



## **BOARD OF GOVERNORS President's Quarterly Progress Report: April – June 2009**

The Board of Governors of the Commonwealth of Learning met on 19 and 20 June 2009 in Kuala Lumpur, following the 17<sup>th</sup> triennial Conference of Commonwealth Education Ministers (17CCEM, [www.17ccem.com](http://www.17ccem.com)). After the meeting, COL's President, Sir John Daniel, sent the following note to Board members. In lieu of a Quarterly Progress Report from the President for April – June 2009 the Programme Reports that were provided to Board members for this meeting also follow below.

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30 June 2009

Dear Chair, Board Members & Advisors:

May I offer my warm thanks for your presence in Kuala Lumpur for the 17<sup>th</sup> Conference of Commonwealth Education Ministers (17CCEM) and COL's annual Board Meeting?

It was extremely helpful to have Board Members on hand to interact with Ministers during 17CCEM and to take part in the various forums held in parallel with that conference. Your presence made COL's traditional breakfast for Ministers a particularly valuable occasion and enabled you to judge for yourself how COL's work is perceived by Commonwealth Governments.

All the places on COL's Board are now filled, except for the Secretary-General's nominee. We are extremely fortunate to have such distinguished individuals representing the four Commonwealth regions. The blend of regional and major donor perspectives made for some most interesting and helpful discussions. Yesterday, I briefed COL's staff on the outcomes of the Board meeting and my colleagues join me in thanking you for your interest and support.

We agreed in Kuala Lumpur that because the Board had received very full reports on both the 2006-2009 triennium and the 2008-2009 year it would not be necessary to produce a Quarterly Report for the period April to June 2009.

This letter of thanks takes the place of that report. I hope that you enjoyed your time in Kuala Lumpur.

Yours sincerely,

John

*Sir John Daniel  
President & CEO  
Commonwealth of Learning*

# COMMONWEALTH OF LEARNING

## THREE YEAR PLAN, 2006-2009 – PROGRESS REPORT

### INTRODUCTION

The Commonwealth of Learning (COL) has been presenting an internal assessment of its programme to the Board of Governors at their annual meetings during this Three Year Plan (TYP). This final report presents a cumulative assessment of two years and nine months of the plan period.

The Final Internal Assessment of COL's TYP "Learning for Development 2006-2009" aims to present the achievements from July 1, 2006 to March 31, 2009 by assessing the 15 initiatives under the three sectors: Education; Learning for Livelihoods and Human Environment. An overview is followed by a detailed presentation of each sector/initiative. There is a separate report for the Commonwealth Educational Media Centre for Asia (CEMCA).

The report overview will be presented under the "6-R Filter"<sup>1</sup> headings: Relevance; Results; Reach; Regions; Resources and Relationships; but unlike the previous two reports, will not include a scoring system. The final section will outline some of the relevant lessons for the next triennium.

### INTERNAL ASSESSMENT: OVERVIEW

#### 1. Relevance

**How does the programme contribute to the needs of Member States, COL's mission and mandate, Commonwealth priorities and the achievement of the MDG's<sup>2</sup> and EFA<sup>3</sup> goals?**

- COL developed its TYP 2006-2009 after extensive consultations in the field and had commissioned environmental scans for each of the four Commonwealth regions. COL then developed Country Action Plans for 49 countries in consultation with Focal Points and in-country stakeholders. As such, the TYP and Country Action Plans were aligned to both the mission and mandate of COL on the one hand and the needs of Member States on the other. Work done in each country during this triennium is presented to the 17<sup>th</sup> Conference of Commonwealth Education Ministers (CCEM) in a compendium titled "COL in the Commonwealth 2006-2009".

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<sup>1</sup> Learning for Development: Three Year Plan 2006-09, pp. 38-39.

<sup>2</sup> MDGs: Millennium Development Goals

<sup>3</sup> EFA: Education For All

- COL's approach to Results Based Management (RBM) has helped to ensure that its initiatives stay relevant to its goal and mission. The TYP Evaluation stated: "There have been distinct improvements in the programme cycle since 2003 and more since 2006...COL has defined its outputs and outcomes at the corporate level and has begun to work with performance indicators and targets. Evaluation is used systematically" (P. Spaven, p. 45).
- In line with its current motto "learning for development", COL has expanded the use of open and distance learning (ODL) beyond formal education into modes of learning that are vital for achieving development goals related to poverty reduction (MDG1), universal primary education (MDG 2) and health (MDG 6). By focusing on the Lifelong Learning for Farmers; Teacher Education and the COL Media Empowerment (COLME) initiatives, these goals were respectively addressed. COL's evaluation report states: "COL has shown that it is relevant to development. It has a unique combination of assets that enable it to perform a niche role close to governments and other important institutions, especially those of small states" (P. Spaven, p. 3).

## 2. Results

### What have been the outputs, outcomes and impact of COL's work?

There has been a two-pronged approach to assessing the results under the TYP 2006-2009: one, an external evaluation carried out for the period July 1, 2006 to December 31, 2008; two, continuous monitoring and assessment. This approach has helped COL to a) develop the next TYP building on its strengths and strategic advantage and b) enhance its efficiency and effectiveness. For example, COL has decided to focus on Education and Livelihoods and Health, its areas of strength rather than newer areas such as "governance" and "climate change".

The external evaluation concluded that of the 15 corporate Performance Indicators (PIs), eight had been exceeded, one met and six partially met. The report recognises that "in several cases the targets were either unrealistically ambitious or insufficiently challenging. Quantitative targets moreover, generally do not give a good sense of the quality of COL's interventions" (P. Spaven, p. 3).

The internal assessment focuses on the performance in each initiative as measured against the corporate PIs that apply most directly to the initiative.

Initiatives have been measured against the following ratings:

- **Exceeded:** Progress in this area has been better than anticipated in the corporate PIs. COL praised for progress in this area by stakeholders.
- **Achieved:** The target indicated in the PIs has been met.
- **Underachieved:** Little progress in this area and that it will be difficult to meet expected targets. This will need to be reviewed and priorities restated.

The following table displays the rating for all initiatives and the final classification.

Sector	Initiative	Classification 2006-2009
Education	<i>Quality Assurance</i>	Achieved
	<i>Teacher Development</i>	Exceeded
	<i>Open/Alternative Schooling</i>	Exceeded
	<i>Higher Education</i>	Achieved
	<i>ODL/eLearning for Education Sector Development</i>	Exceeded
Learning For Livelihoods	<i>Learning and Skills for Livelihoods</i>	Achieved
	<i>Rural and Peri-urban Community Development</i>	Exceeded
	<i>National/International Community Development</i>	Achieved
	<i>Virtual University for Small States of the Commonwealth</i>	Exceeded
	<i>Transnational Programmes</i>	Exceeded
Human Environment	<i>Gender and Development</i>	Under-achieved
	<i>Health, Welfare and Community Development</i>	Achieved
	<i>Environmental Education</i>	Achieved
	<i>Good Governance</i>	Achieved
	<i>Educational use of Mass Media and ICTs.</i>	Achieved
CEMCA	<i>Six activities across five initiatives in three sectors</i>	Achieved

Overall Achievements	Number <sup>4</sup>	%
Exceeded	6	40%
Achieved	8	53%
Under-achieved	1	7%

The two sectors "Education" and "Learning for Livelihoods" have exceeded the majority of their output and outcome targets while the "Human Environment" Sector and CEMCA have achieved all or most of theirs.

We agree with the TYP Evaluation that some of the targets were weak and that not enough were at the outcome level. These issues are being addressed in the planning, monitoring and evaluation for the next TYP 2009-2012.

<sup>4</sup> Figures do not include CEMCA

### 3. Reach

#### **Which organisations, institutions or individuals were reached by COL activities?**

Community-based organisations serving the resource-poor have increasingly been featured among COL's partners and these have helped COL to move beyond urban centres to reach the unreached. One of the Focal Points at the African regional meeting remarked that COL had "helped communities in The Gambia to deal with HIV/AIDS stigma".

Resource-poor women and hard-to-reach youth have specifically benefited from COL's work during this TYP. For example, Lifelong Learning for Farmers (L3F) works with illiterate rural women in the villages of Tamil Nadu. Peria Jakkamal, a beneficiary of the L3F project, says "Access to learning and access to resources like mobile phones have given us a new identity in the family as well as in the community".

The numbers of females participating in the WikiEducator community grew from 40% in January 2008 to 49% in March 2009, thanks to proactive efforts to encourage more women to join the community.

CEMCA has worked with the "women and science" project in rural areas and slums in India. CEMCA has developed a multi-media resource kit for training caregivers of children with special needs in resource poor settings.

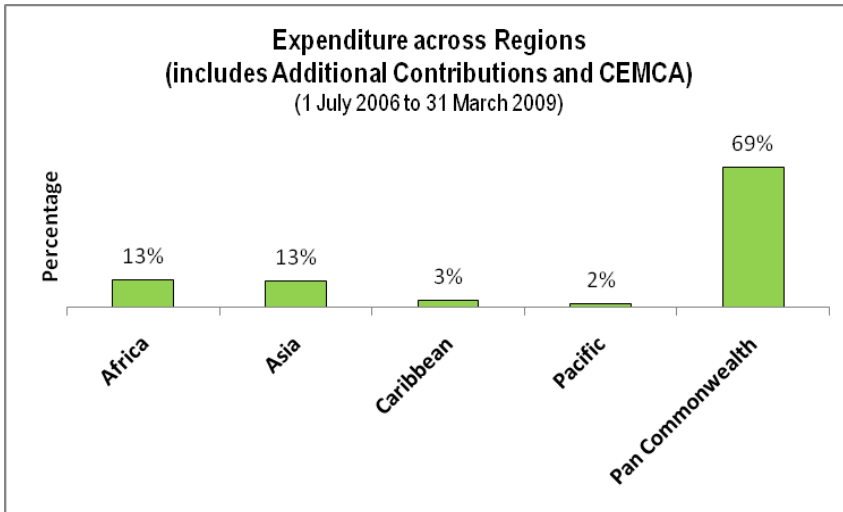
Through its focus on open schooling, COL will work towards bringing education to out-of-school youth.

COL's reach is dependent primarily on the needs of stakeholders, the nature of its partners and its own mission and mandate. COL will continue its role as an advocate for ODL and a catalyst for implementing "learning for development".

### 4. Regions

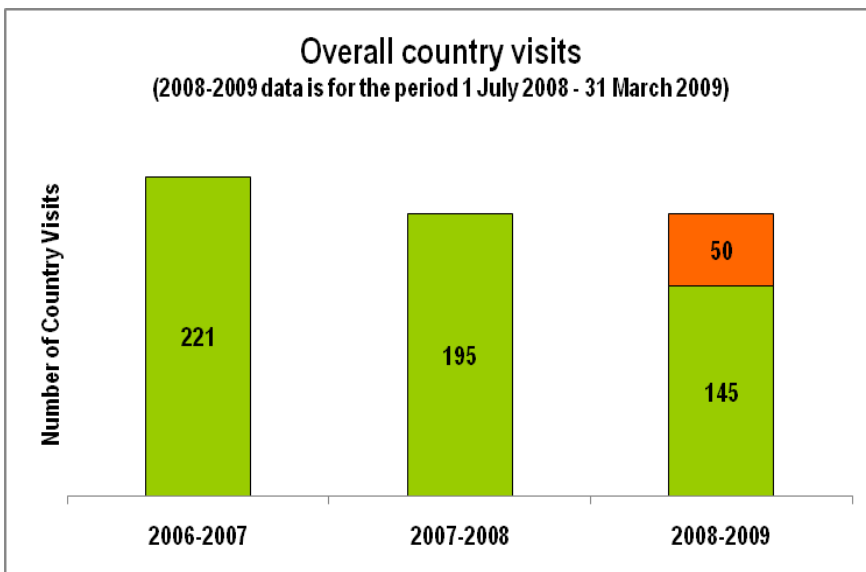
#### **What regions and countries has COL covered during this TYP?**

The Table below indicates that Africa (18 countries) and Asia (eight countries, which include three E-9 countries) have received the most attention. Countries in the Caribbean and Pacific regions have been covered under the Virtual University for the Small States of the Commonwealth (VUSSC) initiative (32 Commonwealth countries) as reflected in the Pan Commonwealth allocation. There is an effort in the next TYP to disaggregate countries according to region rather than as "Pan Commonwealth" in order to provide a more accurate analysis.



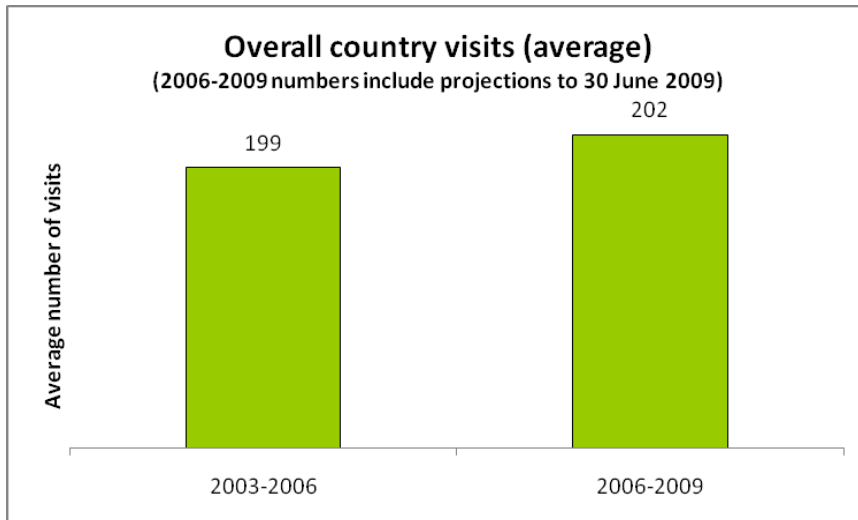
COL has worked in 49 countries of the Commonwealth with varying levels of inputs. The participation of countries such as Malta, Cyprus and Brunei has been limited mainly to VUSSC meetings.

There has been an effort to cover as many Commonwealth countries while putting a cap of 15% of the direct programme budget on travel. During this triennium, travel has remained stable at 14% of overall programme costs, including additional contributions. Staff travel follows the trends of the previous triennium 2003-2006. Over the 2003-2006 plan period, eight Commonwealth countries were not visited. From July 1, 2006 to March 31, 2009, there has been wider coverage and only five Commonwealth countries were not visited<sup>5</sup> by COL staff.



<sup>5</sup> Commonwealth countries not visited during the 2006-2009 plan period are Kiribati, Nauru, Tonga, Cyprus and Malta.

Conscious of the global economic downturn, staff travel has been more restricted during this financial year. Parity with the previous year is attributable to the Pan Commonwealth Forum 5 (PCF 5), held during this financial year and since most of COL's professional staff travel to the event, the number of country visits has gone up. The reason that the country visits have increased during 2006-2009 compared to the previous three years is because two PCFs – PCF 4 and PCF 5 – were held during this triennium.



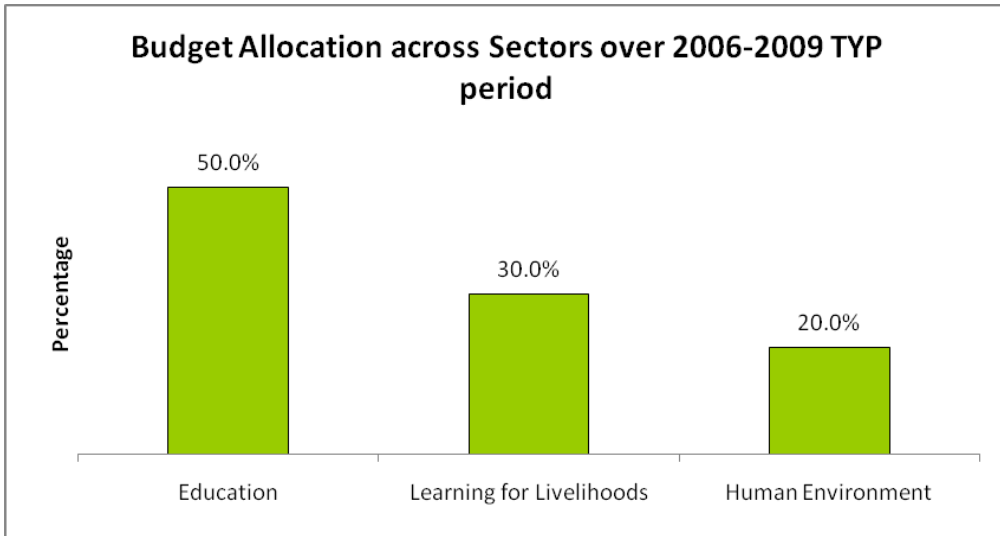
## 5. Resources

**What investment of human, and financial resources were made – and in what areas of work?**

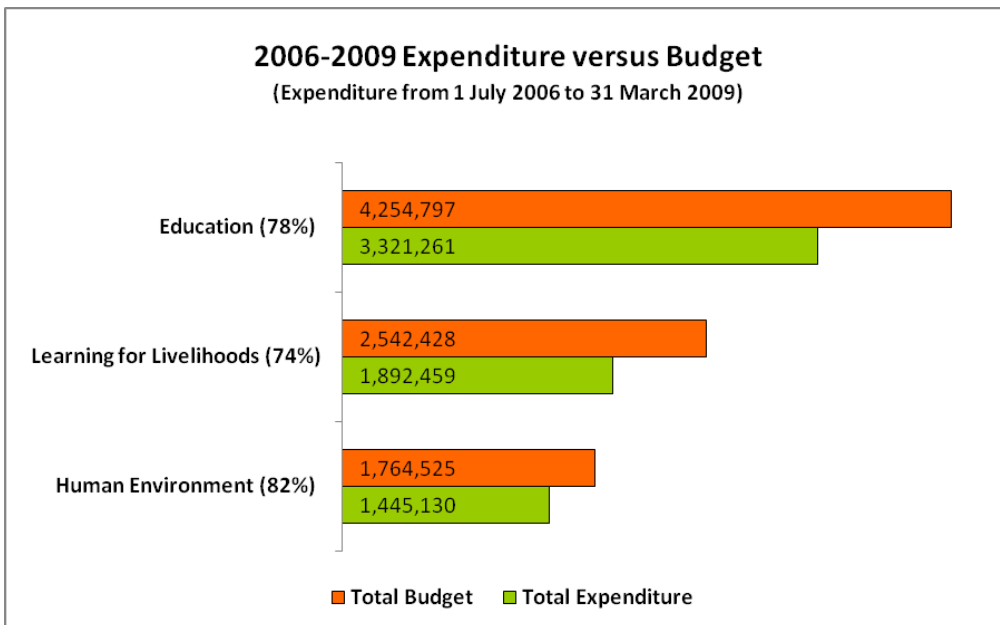
COL allocates 60% of its budget to direct programme costs (approximately 50% from core funds and 10% from additional contributions). Of this 50% goes to the Education sector, which covers formal education institutions, traditionally an area of COL's strength.

30% of the budget was allocated to Learning for Livelihoods that covered both formal and non-formal learning. Most of that budget in this sector came from additional contributions for VUSSC and the eLearning for international organisations.

20% of the budget was allocated to Human Environment with an emphasis on communities. This was a relatively new area for COL and the focus was on laying foundations in governance, gender and development and climate change.

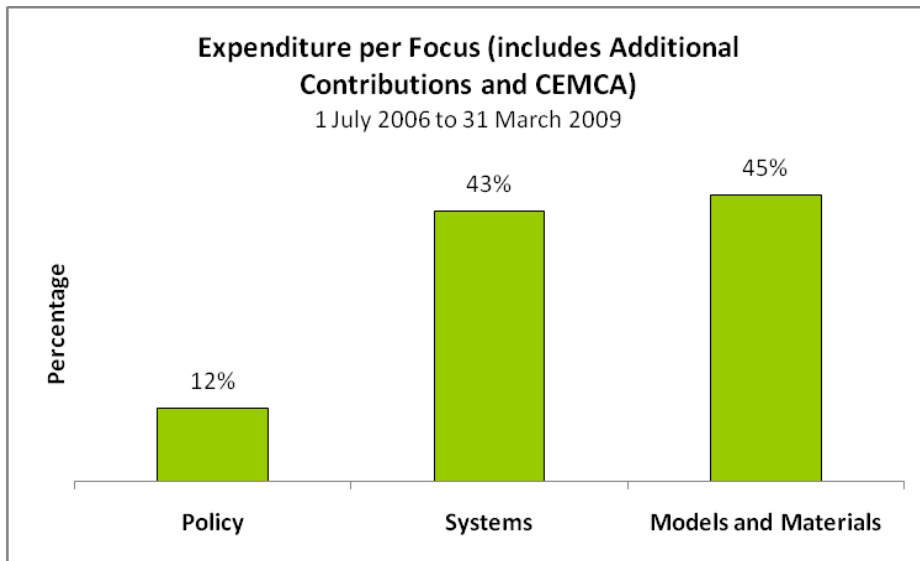


The overall expenditure of the total budget allocated to the three sectors during the two years nine months under review has been 78%. The underspend is due to the high rotation rate during this triennium. Seven of the nine Education Specialists joined COL during this triennium. A related reason was that some of the planned activities were not taken up. Other activities could not be completed because of unrest in the countries or the changed priorities of partners.



Another way of analysing resourcing is by the three intervention areas identified for the TYP 2006-2009: policy; systems; models and materials. Expenditure across these three areas has been as follows:





During this TYP the highest inputs have been in “Models and Materials”. This reflects the urgent need for developing quality materials which are resource-intensive and require a great deal of capacity among the content developers. COL has supported partners in the development of courses in teacher training, technical and vocational education and training and the courses for VUSSC. In addition there have been several resources developed such as research reports and publications, Quality Assurance Toolkits; Handbooks for example, “Managing Open Schools” and audio and video productions for health and community development, among others.

COL has also contributed to developing and strengthening replicable models such as the Lifelong Learning for Farmers; COLME and VUSSC. It has developed innovative models using technology such as Learning for Content (L4C), an online training mechanism for scaling up cost-effective training for large numbers across the globe and EasyNow, an open system for developing content in multiple formats.

The Systems area, which includes workshop and training events for different aspects of distance and technology-enhanced learning systems, ranks second. Thousands of individuals have benefited by COL-supported training during this triennium, 2,763 persons having been trained under the L4C project alone over a period of one year three months.

Policy ranks the lowest because it has a long gestation period which often goes beyond the three year planning cycles. The policy for open schooling developed recently by Cameroon has its origins in a National Policy Forum organised by COL in 2004. Another example of an earlier intervention coming to fruition in 2009 is the adoption of ODL as a method of delivering veterinary education by the Maharashtra Animal and Fisheries Science University (MAFSU) in India.

## 6. Relationships

### Who are COL's partners? How do these partnerships promote the achievement of COL's mission and mandate?

One of COL's distinct advantages is its extensive network of partners. COL's partners contribute financially and/or in-kind that helps leverage its own modest resources. The partners are ministries, institutions, organisations and individuals.

- During this triennium, the existing network has been further enlarged, with each new Education Specialist bringing his/her own circle of partners to the fold.
- As the external evaluation report concludes: "COL has pursued a more strategic approach to partnership in the last three years. It has devoted more time in particular to strengthening ties with other Commonwealth organisations, the World Bank and UNESCO". (P. Spaven, p. 41). One example of this is the UNESCO-COL joint work plan, which takes a strategic approach to collaboration. Memorandums of Understanding (MoU's) with the British Broadcasting Corporation (BBC), Open University of Malaysia and the Ministry of Education, Namibia are an example of COL's diverse partner base.
- COL has a robust network of Focal Points across the Commonwealth. This has brought several benefits to COL: visibility in the field; a reliable presence in the Ministry; a resource for feedback and consultations.
- In addition, as one Focal Point observed: "COL encourages south-south collaboration" while another commended COL for "strengthening national and regional networks". This has been done through support to regional consortiums and bilateral collaborations.

## LESSONS FOR THE TYP 2009-2012

1. COL will implement its strategic plan after developing Country Action Plans in consultation with its stakeholders in each country. COL's new logic model is more transparent; and together with the increased use of initiative-level logical frameworks, will ensure relevance to COL's goals and to development impact in general.
2. COL hopes to achieve its impact by working in fewer areas (two sectors and eight initiatives), and by working with specific partners for longer periods of time. The focus will be on scaling up its work through innovations, model-building and partnerships. COL will follow a more robust approach to monitoring and evaluation. The log frames developed for each initiative will be monitored every quarter to ensure that the corporate targets set in the logic model are being achieved. In addition there will be a mid-term assessment of progress and an external evaluation at the end of two years and six months of the plan period.
3. COL will proactively try to reach the unreached such as women and marginalised communities. Gender is a crosscutting issue and progress in this area will be monitored regularly.

4. COL will continue to work in the Africa and South Asia regions with systematic efforts to increase its presence in the Caribbean and the Pacific.
5. The percentage of budget (core and additional funds) allocated to the two sectors will be Education: 67%; Livelihoods and Health: 33%. If additional contributions are not included, the budgetary allocation would be Education: 52% and Livelihoods and Health: 48%. The additional contributions from UNICEF, The William and Flora Hewlett Foundation and the Commonwealth Fund for Technical Cooperation (CFTC) in the Education Sector result in the difference between the two sectors.
6. COL will continue to consolidate existing networks and partnerships and build new ones through its Focal Points, Honorary Chairs and Advisors networks.

# EDUCATION SECTOR SUMMARY

*Frances Ferreira, Team Leader*

## OVERVIEW:

The Education Sector focused on three outcomes over the past three years:

- Policy frameworks and strategies for open and distance learning (ODL) applications in education adopted by countries and institutions;
- Effective ODL systems in place within single and dual mode institutions providing equitable access to quality formal education and training; and
- ODL based materials used for effective organisation of ODL courses and programmes in formal education.

## ACHIEVEMENTS:

Measuring the Education Sector's performance against the above mentioned outcomes proves that the objectives set were met through conscious efforts of the sector in which we targeted policymakers, academics, management and practitioners in ODL.



The key strategy "Partnerships" was an important vehicle for building models, networks and capacity, as well as, developing quality material, open educational resources (OERs), and enhancing the resource base. A significant achievement for the sector was the development of the Quality Assurance Toolkit for Teacher Education which was disseminated and adapted by teacher education institutions and accreditation agencies. Another achievement is the development of the

Quality Assurance Toolkit for Higher Education which will officially be launched in Colombo, Sri Lanka on June 22, 2009. In eLearning, COL built an extensive network amongst educators and has over-achieved the corporate objective in this regard by far. It has also developed a model of cost-effective online training through its Learning for Content (L4C) activity, which will help scale up training over the next Three Year Plan. In open schooling, significant progress was made to develop resources which will greatly assist COL in its advocacy for open schooling over the next three years. Based on the solid foundations for open schooling laid during this triennium, COL will help countries to establish new open schools and strengthen existing ones.

The lessons learned emphasised that any initiative destined for success has a long incubation period before it can take off. Furthermore, for smooth implementation, ownership is critical and therefore the need for consultation and partner involvement is a key ingredient for success. Progress has been made in regard to monitoring and evaluation and there is a need to take it to another level to ensure measuring the impact of our work and tracing our investment.

We are approaching the next three years in a more coherent way with clear targets so we will all depart from the same angle and arrive at the predetermined outcomes. This is exciting when we appreciate our strengths and develop plans which will be monitored carefully and measured with the same mechanism in three years' time.



# EDUCATION

## Quality Assurance

INITIATIVE MANAGER: DR. ABDURRAHMAN UMAR



### OVERVIEW:

The quality of education is a matter of great concern to all Commonwealth countries. COL's Quality Assurance Initiative has focused on enhancing the capacity of educators, policy makers and institutions to develop and implement quality open and distance learning (ODL) courses, materials and systems; and promoting the development/adoption/utilisation of Quality Assurance Toolkits. Specifically, the activities of this initiative are:

1. Quality Assurance in Higher Education;
2. Quality Assurance in Schools; and
3. Quality Assurance in Teacher Development.

### ASSESSMENT: ACHIEVED

The quantitative targets set have been achieved. At the qualitative level, the capacity of a number of institutions in Quality Assurance was enhanced. Teacher training institutions are adapting the Quality Assurance Toolkit for internal assessment of their programmes. The development of a Higher Education Toolkit (work began in July 2008) is underway and results are expected in the FY 2009-2010.

### PERFORMANCE TARGETS

1. 200 or more people from developing Commonwealth countries have their capacity substantially enhanced to develop and/or use quality ODL courses, materials and systems.
2. Policies formulated and resources allocated to implement ODL in education in an additional five major developing Commonwealth countries/institutions.
3. Policy-makers and administrators of five additional developing Commonwealth countries adopt quality assurance systems for education and training through ODL.
4. Five major new ODL courses/resource materials - of which at least one suitable for eLearning - are available for use within the formal education sector.

### PERFORMANCE DATA (JULY 2006 – MARCH 2009)

#### Outputs achieved:

- 130 policy makers, teacher educators and administrators from seven countries, were trained on how to use the Quality Assurance (QA) Toolkit and adapt it to their unique contexts.
- 55 academic staff of teacher education institutions in four countries were trained on how to adapt and use the QA Toolkit for internal assessment and external accreditation of their programmes.
- 25 participants from 18 countries participated in a Quality Assurance workshop as a first step in developing the QA Toolkit for open schools.
- One national consultative meeting to formulate quality assurance policies for tertiary ODL provision was held in Papua New Guinea.

- 600 policymakers and administrators actively participated in the trial institutional quality audit of UNISA and the QA Visitation at the University of Ghana.
- One QA Toolkit for Teacher Education was developed in collaboration with the National Assessment and Accreditation Council, India with experts drawn from 18 Commonwealth countries. The Toolkit is currently being disseminated in 15 Commonwealth countries.

### Outcomes achieved:

- Awareness and competency developed among policy makers and practitioners in developing QA policies and enhancing quality in institutions and programmes.
- Competency of teacher educators in Quality Assurance enhanced.
- QA Toolkit adapted and used by the teacher education institutions in Papua New Guinea (PNG), Samoa, Solomon Islands and Nigeria.
- Capacity of staff at open schools enhanced to develop quality distance education materials and to implement the open school curriculum successfully.

- PNG authorities deliberating on whether to create a new national open university or build upon the existing Open College of the University of Papua New Guinea.
- Institutional governance and quality management improved in two institutions.




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### LESSONS LEARNED:

- Like every innovation, the introduction of new Quality Assurance models and approaches/systems is a slow painstaking process that requires patience, understanding of the target institution's needs and realities and the mobilisation of key stakeholders such as ministries of education, heads of institutions, Quality Assurance agencies and key staff of the institutions.
- The development of a good resource that is to be used across the developing countries of the Commonwealth, such as the QA Toolkit, requires the involvement of experts and policy makers from many countries, otherwise its subsequent adaptation and utilisation by a large number of countries will be difficult to engender.

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## COUNTRIES AND PARTNERS

**9 COUNTRIES:** The Gambia, Ghana, India, Nigeria, Papua New Guinea, Samoa, Sierra Leone, Sri Lanka.

**KEY PARTNERS:** National Assessment and Accreditation Council (NAAC) India, National Commission for Colleges of Education Abuja, Nigeria, University of Papua New Guinea Open College, and National University of Samoa (NUS).

**THREE-YEAR BUDGET:** \$725,400

**EXPENDITURE TO 31 MARCH 2009:** \$525,248

# EDUCATION

## Teacher Development

INITIATIVE MANAGER: DR. ABDURRAHMAN UMAR



### OVERVIEW:

This initiative seeks to expand access to teacher education through the use of open and distance learning (ODL). Specifically, the activities of this initiative are:

1. Capacity Building of Teacher Education Institutions and School Systems;
2. Professional Development of Teacher Educators; and
3. Training and Material Development in Teacher Education.

By enhancing the capacity of partners we expect them to ensure the full participation of girls/women and boys/men for a more equitable society. Ultimately, using ODL and other technologies to develop capacity, materials and models will help promote gender equality.

### ASSESSMENT: EXCEEDED

The quantitative targets set have been exceeded. The main reasons for this achievement are:

- The activities and their objectives/targets were well conceptualised and clearly understood by all.
- The partner institutions were directly involved in every stage of the design and implementation of activities.
- The activities met specific needs of the target groups and were also congruent with the partner institutions' plans.

### PERFORMANCE TARGETS

1. 200 or more people from developing Commonwealth countries have their capacity substantially enhanced to develop and/or use quality ODL courses, materials and systems.
2. Networks established to facilitate international online collaboration of 200 or more educators involving representatives of at least 15 developing Commonwealth countries.
3. Five major new ODL courses/resource materials - of which at least one suitable for eLearning - are available for use within the formal education sector.

- 77 teacher educators in Regional Institute of Education (RIE), Mysore trained on constructivist pedagogy.
- 35 staff at National Council for Educational Research and Training (NCERT), Delhi trained on tutoring skills for the Postgraduate Diploma Course in Guidance and Counselling.
- One Teacher Education in Sub-Saharan Africa (TESSA) Network strengthened under which 820 teachers in four states in Nigeria trained in the use of the open education resources (OERs) developed under this partnership.
- Four new resource materials developed:
  - 1) Materials and Tutors Handbook for the Postgraduate Diploma in Guidance and Counselling at NCERT, Delhi, developed.
  - 2) Materials developed for the M.A in Teacher Education programme at the Open University of Sri Lanka (OUSL).
  - 3) Digitisation of the modules for on-line delivery of the Green Teacher project at CEE India completed.
  - 4) TESSA OERs integrated in National Teachers' Institute (NTI) Kaduna's first year Nigerian Certificate in Education (NCE) modules for Mathematics, Education and Social Studies completed.

### PERFORMANCE DATA (JULY 2006 – MARCH 2009)

#### Outputs achieved:

- 94 teachers graduated from the Green Teacher Programme at the Centre for Environmental Education (CEE) Ahmedabad.
- 84 teacher educators trained in tutoring in ODL and Instructional design for ODL.



## Outcomes achieved:

- Teachers' pedagogical knowledge and skills on environmental education. ODL instructional design and constructivist pedagogy enhanced.
- Teachers' practical understanding of how to use the TESSA OERs to support teaching and learning in the classroom improved.
- Teaching and learning materials for the International Postgraduate Diploma in Guidance and Counselling developed and used. Tutors acquire the requisite skills for implementing the Diploma.
- Course materials for the M.A. in Teacher Education developed and used at OUSL.
- The quality of NTI Kaduna's first year NCE modules enhanced and the integrated modules used.



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## LESSONS LEARNED:

- High level of partner institutions' involvement in project design engenders greater institutional commitment and success.
- The relatively long period of time expended on planning, consultations with target institutions, revision of plans and strategies is worthwhile in that it fosters project ownership and smooth implementation once the project takes off.
- COL should continue to work at the pace set by the institutions as well as the requirements of its own timelines to deliver results. The biggest advantage is to build trust, understanding and long lasting partnerships.

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## COUNTRIES AND PARTNERS

**5 COUNTRIES:** The Gambia, India, Nigeria, Sierra Leone, Sri Lanka.

**KEY PARTNERS:** Gambia College, National Council for Educational Research and Training, India, Centre for Environmental Education Ahmedabad, India, National Teachers' Institute Kaduna, Nigeria, Freetown Teachers' College, Sierra Leone, Open University of Sri Lanka.

**THREE-YEAR BUDGET:** \$681,268 (\$663,550 core + \$17,718 additional contributions)

**EXPENDITURE TO 31 MARCH 2009:** \$580,957

# EDUCATION

## Open and Alternative Schooling

INITIATIVE MANAGER: FRANCES FERREIRA



### OVERVIEW:

Recent progress towards Universal Primary Education (UPE) means that many more children will be looking for opportunities to enter secondary education. There is little likelihood that governments, facing the challenges of meeting UPE targets by 2015, will be able to meet a further challenge of providing increased access to secondary education. Rapid expansion of secondary education will require an investment in approaches that are less tied to traditional methods of schooling. COL focuses particular attention on open schooling as a viable alternative to classroom education at the secondary level. The activities of this initiative are:

1. Capacity building for open and distance learning (ODL) policy makers and practitioners;
2. Establishing and strengthening open schools; and
3. Establishing partnerships and networks to facilitate collaboration and increase access to quality secondary education.

### ASSESSMENT: EXCEEDED

Open Schooling initiative has exceeded three out of the four corporate performance targets, while partially achieving the fourth one. The corporate indicators for resources (seven resources/five courses) and people trained (409) were exceeded by more than 200%. This initiative has focused on research on open schools through three research studies which will greatly influence the decisions of policymakers. A major achievement of the initiative was the grant from William and Flora Hewlett Foundation for the development of OER4OS in 20 subjects. This grant signifies the importance of the initiative and has taken off very well in five target countries.

### PERFORMANCE TARGETS

1. 200 or more people from developing Commonwealth countries have their capacity substantially enhanced to develop and/or use quality ODL courses, materials and systems.
2. Two additional developing Commonwealth countries adopt open schooling approaches to increasing access to primary and secondary education.
3. Networks established to facilitate international online collaboration of 200 or more educators involving representatives of at least 15 developing Commonwealth countries.
4. Five major new ODL courses/resource material - of which at least one suitable for eLearning - are available for use within the formal education sector.

### PERFORMANCE DATA (JULY 2006 – MARCH 2009)

#### Outputs achieved:

- 40 persons trained at two Digital content workshops.
- 175 persons trained at nine Instructional Design workshops.
- 80 persons trained at three Learner Support workshops.
- 11 women trained at a Women and ICTs workshop.
- 20 persons trained in one Cost and Financing Workshop.
- 20 learners and teachers trained in doing news reports for radio programmes.
- 60 persons Trained in one "Fundamentals of ODL" workshop.
- One roundtable on increasing access for girls' education.
- 20 trained in policy formulation at Open School Institute.

- One Open School in Trinidad and Tobago established.
- Two proposals for Open Schools submitted (Nigeria and Pakistan).
- Two evaluative studies on Open Schools for two institutions undertaken, including a research study on the use of mobile technologies.
- 31 Base Camps established.
- One twinning of schools in South Africa and the United Kingdom with radio programmes.
- Two consortiums of Open Schools in Southern Africa and Asia established.
- Following resource material developed:
  - 1) One Handbook – Managing Open Schools.
  - 2) One Perspectives book – Open schools for the 21<sup>st</sup> Century.
  - 3) One Module for caregivers.
  - 4) One Handbook on Costs and Financing of Open Schools.
  - 5) One Handbook for in-house style for Instructional Designers.
  - 6) One Self instructional Tutor guide.
  - 7) One Multimedia strategy for Open Schools.
  - 8) Multimedia content available in five subjects.
  - 9) Radio programmes available.
- Policymakers and development partners are influenced to ensure that policy frameworks and strategies for ODL applications in education are adopted by countries and institutions.
- Research studies on models and technologies available to policy-makers.
- Networks established to facilitate collaborative material development for open educational resources (OERs).
- Enhanced capacity of staff at open schools to develop quality distance education materials and to implement the open school curriculum successfully.




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## LESSONS LEARNED:

To establish an open school takes time, and the three-year time frame as stated in the strategic document, was ambitious. Two proposals for open schools are pending in Pakistan and Nigeria. Unfortunately, COL does not have control over ministerial decisions.

Sensitisation, advocacy and negotiation with real evidence are critical. Partners need a lot of support and if we want to succeed, the onus is on COL to make things happen. However, COL does not have control over national and institutional dynamics which can negatively impact on our work. Our partners should be closely monitored and for this reason a stronger emphasis should be placed on monitoring and evaluation in all areas of our work.

### Outcomes achieved:

- Enhanced capacity of staff at open schools to develop quality distance education materials and to implement the open school curriculum successfully.

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## COUNTRIES AND PARTNERS

**26 COUNTRIES:** Australia, Bangladesh, Botswana, Cameroon, Canada, Ghana, India, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, New Zealand, Nigeria, Pakistan, Papua New Guinea, Samoa, Seychelles, South Africa, Sri Lanka, Swaziland, Tanzania, Trinidad & Tobago, Uganda, United Kingdom, Zambia.

**KEY PARTNERS:** National Institute of Open Schooling (NIOS), Namibian College of Open Learning (NAMCOL), Botswana College of Distance and Open Learning (BOCODOL), Lesotho Distance Teaching Centre (LDTC), National Open School of Trinidad & Tobago (NOSTT), Vancouver Learning Network (VLN), Mindset Network, South African Institute for Distance Education (SAIDE), Distance Education Association of Southern Africa (DEASA), British Broadcasting Corporation (BBC), Open Learning Systems Education Trust (OLSET), Ministry of Education – Saskatchewan.

**THREE-YEAR BUDGET:** \$1,019,122 (\$779,000 core + \$240,122 additional contributions)

**EXPENDITURE TO 31 MARCH 2009:** \$947,574

# EDUCATION

## Higher Education

INITIATIVE MANAGER: DR. WILLIE CLARKE-OKAH



### OVERVIEW:

Harnessing the benefits of higher education in many parts of the developing Commonwealth will depend on how well their higher education institutions are run, the degree of student access that they are able to cost-effectively accommodate and the quality of teaching and learning. COL's higher education initiative is designed to ensure greater access, more effective and efficient institutional management, quality teaching and learning and human resources development. The activities in this initiative are:

1. Open and distance learning (ODL) policy development;
2. Capacity building; and
3. Courses and resource materials for higher education.

### ASSESSMENT: ACHIEVED

Planned outputs were achieved. For the national consultative meetings, not only were senior policymakers and Ministers involved, the Governments have been highly committed. Although this process has been slow, it is encouraging. Target groups are now familiar with COL-based material and they are using them effectively in training activities.

### PERFORMANCE TARGETS

1. 200 or more people from developing Commonwealth countries have their capacity substantially enhanced to develop and/or use quality ODL courses, materials and systems.
2. Policies formulated and resources allocated to implement ODL in education in an additional five major developing Commonwealth countries/institutions.
3. Networks established to facilitate international online collaboration of 200 or more educators involving representatives of at least 15 developing Commonwealth countries.

- Consortium of nine institutions involved in providing executive management training under COL-supported CEMBA/MPA programme strengthened.

### Outcomes achieved:

- Four single and dual-mode institutions have established effective ODL systems and are using COL-supported material for the organisation of training.
- Namibia has adopted a national ODL policy framework.
- Increased access to cost-effective and high quality human resource development programs in three additional countries.

### PERFORMANCE DATA (JULY 2006 – MARCH 2009)

#### Outputs achieved:

- 671 participants from 13 institutions have been trained in instructional design, distance education, eLearning, dual-mode provision, quality assurance, multi-media content development, open education resources, legislative drafting, and educational leadership.
- National consultative meetings, to formulate ODL policies for higher education were held in six countries.



### LESSONS LEARNED:

Even when Governments are committed to a national policy dialogue on creating a framework for ODL in a country, it is always a slow process for actions, at the outcome level, to materialise.

In training activities for instructional designers, it is important to establish or agree with the partner institution the terms of remuneration following the training as, in some cases, course writers have refused to write courses if additional pay is not involved.

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## COUNTRIES AND PARTNERS

**21 COUNTRIES:** Bangladesh, Cameroon, Cook Islands, Ghana, Guyana, India, Jamaica, Kenya, Malaysia, Namibia, Nigeria, Pakistan, Papua New Guinea, Samoa, Seychelles, South Africa, Sri Lanka, Tonga, Uganda, Vanuatu.

**KEY PARTNERS:** Allama Iqbal Open University (AIU), Bangladesh Open University (BOU), Indira Gandhi National Open University (IGNOU), Open University of Sri Lanka (OUSL), Wawasan Open University (WOU), Open University of Malaysia (OUM), University of the South Pacific (USP), University of Buea, Cameroon Ministries of Secondary Education and Higher Education, Kwame Nkrumah University of Science and Technology (KNUST), Maseno University, Namibian Open Learning Network Trust, National Open University of Nigeria (NOUN), Seychelles Ministry of Education, Distance Education Association of Southern Africa (DEASA), Ugandan Ministry of Higher Education, University College of the Caribbean (UCC), University of Guyana (UG).

**THREE-YEAR BUDGET:** \$671,876 (\$586,622 + \$85,254 additional contributions)

**EXPENDITURE TO 31 MARCH 2009:** \$530,956

# EDUCATION

## eLearning for Education Sector Development

INITIATIVE MANAGER: DR. WAYNE MACKINTOSH



### OVERVIEW:

COL defines eLearning to include the design, development and delivery of learning programmes by electronic means. In the developing world, expensive and restricted access to the Internet means that the promise of eLearning lies less in the online delivery of materials than in the design and development of those materials through online collaboration which can be delivered through print-based materials. COL's eLearning initiative thus prioritised its focus on building capacity among educators in using digital technologies for the development of high quality learning materials and where possible releasing these materials as open education resources (OERs) through the WikiEducator. The activities in this initiative include:

1. Capacity building for WikiEducator;
2. Open and distance learning (ODL) applications; and
3. Centres of Expertise in ODL

### PERFORMANCE TARGETS

1. 200 or more people from developing Commonwealth countries have their capacity substantially enhanced to develop and/or use quality ODL courses, materials and systems.
2. Policies formulated and resources allocated to implement ODL in education in an additional five major developing Commonwealth countries/institutions.
3. Networks established to facilitate international online collaboration of 200 or more educators involving representatives of at least 15 developing Commonwealth countries.
4. Five major new ODL courses/resource material - of which at least one suitable for eLearning - are available for use within the formal education sector.

### ASSESSMENT: EXCEEDED

COL's WikiEducator initiative has exceeded the relevant corporate performance indicators for networks established, content developed and capacity built. COL has implemented innovative and relevant technology enabling the developing world to produce print-based collections of content materials thus widening access to OERs for learners without connectivity. COL has been praised by external stakeholders as evidenced, for example by:

1. Becoming the inaugural recipient of The MERLOT Africa Network awards for Exemplary OER practices, in 2008 at [eLearning Africa](#).
2. Nominated as best educational wiki by Stephen Downes, a respected international eLearning research scholar.
3. Dr. M.S. Swaminathan, eminent Indian agricultural scientist and Rajya Sabha member applauds WikiEducator as follows: "This pioneering initiative of the Commonwealth of Learning based in the principle of open and free access will mark the beginning of a new chapter in integrating eLearning with the traditional Indian educational value of considering knowledge as a common human heritage. I am confident that the launch of WikiEducator in India will accelerate the progress of a literacy and knowledge revolution in the country".

### PERFORMANCE DATA (JULY 2006 – MARCH 2009)

#### Outputs achieved:

- As of 31 March 2009, 2763 educators trained in collaborative OER development through 77 workshops (both online and face-to-face).
- 72% of WikiEducator users are teachers, lecturers and trainers working in the formal education sector.
- The network of users is distributed as follows per sector: Higher Education - 52%; School - 27%; Vocational Ed - 13%.
- OER skills development course completed and implemented for training educators online under the Learning4Content (L4C) activity.

- OER Handbook for educators completed and available in both online and print formats.
- Seven modules of the Commonwealth Computer Navigator's Certificate (CCNC) course designed and are 50% complete.
- 40 participants from four countries enrolled in Post Graduate Diploma in Distance Education (PGDDE). (SADC-CDE).
- 20 participants attended an instructional design training workshop conducted by SADC-CDE.
- 40 participants attended two research workshops conducted by SADC-CDE.
- ODL Policy for Lesotho developed by SADC-CDE.
- Workshops on ODL policy (Botswana/Swaziland) conducted by SADC-CDE.
- 271 participants were trained in six RETRIDOL workshops in eLearning, multi-media content development, dual mode delivery systems, quality assurance, research in ODL and instructional design.

#### Outcomes achieved:

- Single and dual-mode institutions have established effective ODL systems and many are using COL-based material for the organisation of training and

delivery of courses through SADC-CDE and RETRIDOL.

- Democratic community governance policy for WikiEducator was developed and implemented with the elections of the first Community Council.
- WikiEducator has established an international network of 8100 educators attracting an average of 10000 visitors per day.
- WikiEducator community have developed the equivalent of 60 books on the website.



### LESSONS LEARNED:

Implementing distance education methodologies in the COL programme can achieve low cost modules for developing capacity for thousands of educators. However this requires a strategy which is designed to scale in two ways:

- Enabling in-country champions to become facilitators; and
- Having access to a large international community for prospective participants to self-register – otherwise the administration costs required to identify workshop participants will increase the cost of the model disproportionately.

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## COUNTRIES AND PARTNERS

**COUNTRIES:** WikiEducator has recorded visits from all Commonwealth countries and from 201 countries internationally under the current plan. Face to face workshops related to WikiEducator hosted in each of the following countries: Bangladesh, Barbados, Belize, Botswana, Israel, India, Ghana, Grenada, Guyana, Kenya, Malaysia, Mauritius, Mozambique, Namibia, Nauru, New Zealand, Pakistan, Papua New Guinea, Samoa, Seychelles, Solomon Islands, Sri Lanka, Tonga, Trinidad and Tobago, Tuvalu, Uganda, United Kingdom (PCF5) and Zambia. SADC-CDE: Botswana, Lesotho, Swaziland. RETRIDOL: Cameroon, The Gambia, Ghana, Nigeria, Sierra Leone.

**KEY PARTNERS:** UNESCO, William and Flora Hewlett Foundation, Wikimedia Foundation.

**THREE-YEAR BUDGET:** \$1,561,818 (\$1,204,100 core + \$357,718 additional contributions)

**EXPENDITURE TO 31 MARCH 2009:** \$1,170,161

# LEARNING FOR LIVELIHOODS SECTOR SUMMARY

*Joshua Mallet, Team Leader*

The L4L Sector was guided in the last three years by the needs of the partners and the imperatives of contributing to the achievement of MDG 1, (Eradicate extreme poverty and hunger) and MDG 8 (Develop a Global Partnership for Development).

Learning and Skills for Livelihoods produced study materials in Asia, Africa and the Pacific and set the tone for the development of a framework for institutional and national ODL policy in Africa and the Caribbean. It also built capacity in the four regions for curriculum development for skills training, and among writers of ODL course materials.

The Virtual University for the Small States of the Commonwealth (VUSSC), COL's flagship initiative consisting of 32 small states, is developing capacity through collaborative partnerships to produce learning materials, their adaptation into courses and a pan-Commonwealth Transnational Qualifications Framework (TQF).

Life-long learning for Farmers (L3F) in India is community-based while in Sri Lanka it is becoming a national programme through university-centred outreach. L3F frameworks for Jamaica, Kenya, and Papua New Guinea are being validated for scaling up.

COL partnerships are increasing with national, regional and international

agriculture organisations in Africa, the Caribbean and the Pacific. The emphasis is on strengthening institutional capacity in using information and communication technologies (ICTs) and in developing open educational resources (OERs) for agriculture in Africa.

The transnational programmes initiative has expanded, covering three different subject areas i.e. effective communication, operational data management and external debt management, with an emphasis on quality materials supported by effective tutor back-up. The ten international partners value the professional development opportunity extended to field staff through eLearning. An average completion rate of 78%, high by any distance education standards, is maintained across the board.

In eLearning, capacity development for OERs was the main focus. Learning4Content (L4C) received much attention among course writers. Institutions have embraced the philosophy of collaborative course development online.

Considerable success has been achieved with institutions on the importance of ODL policy. The use of OERs has been widely accepted as a tool for development and COL's partnerships have been further strengthened for the future.





# LEARNING FOR LIVELIHOODS

## Learning and Skills for Livelihoods

INITIATIVE MANAGER: JOSHUA MALLET



### OVERVIEW:

The challenge to provide skills to young graduates and early school leavers remains a major one across the Commonwealth. Capacity building will be required for specific country needs while further education in entrepreneurship for young men and women will help sustain their acquired skills toward self-employment or job seeking. Polytechnics and universities will lend their expertise through research, training and international collaborations for exchange of ideas and the adoption of new practices. Specifically, the activities of this initiative are:

1. Capacity Building for Functional Literacy;
2. Basic and Middle Level Entrepreneurial Education and Training; and
3. Further Education, Training and Research, and Entrepreneurial Skills.

### ASSESSMENT: ACHIEVED

There were remarkable achievements in all four regions in accepting open and distance learning (ODL) as a viable means for training. While six institutions in Africa have started developing policies, Trinidad & Tobago proceeded to produce a national policy framework. COL has also created good partnerships to support skills development across the Commonwealth. Some materials have been developed in Africa, Asia and the Pacific. However, more capacity needs to be built to customise courses in skills development. The Caribbean region has come together and will require continued training of trainers for course writing.

### PERFORMANCE TARGETS

1. Break-through acceptance by key institutions in at least one country each in sub-Saharan Africa, South Asia and the small states of the Commonwealth of ODL as a viable and desirable option for improving livelihoods.
2. At least one major institution each in sub-Saharan Africa, South Asia and the small states of the Commonwealth significantly increase their capacity to develop and deliver ODL for occupational skills training and/or improved livelihoods.
3. One new partnerships network each in sub-Saharan Africa, South Asia and the small states of the Commonwealth, comprising national and international government institutions and community-based organisations, established to develop strategies for the use of ODL for improved livelihoods.
4. Two new contextually relevant sets of ODL/ICT based learning materials for occupational skills development created and each is taken up by at least two major institutions in different developing Commonwealth countries.

### PERFORMANCE DATA (JULY 2006 – MARCH 2009)

#### Outputs achieved:

- Advocacy event carried out with ten institutions in the Caribbean to accept ODL as an option for training in skills.
- Six institutions each in Sub-Saharan Africa and the Pacific adopt ODL as a viable option for training in livelihoods.
- 11 teachers from St. Kitts/Nevis and 27 from Grenada complete COL-UTech Special Diploma in TVET.
- District Literacy Centre in Kerala trained 30 women coordinators for using ODL methods for literacy training.
- Two institutions in Sub-Saharan Africa (Ghana, Mauritius) increased their capacity to produce and use ODL for training.
- Five sets of new learning materials developed:
  - 1) University of Education Winneba produced a complete set of ODL materials for Bachelor's Degree in TVET.

- 2) The Community Health Nurses' Training School has completed Semester One Certificate course materials.
  - 3) One Certificate course developed in Bangladesh in Home Management.
  - 4) Adult Basic Education Society in Pakistan produced a manual and DVD for literacy teachers "*Roshni*".
  - 5) One course in Small Engines developed for the Pacific.
- Mauritius Qualifications Authority (MQA) has trained over 300 trainers in carrying out Recognition of Prior Learning (RPL) assessment after COL support.
  - Commonwealth Association of Polytechnics in Africa (CAPA) in Kenya, Mauritius Qualifications Authority (MQA) and the National Board for Technical Education (NBTE) in Nigeria are partners with COL for TVET in Africa.

## Outcomes achieved:

- Ten institutions in the Caribbean begin adaptation of Entry Level One curriculum in ODL mode contributed by Metal Industries Company (MIC)
- 21 persons from six countries - Gambia, Ghana, Kenya, Nigeria, Tanzania & Zambia started drafting an institutional policy framework for ODL Technical and Vocational Education and Training (TVET).
- Fiji, Nauru, Solomon, Samoa, Tonga and Vanuatu have introduced ODL courses in Basic Trades for youth.
- Two institutions in the Caribbean increase access to teacher training in TVET using ODL.
- Two civil society organisations have enhanced their capacity to deliver livelihoods training through ODL.



## LESSONS LEARNED:

Breakthrough was a challenge in the Caribbean but there was a major success because COL recognised that a) the region has diverse needs, b) country partners operate at different paces, and c) it is not always easy for COL to get the desired response due to the presence of many big donor agencies.

It appears that focusing on selected institutions/countries to pilot an initiative and later spread it to other countries is a reliable strategy. There is ample evidence that good foundations have been laid for expansion during the next Three-Year Plan.

## COUNTRIES AND PARTNERS

**33 COUNTRIES:** Bangladesh, Barbados, Belize, Botswana, Fiji, The Gambia, Ghana, Grenada, Guyana, India, Jamaica, Kenya, Malawi, Maldives\*, Mauritius, Mozambique, Nigeria, Namibia, Pakistan\*, St. Kitts/Nevis, St. Lucia, St. Vincent & the Grenadines, Samoa, Seychelles, Sierra Leone, Solomon Islands, South Africa, Tanzania, Tonga, Trinidad & Tobago, Tuvalu, Uganda, Vanuatu, Zambia.

**KEY PARTNERS:** Commonwealth Association of Polytechnics in Africa (CAPA), Mauritius Qualifications Authority (MQA), National Board for Technical Education (NBTE), University of Education Winneba (UEW), Community Health Nurses' training School (CHNTS), Winneba, Commission of the Economic Community of West African States (ECOWAS), Adult Basic Education & Training (ABET), South Africa, Metal Industries Company (MIC), Trinidad & Tobago, University of Technology (UTech), Jamaica, Dhaka Ahsania Mission (DAM), Bangladesh, District Literacy Centre, Kerala, Tamil Nadu Open University (TNOU), India, Netarjee Subras Open University (NSOU), India, Pacific Association of Technical Vocational Education & Training (PATVET), Open Polytechnic of New Zealand, Otago Polytechnic, New Zealand, UNESCO-UNEVOC International Centre for Technical & Vocational Education & Training.

**THREE-YEAR BUDGET:** \$1,060,227 (\$790,428 core + \$269,799 additional contributions)

**EXPENDITURE TO 31 MARCH 2009:** \$818,846

*\*Very little contact was made with the Maldives; Pakistan became dormant due to unstable political situations.*

# LEARNING FOR LIVELIHOODS

## Rural and Peri-Urban Community Development

INITIATIVE MANAGER: DR. KODHANDARAMAN BALASUBRAMANIAN



### OVERVIEW:

The innovative activity of Lifelong Learning for Farmers (L3F) is a paradigm shift in the approach to extension and human resource development: it focuses on self-directed strategic learning and lays an emphasis on a win-win framework which would help the information and communication technology (ICT) based Lifelong Learning (L3) to become a self-sustaining process. The experiences in Asia and parts of Africa show the enormous potential for this framework. In order to evolve a large scale self-replicating process, the activities have to be planned in a larger spatial-temporal context in a sustained manner in order to get the scale advantage. Specifically, the activities in this initiative are:

1. Life Long Learning for Farmers (L3F); and
2. COL-PROTEIN – Poverty Reduction Outcomes Through Education Innovations and Networks.

### PERFORMANCE TARGETS

1. At least one substantial, economically and socially disadvantaged community each in sub-Saharan Africa, South Asia and the small states of the Commonwealth significantly increases its income generation through use of ODL.
2. Break-through acceptance by key institutions in at least one country each in sub-Saharan Africa, South Asia and the small states of the Commonwealth of ODL as a viable and desirable option for improving livelihoods.
3. At least one major institution each in sub-Saharan Africa, South Asia and the small states of the Commonwealth significantly increases their capacity to develop and deliver ODL for occupational skills training and/or improved livelihoods.
4. One new partnerships network each in sub-Saharan Africa, South Asia and the small states of the Commonwealth, comprising national and international government institutions and community-based organisations, established to develop strategies for the use of ODL for improved livelihoods.

5. Two new contextually relevant sets of ODL/ICT based learning materials for occupational skills development created and each is taken up by at least two major institutions in different developing Commonwealth countries.

### PERFORMANCE DATA (JULY 2006 – MARCH 2009)

#### Outputs achieved:

- COL-PROTEIN projects in five countries initiated and completed. Six additional COL-PROTEIN projects launched in Pakistan, Bangladesh, India, Kenya and Ghana and nearing completion.
- Launched L3F project in Mauritius.
- Feasibility studies for L3 in Kenya completed.
- Arul Anandar College, India has integrated ODL for improving livelihoods as a major theme.
- Five universities in Sri Lanka have accepted ODL as a viable option for improving livelihoods and implementing L3F.

### ASSESSMENT: EXCEEDED

In **Lifelong Learning for Farmers**, the outputs and outcomes have exceeded the targets particularly in Asia. The first activity on L3F which was completed with COL withdrawing from the project site during 2005 is still active with village women who continue to learn for improving their livelihoods using information and communication technologies (ICTs). This shows the potential of a self-sustaining initiative. Institutionalisation is taking place in Sri Lanka. Banks and ICT companies are getting involved with L3 activities. However there is a need to focus more in terms of region particularly in sub-Saharan Africa and the Pacific.

6R Filter: The activity has been able to address Relevance, Results, Reach, Resources and Relationships. The only R which the activity needs to focus is Region.

In **COL Protein** while the outputs were achieved, the activities did not have a major impact on the outcomes.

6R Filter: The activity has been able to address Relevance, Reach and Regions. The activity has to be strengthened in terms of Results, Resources and Relationships.

- Masinde Mulire University for Science and Technology (MMUST) in Kenya has accepted ODL as a viable tool for improving livelihoods.
- Selected staff of Maharashtra Animal and Fishery Science University (MAFSU), Arul Anandar College and VIDIYAL (an NGO) were trained in ODL for development.
- Selected staff of three organisations from Africa visited India and were trained in ODL for development.
- Eight representatives of five universities in Sri Lanka were trained in ODL for development.
- One representative from Papua New Guinea visited India and was trained in ODL in L3F.
- Two networks in Africa, Strengthening University Capacity for Promoting, Facilitating and Teaching Rural Innovation processes (SUCAPRI) and the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) have identified ODL for improved livelihoods as a major theme. Twenty members of these networks were trained in ODL for development.
- Four agricultural and veterinary universities have been linked to International Crops Research Institute for the Semi-Arid Tropics (ICRISAT) in India and staff were trained in various aspects of ICTs based ODL.
- VIDIYAL in India has generated series of Voice-Mail based content in goat rearing.
- Four universities in Sri Lanka have generated content in English, Sinhala and Tamil using WikiEducator and multi-media.
- One group of HIV/AIDS affected women in Mumiaz, Western Kenya, learning about the scope of L3, approached the bank in Kenya for dairy development. The bank sanctioned loans to 50 women who have started dairy as an enterprise.
- The Government of Mauritius has integrated components of social capital and mobilisation in their women's empowerment programme based on COL's L3 initiative called M-POWER.
- University of Colombo has established Institute of Agrotechnology and Rural Sciences under the University Act of Sri Lanka with online distance learning for development under Distance Education Modernisation Project.
- State Bank of India is supporting Tamil Nadu Agricultural University for developing an ODL course for rural women on floriculture.
- In partnership with ICRISAT, two agricultural and veterinary universities are being supported by National Agricultural Innovation Programme of Ministry of Agriculture, Government of India for generating eContent for ODL.
- IKSL, one of the leading mobile service providers in India is using the content of Voicemails of VIDIYAL for sending messages to more than 10,000 farmers in Tamil Nadu, India.



## LESSONS LEARNED:

- L3F has potential for large-scale replication provided the activities are carried out for substantially longer periods of time.
- The ODL institutions are institutionalising development perspectives - they have started emphasising issues such as mobilisation, social capital, community, etc.
- COL-PROTEIN had limited linkages with livelihoods issues and hence had limited impact in terms of policies on ODL for development. There is a need to integrate COL-PROTEIN in L3 over the next Three Year Plan.

## Outcomes achieved:

- Nearly 400 persons (85% of them women) have raised nearly US\$ 100,000 worth of credit and value addition through L3 initiatives in India.
- 500 women from poor families have bought mobile phones using bank credit for M-Learning and for business transactions in livestock management.

## COUNTRIES AND PARTNERS

**8 COUNTRIES:** India, Jamaica, Kenya, Mauritius, Papua New Guinea, Sri Lanka, Uganda.

**KEY PARTNERS:** Masinde Mulire University of Science and Technology (MMUST), Kenya, Makerere University, Uganda, Maharashtra Animal and Fishery Sciences University (MAFSU), Arul Anandar College, India, VIDIYAL, India, University of Colombo, Sri Lanka, University of Ruhuna, Sri Lanka, Eastern University, Sri Lanka, The Open University of Sri Lanka (OUSL), National Productivity and Competitiveness Council, Mauritius, The Caribbean Agricultural Research and Development Institute, Jamaica, University of Papua New Guinea (UPNG).

**THREE-YEAR BUDGET:** \$624,893

**EXPENDITURE TO 31 MARCH 2009:** \$543,608

# LEARNING FOR LIVELIHOODS

## National and International Community Development

INITIATIVE MANAGER: DR. KODHANDARAMAN BALASUBRAMANIAN



### OVERVIEW:

Open and distance learning (ODL) for Improved Livelihoods as a strategy can get strengthened only when various international and national agencies involved in primary sector development, are able to institutionalise the concept in their activities. Hence COL, during 2006-2009, played a major advocacy role among these organisations to internalise the issue of ODL for development. Specifically, the activities of this initiative are:

1. Partnerships with Consultative Group on International Agricultural Research (CGIAR), Food and Agriculture Organization (FAO), Global Forum on Agricultural Research (GFAR), Technical Centre for Agricultural and Rural Cooperation (CTA), International Network for Bamboo and Rattan (INBAR), International Society for Horticultural Science (ISHS);
2. National ODL and Agricultural Education Extension; and
3. ODL and ICT for Community Empowerment.

The goal for this initiative is to increase the effective use of ODL by institutions for occupational skill development and improved livelihoods.

### ASSESSMENT: ACHIEVED

Partnerships with CGIAR, FAO, GFAR, CTA, INBAR, ISHS strengthened.

National ODL and Agricultural Education Extension – Tamil Nadu Agricultural University (TNAU) becomes a dual-mode agricultural university - 6R Filter: Relevance, Reach, Relationships, Results and Resources have been addressed; there is a need to focus on Regions.

### PERFORMANCE TARGETS

1. Breakthrough acceptance by key institutions in at least one country each in sub-Saharan Africa, South Asia and the small states of the Commonwealth of ODL as a viable and desirable option for improving livelihoods.
2. At least one major institution each in sub-Saharan Africa, South Asia and the small states of the Commonwealth significantly increase their capacity to develop and deliver ODL for occupational skills training and/or improved livelihoods.
3. One new partnerships network each in sub-Saharan Africa, South Asia and the small states of the Commonwealth, comprising national and international government institutions and community-based organisations, established to develop strategies for the use of ODL for improved livelihoods.

### PERFORMANCE DATA (JULY 2006 – MARCH 2009)

#### Outputs achieved:

- Tamil Nadu Agricultural University (TNAU) in India has established a self-sustaining ODL department with the technical support of COL.
- FAO in its Information Management Resource KIT (IMARK) is developing ODL modules in five languages. COL is a member of the steering group.
- Forum for Agricultural Research in Africa (FARA) is associated with COL in developing ODL for agriculture in Africa.
- Training for staff of the Maharashtra Animal and Fishery Science University (MAFSU) conducted at which eight persons participated.
- 27 staff of Arul Anandar College trained on ODL for development.

- COL strengthened a network called Strengthening the University Capacity for Promoting, Facilitating and Teaching Rural Innovation Processes (SUCAPRI) in Africa and trained staff from five universities in web-based ODL for development.
- COL helped in linking three agricultural and veterinary universities in India with International Crops Research Institute for the Semi-Arid Tropics (ICRISAT) in Virtual Academy for Semi-Arid Tropics (VASAT).

### Outcomes achieved:

- State Bank of India is supporting TNAU in ODL for rural women.
- Maharashtra Animal and Fishery Sciences University (MAFSU), India increased its capacity in developing ODL materials and has become a dual-mode institution.

- Makerere University in Uganda is involved with FARA in developing ODL for agriculture in a major project at Kabale, Uganda.
- ICRISAT with the agricultural universities has started a content-generation project for ODL in agriculture.




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### LESSONS LEARNED:

- There is a need to strengthen the activities in Africa and the Pacific.
- The involvement of the international institutions in grassroots L3F project needs further attention.

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## COUNTRIES AND PARTNERS

**3 COUNTRIES:** India, Kenya, Uganda.

**KEY PARTNERS:** The Consultative Group on International Agricultural Research (CGIAR), The Forum for Agricultural Research in Africa (FARA), The Global Forum on Agricultural Research (GFAR), The International Centre for Research in Semi-Arid Tropics (ICRISAT), The Maharashtra Animal and Fishery Science University (MAFSU), The Tamil Nadu Agricultural University (TNAU), Strengthening the University Capacity for Promoting, Facilitating & Teaching Rural Innovation Processes (SUCAPRI).

**THREE-YEAR BUDGET:** \$624,107

**EXPENDITURE TO 31 MARCH 2009:** \$506,878

# LEARNING FOR LIVELIHOODS

## Virtual University for Small States of the Commonwealth

INITIATIVE MANAGER: JOHN LESPERANCE



### OVERVIEW:

The broad development objective of the Virtual University for Small States of the Commonwealth (VUSSC) is to develop the human resource capacity that small states require to ensure that they are able to participate effectively in the global knowledge economy. By working together, the small states of the Commonwealth can address their common educational challenges, effectively utilising their limited resources. COL's VUSSC network is facilitating collaborative development and the sharing of open educational resources (OERs) in support of this important goal and is doing so, in the main, with additional funding. Specifically, the activities of this initiative are:

1. Building capacity in small states in areas of information and communication technologies (ICT), production of ODL materials and OERs;
2. Development of course materials; and
3. Development of a Transnational Qualifications Framework (TQF).

The goal for this initiative is to develop a collaborative network of Commonwealth small states aimed at creating and building the capacity of institutions to offer more programmes and establish a multinational framework for the transfer of qualifications.

### ASSESSMENT: EXCEEDED

When the VUSSC started there were some six to ten countries participating. To date 31 small states of the Commonwealth have chosen to participate in the VUSSC initiative. According to senior officials, VUSSC-trained educators have been impacting on how information and communication technologies (ICT) are used in education systems, developing new courses and integrating course materials developed during the VUSSC training into in-country courses, notably in Trinidad & Tobago, Mauritius, Seychelles, the Bahamas, Barbados and Samoa.

The initiative was expected to assist countries in finding ways to exchange courses and qualifications. The creation of a TQF exceeds expectations and goes beyond what other multilateral projects such as the SADC-SAQA initiative have achieved. Barbados and The Bahamas are preparing to use the TQF as a basis for their own national qualifications frameworks and participating VUSSC countries have indicated their desire to collaborate and strengthen all national qualifications systems.

One workshop participant from The Bahamas was awarded "teacher of the year" and others have gone to advance their studies because of the exposure they have had as a result of the VUSSC workshop, hence their motivation for learning.

Mauritius, the Seychelles, Antigua and Barbuda, Samoa and Trinidad and Tobago have used materials developed for training in life skills, disaster management and open and distance learning (ODL) materials development.

The early implementation of VUSSC encouraged The William and Flora Hewlett Foundation to provide COL with a grant of USD 750,000, about half of which was to fund the initial stages of the VUSSC. Early successes encouraged the Commonwealth Fund for Technical Cooperation (CFTC) to provide VUSSC with funding of GBP1 million over a period of four years.

### PERFORMANCE TARGETS

1. Breakthrough acceptance by key institutions in at least one country each in Sub-Saharan Africa, South Asia and the small states of the Commonwealth of ODL as a viable and desirable option for improving livelihoods.
2. At least one major institution each in sub-Saharan Africa, South Asia and the small states of the Commonwealth significantly increase their capacity to develop and deliver ODL for occupational skills training and/or improved livelihoods.
3. One new partnerships network each in sub-Saharan Africa, South Asia and the small states of the Commonwealth, comprising national and international government institutions and community-based organisations, established to develop strategies for the use of ODL for improved livelihoods.
4. Two new contextually relevant sets of ODL/ICT based learning materials for occupational skills development created and each is taken up by at least two major institutions in different developing Commonwealth countries.



## PERFORMANCE DATA (JULY 2006 – MARCH 2009)

### Outputs achieved:

- A network of 32 countries established.
- Six VUSSC International Training and Materials Development Workshops for staff in partner institutions conducted to raise the ICT skills of participating educators.
- 115 individuals have been trained in course material development and in return have trained 600 colleagues.
- One Transnational Qualifications Framework (TQF) concept document developed.
- One institution in the Caribbean offered two online courses.
- 278 educators participated in policy meetings and development of occupational skills courses using the ODL format.
- 15 Information Technology (IT) Managers received training in the use of open source operating systems for effective management of servers in educational institutions.
- 31 participating countries in VUSSC were engaged in strengthening their educational systems by collaborating with each other.
- One Transnational Qualifications Framework Management Committee established and collaborating.
- One Virtual University Management Committee established and collaborating.
- Two courses in disaster management and training educators to develop and design ODL materials have been developed.

### Outcomes achieved:

- Small states are now searching for and using free content in the production of ODL content for sharing through online repositories. Educational practitioners more skilled to produce and adapt curriculum.
- Small states of the Commonwealth are now more aware of the benefits of ODL and ICTs.
- The Transnational Qualification Framework Management Committee is using the developed concept document to chart the way forward for the Transnational Qualification Framework.
- IT Managers are using the Linux operating system (Ubuntu) to maintain eLearning/ICT infrastructure in a more cost effective way in educational institutions.
- Governments more committed to using ODL in their country through VUSSC.
- Content developed for various courses are being used and or adapted by institutions to suit local contexts in the Seychelles, Trinidad & Tobago, Mauritius, Samoa, Barbados, Antigua & Barbuda.



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### LESSONS LEARNED:

COL staff need to listen carefully to participants and adapt to the skills levels, the kind of computers and software in use and the available bandwidth. What works in one country will likely need to be adapted to work in another country.

Educators in developing countries are under great pressures and it is very difficult for them to be released from their duties to add value to part-time projects. The longer training workshops employed in the VUSSC initiative have served to separate educators from their daily pressures to give them enough time to learn and practice new skills and to develop some materials at the same time. This model has been refined and is being re-used in the Open Schools Initiative (demonstrating action learning being applied).

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## COUNTRIES AND PARTNERS

**31 COUNTRIES:** Antigua & Barbuda, The Bahamas, Barbados, Belize, Botswana, Brunei Darussalam, Cyprus, Dominica, The Gambia, Grenada, Guyana, Kiribati, Lesotho, Maldives, Malta, Mauritius, Namibia, Papua New Guinea, Samoa, Seychelles, Sierra Leone, Solomon Islands, St. Kitts & Nevis, St. Lucia, St. Vincent & the Grenadines, Solomon Islands, Swaziland, Tonga, Trinidad & Tobago, Tuvalu, Vanuatu.

**KEY PARTNERS:** Ministries of Education; National Education and Training Institutions, National Qualifications Authorities, Commonwealth Secretariat, University of the West Indies, The William and Flora Hewlett Foundation.

**THREE-YEAR BUDGET:** \$1,994,440 (\$400,000 core + \$1,594,440 additional contributions)

**EXPENDITURE TO 31 MARCH 2009:** \$1,872,568

# LEARNING FOR LIVELIHOODS

## Transnational Programmes

INITIATIVE MANAGER: ANGELA KWAN



### OVERVIEW:

International organisations are seeking to customise, democratise and modernise staff training through eLearning. The areas in need of capacity enhancement have expanded from writing effectively to reporting on audit findings, managing operational data and managing public external debt. COL responds to the growing requests by developing customised content that speaks to the immediate learning needs of learners and enhancing the learning experience through individualised e-coaching and assessment. Specifically, the activities of this initiative are:

1. eLearning for Workplace Professional Development; and
2. Materials Development/Adaptation through Customisation.

The goals for this initiative are to provide just-in-time quality training to staff of international organisations, especially those based in country and field offices.

### ASSESSMENT: EXCEEDED

Activity One is exceeded, especially in Results, Reach, Regions, and Resources. We have expanded the institutional partnerships from six to eleven. The partnerships have had a multiplier effect, for example, our relationship with the World Bank has led to us developing a relationship with Inter-American Development Bank. We further developed direct partnerships with country offices (UNICEF, India followed by Bangladesh) after working with the headquarters of international organisations.

Instead of two new courses, six were completed and one is under development. The subject matter is expanded to cover debt management and editing educational materials.

### PERFORMANCE TARGETS

1. One new partnership with an international institution established to engage ODL/ICT for occupational skills development.
2. Two new contextually relevant sets of ODL/ICT based learning materials for occupational skills development created.

### PERFORMANCE DATA (JULY 2006 – MARCH 2009)

#### Outputs achieved:

- Six new partnerships are established with the UNDP, UNICEF (India and Bangladesh Country Offices), Inter-American Development Bank, Office of Internal Oversight Services (OIOS) of the UN, the World Bank and the Commonwealth Secretariat respectively.

- Six new sets of learning materials are developed and one is in the process of completion. They are:
  - 1) Writing Audit Reports for OIOS;
  - 2) Writing Effectively for UNICEF, India Country Office;
  - 3) Writing Effectively for UNICEF, Bangladesh Country Office;
  - 4) Inter-American Development Bank online writing course;
  - 5) World Bank online writing courses;
  - 6) Editing Educational Materials for Africa, World Bank; and
  - 7) Commonwealth Secretariat – Debt Recording and Management course.

## Outcomes achieved:

- Partnerships with international organisations have increased from five to 11 over the triennium.
- 3,300 learners trained by June 2009 with a gender ratio of six (women) to four (men).
- 11 international organisations enhance their capacity to offer ongoing professional development to their staff through COL's eLio programme.



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## LESSONS LEARNED:

We have learned:

- Delivering on our promises paid off in an enhanced reputation for COL.
- Monitoring consistently for results is extremely important.
- Creating win-win situations for all partners.

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## COUNTRIES AND PARTNERS

**147 COUNTRIES:** 37 Commonwealth Countries and 110 Non-Commonwealth countries.

**KEY PARTNERS:** United Nations High Commissioner for the Refugees (UNHCR), World Health Organization (WHO), International Federation of the Red Cross and Red Crescent Societies (IFRC), International Labor Organization (ILO), The World Bank (WB), Inter-American Development Bank (IADB), Commonwealth Secretariat (ComSec), The Office of Oversight Services (OIOS), United Nations (UN), United Nations Development Program (UNDP), The United Nations Children's Fund (UNICEF) India Country Office and Bangladesh Country Office.

**THREE-YEAR BUDGET:** \$1,968,165 additional contributions

**EXPENDITURE TO 31 MARCH 2009:** \$1,550,611

# HUMAN ENVIRONMENT SECTOR

## SUMMARY

*Asha Kanwar, Team Leader*

By using open and distance learning (ODL) and media in both non-formal and formal education, this sector exemplifies the paradigm shift that has taken place in harnessing ODL for development, a shift pioneered in large part by COL.

One of COL's most consistent activities in this sector has been the COL Media Empowerment (COLME) project, which has worked with over 40 institutions and organisations. One successful intervention has been COL's work with the Nova Scotia Gambia Association (NSGA) for reducing HIV/AIDS stigma and promoting preventive education. The harnessing of video media enabled NSGA to extend its reach dramatically. NSGA's new director described the impact as "incredible". She said it is not just the numbers reached (about 100,000) but the fascination that people in remote villages have for the cinema events. A key success factor was the presence of a strong partner in the field. An internal assessment in 2008 highlighted a 76 percent survival rate among COLME units, with 28 percent achieving a high degree of success. One of the strategies to emerge for the next Three Year Plan (TYP) is to move from "media for messaging" to "media for engaged learning".

Governance was a new area and identifying strong partners able to adopt ODL for governance has taken a great deal of effort. Some progress was made in supporting Rupantar, a grassroots NGO in Bangladesh, to develop distance learning materials to scale up the training of its workers in the field. A

distance learning package on governance for local level functionaries was also initiated in Papua New Guinea. In its drive to focus on its areas of strength, COL has sunsetted this initiative for the next TYP.

The ten modules of materials developed under the Environment initiative have assumed a life of their own. The All India Council for Technical Education (AICTE) which coordinates 1346 engineering colleges in India has integrated the environmental engineering modules developed by the Indian Institute of Science through COL support, in training programmes for engineering college lecturers. One important lesson is that developing needs-based materials of high quality is not enough. Generating a sense of ownership and finding an effective partner is critical for sustained use.

Gender and Development has underachieved as part of COL's initiative. The reasons for fewer outputs in this area were a) several gender activities were mainstreamed into the good governance initiative and b) the inability of a key partner to deliver on joint training activities.

Overall, the sector has achieved its objectives of helping "countries use learning technologies to make a difference in the areas of gender, health, environment and governance" and advising countries on "the educational use of media and ICTs" (TYP 2006-2009). The biggest challenge in this sector has been achieving thematic coherence, a consideration which has been addressed in the next TYP.



# HUMAN ENVIRONMENT

## Gender and Development

INITIATIVE MANAGER: DR. TANYSS MUNRO



### OVERVIEW:

The purpose of this initiative has been to use open and distance learning (ODL) and other technologies to increase the participation of women in education and training and to provide equal opportunities to both men and women for achieving their full potential. The activities in this initiative are:

1. ODL materials for training and research in "gender and development"; and
2. Capacity building in gender and development.

### ASSESSMENT: UNDER-ACHIEVED

This was a new area of intervention for COL and COL did not have a network of strong partners with expertise and experience in this area. The original concept lacked clarity in terms of markers and progress, making measurement difficult.

### PERFORMANCE TARGETS

1. 25 Institutions and community-based organisations use ODL in health, gender, governance (grassroots) and environmental education programmes.
2. 200 additional health, gender, governance (grassroots) and environmental and agricultural education media productions developed.

### PERFORMANCE DATA (JULY 2006 – MARCH 2009)

#### Outputs achieved:

- Four institutions in two countries developed Indicators for Girl Friendly Schools.
- Gender issues raised through speeches, workshops and discussions at Pan Commonwealth Forums 4 and 5 and at COL.
- COL gender policy and action plan developed.
- Gender micro-site developed.
- One research report on Boys' Underachievement developed with COMSEC.

#### Outcomes achieved:

- Awareness raised among stakeholders about the gender dimension of ODL.
- Policy makers and practitioners in two countries more aware of how to implement Girl Friendly Schools.
- COL colleagues and stakeholders better skilled to mainstream gender into their initiatives.
- Gender micro-site available to stakeholders throughout the Commonwealth.
- Awareness raised among ministers of education and senior officials on issues of boys' underachievement at 16<sup>th</sup> CCEM.



### LESSONS LEARNED:

It is important to have a clear vision and directions for a new intervention as well as a clear understanding of how it fits into the overall programme, the outcomes and how these will be measured.

### COUNTRIES AND PARTNERS

**6 COUNTRIES:** Bangladesh, India, Jamaica, Lesotho, Samoa, Swaziland.

**KEY PARTNERS:** Commonwealth Secretariat (COMSEC) (Social Transformation Programmes Division and the Governance and Institutional Development Division), Institute of Social and Economic Change, India.

**THREE-YEAR BUDGET:** \$107,000

**EXPENDITURE TO 31 MARCH 2009:** \$68,247



# HUMAN ENVIRONMENT

## Health, Welfare and Community Development

INITIATIVE MANAGER: IAN PRINGLE



### OVERVIEW:

The aim of the initiative has been to develop and demonstrate effective, adaptable approaches and models in media-information and communication technologies (ICT) for learning about health and community development; thereby feeding policy and replication. The initiative equips and trains both media-technology groups and knowledge-based organisations in content creation and production skills. Focus areas are health, especially HIV/AIDS and community development. Media include local and national radio and television as well as village cinema and DVDs. The activities in this initiative are:

1. Health media empowerment; and
2. Building community capacities to use media for learning in the area of health.

### ASSESSMENT: ACHIEVED

There is a critical need for new educational strategies and approaches concerning health and community development. The initiative has achieved cost-effective results and impressive scope: programmes and/or facilities in 15 countries across all major regions of the Commonwealth with outputs visible at the community level, often in remote and marginalised areas. There are some real success stories and a clear potential for replicable models; however, a high proportion of media units are under-utilised and the initial objective of replication has not been realised. New strategies more focused on collaborative ODL programme development, capacity development, and drawing on important new partnerships, will help scale-up and provide policy feedback.

### PERFORMANCE TARGETS

1. 25 institutions and community-based organisations use ODL in health, gender, governance (grassroots) and environmental education programmes.
2. 200 additional health, gender, governance (grassroots) and environmental and agricultural education media productions developed.

### PERFORMANCE DATA (JULY 2006 – MARCH 2009)

#### Outputs achieved:

- Seven new media units established in educational institutions and organisations.
- Seven existing media units provided with equipment upgrades and support.
- Three community-based organisations running new open and distance learning (ODL) programmes.
- 45 community members (learners) directly engaged in organisational and learning processes.

- Four open source materials (training curricula, case studies, etc.) related to non-formal ODL for community development available.
- 25 health and media groups involved in a community of practice through WikiEducator.
- 183 educational productions developed by local partners using COL-supported facilities, and/or as a result of COL training, programme development support.
- Two new community learning programmes established.
- 68 knowledge intermediaries (media, extension, development workers, etc.) trained in ODL related skills.

#### Outcomes achieved:

- Media and development groups are more aware of ODL potential in “learning for development” as a result of advocacy.
- Institutional and organisational capacities to use ODL are increased through training, networking and the availability of training materials and learning resources.



- Policymakers' awareness of low-cost models and approaches is increased as a result of demonstration and advocacy.
- Increased provision of non-formal ODL content and programming.
- In select areas, citizens have increased access to appropriate, locally relevant learning opportunities.



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## LESSONS LEARNED:

- Replication of success stories in health media empowerment has been challenging: building capacities to use media is a long-term process that requires a dynamic engagement with partners (at different levels), on-going organisational development (e.g. concerning vision, mandate, networks, etc.) in addition to facility support and technical training.
- The deployment of media-ICT as tools specifically for teaching-learning rather than organisational communication requires more applied research, related capacity building materials and advocacy.
- Non-formal ODL is still a new field, one with enormous potential; a holistic approach that proactively engages media/technology, education and development groups and perspectives, both at local and national/international levels, is needed.

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## COUNTRIES AND PARTNERS

**16 COUNTRIES:** Barbados, Dominica, The Gambia, India, Kenya, Malawi, Maldives, Papua New Guinea, St Vincent & the Grenadines, Sierra Leone, Solomon Islands, South Africa, Swaziland, Tanzania, Vanuatu.

**KEY PARTNERS:** Commonwealth Secretariat (ComSec), International AIDS Society (IAS), World Association of Community Radio Broadcasters (AMARC), World Health Organisation (WHO); 17 local development and health organisations in 15 participating countries.

**THREE-YEAR BUDGET:** \$329,775

**EXPENDITURE TO 31 MARCH 2009:** \$315,406

# HUMAN ENVIRONMENT

## Environmental Education

INITIATIVE MANAGER: DR. KODHANDARAMAN BALASUBRAMANIAN



### OVERVIEW:

The activities focus on India and Kenya. The National initiative on environmental education has resulted in substantial outcomes in India. An International Environmental Education Certificate Course vis-à-vis climate change and water issues is being developed. Due to COL's facilitation, institutions in Kenya and India have come together for sharing their knowledge and skills. However, the experience in the three activities noted below during the last three years shows that there is a need to perceive environmental education in the context of livelihoods and focus on the strategy of "thinking globally and acting locally". The activities in this initiative are:

1. Integrated national initiative on environmental education;
2. International certificate course on environmental education; and
3. Global climate and water issues.

### PERFORMANCE TARGETS

1. 25 Institutions and community-based organisations use ODL in health, gender, governance (grassroots) and environmental education programmes.
2. 200 additional health, gender, governance (grassroots) and environmental and agricultural education media productions developed.
3. Five institutions or community-based organisations use COL environmental educational materials for their programmes.

### PERFORMANCE DATA (JULY 2006 – MARCH 2009)

#### Outputs achieved:

- Education modules developed by the Indian Institute of Science (IISc) and COL as part of IISc

### ASSESSMENT: ACHIEVED

In the case of developing an Integrated National Initiative on Environment Education, the achievement has exceeded expectations. Outcomes such as increased adoption by policy makers e.g. All India Council for Technical Education (AICTE), increased and effective use by practitioners of open and distance learning (ODL), (five universities recognising the ODL materials prepared with the support of COL) and The Energy and Resources Institute (TERI) agreeing to publish the modules, indicate that the achievement has exceeded the target. The involvement of rural schools and street children indicate increase in access to learning opportunities for the marginalised and vulnerable groups.

International Environment Education Certificate Course with Centre for Environmental Education (CEE): In this activity, the output has been achieved as per the plan of action. However, there are yet to be visible outcomes.

The activities under global climate and water issues have achieved their outputs. It has also brought international organisations, NGOs and universities under one umbrella to perceive climate and water issues in a holistic manner.

courses. Three secondary schools are using the Environmental Education modules. One NGO is using the Environmental Education module for street children.

- Five staff from five institutions, African Centre for Technology Studies (ACTS), Masinde Mulire University for Science and Technologies (MMUST) and three NGOs in Western Kenya, trained in integrating Environmental Education materials into livelihoods programmes.
- The Centre for Environmental Education (CEE), India, has developed an ODL course on Education for Sustainable Development with specific reference to climate change and water resource management.
- Five environmental engineering modules published.
- Two online courses, with face-to-face components on Environment Management completed.
- Ten modules (interactive CD-ROMs) on environment education for secondary schools

developed; school teachers are using the modules as reference materials.

- Three secondary schools are using the Environmental Education modules.
- One NGO is using the environmental education module for street children.

### Outcomes achieved:

- Five Universities in India have recognised the IISc and COL Environmental Engineering and Environmental Management modules as reference materials.
- UNESCO has taken up the Education for Sustainable Development course for offer in Maldives.
- The Energy Research Institute (TERI) which played a major role in the Intergovernmental Panel on Climate Change (IPCC) (for which the Nobel Prize for 2007 was awarded) has entered into an agreement with IISc for publishing the COL-supported materials on Environmental Engineering.

- All India Council for Technical Education (AICTE) is supporting IISc to train the professors of various Engineering Colleges in the COL-supported Environmental Engineering modules.



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### LESSONS LEARNED:

- The relationship between activities, outputs, outcomes and indicators, within a Results Based Management (RBM) framework, have to be clearly spelt out. For instance, the outcome of "marginalised and vulnerable groups have more equitable access to quality learning opportunities" does not have a direct relationship with any of the outputs and indicators in Environmental Education.
- There is a need to move beyond environmental education per se and integrate it with livelihoods issues.
- There is a need to focus on Africa as well as on small island states, since these will be particularly affected by climate change

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## COUNTRIES AND PARTNERS

**2 COUNTRIES:** India, Kenya.

**KEY PARTNERS:** Indian Institute of Science (IISc), Karnataka State Open University (KSOU), Centre for Environmental Education (CEE), African Centre for Technology Studies (ACTS), Masinde Mulire University for Science and Technology (MMUST).

**THREE-YEAR BUDGET:** \$205,000

**EXPENDITURE TO 31 MARCH 2009:** \$157,500

# HUMAN ENVIRONMENT

## Good Governance

INITIATIVE MANAGER: DR. TANYSS MUNRO



### OVERVIEW:

The objective of the Good Governance programme has been to demonstrate effective, replicable approaches and models, using open and distance learning (ODL) to facilitate greater access to learning for good governance at the community level. The focus area has been local level government and marginalised groups (women and youth) to promote greater accountability (through understanding roles and responsibilities, increased transparency, and participatory approaches) and to promote leadership (through community-based peace building). The activities in this initiative are:

1. Developing ODL training materials for civil society and local-level government; and
2. Leadership training.

### ASSESSMENT: ACHIEVED

This initiative responded to needs expressed by member states for strengthening local level governance using ODL. The focus was on Papua New Guinea (PNG) and Bangladesh and the activities included advocacy and capacity-building for ODL and materials development. In-country and transnational partnerships were forged. One grassroots organisation, Rupantar, with wide coverage in Bangladesh, developed ODL policy to cover their programmes.

### PERFORMANCE TARGETS

1. 25 Institutions and community-based organisations use ODL in health, gender, governance (grassroots) and environmental education programmes.
2. 200 additional health, gender, governance (grassroots) and environmental and agricultural education media productions developed.
3. Policy-makers and practitioners in three additional ministries/institutions trained in mainstreaming gender within their jurisdictions.
4. 30 young interns placed in ten countries for professional development and support to COL programmes.

### PERFORMANCE DATA (JULY 2006 – MARCH 2009)

#### Outputs achieved:

- 162 participants trained in ODL material development in 11 institutions.
- Three ODL advocacy workshops held in Papua New Guinea (PNG) at which 86 persons participated.

- 15 Master Trainers trained in ODL for good governance in Bangladesh.
- 13 additional media productions developed: four productions developed for local level government in Bangladesh; five for civil society in Bangladesh; two in PNG for local government; one in Vanuatu for conflict resolution skills for civil society; one Pan-Commonwealth video on gender and governance.
- One ODL network established in Bangladesh to share materials and good practices.
- One workshop held in collaboration with Commonwealth Secretariat at which 25 participants from ten countries from across the Commonwealth took part.
- In 2006-2007, ten interns (nine female/one male) were hosted by the following organisations, representing seven countries: CBA (UK); IPPF SAR (India); Commonwealth Foundation (UK), OLSET (South Africa)/TASC (Swaziland) (6 months at each); OBHE/ACU (UK); UWIDEC (Barbados); FARA (Ghana); Commonwealth Secretariat (UK); World Agroforestry Centre (ICRAF) (Kenya); AVU (Kenya). (Programme funding discontinued by Canadian government at end of year one.)

## Outcomes achieved:

- Three organisations and institutions, new to ODL for community development, use ODL materials to reach out to the grassroots in areas of good governance (Rupantar and Action Aid in Bangladesh; Won Smolbag in Vanuatu).
- National, District and Local levels of government in PNG as well as public service training institutions see ODL as a viable and preferred way to train local level government officials.
- Government and public service training institutions in PNG working collaboratively for the first time, to implement ODL training materials.

- Two NGO's (Bangladesh) and one institution (PNG) adopt six ODL modules for good governance at the grassroots level.



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## LESSONS LEARNED:

It is a slow process to build a new area of work in ODL. It may have been faster to work with countries with an ODL tradition, rather than start an initiative in countries new to ODL.

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## COUNTRIES AND PARTNERS

**8 COUNTRIES:** Bangladesh, Barbados, Ghana, India, Jamaica, Kenya, Papua New Guinea, Solomon Islands, South Africa, Swaziland, United Kingdom, Vanuatu, Zambia.

**KEY PARTNERS:** University of Papua New Guinea, Commonwealth Youth Programme - Pacific and youth groups, Solomon Islands, Ministry of Education and Human Resource Development, Solomon Islands, Wan Smolbag, Vanuatu, Rupantar, Bangladesh, Action Aid, Bangladesh, University of Himgiri Nabh Vishwavidyalaya, India, Dispute Resolution Foundation, Jamaica, In-service Training Trust, Zambia, Commonwealth Youth Programme, Zambia, University of Malawi, Malawi Institute of Management, Commonwealth Secretariat, Gender Section, Social Transformation Programmes Division and Governance and Institutional Development Division, The African Virtual University (AVU), Kenya, Commonwealth Broadcasting Association (CBA), United Kingdom, Commonwealth Foundation, United Kingdom, Commonwealth Secretariat - Health Section, Social Transformation Programmes Division (STPD), United Kingdom, Forum for Agricultural Research in Africa (FARA), Ghana, International Planned Parenthood Federation, South Asia Region (IPPF SAR), India, Observatory on Borderless Education (OBHE), Association of Commonwealth Universities (ACU), United Kingdom, Open Learning Systems Education Trust (OLSET), South Africa, The AIDS Information and Support Centre (TASC), Swaziland, University of the West Indies Distance Education Centre (UWIDEC), Barbados, World Agroforestry Centre (ICRAF), Kenya.

**THREE-YEAR BUDGET:** \$546,060 (\$436,500 core + \$109,560 additional contributions)

**EXPENDITURE TO 31 MARCH 2009:** \$406,560

# HUMAN ENVIRONMENT

## Educational Use of Mass Media and ICT's

INITIATIVE MANAGER: IAN PRINGLE



### OVERVIEW:

The initiative builds capacities of media-technology groups and knowledge-based organisations for open and distance learning (ODL) content creation, media production and distribution. Focus areas include agriculture, environment, professional development, vocational education and formal school curricula. Media include local and national radio and television as well as village cinema and DVDs. There has also been a focus on research, training and collaborative content/programme development. The activities in this initiative are:

1. Media empowerment;
2. Building community capacities to use media for learning; and
3. Supporting innovations.

### PERFORMANCE TARGETS

1. 25 institutions and community-based organisations use ODL in health, gender, governance (grassroots) and environmental education programmes.
2. 200 additional health, gender, governance (grassroots) and environmental and agricultural education media productions developed.

### PERFORMANCE DATA (JULY 2006 – MARCH 2009)

#### Outputs achieved:

- 12 new media units established in educational institutions and organisations.
- Four existing media units provided with equipment upgrades and support.
- Two community-based organisations running ODL programmes.

### ASSESSMENT: ACHIEVED

There is a dire need for low-cost strategies that bring development and media-ICT sectors together for the development of non-formal ODL tools and programmes. The initiative has impressive results and scope: programmes and/or facilities in 16 countries across all major regions of the Commonwealth, including small states and remote and marginalised areas. There are some important success stories and potential for replicable approaches and models; however many media units are under-utilised, especially in teaching/learning applications, and gains in capacity are often tenuous. A significant contribution has been made to the provision of content in selected environments (exceeding expectations); however policy feedback and replication are less than expected. New strategies include a stronger focus on capacity development and linkages to the programmes and networks of both national and international partners. Collaborative materials centred on the use of media for ODL have been developed. New research and documentation strategies are now in place.

- 60 community members (learners) directly engaged in learning.
- 25 open source materials (training curricula, case studies, etc.) related to non-formal ODL available.
- Three studies/training tools published.
- 75 media-ICT, development and education groups are part of a community of practice.
- 335 educational productions developed by local partners using COL-supported facilities, training, programme development support.
- 194 knowledge intermediaries (media, extension, development workers) trained in ODL related skills.

#### Outcomes achieved:

- Media and development groups are more aware of ODL potential in "learning for development" as a result of advocacy.
- Institutional and organisational capacities to use ODL are increased through training.
- Availability of open training materials and learning resources increased.

- Policymakers' awareness of low-cost models and approaches is increased as a result of demonstration and advocacy.
- Awareness of the potential of mobile devices and educational broadcasting as part of ODL is greater as a result of research and publications.
- Increased provision of non-formal ODL content and programming.
- In select areas citizens have increased access to appropriate, locally relevant learning opportunities.
- Increased capacity in the community concerned.
- Locally appropriate capacity building model demonstrated.



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## LESSONS LEARNED:

- There is a strong need for organisational development to accompany efforts to increase the capacity of groups working with ODL at the community level.
- Traditional broadcast approaches in the use of media for learning are critical, especially the use of radio in remote and resource-poor areas; however new strategies for sustainability are needed as is new applied research in the use of new media-ICT.
- New human resource strategies and tools, for example related to volunteerism and partnerships, are needed to help community-based groups to be a more effective part of larger open and distance learning processes.

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## COUNTRIES AND PARTNERS

**16 COUNTRIES:** Antigua and Barbuda, The Bahamas, Barbados, Botswana, Dominica, India, Grenada, Jamaica, Kenya, Nigeria, St Kitts & Nevis, St Lucia, Sierra Leone, Solomon Islands, Tanzania, Trinidad & Tobago, Tuvalu.

**KEY PARTNERS:** United Nations Educational, Scientific and Cultural Organization (UNESCO), World Association of Community Radio Broadcasters (AMARC); 18 local development and health organisations in 16 participating countries.

**THREE-YEAR BUDGET:** \$595,250

**EXPENDITURE TO 31 MARCH 2009:** \$538,822

# COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA) SUMMARY

*Ramamurthy Sreedher, Team Leader*

CEMCA's mandate in the Three Year Plan 2006-2009 was to align closely with COL's initiatives even while paying special attention to regional needs and demands. Across sectors, the main thrust of CEMCA initiatives was to develop, re-purpose and employ low cost, relevant and appropriate technologies to different learning contexts. Two successful interventions have been **EasyNow** - a basket of low cost, open source technologies for content development and **Community Radio**. All outputs and outcomes were achieved as per the performance indicators.

Overall, CEMCA forged close ties with new ministries in Government of India such as Information and Broadcasting (MIB) Science and Technology (DST). New partner networks were established both with formal ODL institutions as well as civil society organisations, in six out of the eight countries, **India, Sri Lanka, Bangladesh, Malaysia, Maldives and Singapore**. A small beginning has been made in Brunei. Due to the prevailing political climate, not much could be done in Pakistan. CEMCA also secured additional budgetary funding to the tune of 50 percent of its core funding.

## EDUCATION:

Two initiatives **Quality Assurance** and, **eLearning for Education Sector development** yielded very fruitful results. The fast track project Quality Assurance for Multimedia Learning Materials (QAMLM) brought together multiple stakeholders from academia, industry and policy makers resulting in a Practitioners Guide. **EasyNow** has trained 170 ODL professionals across six institutions

in four countries. Under teacher development, new institutions of open schooling in Haryana and Assam have been brought on board.

## LIVELIHOOD EDUCATION:

CEMCA entered a new area of community based rehabilitation, which addresses the learning needs of caregivers of children with special needs in resource poor settings. The multimedia resource kit developed with partner CARENIDHI, an NGO and National Trust - an autonomous body set up by Ministry of Empowerment and Social Justice has been received very well and is being adapted in local languages. The other initiative of building capacities of marginalised men and women in Bangladesh has helped expand the current partner network in Bangladesh by creating a team of "training-the-trainer" through a process of training and mentorship.

## HUMAN ENVIRONMENT:

**Community Radio** has been an area of focus with CEMCA emerging as the Nodal agency and an implementing agency for two ministries in India, helping 50 prospective applicants to seek licences. Experimentation with technology incubator programmes like IP based teleconferencing and use of digital radio have been initiated and are ready for growth in the next Three Year Plan.

## KNOWLEDGE RESOURCES:

Database of ODL professionals in the region, and an Interactive Radio toolkit to guide practitioners have been developed.





# COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA)

INITIATIVE MANAGER: DR. RAMAMURTHY SREEDHER



## OVERVIEW:

The main thrust of CEMCA initiatives was to enrich learning experiences and outcomes by deploying appropriate technologies for different contexts. Two successful activities were EasyNow for training open and distance learning (ODL) professionals in content development and the development of quality assessment standards for multimedia learning materials. Providing resources to improve functional skills of community based care givers for children with special needs and building the capacities of grassroots development workers and women to use technology, especially community radio have been the focus of other interventions. Innovations in low-cost information and communication technologies (ICT)-development have been an area of priority. Specifically, the activities of this initiative are:

1. Quality Assurance for Multi-Media Learning Materials;
2. Professional development of Open School teachers;
3. ODL applications: training in EasyNow;
4. Capacity Building for Functional Literacy;
5. Science for Women; and
6. Technology incubator: digital-based internet radio; IP-based teleconferencing.

The goals for this initiative are to develop innovative and low-cost ICT solutions and to build media capacity in developing Asian countries to reach the unreached.

## ASSESSMENT: ACHIEVED

CEMCA has successfully achieved the expected outputs and outcomes, in some cases exceeding expectations. New partner networks have been developed both in government and civil society. Additional activities that add value to CEMCA's main activities have been taken on and successfully accomplished. For example, additional funding activities in Community Radio, encouraging best practices, UNESCO supported authoring tools for ODL, development of interactive toolkit for radio, Database of ODL professionals in the region, launching India chapter of wiki educator. Overall CEMCA visibility and credibility in the region have received a boost during this Three Year Plan. CEMCA has contributed robustly to achieving the goals of the COL programme and has achieved a regional profile.

## PERFORMANCE TARGETS

1. 200 or more people from developing Commonwealth countries have their capacity substantially enhanced to develop and/or use quality ODL courses, materials and systems.
2. Policy-makers and administrators of five additional development Commonwealth countries adopt quality assurance systems for education and training through ODL.
3. Two new contextually relevant sets of ODL/ICT based learning materials for occupational skills development created and each is taken up by at least two major institutions in different developing Commonwealth countries.
4. 25 institutions and community-based organisations use ODL in health, gender, governance (grassroots) and environmental education programmes.

5. 200 additional health, gender, governance (grassroots) and environmental and agricultural education media productions developed.

## PERFORMANCE DATA (JULY 2006 – MARCH 2009)

### Outputs achieved:

- A practitioner guide developed on Quality Assurance guidelines created to help assess quality of multimedia learning materials collaboratively with academia, industry and practitioners.
- 170 ODL professionals from Open schools and Higher Education systems trained in the development of self-instructional materials for print and multi-media delivery (EasyNow).
- A database of ODL professionals in Asia has been developed and available on CEMCA website.

- Six video interviews on the Commonwealth priority of generating “Respect and Understanding” developed and available on CEMCA website.
- Multimedia based resource kit on children with special needs for community based rehabilitation workers (CBR) developed.
- 1000 women in resource poor settings trained to create and deliver materials on health and nutrition issues using community radio.
- Eight Consultations for awareness about the need, processes and utility of community radio for development held at which 978 representatives from educational and civil society organisations participated.
- Interactive Toolkit for community Radio developed.

### Outcomes achieved:

- Acceptance of Quality Assurance for Multimedia Learning Materials (QAMLM) guidelines in principle by both participating countries, India (MHRD-GOI) and Malaysia (MOHE). One Institution (IGNOU) used the Guidelines.
- ODL professionals better skilled in developing quality learning materials using multiple media formats.
- Better skill development opportunities for community based care givers of special children. Contribution to a new area of special education and new partner networks established.

- Women, especially in resource poor settings aware of health issues and competent to learn for their own development and that of their families.
- Guiding community radio policy and practise as a nodal agency of the Ministry of Information and Broadcasting (MIB), GOI for community Radio in India and facilitator in the region.



### LESSONS LEARNED:

- Collaborative initiatives that require input from several institutions, like QAMLM, need a more formal institutional arrangement and backing from policy makers for sustained use. Close follow-up will be needed.
- Simple succeeds best. An innovative way of repurposing simple technologies like EasyNow achieves instant popularity. We can make it more practicable by customising the package to match learner needs, rather than offering the whole basket to all.
- While building capacity, we need to ensure Institutional readiness both in terms of policy and practice and have some implementation commitment from the partner institution.
- Training women in resource poor settings is slow and gradual. Periodic refresher training, post training support to translate skills into materials is needed to make learning more permanent.

## COUNTRIES AND PARTNERS

**6 COUNTRIES:** Bangladesh, India, Malaysia, Maldives, Singapore, Sri Lanka.

**KEY PARTNERS:** Centre for Applied Research and Education of Neurodevelopment Impairments and Disabilities related Health Initiatives (CARENIDHI), National Trust, Ministry of Social Justice and Empowerment, Government of India, Delhi University (DU), Department of Science and Technology, Government of India (DST), 11 Community radio stations located in various educational institutions, Foundation for Research in community Health (FRCH) and IT for Change (ITFC), Central Institute of Educational Technology – National Council of Educational Research Technology (CIET- NCERT), National Institute of Open Schooling (NIOS), Haryana Open School, Haryana (HOS), Assam State Open School, Assam (ASOS), Ministry of Human Resource development (MHRD), Government of India, Indira Gandhi National Open University (IGNOU), National Assessment and Accreditation Council (NAAC), Central Institute of Educational Technology (CIET), Indian Institute of Technology, Madras (IIT-M), Yashwantrao Chavan Open University (YCMOU), IL&FS Education & Technology Services, Azim Premji Foundation (AZF), National Institute of Information Technology (NIIT), Development Research Network, Rupantar, Bangladesh Network of NGOs for Radio and Communication, Open University of Malaysia (OUM), Wawasan Open University (WOU), Ministry of Higher Education (MOHE), Multi Media University (MMU), University of Information Technology (UIT), Malaysia.

**THREE-YEAR BUDGET:** \$689,339 (\$490,125 core + \$199,214 additional contributions)

**EXPENDITURE TO 31 MARCH 2009:** \$580,129

