing & Community Education (RCCCE) at USP in Suva. However, the Pacific Regional Centre for ODL is designed to meet the needs of the whole region and makes extensive use of technology to reduce distance between stakeholders. The launch of PACFOLD took place at the Pacific Focal Points meeting in Samoa in September 2014 and included the introduction of the PACFOLD learn online community.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to the forum: Dr Caroline Seelig, Chief Executive of the Open Polytechnic of New Zealand.

Pacific TVET Open, Distance and Flexible Learning Forum

With Central Gippsland Institute of Technical and Further Education (GippsTAFE), Australia, COL facilitated the Pacific TVET Open, Distance and Flexible Learning Forum in Tonga from 22 to 25 March 2013. The forum was attended by 26 participants from government ministries, NGOs, faith based organisations (FBOs) and TVET institutions in seven Pacific countries: Tonga, Samoa, Kiribati, Solomon Islands, Papua New Guinea, Vanuatu and Tuvalu. Development partners NZAID and AusAID also attended. The outcome of the forum was a road map for collaboration between TVET institutions in the region and a plan for COL capacity-building support for open, distance and flexible learning approaches. NZAID was represented by Mr Peter Shackleton, Deputy High Commissioner in Tonga, who made a presentation on education and skills development in the Pacific – key priorities for the New Zealand Aid Programme.

Pacific Centre for Flexible and Open Learning for Development Consultation Meeting

COL facilitated a consultation meeting for 16 Pacific stakeholders to discuss the establishment of the Pacific Regional Centre for ODL for Development, held in Vanuatu from 18 to 20 June 2013. Participants came from Tonga, Samoa, Tuvalu, Vanuatu, New Zealand, pan-Pacific organisations, NGOs and the host institution, University of the South Pacific (USP). Attending the forum on behalf of NZAID was Ms Ginny
Chapman, Aid Manager from the Vanuatu office. Ms Jenny Williams, COL Honorary Advisor, and Ms Terry Neal from the Open Polytechnic of New Zealand also participated.

**Meeting with the High Commissioner**

The President and CEO of COL, along with COL Chair, Dr Linda Sissons, met the High Commissioner, New Zealand, Sir Lockwood Smith, while in London during February 2015 to discuss COL's work.

**CAPACITY**

**COMOSA Planning Meeting and Theory of Change Workshop**

Bangladesh Open University, in collaboration with COL, hosted a COMOSA Planning Meeting as well as Theory of Change workshops in Dhaka from 30 September to 3 October 2014. Ms Terry Neal of the Open Polytechnic of New Zealand participated in the meeting and workshops.

**Community Learning Programme Developer’s Certificate**

Two regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners in the Commonwealth, including the Caribbean Institute of Media and Communication (CARIMAC) and the Media and Training Centre for Health.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In February to March 2014, two participants (both women) from New Zealand were registered for the training.

**OTHER**

**Speeches and Presentations**

Professor Asha Kanwar, the President and CEO of COL, gave a presentation titled “Promoting Learning for Development” at the Ministry of Foreign Affairs and Trade (MFAT), New Zealand on 20 May 2013.

**Contribution to COL Publication**

Dr Caroline Seelig of the Open Polytechnic of New Zealand contributed a chapter titled “Being a Leader in Open and Distance Higher Education” to the book Women and Leadership in Open and Distance Learning and Development, published by COL.

**New Zealander Experts Engaged as Professional Resources**

During November and December 2012, COL Honorary Advisor, Ms Jenny Williams carried out a study of potential host partners for the planned Pacific Centre for Flexible and Open Learning for Development (PACFOLD).

COL, in collaboration with the Kenyan Ministry of Education, convened a national and regional symposium on open education on 6 to 7 June 2013 in Nairobi with funding support from the William and Flora Hewlett Foundation. The symposium included representatives from 10 countries working in post-secondary and secondary levels of education, with special emphasis on open policy development and adoption of open schools in Africa and South Asia. The symposium concluded with draft plans for institutional OER policy developed. Dr Wayne Mackintosh, COL Chair in OER at Otago Polytechnic, facilitated the event.

COL Consultant Mr Terry Marler of Otago Polytechnic facilitated capacity-building sessions for the Vanuatu Rural Development and Training Centres Association (VRDTCA) and at Vanuatu Institute of Technology (VIT) in Vanuatu in October 2013. The purpose of the workshops was to build capacity in flexible course design for girls’ skills training, and in tourism by distance learning.
### Context

The United Kingdom (UK) is a major contributor to COL’s budget and an important source of leadership and expertise. As a major donor, the UK has a seat on COL’s Board of Governors. COL has close relationships with several institutions in the UK, particularly the UK Open University. The UK delivers international aid through the Department for International Development (DFID).

### Development Priorities

- Focus on education, health, economic growth and the private sector, governance and conflict, climate and the environment, and water and sanitation
- In Africa, focus on meeting challenges related to health, food security, and gender
- In Asia, focus health, hunger relief, and improvements to the lives of girls and women
- In the Caribbean, focus on economic growth, crime reduction and climate change

### Outcomes Achieved by COL in Priority Countries

- In Ghana, Tanzania, Uganda, Kenya and India, over 100,000 people now being reached through the Lifelong Learning for Farmers programme
- In Bangladesh, India, Malawi, Sierra Leone, Uganda Mozambique and South Africa, Community Learning Programmes (CLPs) on child and maternal health and disease prevention now reaching thousands
- CARICOM Qualifications Framework and CARICOM Teachers and Teacher Education Standards finalised in the Caribbean region

### Quick Notes

**COL Board Member:**

- Dr Chris Berry, Head of Profession, Education, Department for International Development, represents the United Kingdom on COL’s Board of Governors.

**Areas of COL’s Work with the United Kingdom:**

- Teacher Education
- Technical and Vocational Skills Development (TVSD)
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Department for International Development (DFID), United Kingdom
- The Commonwealth Secretariat (COMSEC)
- UK Open University

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Linked Data for Open and Distance Learning

**OTHER**
- Speeches and presentations
- British experts engaged as professional resources

**HIGHLIGHTS**
In the lead-up to the 2014 Regional Focal Points Meeting, COL identified relevant national priorities for the United Kingdom from the Department of International Development (DFID) website (updated 2014), including:

- Ending extreme poverty
- Ending the need for aid by creating jobs
- Unlocking the potential of girls and women
- Helping to save lives when humanitarian emergencies hit

**LOOKING FORWARD: 2015–2021**
PARTNERSHIPS: MEETINGS AND CONFERENCES

19 CCEM Steering Committee Meeting
In September 2014, COL attended the COMSEC-convened Steering Committee meeting for 19CCEM, held in the UK. The Bahamas will host 19CCEM in June 2015.

Executive Committee (EXCO) and Stakeholders Meetings
COL participated in the EXCO meeting and the teleconference with the board to finalise the Strategic Plan and held several meetings with key stakeholders from 23 to 25 February 2015 in London.

MATERIALS

Linked Data for Open and Distance Learning
A publication on semantic Web applied to open education resources (OER) titled “Linked Data for Open and Distance Learning” was developed with the Open University UK. This second edition was published in July 2014.

OTHER

Speeches and Presentations

The President and CEO of COL gave a seminar on massive online open courses (MOOCs) at the Centre of Distance Education, University of London, on 9 December 2013 and delivered the Gladwyn Lecture at the House of Lords on 10 December 2013.

The President and CEO of COL made a brief presentation at the COMSEC board meeting on 29 May 2014 and met with High Commissioners, officials, evaluators and key stakeholders during her visit to London.

The President and CEO of COL made a video presentation at the British Council meeting in July 2014.

The President and CEO of COL presented COL’s work at the 31st Induction Programme for Commonwealth Diplomats at Farnham Castle from 2 to 4 September 2014, and held meetings with DFID, COMSEC and CF colleagues.

British Experts Engaged as Professional Resources

Mr George Herd of the UK has made support visits to Rift Valley Technical Training Institute in Kenya and the Workforce Development Agency in Rwanda to build the capacity of these technical and vocational education and training (TVET) institutions to employ flexible and blended approaches in programme delivery.

Mr Brain Sayer of the UK has made support visits to Mombasa Technical Training Institute, Coast Institute of Technology and Masai Technical Training Institute in Kenya. In addition, he facilitated a workshop in course design for the informal sector, which drew 26 participants from six African countries.

Mr Sayer facilitated a five-day workshop on course design for flexible learning for 25 instructors and programme staff in the Human Employment and Resource Training Trust (HEART) National Training Agency Network (NTA) in Jamaica. The workshop supported the development of flexible learning programmes and to assist them to cascade their new knowledge about course design to other instructors within their institutions and units.

Mr Sayer also supported the Ministry of Labour and Human Resource Development in Kiribati to develop an outer island strategy for delivery of TVET flexible learning programmes.

Mr Jack Koumi of the UK facilitated a workshop on designing learning materials in audio and video for 24 participants from 12 partner institutions in six African countries.

Professor Alex Romiszowski of the UK has supported Auchi Polytechnic in Nigeria with capacity-building in strategic planning for ODL and eLearning programme development.
LEARNING FOR DEVELOPMENT

COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

VISION: To be the foremost global agency that promotes learning for development

MISSION: To help governments and institutions to expand the scale, efficiency and quality of learning by using open, distance and technology-based approaches

CORE STRATEGIES: Partnerships, capacity, materials, models and policies

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