Report of the Regional Meeting of Focal Points

(Asia and Pacific)

Kuala Lumpur, Malaysia
October 29 - 31, 2008

Co-organised by the Commonwealth of Learning and the Ministry of Higher Education, Malaysia
<table>
<thead>
<tr>
<th>A. SUMMARY</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Key Observations of the Meeting</td>
<td>1</td>
</tr>
<tr>
<td>2. Some Conclusions</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. PROCEEDINGS</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Official opening</td>
<td>4</td>
</tr>
<tr>
<td>2. Inaugural session</td>
<td>4</td>
</tr>
<tr>
<td>3. Country Reports by Focal Points</td>
<td>5</td>
</tr>
<tr>
<td>4. COL Sectoral Sessions</td>
<td>6</td>
</tr>
<tr>
<td>5. Valedictory remarks</td>
<td>8</td>
</tr>
<tr>
<td>6. Study Visits</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. LIST OF ANNEXES</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Agenda</td>
<td></td>
</tr>
<tr>
<td>II. List of Participants</td>
<td></td>
</tr>
<tr>
<td>III. Country Presentations</td>
<td></td>
</tr>
<tr>
<td>IV. Presentations by COL staff</td>
<td></td>
</tr>
</tbody>
</table>
A. SUMMARY

To strengthen relations with each Commonwealth Member State and promote greater interactivity with the Commonwealth of Learning (COL), a network of Focal Points was established in 2006. The Focal Point for each country is the primary contact for that country.

COL organised a two-day meeting in Malaysia with the Focal Points for each of the 19 member states within the Asia and Pacific regions. This was the third and final meeting for Focal Points, following the Caribbean meeting in Jamaica on March 10-11, 2008 and the African meeting in Malawi on May 22-23, 2008.

At the Asia-Pacific regional meeting, 17 countries were in attendance.

The specific objectives of this meeting were to:

2. obtain feedback on COL’s planning process and concrete inputs for the 2009-2012 three year plan; and
3. provide a platform for networking among Focal Points and COL staff for future planning.

The Commonwealth of Learning and the Ministry of Higher Education co-organised the Meeting.

1. Key Observations of the Meeting

The Focal Points were mostly from Ministries of Education, resulting in insightful recommendations for the Education sector. While the majority of participants were not actively engaged in the Livelihoods area, Focal Points provided valuable feedback for COL to consider in the delivery of its programme.

The Focal Points had been requested to prepare a two-page report around the following dimensions:

- Status of ODL in your country
- Five key priorities
- What COL can do to further your agenda

The Focal Points made an effort to update themselves on COL activities in their respective countries and the reports provided a good basis for further discussion.

The discussions on the Education programme strongly reinforced COL’s focus on higher education, teacher training, open schooling, e-learning and quality assurance.
There was also a great deal of interest for collaboration (continued and new) in the Livelihoods area.

During the valedictory session, Professor Asha Kanwar, the Vice President and Programme Director of COL, requested participants to respond to these two questions:

1. What is the best thing COL has done in your country?
2. What is the most important thing that COL can do in your country?

COL is perceived as a trusted development partner in the region as attested by the following comments during the valedictory session:

- “COL has a friendly approach”;
- “COL has a wealth of knowledge”;
- “COL has a worldwide network of like-minded people”;
- “COL is a proactive facilitator”;
- “COL gives us supportive consultancies”;
- “COL is an efficient clearing house of documentation”;
- “COL shows commitment to helping Member States”;
- “COL shows the power of partnership and networking”;
- “COL trusts people in the country and assists them; rather than telling them what to do (as some other agencies do)”;
- “COL is sharing and caring in enhancing Learning for Development”;
- “COL has helped me as a planner”;
- “COL supports us and listens”.

2. Some Conclusions

- Quality assurance was emphasised throughout the meeting and a strong recommendation emerged to profile this work within the next triennium.
- There is a very strong need for continued teacher education in most states.
- Focal Points spoke about the importance of networking between states and between organisations, to catalyse progress.
- The meeting expressed the need to focus on quantifiable indicators to measure and report on COL's progress in the next three-year plan.
- There was a call to improve the harmonisation of initiatives within the Commonwealth family of sister organisations.
- Focal Points urged COL to facilitate greater collaboration and sharing across the member states, including both “South-South” collaborations and collaboration with the more industrialised members of the Commonwealth. Pan Commonwealth collaboration will enable the best to share their
experiences with each other. For example, Pakistan is keen to share its recent curriculum refinements including standards for teacher education.

- Request for continued development of relevant toolkits in the area of quality assurance and ICT policy development.
B. PROCEEDINGS

1. Official opening

Sir John Daniel, Chief Executive Officer and President of COL, welcomed the guests of honour and COL Focal Points from the Asia and Pacific regions. During the opening ceremony Sir John remarked on the vigour of Malaysia's educational development and the innovations it has made in policies and structures. He cited Malaysia's leadership in bringing the public and private sectors together in a unique model where The Open University of Malaysia is a private institution that has the public universities as its major shareholders.

The Honourable Dato Seri Mohamed Khaled bin Nordin, Minister of Higher Education in Malaysia, formally opened the meeting. In his opening address, the Minister stressed the importance of internationalisation in the realisation of Malaysia's National Higher Education Strategic Plan. COL initiatives were cited as a significant platform to enable cross-cultural learning and experience sharing between its member countries. He also looked forward to COL support when Malaysia puts forward a proposal to host the Commonwealth Tertiary Education Facility in one of its institutions.

2. Inaugural session

Dato Professor Ir. Dr. Radin, Director-General, Department of Higher Education, welcomed Focal Points on behalf of the Ministry. Notwithstanding a busy schedule, Dr. Radin attended the full meeting as COL’s Focal Point for Malaysia.

Sir John Daniel provided an overview of COL's programme summarising the three sectors and corresponding initiatives within the current three-year plan, 2006–2009. This established a firm foundation for the sector-based discussions. He also explained COL's Focal Point strategy briefing participants on this important role of national liaison for COL.

Professor Asha Kanwar summarised the planning process and schedule for the preparation of 2009-2012 strategic plan. Professor Kanwar also highlighted the changes and refinements that are emerging for the next three year plan. Consequently, this meeting had the opportunity to focus discussions and feedback on the emerging plan for the new triennium. The rationalisation of sectors and initiatives was well received and will assist COL considerably in communicating the logical framework of the programme more effectively. (presentations by Sir John and Professor Kanwar appended)
3. **Country Reports by Focal Points**

The 17 countries represented at the meeting reported on their respective needs and priorities. Copies of the country reports are appended to this report.

The needs of the Pacific region differ considerably from those in Asia. For instance, the Pacific region places a strong emphasis on Technical and Vocational Education and Training whereas the ODL focus in Asia concerns widening access and improving quality within the higher education system.

In the Pacific region, due to small populations, community media approaches have been more prevalent than traditional ODL delivery. However, there is a growing need to address the challenges of youth who drop out of the conventional school system. The Pacific are keen to explore how ODL approaches can be implemented to widen opportunities for these learners to reintegrate into the conventional school system. Improving teacher qualifications and skills in the classroom is a high priority for the Pacific and it was suggested that ODL can play a significant role in the Pacific in addressing these challenges.

In the Asian region, there is a great difference in size, experience and needs of countries, and a great opportunity for south-south collaboration. While some countries are already leaders in the field of ODL with most communities connected to the internet, most are concerned about how to bridge the digital divide and some are relatively new to ODL. Teacher education, L3Farming and open schooling emerged as high priorities for many countries in Asia.

Quality assurance and searching for sustainable solutions in tackling the digital divide are of common concern in both regions.

*Mrs. G.T.T. Afamasaga of Samoa*
4. COL Sectoral Sessions

Education Sector

Wayne Mackintosh provided feedback on the outputs and outcomes of the education sector to date and facilitated small-group discussions on regional needs for the next three year plan. COL’s strategic priority framework remains relevant for our work in these regions, namely:

- **ODL policy**, including advocacy among policy makers and administrators; advice on policy formulation; and supporting national and institutional strategy development;
- **ODL capacity building** through workshops and materials development; improving learner support systems; and integrating appropriate technologies;
- **Networks and consortia** by connecting Commonwealth countries and institutions; facilitating and participating in consortia; and COL’s regional consortia;
- **ODL materials development** including course materials; toolkits; and collaborative course development using OERs.

During small group discussions this framework was useful in helping to prioritise needs. At the national level needs differ depending on the ODL capability of the country concerned. This validates the importance of the country action plans. Teacher education and quality assurance emerged as significant priorities for both the Pacific and Asian sub regions. There is considerable interest in trialling COL’s new low-cost quality audit model. There are clearly opportunities to augment and support teachers in the Pacific region through OERs developed through the open school initiative. Gender needs are diverse within the region and the implementation of specific strategies will need to take country specific needs into account. The Learning4Content model for building ICT capacity for educators has proved popular in the Pacific region with requests from both the Pacific and Asian subregions to continue this work.
Tanyss Munro presented the Livelihoods area progress report and forward strategy for the upcoming three year plan. Small group discussions relating to this area concluded that the following approaches were important:

- TVET is more important to many small states than university degrees;
- There is a strong need for networking between organisations and states to catalyse processes and outputs;
- There is interest in long-term faculty exchanges to encourage innovation and capacity building;
- There is a need for a handbook to be developed on policy building;
- Lifelong Learning for Farmers (L3F) must be further expanded to new countries;
- There is a need for peace building activities, particularly in the Pacific – some of this work should target youth;
Virtual University for Small States of the Commonwealth (VUSSC)

Sir John Daniel provided an update on progress of the VUSSC. The Pacific region includes a high number of small states, and there is clearly an expressed need for the activities of the VUSSC and growing appreciation for the potential of this initiative.

Of particular interest is the request from the larger countries for the VUSSC to make available the outputs of the Transnational Qualifications Framework for helping larger countries in dealing with the challenges associated with qualifications frameworks and the internationalisation of education. This is a prime example of the potential for Pan Commonwealth networking.

CEMCA

Dr Sreedher, Director of the Commonwealth Education Media Centre for Asia provided a concise but compelling demonstration of two significant projects:

- **Easynow**: A project which enables the storage of multimedia teaching resources in multiple delivery formats. CEMCA have made considerable advances in file compression of media rich resources enabling easier downloads for users with lower bandwidth connections.

- **Low cost video conferencing** using free voice over IP technologies combined with a low cost computer set up to enable one-to-many connections not supported by the free downloads.

The meeting was very impressed and interested in utilising these technologies. CEMCA has proven to be a valuable asset, even for countries outside of the Asian subregion because innovations can easily be replicated for other countries in the Commonwealth. Many countries expressed the wish to have their “own” media expert in country and this creates opportunities for COL to scale its work in multimedia at a Pan-commonwealth level.

5. Valedictory remarks

During the valedictory session, the Vice President requested participants to respond to these two questions:

- What is the best thing COL has done in your country?
- What is the most important thing that COL can do in your country?

In general, participants were most appreciative of COL’s work in their countries as highlighted in the summary of this report. The following requests were tabled during the concluding session:
• COL must ensure that quality assurance is part of what we do and particularly in teacher education related to ODL – this will help to improve the negative ODL brand image;
• COL must promote and facilitate networking;
• Relevance – it is important to use OERs so that materials are relevant;
• COL should link to teacher protocols and work of sister agencies in the area;
• COL should establish a qualifications framework, similar to what VUSCC is doing for all work in education;
• COL must ensure that we avoid duplication of efforts (harmonising approaches across the Commonwealth organisations);
• Development is crucial to survival in the Pacific. VUSCC will be very important to this area and we must define what we mean by development and include issues like climate change.

Sir John briefly commented about the importance of Quality Assurance, which we try to include in all initiatives.

With respect to overlap issues, Sir John explained that the Commonwealth Secretary General has asked the Commonwealth sister organisations to harmonise approaches as much as possible. A report will be forthcoming on our success in this area.

### 6. Study Visits

A delegation, led by Sir John, visited the Open University of Malaysia (OUM). This university started with 753 students in 2001 and today has enrols 75,000 students. They follow a blended learning approach and count among their success factors: qualified and dedicated staff; good governance; a student-tutor ratio of 1:25; intensive research in ODL; robust technology platform; good pedagogic model and an international presence. The visit to OUM included a symbolic exchange of a Memorandum of Understanding between COL and OUM to formally mark the collaboration between the two institutions. The actual signing of the MOU had already taken place between Sir John and Tan Sri Anuwar Ali recently in London and sets out COL’s commitment to offer up to five scholarships for the new OUM Masters programme in Instructional Design and Technology.

In the afternoon, the delegation visited UNITAR, a private university established in 1998. The Vice Chancellor made a presentation on his institution that included the interesting fact that UNITAR is moving away from distance education toward more face to face and blended approaches much in the manner of the Open University of Hong Kong. Also notable was the fact that they have carved a niche for themselves in areas like managerial leadership and entrepreneurship and other cutting edge executive education programmes. Their partners include an impressive number of renowned and established institutions around the world.
Visit to Putrajaya (Federal Government Administrative Centre), Malaysia
C. LIST OF ANNEXES

I. Agenda

II. List of Participants

III. Country Presentations:
   • Bangladesh
   • Brunei Darussalam
   • India
   • Kiribati
   • Malaysia
   • Maldives
   • Nauru
   • New Zealand
   • Pakistan
   • Papua New Guinea
   • Samoa
   • Singapore
   • Solomon Islands
   • Sri Lanka
   • Tonga
   • Tuvalu
   • Vanuatu

IV. Presentation by COL Staff
   • Commonwealth of Learning and the Proposed Three-Year Plan 2009-12
   • Education Sector
   • Livelihood Sector
   • Virtual University for the Small States of the Commonwealth (VUSSC)
   • Commonwealth Educational Media Centre for Asia CEMCA
REGIONAL MEETING OF THE FOCAL POINTS – ASIA/PACIFIC
29-31 OCTOBER 2008
(Organised by the Commonwealth of Learning and the Ministry of Higher Education, Malaysia)

BUNGA RAYA ROOM, LEVEL 3
SERI PACIFIC HOTEL
KUALA LUMPUR, MALAYSIA

OBJECTIVES OF THE MEETING

The objectives of the three-day Regional Meeting of the Focal Points are to:

- Review, for each participating country, the progress that has been made so far in the Commonwealth of Learning (COL)’s current Three-Year Plan 2006-2009.
- Obtain feedback on COL’s planning process and concrete inputs for developing the next Three-Year Plan 2009-2012.
- Provide a platform for networking and future collaboration.
REGIONAL MEETING OF THE FOCAL POINTS – ASIA/PACIFIC
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SERI PACIFIC HOTEL
KUALA LUMPUR, MALAYSIA

AGENDA

29 OCTOBER, 2008

8:30 – 9 a.m. Arrival of Guests (Pacific Ball Room)

9:00 – 9:45 a.m. Opening Ceremony (Pacific Ball Room)
Speech by Sir John Daniel, President & Chief Executive Officer, COL
Speech by YB Dato’ Seri Mohamed Khaled bin Nordin Honourable Minister of Higher Education, Malaysia
Group Photo Session (Foyer of Pacific Ball Room)

9:45 – 10:30 a.m. Coffee Break (Foyer of Pacific Ball Room)

10:30 – 11:15 a.m. Inaugural Session (Bunga Raya Room, Level 3)
Welcoming remarks: Y Bhg. Dato’ Prof. Ir. Dr. Radin Umar bin Radin Sohadi, Director-General, Department of Higher Education
Ministry of Higher Education, Malaysia
Introductions, COL, its present Three-Year Plan and the role of Focal Points: Sir John Daniel

11:15 – 11:45 a.m. Proposed Three-Year Plan, 2009-2012: Professor Asha Kanwar
29 OCTOBER, 2008 (cont’d)

11:45 a.m. – 1:00 p.m. Country presentations (overview of needs and priorities): Focal Points
(Each Focal Point will have 10 minutes to make the presentation)

1. Bangladesh
2. Brunei Darussalam
3. India
4. Kiribati
5. Malaysia
6. Maldives
7. Nauru
8. New Zealand
9. Pakistan
10. Papua New Guinea
11. Samoa
12. Singapore
13. Solomon Islands
14. Sri Lanka

1:00 – 2:00 p.m. Lunch

2:00 – 3:30 p.m. Country presentations (overview of needs and priorities) (cont’d)

3:30 – 3:45 p.m. Coffee break

3:45 – 5:30 p.m. Country presentations (overview of needs and priorities) (cont’d)

8 p.m. Welcome Dinner hosted by Ministry of Higher Education, Malaysia
At Saloma Bistro
REGIONAL MEETING OF THE FOCAL POINTS – ASIA/PACIFIC
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AGENDA

30 OCTOBER, 2008

9 – 10 a.m. Country presentations (overview of needs and priorities) (cont’d)

15. Tonga
16. Tuvalu
17. Vanuatu
18. Presentation by Perive Lene, COL Representative in the Pacific

10 – 11:30 a.m. Education Sector: Dr. Wayne Mackintosh

11:30 – 11:45 a.m. Coffee break

11:45 a.m. – 1:15 p.m. Livelihoods Sector: Dr. Tanyss Munro

1:15 – 2:15 p.m. Lunch (Zende Café)

2:15 – 2:45 p.m. Virtual University for Small States of the Commonwealth (VUSSC): Sir John Daniel

2:45 – 3:15 p.m. CEMCA: Dr. R. Sreedher

3:15 – 3:30 p.m. Coffee break

3:30 – 5:00 p.m. Valedictory: Comments from around the Table and Summing Up: Sir John Daniel and all participants

6:30 p.m. Farewell Dinner hosted by the Commonwealth of Learning
At Bilik Seraya, Level 4
Seri Pacific Hotel
REGIONAL MEETING OF THE FOCAL POINTS –
ASIA/PACIFIC
29-31 OCTOBER 2008
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BUNGA RAYA ROOM, LEVEL 3
SERI PACIFIC HOTEL
KUALA LUMPUR, MALAYSIA

AGENDA

31 OCTOBER, 2008

10 a.m. to 12 noon
Visit to Open University Malaysia (OUM)
Jalan Tun Ismail
50480 Kuala Lumpur

Programme

Venue: Conference Room, Level 2, Main Campus, OUM

10 a.m. - Arrival of Guests
- Welcome: Senior Vice President, OUM,
Professor Dr. Mansor Fadzil
- Corporate Video Presentation
- Speech by Sir John Daniel
- Dialogue
- Symbolic Exchange of Memorandum of
Understanding signed in China between COL
and OUM
- Presentation of Souvenirs

10.45 a.m. - Visit to Centre for Instructional Design and
Technology (CiDT)

11:05 a.m. - Lunch

12 noon - Departure of Guests
31 OCTOBER, 2008 (cont’d)

3 p.m. to 4:30 p.m. Visit to Universiti Tun Abdul Razak (UNITAR)
Pintar Campus, Kelana Jaya
16-1, Jalan SS6/12,
47301 Petaling Jaya,
Selangor Darul Ehsan
Malaysia

3 p.m. Arrival of delegation from COL

3:05 p.m. Welcoming remarks and presentation by President & Vice Chancellor of UNITAR,
Professor Datuk Dr. Md. Zabid bin Hj. Abdul Rashid

•  Discussion

4:30 p.m. Departure of Guests
# Regional Meeting of the Focal Points
## Asia/Pacific
### 29-31 October 2008

**List of Participants and Contact Details**

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### COL REPRESENTATIVE IN THE PACIFIC

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## COL STAFF

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<td>3.</td>
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# Focal Points Who Were Unable to Attend the Meeting

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<th>Country</th>
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<td>Singapore</td>
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<td>Assistant Director for International</td>
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<td>5.</td>
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COUNTRY PRESENTATION - BANGLADESH

By Md. Humayun Khalid

The Commonwealth of Learning (COL) works in Bangladesh for imparting institutional capacity development, professional development by conducting and providing training, arranging seminars, workshops, internships, and consultancy services since its inception. As per Country Action Plan 2006-2009, COL works, collaborates, and supports public organisations like the University Grants Commission (UGC), and Bangladesh Open University (BOU) and other Civil Societies like the Dhaka Ahsania Mission (DAM), CAMPE (Campaign for Popular Education) for the sectors like education, learning for livelihoods.

The following are a few details about COL’s action during this Country Action Plan, 2006-2009:

1. **Secondary Education**

COL in collaboration with BOU and CAMPE collaborates to offer Junior School Certificate (JSC) programme which would target drop-out students from or after class V. The certificate programme would attract students for class VI to class VIII. These students would finish their course with a JSC certificate. COL also offered workshop and training programme for the teachers of Open School of Bangladesh Open University. An academic and an officer from BOU, Dr. Md. Arshed Ali Matubber, Mr. A.K.M. Ruhul Amin Akanda and an officer from the Ministry of Education, Md. Ashraful Moqbul attended workshop of capacity enhancement on “Chief Executive Officers of Open Schools and Policymakers” held on August 6-10, 2007 in Botswana.

2. **Professional Education**

COL collaborates in offering the Commonwealth Executive Master in Business Administration (CEMBA)/Commonwealth Executive Master in Public Administration (CEMPA) through School of Business of Bangladesh Open University. These programmes contribute for human resource development of the country. The programmes are currently going on successfully. For enhancing quality of academics related to the programme, COL usually offers internship and secondment in Vancouver, Canada at COL’s offices or in other countries.

3. **Professional Development**

COL in collaboration with UNESCO organised a five-day workshop on “Production of Quality Mixed Media Courseware for ODL” from March 2-6, 2008 at BOU. Experts from the Commonwealth Educational Media Centre for Asia (CEMCA), Delhi, India attended the workshop as trainers. Twenty teachers from seven Schools of BOU attended the workshop as trainees.
COL sponsored two teachers, Mr. Md. Mizanoor Rahman and Dr. Abdul Karim of the Open School of BOU to attend a workshop on “Developing Digital Content” held in Johannesburg, South Africa from September 3-14, 2007. COL also sponsored two teachers, Mr. Md. Jafaur Ahamad and Mr. Md. Motaharul Islam of Open School of BOU to attend a workshop on “Production on Video Programmes and Multi-Media Workshop” at IIT Roorkee, India.

4. Community Radio

COL sponsored and organised in collaboration with Bangladesh NGOs Network for Radio and Communication (BNNRC), D.Net, Dhaka a workshop on “Community Radio Awareness” held on March 2-4, 2008 at BOU. COL also provided experts on community radio through CEMCA, India which is a part of COL. Fifteen participants from BOU and twenty-two participants from NGOs attended the workshop.

Requirements of Support from COL for Bangladesh

Since COL deals with open and distance learning and COL has necessary expertise and experienced people for ICT based education, COL is asked for supporting the distance learning in Bangladesh updated with web-based learning.

Though COL is working with WikiEducator to train up thousand of academics around the globe, COL is requested to work with one or two courses like CEMBA/CEMPA, and develop its courseware into web-based system. A request is to set-up an eLearning Centre in Bangladesh to offer eLearning programme. Several web-based material development training or workshop should be conducted in Bangladesh.

October 2008
COUNTRY PRESENTATION – BRUNEI DARUSSALAM

By: Awang Othman Simbran

OPEN AND DISTANCE EDUCATION IN BRUNEI DARUSSALAM

Presented at the REGIONAL MEETING OF THE FOCAL POINTS – ASIA/PACIFIC, COL KL Malaysia 29-31 OCTOBER 2008

Introduction

Brunei Darussalam is a Malay Muslim Monarchy situated on the north-west coast of the island of Borneo. It has an area of 2,226 sq. miles (5,679 sq. km) and a population of around 314,400 (in 1997) of which two-third are Malays and the remainder Chinese, indigenous people and other smaller groups. The official language of the country is Malay, but English is widely used as a medium of instruction in schools and other educational institutions.

Economically, Brunei Darussalam is very dependent on the production of crude oil and natural gas. With per capita income of about US$17,000 a year, the country has one of the highest standards of living in Asia. Currently, the country is going through a period of rapid development and modernisation with increased emphasis on diversification of the economy and the provision of quality education, welfare and health services.

In spite of the universally accepted potential benefits of Open and Distance Learning (ODL) system, education delivery in Brunei Darussalam is still based on entirely on a formal conventional system of education. This is attributed to its smallness in terms geographical area whereby all points in and around the country are accessible, and that education could be provided and delivered through conventional method.

In addition, in view of its small population and stable economy, Brunei has been able to provide favourable and accommodating educational infrastructure and set out policies that allow opportunities for Bruneians to access education in the conventional way. Consequently, ODL has not established any significant inroads as alternative modes of accessing education in Brunei Darussalam.
The Move Towards the Use of ODL in Brunei Darussalam

Despite the absence of any substantive plan to adopt this system of education delivery, Brunei Darussalam nonetheless, acknowledges the benefits of ODL, particularly, in relation to widening access in education; its flexibility and versatility in fulfilling constant re-training, ‘re-skilling’ and up-grading requirements in an ever changing society and market economy; including its perceived cost-effectiveness and lesser cost features.

In addition, having to face with a number of phenomena consistent with its effort to cater for constant human resource and manpower requirements, ODL seems to be an ideal alternative mode of education delivery worthy of consideration for implementation. The phenomenon mentioned includes the following:

1. Records show that the number of students eligible for tertiary studies is increasing annually. Since demand exceeds supply, therefore, places for study at local institutions are becoming limited, and consequently, entry onto local tertiary institutions is rather competitive and admission requirement is getting higher and tougher to fulfill.

2. As a major employer employing about 60% of the workforce in Brunei, and in order to continuously fulfill constant human resource development requirements, the government may wish to opt for a new strategy such as this method of delivery, so as to avoid ‘vacuuming’ within its workforce if training and skills delivery have to be implemented conventionally. In addition, the perceived benefit of ODL capable of providing such requirements at a faster rate would certainly be worth exploring.

3. In the present context of ever changing global economy, coupled with the explosion of knowledge, advances in technologies particularly in information and communication technology, the need to constantly update oneself to acquire various skills and new knowledge is indeed a necessity if one is to participate fully in society and economy. In this respect, the flexible nature of ODL becomes an attractive option in fulfilling such needs.

4. Since Brunei has established a well-developed ICT network, therefore, this facilitates various government ICT based projects such as e-government, e-education, e-learning, e-library, including the implementation ODL system should a decision has been made concerning this.

5. Consistent with the Ministry of Education’s mission to ‘provide holistic education to achieve fullest potential for all’, and in line with strategic goals laid out which among others include: provide more choice of education; develop life-long learning skills; including, prepare students with valuable and marketable skills. These blend in towards the use of ODL as one of the ways of achieving those goals.
The Roles and Nature of ODL

Based on records, there has been increasing number of private institutions and training agencies providing various courses through ODL method, through special arrangements with foreign institutions of higher learning, professional bodies and training agencies. The way at which ODL is operating, is mostly by utilising a combination of methods between face-to-face and individualised learning using internet and various multimedia technologies.

The local agencies normally provide services such as registration and administrative roles; provide various educational infrastructure facilities including computer and internet access; arrangements for examination and assessment requirement; and, occasional visiting lecturers. For master degree courses, students are required to undertake some residential studies at the main university campus normally in the final or last semester/term.

Most courses offered are in the field of business administration, professional accounting, law, information and computer studies including some academic subjects such as economic and sciences ranging from degree courses level, professional qualifications, as well as the basic skills such as courses in International Computer Driving License.

Although the courses offered aimed primarily for working adults, records also show that students and the unemployed are also doing courses under ODL method mainly for the purposes of acquiring new skills and knowledge, and indeed for fulfilling personal pursuit and enrichment.

Consideration pertaining to Policy and Regulation of ODL

In view of the increasing number of ODL courses run privately by various private organisations, institutions and training agencies, and in order to ensure that matters relating to quality assurance requirements are fulfilled, also for the purpose of securing consumer protection for users, the government through the Brunei Darussalam National Accreditation Council (BDNAC) is charged with the responsibility to oversee this matter.

While it is acknowledged that foreign universities, training agencies and awarding bodies offering courses through ODL in Brunei could assist in fulfilling the diverse human resource needs of Brunei Darussalam, it is also important to ensure that the quality of courses provided meet quality assurance requirements set by the BDNAC, a sole national accrediting agency in the country. In this respect, since ODL is an imported educational product, BDNAC has to act accordingly, as a consumer of the product rather than a recipient of a public good. For that matter, whatever benchmark pertaining to quality and standard in relation to accreditation and recognition of ODL courses and qualifications set forth by BDNAC, it has to be accepted that ‘customer is always right’ and that the quality standard set by BDNAC fits the purpose in the context of Brunei Darussalam.
In order to achieve the perceived quality in ODL offered in Brunei, the special committee of BDNAC has indicated some features for consideration if ODL is accepted, and these among others include the following:

1. In the absence of recognition and aspects of quality assurance in any ODL courses, the perceived potential advantages of ODL such as access and equity are meaningless. Therefore, it is important that the institutions and their courses must first be accredited by the government of the country of origin and/or by any accrediting agencies recognised by the government.

As for courses in professional field such as accountancy, engineering, law, architecture and pharmacy, they have to be accorded with accreditation by professional bodies in the fields concerned, and that the qualifications must be accepted for the purpose of professional registration and practice.

2. ODL courses conducted must be through a combination of both face-to-face and distance learning using multimedia technology. In addition, its implementation has to be based on collaborative partnership arrangements between foreign providers and the local public or private agencies.

Local partner will provide or acts as a study centre responsible to provide the following services:

i. A place for individual study in appropriate environment and at appropriate times.

ii. Library facilities including e-library

iii. Facilities for taking test, examination and various forms of assessment

iv. Information centre (in administrative, management, record keeping etc) and provide guidance to the general public

v. Access to technology

vi. Acts as a meeting point enabling students to meet with ODL institutions’ lecturer, administrator, and also enabling students to meet fellow students in the same and/or different course.

**Funding of ODL**

Since ODL in Brunei Darussalam is still at its preliminary planning stages, government funding in this mode of education delivery has not been considered. In
this respect, if ODL has proven to be an effective and capable method of assisting Brunei to achieve its education and training needs, then government investment in this matter became feasible. At this point, ideas have been mooted among policymakers that the following aspects could be considered for implementation:

i. Students and government personnel could be considered for either full or partial scholarship awards to study through ODL should they fulfill the criteria set by various government scholarship agencies.

ii. Private local education providers in ODL maybe given some form of government incentives for instance by providing financial assistance, facilitates in acquiring physical educational infrastructure, including land tenure etc

iii. Government institutions of higher learning will be encouraged to promote collaboration with foreign universities or colleges to run courses through ODL. Collaboration and coordination would include research work or project in the areas of curriculum, technology provision, assessment and cost.

Conclusion

Although ODL has been widely accepted as an additional method of education delivery, and that it offers benefit in terms of access, equity and flexibility, Brunei Darussalam continues to observe and evaluate how other countries benefit from this.

In addition, issues relating to transnational education, internationalisation of education, including various problems inherent within such a system for example fear towards foreign exploitation and domination should be taken for consideration.

In essence, the success of ODL in other countries cannot simply be assumed directly applicable to Brunei Darussalam since the context and settings are likely to lack suitability and relevance.

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Introduction

Brunei Darussalam is going through a period of rapid development and modernisation with increased emphasis on diversification of the economy and the provision of quality education, welfare and health services.

Education delivery is still based on a formal conventional system of education. This is attributed to its smallness in terms of geographical area whereby all points in and around the country is accessible.

Brunei has been able to provide favorable and accommodating educational infrastructure and set out policies that allow opportunities for Bruneians to access education in the conventional way.

The Move Towards the Use of ODL

Despite the absence of any substantive plan to adopt ODL, Brunei acknowledges its benefits, particularly, in relation to widening access in education, its flexibility and versatility in fulfilling constant re-training, re-skilling and upgrading requirements in an ever changing society and market economy.

ODL seems to be an ideal alternative and worthy of consideration for implementation considering:

a. The number of students eligible for tertiary studies is increasing annually and places for study at local institutions are becoming limited. Entry onto local tertiary institutions is becoming competitive and admission requirement is getting tougher to fulfill.

b. The government, as a major employer, wish to opt for a new strategy, so as to avoid ‘vacuuming’ within its workforce if training and skills delivery have to be implemented conventionally.

c. The ever changing global economy, coupled with the explosion of knowledge, advances in technology, the need to constantly update oneself to acquire various skills and new knowledge necessitate one to participate fully in society and economy.
d. The well developed ICT network facilitates various government ICT based projects.

e. Consistent with the Ministry of Education mission to ‘provide holistic education to achieve fullest potential for all, and in line with strategic goals which includes providing more choice of education, developing life-long learning skills.

THE ROLES AND NATURE OF ODL

There has been increasing number of private institutions and training agencies providing various courses through ODL method, through special arrangements with foreign institutions of higher learning, professional bodies and training agencies.

Local agencies provided the services such as registration and administrative roles, various educational infrastructure facilities, arrangements for examination and assessment requirement, occasional visiting lecturers.

CONSIDERATION PERTAINING TO POLICY AND REGULATION OF ODL

Brunei Darussalam National Accreditation Council (BDNAC) is charged with the responsibility to oversee matters relating to quality assurance requirements and the increase number of ODL courses run privately by various private organisations, institutions and agencies.

Courses offered include business administration, professional accounting, law, information, computer studies, economic and sciences. This ranging from degree courses level, professional qualifications and basic skills such as ICDL.

Courses aimed primarily for working adult, students and the unemployed, with the main purposes of acquiring new skills and knowledge and fulfilling personal pursuit and enrichment.
To achieve the perceived quality in ODL, some features for consideration:

a. Institutions and their courses must first be accredited by the government of the country of origin, by accrediting agencies recognised by the government, and/or by professional bodies in the fields concerned.

b. ODL courses conducted through a combination of both face-to-face and distance learning using multimedia technology, and implementation based on collaborative partnership arrangement between foreign providers and local public or private agencies.

FUNDING OF ODL

Since ODL is still at its preliminary planning stages, government funding has not been considered. If ODL has proven to be an effective and capable method of assisting Brunei to achieve its education and training needs, the government investments in this matter became feasible.

However, the following aspects could be considered for implementation:

a. Students and government personnel could be considered for either full or partial scholarship awards, should they fulfill the criteria set by various government scholarship agencies.

b. Private local education providers in ODL maybe given some form of government incentives such as financial assistance, facilitates in acquiring physical educational infrastructure, etc.

c. Government institutions of higher learning will be encouraged to promote collaboration with foreign universities or colleges to run courses through ODL.

CONCLUSION

Although ODL has been widely accepted as an additional method of education delivery and that it offers benefit in terms of access, equity and flexibility, Brunei Darussalam continues to observe and evaluate how other countries benefit from it.
COUNTRY PRESENTATION - INDIA

By: Dr. Dinesh K. Paliwal

1. Overview of Distance Education in India

1.1 Open and Distance Education System

India developed Open and Distance Education (ODE) system, both at school and higher education levels, in the country to supplement its face-to-face, conventional education system with the objective to provide opportunity for education to larger segment of population.

In order to take care of flexible and learner-centric schooling needs of the masses in the year 1979, a project was started by Country’s Central Board of Secondary Education (CBSE), which has now taken the shape of National Institute of Open Schooling (NIOS). It has approximately 1.5 million learners on its roll, which made it the largest Open Schooling organisation of the world. NIOS has international presence and provides access to sustainable and learner-centric quality school education (from basic to senior secondary level), skill up-gradation, training through open and distance learning and ensures convergence of open schooling organisations.

India established Indira Gandhi National Open University (IGNOU) in 1985 to enhance access and equality of higher education through distance mode and to promote, coordinate and determine standards in ODE systems. IGNOU provides innovative and need based general as well as continuing education to: the person from disadvantaged groups, physically challenged; homemakers; and, those, who are based in remote areas for their educational and professional development. The university practises a flexible and open system of education in regard to methods and place of learning, combination of courses and eligibility for enrolment, age for entry and methods of evaluation, etc. IGNOU has adopted an integrated strategy for imparting instruction. This consists of providing print materials, audio-video tapes, broadcast on radio and educational TV Channels, teleconferencing, video conference as also the face-to-face counselling, at its study centres located throughout the country. The University has adopted the method of continuous assessment and term-end examination for evaluation of the performance of its students enrolled in various subjects.

IGNOU has a large number of programmes, ranging from purely academic to technical, professional and vocational at various levels leading to award of: Competency Certificates; Diplomas; and Bachelor’s, Master’s and Doctor’s degree to successful candidates. Many of these programmes are modular in nature. In the year 2007, the University has offered 129 programmes, which included 16 Doctoral level, 18 Master’s level, 13 Bachelor’s level, 21 Post-Graduate Diploma level, 22 Diploma level and 39 Certificate and Awareness level programmes. The University has fresh enrolment of about half million students during the academic year 2008-09. The student support system of IGNOU now consists of a network of 59 Regional
Centres, 5 Sub-Regional Centres, 1468 Study Centres and 37 Overseas Centres. The University has 354 teaching and 1138 non-teaching staff to its strength. To implement all its programmes, IGNOU has spent Rs. 236.00 crores (US$47 million) during the financial year 2006-07.

ODE System of the country, in the higher education sector, has one national Open University (IGNOU), 13 State Open Universities (SOUs), one Open University in the private sector. In addition to this, there are approximately 140 dual mode universities (offering education through conventional face-to-face as well as distance mode through their Directorates of Distance Education (DDEs). The above said SOUs and DDEs have enrolled approximately one million fresh students in the academic year 2008-09.

1.2 The Distance Education Council (DEC)

IGNOU is fulfilling its mandate of promotion of ODE Systems and coordination of standard in such Systems in country through its authority, the Distance Education Council (DEC). The Council (DEC) has extended technical and financial support to Open and Distance Education Institutes (ODIs) for development of technological infrastructure, institutional reform, professional development and training, student support services, computerised and networking for improvement of quality of education. During the year 2007-08, DEC has provided financial assistance to 13 SOUs and 44 DDEs in order to promote and coordinate the standards in ODE system in the country. DEC also provides research grant on topics of contemporary relevance, travel grants to individuals to attend international conferences and financial support to Open and Distance Education Institutes for organising seminar.

2. Activities of COL in India

2.1 The activities

As a part of its Country Action Plan 2006-09 for India, COL has undertaken activities under the following items:

1. Quality Assurance
2. Teacher Development
3. Open/Alternative Schooling
4. Higher Education
5. ELearning for Education Sector Development
6. Learning and Skills for Livelihoods
7. Rural and Peri-Urban Community Development
8. National/International Community Development
9. Virtual University for Small States of the Commonwealth
10. Trans-national Programmes
11. Gender and Development  
12. Health Welfare and Community Development  
13. Environment Education  
14. Good Governance  
15. Educational Use of Mass Media and ICTs, and  

2.2 Observations on Activities and Progress Report

COL has shared the copy of its Action Plan on the above activities along with the Progress Report with the Government of India and the author of this paper, in his capacity of the Focal Point. A perusal of the Action Plan and progress report indicates that some of the items and activities there under, such as initiatives 1.2 (Development of Pan Commonwealth quality assessment tool), and 1.5 (Cross border education and trans-national education with University of Surrey and UNESCO) under item 1 (listed above), activity 2.9 (Support to South Asian Consortium for Teacher Education) under item number 2 (listed above), item number 5 (eLearning) are more region specific and not India specific. Similarly item no. 9, 10, 14 and 16 (listed above) were not at all India specific, therefore, should not have been part of India Action Plan.

COL should clearly segregate its country specific and region specific Plans and focus on the needs of the country. The country concerned should be involved, right from the beginning, in the process of formulation of the Plan to ensure better and effective utilisation of limited resources of the COL.

Some documents developed by COL, like those indicated against the progress report of activities 1.1 (Development of Material of Quality Assurance) and 1.2 (Pan-Commonwealth Quality Assessment Toolkit) should be shared with the Government of the country concerned and the Focal Points. The activity number 1.4 (Developing quality assurance in school education keeping in view child friendly and girl friendly school concept) which apparently pertains to face-to-face schools, does not appear to conform to the objective, i.e. development through promotion of ODL. The report on the implementation of item No. 3 (Open/Alternate Schooling) does not appear to be proper. It does not indicate the expenditure incurred in organising the conferences, the number and details of the participants and experts, etc. to appreciate the outcome properly. Progress report against item No. 4 (Higher Education) does not exhibit desired impact on this sector. For example, Rajiv Gandhi Fellowship does not appear to have been awarded even after completion of 2 years of Three-Year Plan. Activity does not specify what assistance COL would provide to IGNOU. Further Vice Chancellor of Chaudhary Charan Singh Agricultural University was given training under No. 4.4 (Facilitate leadership training for Vice-Chancellors in collaboration with International Association of Universities). Above said agricultural university is neither an ODL institution nor offers any ODL programme. It would have been better, Open University. Similarly, the training given to former education correspondent of the daily THE HINDU in the name of capacity building in ODL in State Open Universities under activity no 4.3 (Capacity building in ODL in State
Universities), does not appear to gel with the objective. Activities under item 5 (eLearning) are very relevant and important for ODL system, but were not carried out in India specific manner, though placed under India Action Plan.

It would have been much appropriate, if the skills needed to be developed for a particular or targeted community could have been identified while planning activities to meet goal on development of skills for livelihood. The progress report on activities under item No. 7 (Rural and Peri-Urban Community Development) and item number 8 (National/International Community Development) should have quantified the benefit and value of resources invested.

Progress report on activity – support to Indian Institute of Science (IISc), Bangalore, under item no. 13, should specify the kind of support proposed to be extended. It is advisable to have partnership with well established and reputed institutes, like IGNOU and IISC of Commonwealth countries so that the benefit of their expertise may be made available to other member nations. Progress in respect of item no. 14 (Good Governance) is yet to be reported.

COL has taken a number of activities pertaining to teacher development in India, in collaboration with India’s National Council for Educational Research and Training (NCERT). It would have been better to take on board the statutory authority responsible for teacher development and training, i.e. National Council for Teacher Education (NCTE).


3.1 The Planning Process

The process to chalk out Country Specific Action Plan should be spelt out by COL and shared with member countries. It should give due importance to the mandate of COL, the area specific needs within the mandate of COL, involvement of Government and implementation agencies of the country concerned, identification of the quantifiable deliveries – in terms of physical output and outcomes for the purpose of meaningful monitoring and implementing strategy. While preparing Action Plan, COL may consider the availability of its resources, both financial and intellectual and should have the objective to address the Country specific as well as Region specific needs. The Action Plan should be as focused as possible and prepared to target a reasonable limited number of issues on priority basis.

3.2 The Need

As regards to India, COL may consider to contribute the following issues:

a. Making available quality e-learning materials, by creating a repository, to its member countries free of cost;

b. Development of a system of quality assurance of ODE courses and programmes;

c. Development of student management system for the benefit of all member countries;
d. Development of programme for updating of the subject knowledge of teachers using ODE system;

e. Developing a system of mutual recognition of qualifications within the Commonwealth;

f. Development of continuing education programmes and courses that can be delivered through ODE system, finishing courses for enhancing the employability of graduates;

g. Development of programmes, that may be delivered through FM radio, video telecast, webcast and other ODE means, to address the environment, hygiene and social issues; and

h. Making available expertise for development of virtual university.

Issues at a, b, c and e above are not only India specific and may be helpful to region and other Commonwealth member nations, as well.

3.3 The Suggestions

Given consideration to the past experience, it is suggested that COL may consider for greater involvement of the Focal Points in the planning, implementation and monitoring process for better coordination, facilitation and results. There should be an impact study by an independent agency to assess the impact of COL’s programmes in a specific region or country vis-à-vis the goals, projected outputs and outcomes. The progress reports on the Country Action Plans should be printed in the form of a booklet and made available to concern for better awareness about COL’s initiatives and achievements.

October 2008
OVERVIEW OF DISTANCE EDUCATION IN INDIA

ODE System
- Open and Distance Education (ODE) System
- To supplement face to face conventional system to provide opportunity of education in flexible mode to a larger segment of population
- Started in 1979 as a project of Central Board of Secondary Education
- National Institute of Open Schooling (NIOS)
- Largest Open School in the World
- Enrolment of 1.5 million
- Providing education from up to senior secondary level, including skill development

ODE System - School Sector - National Institute of Open Schooling (NIOS)
- Started in 1979 as a project of Central Board of Secondary Education
- Largest Open School in the World
- Enrolment of 1.5 million
- Providing education from up to senior secondary level, including skill development

ODE System - Higher Education Sector
- One National University (Indira Gandhi National Open University - est. 1985)
- Has international presence (37 Overseas Centers)
- Offering a large number (approx. 130) of programmes at Certificate, Diploma, Under Graduate and Post Graduate level
- Has 354 teaching and 1138 Non-teaching Staff
- Fresh enrolment of approx. 0.5 million students in the year 2008-09 and cumulative enrolment of approx. 1.7 million students

13 State Open Universities (SOUs), one open university in private sector, approximately 140 Directorates of Distance Education (DDEs) of Conventional Dual mode Universities
- Offering a large number (approx. 950) of programmes at Awareness, Certificate, Diploma, Under Graduate and Post Graduate level
- Has 2040 teaching and 3112 Non-teaching Staff
- Fresh enrolment of approx. 1.0 million students in the year 2008-09 and cumulative enrolment of approx. 3.0 million students
OVERVIEW OF DISTANCE EDUCATION IN INDIA

• The Distance Education Council (DEC)
• to coordinate and determine the standards of higher education through distance mode
• extends support, academic, financial and technical, including training to ODE System in Higher Education Sector
• Provided financial support to 13 SOUs and 44 DDEs
• Provide research grant, travel grant to attend international conferences and financial support to organize seminars / workshops

ACTIVITIES OF COL IN INDIA

COL has reported activities, in India, on followings:
1. Quality Assurance;
2. Teacher Development;
3. Open/Alternative Schooling;
4. Higher Education;
5. E-Learning for Education Sector Development;
6. Learning and Skills for Livelihoods;
7. Rural and Peri-Urban Community Development;
8. National / International Community Development;
9. Virtual University for Small States of the Commonwealth;
10. Trans National Programmes;
11. Gender and Development;
12. Health Welfare and Community Development;
13. Environment Education;
14. Good Governance;
15. Educational use of Mass Media and ICTS; and PCF

Observations on the reported activities
• Activities, that are not India specific, should not be part of India Action Plan, instead be brought under Regional Plan or else
• Activities 1.2 (development of Pan-Commonwealth quality assessment toolkit), and 1.5 (cross border education and trans-national education with university of Surrey and UNESCO) under item number 1 (Quality Assurance), activity 2.9 (support to South Asian Consortium for Teacher Education) under item number 2 (Teacher Development), item number 3 (E-Learning) are more region specific
ACTIVITIES OF COL IN INDIA
Contd..

- Item no. 9, 10, 14 and 16 (listed above) were not at all India specific.
- In activities pertaining to teacher development and training, the national apex body for Teacher Education should have kept on Board.
- Documents developed by COL, like on Quality Assurance through activity under item no. 1 should be shared with the Government of the country concerned and the Focal Points.

ACTIVITIES OF COL IN INDIA
Contd..

- Some activities undertaken under the heading developing quality assurance in school education keeping in view child friendly and girl friendly school concept, training for Vice-chancellors in collaboration with International Association of Universities and capacity building in ODL in State Open Universities, do not appear to conform to the objective.
- The expenditure incurred in organizing the conferences, the number and details of the participants and experts etc. to appreciate the outcome properly.

ACTIVITIES OF COL IN INDIA
Contd..

- Rajiv Gandhi Fellowship, does not appear to have been awarded even after completion of 2 years of three year Plan.
- Or targeted community should be identified before.
- Skills needed to be developed for a particular planning the activities.
- COL should consider to forge partnership with well established and reputed institutes of Commonwealth countries, like IGNOU and IISc so that the benefit of their expertise may be made available to other member nations.

THE COUNTRY ACTION PLAN
2009-2012

The Planning Process
Process should be shared with member countries.
Available Resources, need of the member nations and priorities must be kept in mind.
Physical Output and Outcomes, deliverables must be quantified for meaningful monitoring and implementation.
Intellectual resources available with member nations should be best utilized or the benefit of all.
Effective involvement of country concerned, while making Action Plan.
The Need

As regards India, the COL may consider to contribute to the following issues:

- making available quality e-learning material, by creating a repository, to its member countries free of cost;
- development of a system of quality assurance of ODE courses and programmes;
- development of student management system for the benefit of all member countries;
- development of programme for updating of the subject knowledge of teachers using ODE system;
- developing a system of mutual recognition of qualifications within the Commonwealth;
- development of continuing education programs and courses that can be delivered through ODE system, finishing courses for enhancing the employability of graduates;
- development of programmes, that may be delivered through FM radio, Video telecast, web cast and other ODE means, to address the environment, hygiene and social issues; and
- making available expertise for development of virtual university.

Issues at a, b, c, and e above are not only India specific and may be of help to region and other Commonwealth member nations, as well.

Thank you
COUNTRY PRESENTATION - KIRIBATI

By Ms. Maria-Teretia Kaiboia

REPORT ON THE USE OF ODL IN KIRIBATI

Introduction

There is an indication of the Commonwealth of Learning’s (COL) assistance to Kiribati through the Kiribati Institute of Technology (KIT) formerly known as Tarawa Technical Institute (TTI). However, reports on the progress cannot be found. Due to some internal shift and changes within the institution, new officers taking over have very little idea of what COL is and its assistance to KIT.

COL’s assistance received by a Video Resource Unit (an NGO – known as The Kiribati Video or Nei Tabera ni Kai - as is known locally) has a better record documented. The use of ODL through the Kiribati Video is through the usage of DVDs produced and released to the community both in urban Tarawa and the outer islands.

1. DVD Production

COL contributed to the progressive development of Kiribati Video in the provision of equipment to enhance the unit’s video production. A noted significant development through the assistance was the Kiribati Video’s ability to produce its first DVD and its ability to meet the public demand for these DVDs.

Ever since, the Kiribati Video has released more than 100 DVD projects which include health, disability, environment, civil society, governance, historical and cultural, family and social issues. These productions are all directed towards community education and are steadily flowing out to practically all the islands.

2. Staff training

Apart from the DVD production that the Kiribati Video is embarking on, the unit is also making use of the equipment to train their junior staff in their usage as in filming and editing. These contribute so much to the unit’s sustainable development.

3. Needs

As stated by the Kiribati Video its needs and priorities are as follows:

- Capacity building in ODL through usage of DVD productions and series.

October 2008
COUNTRY PRESENTATION – MALAYSIA

By Prof. Dato’ Ir. Dr. Radin Umar bin Radin Sohadi

Short overview of ODL in Malaysia:

Distance education has existed in the form of off-campus programme since the early 70’s

During the late 80’s and early 90’s a number of other conventional public universities in Malaysia such also set up their own off-campus programs. All of them applied entry requirements laid down by the Ministry.

Universiti Tun Abdul Razak (UNITAR) was set up to deliver technology based education (e-Learning) in 1998. In 2002, the Open University of Malaysia (OUM) was established as the country’s first dedicated ODL University and this was followed by Wawasan Open University (WOU) in 2006. OUM and WOU are dedicated Open Universities while UNITAR is a dual mode institution. All three institutions use variations of what is known as a ‘blended’ delivery model of Technology Enhanced Open and Distance Learning.

The strong and rapid growth of ODL in Malaysia during the past decade is facilitated by the Government’s desire to promote life long learning as a means of upgrading its workforce in response to global k-economic trends. This was identified in the 9th Malaysia Plan and the enculturation of lifelong learning became one of seven areas of strategic thrusts in the ’National Higher Education Strategic Plan’ launched by the Prime Minister in early 2008.

Priority needs of ODL institutions in Malaysia

The main problems faced by ODL institutions in Malaysia today are as follows:

1. Improve the success of accessibility to learning
2. Staffing
3. Financial Incentives
4. More innovative ways in creation and accessibility of all kinds of learning resources
5. Accountability of Assessment
6. Online Pedagogy.
Suggestions on what Malaysia needs/expects from COL

1. Efforts to enhance the capacities and capabilities of Technology-enhanced ODL and e-Learning institutions in the country.
   - Capacity building at various staffing level through facilitating the transfer of new developmental trends in knowledge/skills/technology in specific areas of ODL.
   - Facilitating the training of specific categories staff.
   - Facilitating the building staff capacity to handle Quality Assurance issues via the conduct of regular workshops/ provision of expert trainers.
   - Facilitating staff exchange across ODL institutions in the region for networking and capacity building purposes.
   - Developing an inventory of available ODL expertise and facilitating the access to relevant expertise by institutions that needed it.

2. Efforts to encourage the use of ODL/e-Learning approaches to increase accessibility to lifelong learning opportunities to the rural communities. Activities that enhance capacity and capability may include:
   - Assistance in the setting up an Open School system
   - The use of ODL approaches to upgrade the knowledge and skills of serving teachers in the existing primary school system to increase their capabilities and effectiveness. COL to set up International Center for Instructional Design (ICID) or Commonwealth Instructional Design Institute (CIDI).

October 2008
Maldives

Country presentation

Ahmed Yasir,
Ministry of Education
Maldives

Introduction

Location
- Southwest of Sri Lanka, on the equator.

Geography
- 1,190 coral islands, forming an archipelago of 26 major atolls.
- 192 are inhabited, 87 are exclusive resort islands.

Population
- About 300,000 according to 2005 census.

Education
- Literacy rate is 98%
- Schools follow the British system of education
  - Cambridge University O levels
  - London EdExcel A levels
- There is now some higher education
  - Maldives College of Higher Education
- Private sector – colleges and institutes
- Accreditation – Maldives Accreditation Board
ODL in Maldives

• Distance learning practised in different forms for some time
  – Literacy campaign
  – Distance Education English Course
  – Tertiary Institute for Open Learning
  – Centre for Open Learning
  – Educational Development Centre
• Media used so far
  – Radio
  – Print
  – Cassette recordings
  – Online programmes

COL in Maldives – the past

• Involvement with the Educational Technology Unit of EDC
• Provision of various technical, media-related training
• Provision and updating of media technology

Review of 2007/2008

• Minister of Education on the Advisory Council of CEMCA at the end of 2007
• Also asked to be on the Board of Governors for COL, representing Asia
• Workshop on EasyNow - 20 participants from the Educational Development Centre and from the Maldives College of Higher Education
• Workshop on Internet Radio to be held in December

Possible areas for action

• In-service Teacher Training
  – Better use can be made of the Teacher Resource Centres in the 20 atolls
• Community development-based programmes
• Awareness programmes to widen knowledge of distance education opportunities
• Provision of effective maintenance courses for computers and systems
• Design and development of educational content
• Setting up of a strong school-based media system to include internet-based systems
Thank you for your attention
COUNTRY PRESENTATION – NAURU

By Michael Longhurst

OVERVIEW OF EDUCATION AND TRAINING IN NAURU

Introduction

With a population of fewer than 10,000 and a land area of 21 square kilometers, the Republic of Nauru easily fits the category of a Small Island State, if not the smallest of Small Island States. It is a coral island, on the Equator, in the middle of the Pacific. It is best known for its main export of phosphate. In the 1980s and early 90s, Nauruans had the second highest per capita income in the world.

However an economic tsunami swept over the island in the period from 1995 to 2005 reducing the Republic and its people to bankruptcy. For the period 2000 to 2005, schools did not function, there were no exams, teachers were paid only on sporadic occasions and in 2003 were paid one fortnight salary in six months. Maintenance of school buildings, purchase of text books or school supplies, school transport, power to schools, school inspections, scholarships, and orderly teaching all effectively broke down.

In October 2004 a reformist government was elected and began a three-year program of development of the instruments of government, including Education. The new government elected in 2007 is continuing the reform agenda.

The Nauru National Sustainable Development Strategy, 2005 to 2025, is now in its third year. It sees Nauru’s reliance on phosphate as the main source of income gradually declining as the reserves are depleted by about 2030. The most logical resource of Nauru to supplement and gradually replace the phosphate is its human resources. This is the important and clear task for Education. The Education and Training Strategic Plan aims to produce three pathways for our students – an academic, a trade and a social pathway. The academic pathway focuses on the sciences as these are seen as important in providing the human resources to support the continuing need for medical and general health graduates, while the trade pathway focus on trades associated with construction as there is a strong regional demand in this sector.

Nauru is supported in its efforts to re-invent itself by Commonwealth countries of Australia, New Zealand and India, and lately, in the area of Education, by Papua New Guinea. For example, AusAID is providing a new Secondary School for $8.5 million AUD, New Zealand is providing $6 Million NZD over three years for curriculum development, teacher training, and policy development, while India and

55
Papua New Guinea are providing support in the areas of specialist teaching staff and administrators. Taiwan also provides significant assistance.

**Profile of Education and Training**

In 2008 there are 2,750 students in school and at the Nauru campus of University of South Pacific. Schooling is divided into Infants, Primary, and Secondary School. There are eight government schools, one Catholic school, one Able/Disable Centre, and one University of South Pacific Campus. The Trade school was destroyed in a fire in 2003 and is yet to be replaced. Table 1 shows the distribution of the student population.

<table>
<thead>
<tr>
<th>School Level</th>
<th>Grades</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants</td>
<td>Play, Pre-School, Prep School</td>
<td>658</td>
</tr>
<tr>
<td>Primary</td>
<td>Years 1-6</td>
<td>1253</td>
</tr>
<tr>
<td>Secondary</td>
<td>Years 7-12</td>
<td>818</td>
</tr>
<tr>
<td>USP Campus</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>2750</strong></td>
</tr>
</tbody>
</table>

*Table 1: Student Numbers*

Secondary education has been characterised by an academic emphasis, but a new curriculum for 2009 will see trade training and TVET courses offered. In this respect, we are forming a partnership with the Australia Pacific Technical College to provide most of our TVET and Trade training.

There are 140 teachers in our Schools. But, as Table 2 shows, less than 9% of our teachers have a degree with 50% having only a basic certificate and over 30% with no qualifications, being classified as trainees. Only 10% of teachers are males.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Sex</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Degree</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Certificate</td>
<td>3</td>
<td>67</td>
</tr>
<tr>
<td>Instructors</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Trainee</td>
<td>8</td>
<td>38</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>14</td>
<td>126</td>
</tr>
</tbody>
</table>

*Table 2: Number of Teachers*
We have commenced a program of teacher skills upgrading with the aim of having 80% of our teachers with a degree in teaching or education by 2013. The program recognises that a qualification is only one of the components of being an effective teacher and the training is delivered in the context of our curriculum, schools and classrooms. Our curriculum is developed for our context and uses the “Rich Task” concept. A description of this is beyond the scope of this presentation, but it has been described as a “just in time” curriculum, rather than the traditional “just in case”. It values process more than content.

Although the economic tsunami has passed, its effects on Education continue to be felt. For example, students in Year 12 in 2008 missed out on about five years of Education when they were in Years 4 to Year 8 (2000 – 2004) before school routines were established again. They are now struggling in Year 12 because they do not have the prior knowledge they would have gained if they were at school in those crucial years.

The other effect of the tsunami is the depletion of our qualified teaching workforce as shown in Table 2. We have now a largely unqualified, but highly committed teaching community. The problem is how to upskill those by taking them out of the classroom for two to three years for training, but, at the same time, keeping the schools open. We have addressed that dilemma by providing up skilling courses during all the school holidays and providing after school hours courses.
Strategy to address Small Island State Status

As mentioned in the introduction, Nauru is the smallest of Small Island States. We realise that in some countries, there are as many students in one school as we have in the whole country.

However, our Education system, like all Education systems still needs a Curriculum unit, Human Resources Unit, Physical resources unit, Monitoring and Evaluation unit, Examinations unit etc,. The capacity of our teaching profession is not dense enough to manage all these services and, at the same time, staff our schools with quality Principals and leaders.

Our approach has been to form partnership and strategic alliances with other systems and providers. This is where we see the value of Commonwealth of Learning. It provides opportunities for Small Island States, such as this gathering, to network and form these strategic alliances with other like minded countries.

Commonwealth of Learning (COL)

Nauru acknowledges the leadership that COL is providing in the area of eLearning. As a Small Island State, Nauru sees ICT technology as an area of tremendous opportunity for students to improve their learning. At this stage of our development cycle, the opportunities that e learning can provide are still being developed and I look forward in this conference to gaining some more insight into how we can harness the tremendous learning power of ICT.

COL has already provided Nauru with a successful course on Wiki Educator for over 20 of our teachers. We thank Dr. Wayne Mackintosh and David Leeming for providing this opening into a new world. We are trialling the use of the One Laptop per Child program with all our Year 1 students being provided with a laptop.

The expectation is that internet and on line resources will help Small Island States. In our Country Action Plan 2006 -2009 we aim to be involved in the Virtual University for the Small States of the Commonwealth (VUSSC) but have been constrained by a number of issues. Our problems are in securing reliable technology support (such as a basic telephone system let alone internet connection at reliable and reasonable speeds), human resources and an appropriate pedagogy. We are working on all three because we see a profit at the end, but what I see as the biggest problem is a lack of local, sustained leadership in this area. COL has an excellent resource in David Leeming in the Pacific region in leadership of ICT, but Small Island States need a David Leeming in every country.

Maybe, it might be an outcome of this conference that COL is able to mobilise a number of donors to provide a number of ICT leaders in the Pacific education system.

Nauru’s Country Action Plan identifies Quality Assurance in the area of teacher professional development as a priority. We welcome the publication of the “Indicators of Quality in Teacher Education” in assisting us to evaluate teacher training programs.
As a Small Island State we do not have the capacity to establish our own Teachers Training College or University Faculty and issue our own regionally or internationally recognised qualifications. We rely on other countries to provide quality training, but we see accreditation as a problem. In this respect we endorse COL’s initiative in the development of a Transnational Qualifications Framework and COL’s campaign to neutralise the degree mills that can arise with increasing ease of access via the Internet.

Nauru acknowledges the support of COL in our TVET program by its support for PATVET and the supply of teaching kits in Timber, Concrete and Small engines to our Secondary School.

**Our Priority**

Increasing the effectiveness of our teachers through training and support in the classroom is our highest priority. In addressing this priority we have tried to go a bit deeper than just providing “off the shelf” teacher training courses. We see our teachers as “change agents” in the development of Nauru. After all, they are the only group who are constantly in contact with the community. In this respect, we are provided leadership training as a significant component of our teacher training program.

The other factor that will increase teacher effectiveness is a culture of support and respect for the work of classroom teachers by others in the Education system, especially those of us in “Head Office” As we often remark, there are no students in head office, they are all in schools – and this is where we need to concentrate our support and work.

Our priority is to develop a profession of teacher – leaders. With competent people in this area, the Education and Training system will be sustained.

*October 2008*
REPUBLIC OF NAURU

Education and Training in a Small Island State
<table>
<thead>
<tr>
<th>School Level</th>
<th>Grades</th>
<th>Student No.</th>
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<td>Infants</td>
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<td>658</td>
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<td>Years 1 - 6</td>
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<tr>
<td>Secondary</td>
<td>Years 7 - 12</td>
<td>818</td>
</tr>
<tr>
<td>USP Campus</td>
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Teacher Qualifications

Teacher Qualification 2008

Rich Task – Curriculum Structure

Curriculum Pathway

Quality Features

Task Rules

Teaching Suggestions
Rich Task - Student Products
COUNTRY PRESENTATION – NEW ZEALAND

By New Zealand Agency for International Development (NZAID)

NZAID: BACKGROUND PAPER FOR COL FOCAL POINTS MEETING (ASIA/PACIFIC)

NZAID would like to offer a few of Dr Linda Sissons’ observations on ODL practice in New Zealand, NZAID’s support for education and ODL in the Pacific, and our partnership with the Commonwealth of Learning.

ODL practice in New Zealand

Open Polytechnic, Massey University, Correspondence School. However, blended delivery is encouraged by Government and used in a widespread way.

NZAID’s support for education and ODL in the Pacific region

Education has been a major part of New Zealand’s development assistance in the Pacific for many years. Education is a prominent part of NZAID’s work, across most programmes. In the 2006/07 financial year, NZAID allocated $67 million to education activities around the world, representing 20 per cent of NZAID’s total programme budget. Basic education accounted for 29 per cent, and scholarships and training 52 per cent.

The Pacific is the main focus for NZAID’s programmes in education. Over the next ten years NZAID is planning to spend over $300 million to improve basic education in the Pacific.

For the most part, the government’s education linkages with the Pacific are broadly encompassed by New Zealand’s commitments to the Millennium Development Goals and Education for All initiative, and delivered through NZAID’s regional and bilateral programmes.

NZAID supports the work of regional organisations such as the University of the South Pacific (USP) and also provides scholarships for Pacific students to study within the region. In 2006, for example, there were 363 NZAID-funded scholarships studying at institutions in the Pacific region.

The NZ Ministry of Education (MOE) and other government education agencies have become increasingly involved in work in the Pacific, for example through the Strengthened Cooperation programme with Niue, and the Treaty of Friendship with
Specific activities include New Zealand Qualifications Authority (NZQA) assisting the South Pacific Board for Educational Assessment to establish a regional qualifications register, and the Ministry developing a joint teaching resources project with Samoa. The Overseas Development Assistance (ODA) contestable fund, administered by NZAID for NZ government agencies initiatives, provide further opportunities for increased involvement in the education sector.

In the Pacific, primary school enrolment rates are relatively good compared to many developing countries. But these vary from country to country and many children, particularly in Melanesia, do not go to school.

Focus Country Partners for New Zealand

New Zealand prioritises assistance to those Pacific countries most at risk of not meeting the Millennium Development Goals, (Papua New Guinea, Solomon Islands and Vanuatu), has partnerships and programmes with five other Pacific countries, (Kiribati, Fiji, Samoa, Tonga and Tuvalu), and supports regional co-operation.

Key themes

(a) Improved access to, and completion of, a good quality basic education for all Pacific children.

NZAID support will cover the full range of primary education activities, including planning, local curriculum development, improved service delivery by trained professionals, and strengthened monitoring and evaluation systems.

There has already been a step change in New Zealand’s approach in this area, through the increased support we are delivering for national education systems as part of a broader move away from stand alone projects to sector wide support programmes (SWAps).

For example, in the Solomon Islands NZAID has entered into a multi-year partnership with the Solomon Islands Government and is committing around NZ$10 million annually to improving the quality of primary education outcomes. Already the number of children receiving an education is increasing and more girls are attending school than previously.

(b) Increased opportunities and choices through skills development

This includes activities that improve access to skills and training for young people, and through scholarships and formal training opportunities that target support to priority human resource needs in the region.

NZAID has developed a framework for scholarships and training, which is expected to help focus our support on specific human resource development needs in partner countries, including training linked to economic development and livelihoods outcomes where these have been identified as national priorities.
NZAID Support to Education in Bilateral Programmes in the Pacific - Summary

Niue - Through the Halavaka Framework, NZAID and the MoE are exploring ways to create closer links with the Niue Ministry of Education.

Samoa - NZAID is supporting a US$30m six-year programme of primary curriculum reform, teacher training, and infrastructure improvements, in partnership with Australia and the Asian Development Bank.

Tokelau - NZAID provides budget support for local education needs. Through PRIDE, Tokelau is receiving support for EMIS and Curriculum Development.

Cook Islands - NZAID is supporting the Education Sector SWAp with a whole of government framework. Teacher quality, monitoring and evaluation, and MOE capacity building are priority areas for assistance.

Tonga - NZAID is providing up to $14 million over three years (2006-2008) to the education sector, with the World Bank. Guided by Tonga's fifteen-year Education Strategy, TESP takes a sector-wide approach, supporting programmes to improve the quality of schooling, public expenditure management, policy-making, and monitoring and evaluation within the Ministry of Education. Expenditure on education comprises approximately 44% of New Zealand’s $10 million annual bilateral aid programme with Tonga.

Solomon Islands - NZAID provided $30 million in direct budget support to the education sector over 2004/06, in partnership with the EU. A second phase will provide $30 million over 2007/09. NZAID support has enabled the government to deliver teaching materials to all primary schools, improve teacher training, commence a nation-wide infrastructure development programme, and provide school grant funding. Policy development has become a key focus for the government in the second phase.

Vanuatu - NZAID, France, Australia, the EU and other development partners are supporting the development and implementation of the Education Sector Strategy. This will involve co-funding agreements with other development partners and the government on an education sector reform programme. As an interim measure, New Zealand and Australia have co-funded a 12 month programme implementing some priorities of the Vanuatu Education Sector Strategy (VESS).

Papua New Guinea - NZAID is working with other donor partners to establish a sector wide approach in education.

Kiribati - NZAID support includes the institutional strengthening of the Kiribati Teachers College and the Marine Training Centre.

Tuvalu - NZAID is supporting the development and implementation of the Early Childhood Education policy framework.
Open and Distance Learning

ODL is a familiar concept and practice within the Pacific region and has been for several years. The University of the South Pacific (USP), established in 1967, is the main provider of DFL to Pacific countries - most have a USP centre with satellite links to the main campus in Suva, Fiji. Many graduates in the Pacific have received their university level education through DFL study in their home countries and/or at USP.

NZAID funding to USP is around $5m per year – inclusive of projects and core funding, but not scholarships.

USP plays an additional and key educational role: for teacher upgrading and certification. For example, the Ministry of Education in the Cook Islands supports teacher up-skilling (Teaching Diploma or Degree) through USP. Teachers study at their own pace/settings and also attend an annual two-week course run by a USP lecturer (which takes place in the Cook Islands). Scholarships are awarded for final year study at USP Suva.

Other countries in the region make use of ODL approaches in teacher training, notably Papua New Guinea. In the Solomon Islands, a programme to improve pre-service teacher training, and certification of unqualified teachers (“Teachers in Training”) has started to look at the options of using Distance and Flexible Learning (DFL) to reach several thousand teachers who would otherwise have little chance of achieving the expected and necessary qualification as a teacher. NZIAD has supported a review of the potential for DFL as part of its programme of sectoral support for teacher education in the Solomon Islands.

It is apparent that there are further opportunities for ODL/DFL to be incorporated in education programmes in the Pacific region, and COL could play a key role in provision of policy advice, and access to relevant resources and skills. This will need to be focussed carefully at individual country level, based on need and partnership. In addition, VUSSC would seem to be a useful addition to the tertiary opportunities available in this region of many small countries.

NZAID support to the Commonwealth of Learning

The Commonwealth of Learning is one of four Commonwealth funds or programmes supported by NZAID. New Zealand has doubled its contribution over the past few years, with an annual contribution of NZ$800,000.

COL has sought “extra-budgetary” funding from key regional donors, including NZAID, to support its Pacific activities. NZAID funding was provided in 2005 (NZ$35,000) and 2003 (NZ$45,000) to assist with Pacific participation at PATVET workshops and NZAID provided NZ$105,640 in 2001 for the COL symposium on the “Barriers to the Access of Information and Communications Technology Encountered by Women for Open/Distance Learning in the Pacific”.

As a key donor New Zealand is represented on COL’s Board of Governors and we select a specialist external adviser to fulfil this role. Currently this is Dr Linda Sissons (who we are pleased will be attending the Focal Points meeting).
As COL is a relatively small partner within NZAID’s broader multilateral programme, our primary interests are in the governance of COL, monitoring development effectiveness and, to the extent possible, engaging around key policy and strategy development. Our current priority is COL’s next Three Year Plan.

October 2008
COUNTRY PRESENTATION – PAKISTAN

By Professor Dr. Mahmood Butt

COMMONWEALTH OF LEARNING (COL) – PAKISTAN COLLABORATION IN OPEN DISTANCE EDUCATION

The period under review (2006-2009) has been characterised by a variety of successful programmatic initiatives collaboratively designed and implemented by COL and Pakistan. Allama Iqbal Open University (AIOU) has continued to be the leading University in this effort in Pakistan. The University has continued to offer the Commonwealth Executive Masters in Business Administration and Masters in Public Administration (CEMBA/CEMPA) to a steadily growing number of students. Two key developments have taken place in these programs. Four of the required courses in CEMBA have been designed to use on-line delivery mode and are being offered in that mode during Spring 2008 semester. Four more courses are being prepared for online offering during Autumn 2008 semester. E-tutors have been carefully selected to provide instructional support to the students. Secondly the students enrolled in the program have been encouraged to contextualise their research projects focussing on Pakistani business management practices.

1. Quality Assurance

AIOU has been actively involved in undertaking institutional research projects to get stakeholders’ feedback on quality of programs offered. A Quality Enhancement Cell (QEC) has been created in 2007 which has developed a comprehensive plan of academic audit of the programs offered by all thirty five departments. Four detailed audits have been completed during 2007-008. The QEC is headed by a Senior Professor of the University and works in close collaboration with the Institutional Research Cell.

2. Teacher Development

AIOU has played a leading role in revising the National Scheme of Studies from pre-school to grade 12. This proposed scheme of studies was shared widely with all the provincial educators and was finally notified as the Foundation of National Curricula in 2007. The revised scheme is based on fundamental, well recognised principles of curriculum planning. To implement the new scheme of studies large numbers of specialist teachers of Sciences, English and Mathematics are needed. In addition a standards-based program of preparing primary and secondary school teachers is needed to provide opportunities of continuous professional development. In collaboration with UNESCO National Standards for teacher education have been developed. These Standards will be the basis of developing 4-year undergraduate degrees for preparing teachers.
3. COL/NAAC Quality Assurance Toolkit for Teacher Education Institutions has been widely shared and is being used for developing the National Accreditation Policies for teacher education institutions. The Accreditation Council for Teacher Education (ACTE) has been established and is in the process of developing detailed policies and procedures of accreditation. A national seminar on accreditation of standards based teacher education program was conducted involving international consultants including a NAAC specialist.

4. Good Governance /Higher Education

To develop new management skills of higher educational leaders a group of Vice Chancellors and Higher Education Commission (HEC) members was sent to COL Headquarters in Vancouver for two weeks of interactive seminars and visit to Canadian Universities. COL staff was very cooperative in developing a comprehensive program of this visit and it is anticipated that a follow up visit of COL leaders involved will take place in 2009.

5. E-Learning for Education Sector Development

Security situation permitting Pakistan is planning on hosting a one day meeting in December 2008 for CEMCA where representatives from Asian countries are expected to participate. The meeting will further strengthen COL sponsored collaborative, activities in the region. A database of ODL specialists is being developed.

6. Future Needs

In future Pakistan will need COL help in making a smooth transition to democracy. Programs of good governance, rural and urban community development, timely attainment of MDGs’ and open and alternative schooling are specially needed. Some preliminary steps have already been taken in this regard. Further detailed activities need to be developed during next three years.

October 2008
AN OVERVIEW OF LEARNING FOR DEVELOPMENT IN PNG

Introduction

PNG is the world’s second largest island together with some 1400 other islands, and its densely inhabited highlands, coastal rivers, flood plains and mangroves and islands of coral reefs and cays. It has a population of 5.2 million, growing at 2.3% annually and consists of 800 language groups. Approximately 91% of our people live in rural settings through subsistence agriculture.

Our vision is integral human development achieved through an affordable education system that appreciates Christian and traditional values, and that prepares literate, skilled and healthy citizens by concentrating on the growth and development of each individual’s personal viability and character formation, while ensuring all can contribute to the peace and prosperity of the nation.

National Development is very much guided by the National Goals and Directive Principles as established in the Constitution. These principles are interpreted and expounded in the country’s Millennium Development Goals, Education for All Goals and the Medium Term Development Strategy.

The Uniqueness of our geographical and social set up makes it hard for the majority of our people to participate meaningfully in development activities. This is when COL’s assistance is appreciated and embraced very much. Its Country Action Plan for PNG covers Education and Learning for Livelihoods with specific activities in Quality Assurance, Teacher Education, Higher Education, eLearning, Rural Community Development, Health and Good Governance.

Education

Education remains to be the center of our focus, with special attention on Quality Assurance, Teacher Education and Open/Alternative Schooling.

Steps are being taken to recommend policy to government which will regulate the providers and accredit courses and to ensure the development of high quality learning and multi-media materials.
A review has been conducted on Quality Assurance Practices while in Teacher Development, a consultant was fielded by COL, who suggested a development of Online Learning Environment for Teacher Education.

In Open/Alternative Schooling, the National Outcomes are set around increasing access and providing quality education. Our request for Technical Assistance is still pending. Meanwhile, through PNGADE initiatives, trainers were hired to conduct several workshops on instructional designs training.

In Higher Education, we are moving towards taking stock of what resources are available and the number of providers. We believe it’s time for systems and models to be reviewed. Our thanks to COL for Prof. Abrioux, whose report suggests an establishment of an Open University.

Material Development is still one of our greatest tasks. We appreciate very much COL’s help through wikieducator (L4C) workshops and for the materials being developed through VUSSC Boot Camps. At the local level, PNGADE and the British High Commission supported the training on course designs and development.

**Learning and Livelihoods**

The Community Development Department of PNG is moving in a very big way to formalise rural and urban communities and to empower them to participate meaningfully in the development of the country.

The Department is having serious discussions and formal negotiations with ODL institutions for collaborative efforts for occupational training.

The pilot projects on Life Long Learning Farmers model at Bubia and Minj are being planned.

As part of awareness and initiative to promote collaborative networking, PNGADE is widening ODL coverage through increasing membership and partnership.

Two conferences have been organised which were well attended by policy makers.

Our special thanks to Sir John Daniel for giving keynote addresses at the Symposium in 2006 and the conference in 2008.

**Human Environment**

Again this area stands out to be pressing, including Health, Welfare and Community Development.
The specific area of need is in equipping and training government agencies, NGOs and Community Groups to use video and audio technology for local production of educational materials related to health, welfare and community enhancement.

We thank COL for assisting Anglicare Stop Aid to set up multi-media production unit to deliver health information to larger audience throughout the country.

We are in the process of continuing the work on the use of radio by David Walker, the COL Education Specialist.

We find VUSSC activities on creation, customisation and reuse of Open Education Resources (OER) useful. Ms. Lydia Lute Hiawalyer of UPNG attended the workshop in Singapore, Ms. Elizabeth Kendrun of the National Department of Health was present at the 3rd Workshop in Trinidad and Tobago, Eileen Turare and Kipli Minol of UPNG participated in the 4th Workshop in Samoa and Mr. Saun Ignatius Biat of Vudal University took part in the 5th Workshop in Seychelles.

The cry on gender and development and equal participation is louder now than before. More effort is put into good governance, beginning with plans to gender mainstreaming for public service sector of the government. A workshop was conducted with inputs from Lady Dame Carol Kidu, Honorable Member of Parliament and Minister for Community Development.

Future Development

ODL development priorities in PNG may be grouped into national and institutional levels.

National Priorities

- Structural framework for open and distance learning (COL consultant’s recommendation for the establishment of an Open University)
- Quality assurance and regulatory framework (implementation of the recommendations of COL consultant report).
- National qualification framework (using VUSSC Transnational Qualification Framework).
- Advocacy and awareness.
- Design and development of an umbrella project for capacity building of ODL institutions in Papua New Guinea.

Institutional Priorities

- Curriculum design and development
  - Instructional design
Course writing skills
  Collaborative learning materials development

Student information/record management system
  Student database
  Automation in academic and student administration

Learners’ support
  Review of current practices
  Training of learners support

ICT enhanced learning
  Learning management system
  Online delivery of courses

Quality assurance (use of the Took Kits)
  Quality assurance tool kit for Teacher Education
  Quality assurance tool kit for Higher Education
  Quality assurance tool kit for Open Schooling

Research and development
  Collaborative research
  Research capacity for ODL professionals

October 2008
WELCOME TO THIS PRESENTATION WHICH COVERS:

- INTRODUCTION
- EDUCATION
- LEARNING & LIVELIHOODS
- HUMAN ENVIRONMENT
- FUTURE DEVELOPMENT PRIORITIES
- CONCLUSION

INTRODUCTION

- PNG
  - Geographical and Social Setup
  - Vision
  - Goals
  - People’s participation

EDUCATION

- Quality Assurance
  - Policy to Government
- Teacher Education
  - Online Learning
- Open/Alternative Schooling
  - Access
  - Materials Development
- Higher Education
  - An Open University
  - Wikieducator
  - VUSSC Boot Camps
LEARNING AND LIVELIHOODS
- Department of Community Development Initiatives and Negotiations
- Pilot Projects
- PNGADE Conferences (2006 & 2008)

HUMAN ENVIRONMENT
- Health
- Welfare
- Community Development
- Open Education Resources (OER)
- Boot Camps

FUTURE DEVELOPMENT
- National Priorities
  - National
  - Provincial
  - District
- Institutional Priorities
  - Public
  - Private

National Priorities
- Structural Framework for Open and Distance Learning (COL consultant’s recommendation for the establishment of an Open University)
- Quality Assurance and regulatory framework (implementation of the recommendations of COL consultant report).
- Advocacy and awareness
- Design and Development of an umbrella project for capacity building of ODL institution in Papua New Guinea
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- Curriculum Design and Development
  - Instructional Design
  - Course Writing Skills
  - Collaborative Learning Materials Development

- Student Information / Record Management System
  - Student Database
  - Automation in Academic and Student Administration

- Learners’ Support
  - Review of Current Practices
  - Training on Learners Support

**ICT Enhanced Learning**

- Learning Management System
- Online Delivery of Courses

- Quality Assurance (use of the Tool Kits)
  - Quality Assurance Tool Kit for Teacher Education
  - Quality Assurance Tool Kit for Higher Education
  - Quality Assurance Tool kit for Open Schooling

- Research and Development
  - Collaborative Research
  - Research Capacity for ODL Professionals

**CONCLUSION**

**Thanks**

- Sir John Daniel
- Dr. Wayne Macintosh
- Other Program Coordinators
COUNTRY PRESENTATION-SAMOA

By Gatoloaifa’aana Tilianamua Afamasaga

Introduction

Open and Distance Learning (ODL) is fully developed in Samoa through the University of the South Pacific (USP) who is able to offer many courses through its distance and flexible learning unit. Many Samoans are able to access these courses through the Extension Centre which is located at the Agricultural Campus of the USP at Alafua, Apia, Samoa. The Commonwealth of Learning (COL)’s support through the USP is thus, also made available to Samoa. The only major constraint is that of cost as the USP courses are quite expensive and outside the capability to pay for many Samoans.

COL however, has also been supporting the development of ODL through the former Samoa Polytechnic (SAMPOL) where it supported three staff to study towards masters degrees in ODL at the Indira Gandhi National Open University. Two of these staff members have completed their studies and now that the former SAMPOL has merged with the National University of Samoa (NUS), are active in the promotion of ODL. COL also provided support to the media unit of the SAMPOL, now incorporated into the NUS media unit.

Use of ODL in Samoa

It is the intention of the NUS to make available many of its courses especially in teacher education to the rural villages and other remote areas. NUS will be able to offer these courses at a much lower cost than USP. Thus as part of its corporate plan for the next three years, the university is committed to develop its ODL facility and capability. To this end an exploratory meeting was carried out with Ms Jenny Williams in 2007 to solicit COL’s support in capacity building especially short term training for staff in course conversion to the ODL mode. NUS still intends to pursue this intention so that some significant progress could be made in the next three years.

The Samoa Ministry of Education, Sports and Culture also set up a pilot school-net project in 2005 in five schools and expanding to another 30 schools in the near future. As well, the Samoa National ICT Committee also set up ICT centers located in the Women’s Community Centers around the country. Development in Samoa would need to utilise these resources to support ODL not only for students and teachers in schools but also for other members of the community thus, NUS is already a partner in these ventures. There is a possible role for COL here to enable NUS to be an effective partner in these ventures.
In higher education, through the Asia Pacific Initiative (API) several workshops conducted through the VTC facilities of the NUS has made available the materials developed through open universities and dual mode operations of the virtual classroom hosted at Moodle to supplement face to face learning. Participants in these workshops are open to the community and many government ministries have made use of these opportunities.

COL continues to support the creation of online education communities in Samoa through the use of WikiEducator by providing training. The first workshop was held in November, 2007 coinciding with the 4th Virtual University for the Small States of the Commonwealth (VUSSC) Bootcamp on the preparation of disaster management materials. The workshop was facilitated by Joris Komen from Namibia. The number of NUS staff who participated in that first workshop was 20. A second NUS staff workshop was for a second cohort who did not attend the first workshop. 40 NUS staff were trained in the use of Wikieducator. A third workshop will be held on November 23-25 for 20 people from the Curriculum and Assessment staff of the Ministry of Education, Sports and Culture and staff of the Samoa Qualifications Authority.

In the VUSSC activities, Samoa has participated in the six boot-camps held so far. The participants have all come from the various schools and faculties of the university with the express purpose of using their training to produce, adapt and deploy courses in collaboration with their colleagues and counterparts from other parts of the Commonwealth.

**Top priorities**

These are:

1. Capacity building in ODL
   - Capacity building training for staff to convert print based courses to ODL mode
   - Support for multi-media materials

2. Development of ODL materials to address
   - issues of gender in development.
   - Issues of sustainable community lifestyle

3. To embed education for sustainable development in
   - Schools curricula
   - Community programmes
What can COL do to assist Samoa in the development of ODL?

COL can assist Samoa in:

1. Capacity building
2. Materials development
3. Evaluation of current COL activities.

*October 2008*
SINGAPORE’S EDUCATION SYSTEM
PROGRESS AND PRIORITIES

Introduction

To help Singapore develop into a knowledge-based economy, the Singapore Ministry of Education (MOE) has redirected the Singapore education system to one that is “ability-based, aspirations driven” in 1997. The education system is driven by each student’s abilities and aspirations as we believe that everyone has different talents and abilities at different levels and that the education system should seek to harness these abilities to their fullest.

Recent developments in the Singapore education landscape are in line with the focus of COL’s 2006-2009 plan, Learning for Development, which advocates learning as the key to achieving progress and development. Singapore seeks to enhance the learning of our students by opening up new pathways and different approaches to learning, so as to cater to the different needs, abilities and talents of students. In recent years, new educational programmes and types of schools have been added to the Singapore education landscape. Students are also given greater choices in curriculum offerings.

Progress

The following are some areas where progress has been made in terms of supporting ‘Learning for Development’:

More Pathways and Choices

**Integrated Programme**: Provides a seamless upper secondary and JC education for university-bound students.

**Specialised Independent Schools**: Cater to exceptional talents in sports (Singapore Sports School), arts (School Of The Arts), technology (School of Science and Technology) and maths and science (NUS High School).

**Greater Flexibility and Choice in the Curriculum**: Subject-based banding, more resources for schools with niche programmes (for Primary Schools); Introduction of new ‘O’ level subjects and electives for students (for Secondary Schools).
Holistic Learning Experiences

Focus on Values: Greater emphasis is place on inculcating values and developing character.

Social and Emotional Learning Framework: Provides the conceptual framework for schools to integrate their guidance and developmental support efforts. It sets out the social and emotional competencies that pupils need to learn. These skills include self-awareness, self-management, social awareness, relationship management and responsible decision-making.

Inculcate a Global Outlook

Learning of foreign languages: Enhances students’ competency in a diverse range of languages

More overseas exposure: Allows students to get a sense of the complexities and opportunities in the world they live in.

ICT in Education

ICT Masterplan: The master planning for ICT in education provides a blueprint for the use of ICT in schools and access to an ICT-enriched school environment for teaching and learning for every student. ICT is harnessed to enhance the learning experiences of our students and to equip them with essential learning skills, creative thinking skills and communication skills. These skills will help prepare them for the workplace of the future.

The first Masterplan (1997-2002) laid the foundation for integrating ICT into education. Achievements in this phase include teachers acquiring basic competencies in using ICT in teaching and learning, equipping schools with the necessary basic ICT infrastructure.

Masterplan II (phase 2) sought to enable schools to pervasively and effectively integrate ICT into the curriculum so as to bring about engaged learning. A systemic and holistic approach was adopted in which all the key pieces – curriculum, instruction and assessment, professional development, pupil learning and school culture, were integrated and addressed. The focus was on the interactions among the components and how ICT could be leveraged to enhance these relations to bring about engaged learning.

The vision for the 3rd Masterplan (MP3) is to harness ICT effectively for finer customisation in learning and strengthen students’ competencies for the 21st century.
Priorities

The following are the priorities for the next few years:

1. **Setting up of the new publicly-funded university**: To increase the capacity of the higher education sector, to better provide for Singapore’s economic needs while expanding and diversifying the education opportunities available;

2. **Enhancing primary education**: A review of primary education to explore how schools can enhance holistic learning to better prepare pupils for the future. In particular, we seek to strike a better balance between equipping our pupils with foundational knowledge and developing in them the skills and values that will prepare them for life; and

3. **Developing a new generation school team**: Building a strong school team is critical to delivering quality education to every child. The Ministry of Education will consider recruiting only graduates as new teachers by 2015 and introduce programmes to enhance the professional development of the existing teaching force. MOE will also grow the pool of allied educators in schools to provide teachers with greater support in enhancing holistic learning.

The Ministry of Education, Singapore

*October 2008*
More Pathways and Choices

- Integrated Programme (IP)
  - Intended for those in the top 10% of the academic cohort
  - Seamless Upper Sec & Pre-University education for university-bound students

- Specialised Independent Schools (SIS)
  - Exceptional talents, e.g. sports, math & science, technology, and arts

More Pathways and Choices

- GCE "A"-Levels Examinations / International Baccalaureate
- JC (2 years)
- Secondary (4 -5 years)
- Primary (6 Years)
More Pathways and Choices

• Greater flexibility and choice in curriculum
  
  **Primary school:**
  – Subject-based banding (for 11 to 12 yr olds)
  – Providing schools with strong niche programmes additional resources to further develop their niche areas. (Programme for School-Based Excellence)
  – Enriched learning experiences for high-ability students

• Greater flexibility and choice in curriculum
  
  **Secondary school:**
  – Introduce new ‘O’ Levels subjects
    • Provide students with hands-on opportunities, and allow them to discover their interests in applied fields
    • E.g. Elective modules like “Creative Game Design”, new ‘O’ level subjects like “Introduction to Enterprise Development”
  – Flexibility for Normal course students to offer subjects at higher levels

Provide Holistic Learning Experiences

• Provide opportunities to inculcate values and develop character in students
  – E.g. Social-Emotional Learning framework

Inculcate a Global Outlook in our Students

• Enhance language learning
  – Expand the range of third languages (French/ German/ Japanese) to include Arabic and Bahasa Indonesia
  – Chinese or Malay (Special Programme) for students who do not take Chinese or Malay as a second language
**Inculcate a Global Outlook in our Students**

- More overseas opportunities for students
  - Examples: Overseas community involvement projects, school twinning programmes
  - Funds for schools to twin with and host overseas schools
  - Helping schools to set up satellite campuses for sustained immersion

**ICT in Education**

Phase I - laid the foundation for integrating ICT into education (infrastructure etc)

Phase II - sought to enable schools to pervasively and effectively integrate ICT into the curriculum so as to bring about engaged learning

**Singapore’s Masterplan for ICT in Education**

<table>
<thead>
<tr>
<th>1st Masterplan (mp1)</th>
<th>2nd Masterplan (mp2)</th>
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<tbody>
<tr>
<td>Preparing for Innovations</td>
<td>Seeding Innovations</td>
</tr>
</tbody>
</table>

- Basic infrastructure
- Basic ICT literacies
- Pre-service
- One-size-fits-all
- ICT resources
- Mainly CD-ROM based
- ICT in Education R&D
- HQ driven, centralised provisions

- Stabilised infrastructure
- Better integration into curriculum
- Core & mass-customised
- Mainly Web-based digital learning resources
- ICT in Ed R&D
- School ownership and autonomy with devolution of funds

**3rd ICT Masterplan**

**Vision:** Harness ICT effectively for finer customisation in learning and strengthen students’ competencies for the 21st century
### Broad Approach for mp3

1. Differentiated resourcing to support experimentation and ground-up innovation
2. Systemic structures to move the entire system up, e.g. baseline ICT standards
3. Tiered approach to manage complexities in large-scale implementation

### Priorities

- Setting up of the new publicly-funded university
- Enhancing primary education
- Developing a new generation school team

Thank you
COUNTRY PRESENTATION – SOLOMON ISLANDS

By Bernard Rapasia

Introduction

A scattered archipelago of about 1,000 mountainous islands and low-lying coral atolls, the Solomon Islands lie east of Papua New Guinea and Northeast of Australia in the South Pacific. The islands include: Guadalcanal, Malaita, Santa Isabel, San Cristobal, Choiseul, New Georgia and the Santa Cruz group.

It is thought that people have lived in the Solomon Islands since at least 2000 B.C. Explored in 1568 by Alvaro de Mendana of Spain. In 1886 Great Britain and Germany divided the Islands between them, but Great Britain was given control of the entire territory. The Japanese invaded the Islands in World War II. Britain gained control afterwards in 1945. In 1976, the Solomon Islands became self-governing and gained independence in 1978.

The ethnic crisis almost brought the Islands to a total loss of economy; basic services and the Education System was seriously affected. The Regional Assistance Mission of the Solomon Islands (RAMSI) had been called in to intervene. This proved to be very successful and has generally been effective in restoring law and order and rebuilding the government institutions, enabling Education and services to begin to take serious pathways towards rejuvenation in all aspects. Institutions, schools, including the Solomon Islands College of Higher Education (SICHE), and Technical Vocational Training Centres became functional again.

RAMSI has a long commitment aimed at helping create conditions necessary for the return to stability, peace and growing economy. It has assisted economic recovery as this follows a severe economic contraction and stagnation over the period of the ethnic tension. The economy grew steadily then on the attribution to the return of business investments and an increase in exports from rapidly expanded exports of timber and more favourable terms of trade for other export.

The Education Strategic Framework 2007-2015

The Education Strategic Framework for the period 2007-2015 was derived from the review of the Education Strategic Plan 2004-2006 and the National Education Action Plan (NEAP) 2007-2009. Because of the existence of the National Education Action Plan 2007-2009, this present document has changed in character from the previous Education Strategic Plan 2004-2006. It is nevertheless derived from its predecessor, and is broadly consistent within its original direction. In addition, it is acknowledged that there is a plethora of reports and planning documents relating to education in the Solomon Islands.
The National Education Action Plan 2007-2009 reflects the needs of all divisions at the national level, of the provinces and needs specific to individual provinces. It is derived from the ten provincial action plans (Central Islands, Choiseul, Guadalcanal, Honiora, Isabel, Makira-Ulawa, Malaita, Rennell and Bellona, Temotu and Western.

The Solomon Islands National Education Action Plan 2007-2009:

- is based on three education sector-wide strategic goals (derived from the Education Strategic Plan 2004-2006);
- includes a set of outcomes, objectives and expected outputs designed to guide collective action and frame key challenges and potential projects;
- builds on past successes and on that progress made in developing ten provincial education action plans;
- includes a set of activities, human resources and organisations responsible for achieving the expected outputs and outcomes;
- provides a mandate for leadership.

It is a planning document that focuses on a three year time frame (the “shorter term”). That document can be regarded as a “business plan” that provides a focus for action for the whole education sector, with specific proposals that are related to each of the main education sectors, (early childhood education, primary education, junior secondary education, senior secondary education, tertiary education, and technical vocational education and training). It is derived from, and supports, the ten provincial education action plans. The plans of the Church education authorities are reflected in the overall national planning document. The annual work programmes of the Ministry of Education and Human Resources Development (MEHRD), as reflected in the MEHRD’s Education Corporate Plan 2006-2008, are also directly related to this plan. Other donor activity will be coordinated with national needs reflected in the national planning.

The Education Strategic Framework 2007-2015 differs from its predecessor (the Education Strategic Plan 2004-2006) in a number of ways:

- its focus is a medium to longer term strategic view of the Solomon Islands education system;
- it concentrates only on high-level goals, outcomes and objectives;
- it includes a benchmark against which other planning documents and proposed initiatives can be measured;
- detailed short-term activities have been eliminated, since these activities are now incorporated in the medium term National Education Action Plan 2007-2009;
- some activities have been deferred for consideration later in the planning cycle.

This EDS 2007-2015 is therefore intended to be a document that provides overall longer term strategic direction and oversight for the Solomon Islands education system through 2015. The broader policy issues have been presented as higher level objectives in the context of this longer time frame.
Linkages to Global and Regional Context

Education in the Solomon Islands, while an important national priority, is also linked to global international goals for education and to our broader regional context in the Pacific.

This education strategic framework for the Solomon Islands is directly associated with the Millennium Development Goals (MDGs) adopted at the turn of the century by the United Nations. In particular, the emphasis on achieving access to universal basic education for all Solomon Islands children in our long-term strategic goals is derived directly from the second Millennium Development Goal. The second Millennium Development Goal sets out an aim of achieving universal primary education. The target is to ensure that all boys and girls complete primary school. The target date to achieve the MDGs is 2015 and the period covered by the Solomon Islands Education Strategic Framework (2007-2008) is therefore aligned with this target date.

In addition, the UNESCO sponsored Asia Pacific Regional Framework for Action: Education for All, sets out guiding principles, specific goals and targets for 2015. These goals and targets were adopted by the Asia-Pacific Conference on Education for All by 2015, held in Bangkok, Thailand – January 2000 education strategy of the Solomon Islands is linked to and is consistent with this international and regional development.

Vision

Our vision is that all Solomon Islanders will develop as individuals and possess the knowledge, skills and attitude needed to earn a living and to live in harmony with others and their environment. We envisage a united progressive society in which all can live in peace and harmony with fair and equitable opportunities for better life.

Goals

The long-term goals for the Solomon Islands education system are to plan and take action over the planning period (2007-2015) to:

- provide equitable access to quality basic education for all children in the Solomon Islands;
- provide access to community, technical, vocational and tertiary education that all meet individual, regional and national needs for a knowledgeable, skilled competent and complete people;
- manage resources in an efficient, effective and transparent manner.

Strategies
The overarching strategic goal is to provide universal access to quality basic education for all children by 2015, and improved access to technical and vocational education and training. Government has undertaken to place priority on refocusing education sector expenditure on providing services at primary and junior secondary schools to achieve universal basic education by 2015. Six key strategies have therefore been developed as focus for the period 2007-2015.

These six (6) immediate key strategies for development are the following:

- to strengthen planning, management, coordination and monitoring of the SWAp, in particular of the National Education Action Plan and Education Sector Framework 2007-2015;
- to develop for Secondary and Tertiary, revise the Education Act, policies and decentralisation process on Teacher Training Development;
- on the basis of a national demand, to ensure longer term interest, technical assistance (including the development of a national TA-pool) and funding from Development Partners for the SWAp, ESRP11, NEAP (2007-2009), ESP (2007-2015);
- to develop and implement a programme of Human Resources Development and capacity building;
- to develop and implement improved and harmonised grants system to support school operational in primary, secondary education in TVET;
- to develop and implement an improved and harmonised school infrastructure programme for primary, secondary education and in TVET.

Outcomes

The MEHRD will direct resources to achieve the following main outcomes.

1. **For Basic Education**

   **Outcome 1 (Access and Equality)**

   All children in the Solomon Islands regardless of gender, ethnicity, location or disability have access to Basic Education, which includes pre-school, primary, and junior secondary schools classrooms, desks, dormitories, equipment and other infrastructure and financial support from government and other stakeholders.

2. **For Levels and Types of Education**

   **Outcome 2 (Access and Equality)**

   People in the Solomon Islands regardless of gender, ethnicity, religion, location or disability have improved access to relevant, demand oriented community, technical, vocational or tertiary education achieved through an adequate number of schools or centres, classrooms, desks, dormitories,
equipment and other infrastructure and financial support from government and other stakeholders.

3. **For All Levels and Types of Education and Training**

**Outcome 3 (Quality)**

All levels and dimensions of the Solomon Islands education system consistently demonstrate standards of excellence and deliver a quality education, which means high quality of learning achieved through provision of an adequate number of qualified teachers, and other workers, in the education sector, relevant national school curriculum and local curricula, adequate number of modern, relevant teaching and learning materials or facilities, sound standards of student literacy and numeracy.

4. **In relation to Management**

**Outcome 4 (Management)**

The management of the Solomon Islands education system is effective and efficient, including effective education policy development, planning and budgeting, effective management of human and financial resources, sound system of monitoring and evaluation, and effective development of appropriate skills and competencies in the education work force.

**Priorities**

- To increase access to all levels of education;
- To improve equal access to all levels of education;
- To improve quality for all levels of education;
- To improve the management of the Sector Wide Education Programme.

**PFnet and the use of DFL in the Solomon Islands Through the DLCP**

The Solomon People First Network (PFnet) was started in 2001 through a UNDP programme as a community networking service to reach (some of) the 85% of people in the rural areas. In 2002, PFnet was involved in distance learning trials with the University of the South Pacific (USP) Honiara Centre. This led to the establishment of rural Distance Learning centres being erected in the provinces.

The MEHRD under the National Education Action Plan is to strengthen basic education for all, including continuing education and technical and vocational education and training (TVET). The need is greatest in the rural areas and the DLCP is one component that addresses this by creating new learning opportunities through the Distance Mode. The Ministry is planning to expand the DLC network to other schools and education institutions such as the Rural Training Centres. In this context, the MEHRD sees the “One Laptop Per Child (OLPC)” initiative as having potential for further expanding the DLCP model to reach out further into the
communities and remote areas, with linkages to a full spectrum of educational services – Literacy, Livelihoods, Academic, Technical, Teacher Professional Development.

**Commonwealth of Learning (COL)**

Learning for Development: is a theme embraced by the Solomon Islands government, the MEHRD for that matter. It is imbedded into the whole sector wide programme of the Ministry of Education and, to that extent, COL’s presence is highly viewed and this is to register the serious considerate commitment that COL has already made its mark to the Solomon Islands.

- Opening a new chapter in terms of Distance and Flexible Learning (DFL) Policy development, COL had assisted the Ministry of Education in facilitating workshop on the development framework to develop a DFL Policy for the Solomon Islands. Dr. Tanyss Munro is commended for her expertise.
- Recognising the importance to have and put in place Solomon Islands’ Focal Point for COL.
- To further that commitment, COL had also involved for the first time Solomon Islands Focal Point to attend a first of its kind of training and that is to do with “WikiEducator” training programme held in New Zealand. Our sincere gratitude goes especially to Dr. Wayne Mackintosh, Jenny Williams and all those who organised the workshop.

**Looking into further assistance to the Solomon Islands from COL in the development of DFL/eLearning**

COL can assist the Solomon Islands in these areas:

- DLF policy development
- TVET Teacher Training and Capacity Building and ICT Training
- Curriculum development and material production
- Review and strengthen capacity of COL activities.

*October 2008*
COUNTRY PRESENTATION – SRI LANKA

By. Mr. S.U. Wijerathne

ACTIVITIES OF THE COMMONWEALTH OF LEARNING (COL) IN SRI LANKA

Introduction

The Commonwealth of Learning (COL) has been involved in education and development in Sri Lanka through several initiatives in three sectors: education, learning for livelihoods and human environment. This would mean working in learning for education sector development, quality assurance, teacher training and development, capacity building in open and distance learning (ODL) and testing new models of community engagement with media.

Having this background, COL has been very instrumental and extended support in ODL programmes in Sri Lanka. COL’s support is hereby acknowledged and appreciated by the government of Sri Lanka (GoSL). With regard to the ODL activities, this has included duel model system at the higher education sector and working with non-governmental organisations (NGOs) as well as community-based organisations. Among them, the Open University of Sri Lanka (OUSL), University of Colombo (UoC), National Institute of Education (NIE), University of Ruhuna (UoR), and number of NGOs are champions in running ODL programmes extensively.

Use of ODL in Sri Lanka

1. Teacher Education and Quality Assurance

Aforementioned public and private institutions and agencies are conducting a number of teacher education programmes in collaboration with COL. This includes development of quality assurance systems and related professional development of staff/personnel at all levels in line with the ODL and technology-mediated approaches.

Higher education institutions (HEIs) working towards expanding teacher education through combinations of ODL and classroom-focussed trainings in Sri Lanka through increasing opportunities and capacity of developing and delivering quality professional development of teachers and other education sector personnel. As a result, ODL programmes adopted e-learning and classroom-focussed training.

Further, it has been developed a toolkit on ‘quality assurance for teacher education and development’. Policy-makers and teacher educationists share their experiences on quality assurance in teacher education at regional level and Sri Lankan experts
are contributing very much. Higher education institutions have been developed and adopted ‘quality assurance guidelines’ for national assessments and accreditation according to the guidelines issued by the University Grants Commission (UGC) in Sri Lanka. Indeed, it has been used contents given in ‘handbook for quality assurance in higher education’. Beside, with the co-sponsoring of COL, the Distance Education Modernisation Project (DEMP) has been produced ‘performance indicators for quality assurance in distance higher education’.

Moreover, Sri Lankan experts on respective personnel contributed in the field of teacher education and quality assurance programmes in different ways.

2. **Open Distance Learning**

The OUSL conducted ODL programme is making steady progress. In addition, NIE implemented ‘Open School’ paying special attention to children who are out-of-schools and adults. In relation to the school education, the GoSL working at significant level to increase access and participation to basic and secondary education in line with the education sector development framework and programme (ESDFP) which is in operation in the system from 2006 - 2010. This has been paid particular attention on marginalised areas in the country.

Further, several Sri Lankan universities have been involved in developing/preparing learning materials especially in e-learning and media education.

3. **Higher Education**

External degree programmes in the country are being implemented by the UGC of Sri Lanka with the collaboration of COL’s technical assistance. Further, action has been taken to strengthen the higher education system especially developing models and materials for higher education through OUSL and dual-mode operations.

4. **Rural community development**

Further, COL has supported the OUSL to establish a rural research unit in identifying rural community needs in technologies that are appropriate for their development and capabilities in Sri Lanka.

The UoC with the assistance of COL has initiated a programme on ‘life-long learning for farmers (L3 Farmers). This programme empowers the vulnerable rural women and their families to: gain knowledge, create their own self-directed learning process, organise themselves to solve problems by making their products and food security, improve their living conditions, and increase their freedom and independence from government support and subsidies. Following key partners are directly involved in implementation of L3 Farmers programme on a pilot basis: farmers, a consortium of learning institutions (i.e. OUSL, UoC, Eastern University, Export Development Board (EDB), and Irrigation Department), ‘Vidhatha’ centres¹, and Rural Cooperative Bank (i.e. through providing loans to farmers).

¹‘Vidhatha’ Centers which are equipped with computers, internet and other ICT facilities are establishing in 300 villages under the Ministry of Science and Technology. These centers will facilitate the transfer of information from scientific and research institutions to rural farmers.
Moreover, the UoC has started an online agro-technology degree programme for rural farmers, with a pilot project already showing spectacular results. The university had started a pilot program in the village of Weligatte in Hambantota in the deep south of the island teaching farmers tissue culture, agro-technology, farm management techniques and marketing. Indeed, a laboratory has been set up, staffed with young girls from the areas, who are now getting higher yields and revenue. These farmers' incomes have increased ten fold and can definitely see the difference, over the past five years. Farming has to be approached in a scientific manner to increase yields, improve quality and win markets. Most Sri Lankan farmers were still using traditional methods, but a scientific grounding in farming can transform their lives. The university will first start a certificate level course leading to a diploma and eventually a Bachelor of Science (BSc) degree. Each level of the programme will take one academic year. Sri Lanka's university system can only absorb about three per cent of students who complete secondary education. The new agriculture course will use a combination of e-learning, printed materials sent through post, compact discs, face-to-face teaching and lab work. But most of the course work will be conducted through e-learning. Farmer will access e-learning modules through a network of internet communications kiosks, known as 'Nanasela's, promoted by the ICTA, Sri Lanka. The programme is a part of the DEMP, funded by the ADB, initially funded with five million rupees. Students are expected to contribute a part of the costs, though it is subsidised.

2.5 Professional development

COL also supported to counterpart universities and agencies for professional development in different disciplines in order to explore and share local, regional and international experience especially in line with the ODL programmes. COL provided assistance to OUSL to transform and implement their existing diploma/certificate programmes on 'good governance and leadership' into ODL format for delivery through OUSL’s regional centres.

Way forward

Concluding, these initiatives shows that the ODL programmes in Sri Lanka way forward to improve the quality of education both school education and higher education as well as ensuring economic efficiency and equity of education investment in Sri Lanka. Having these social, economic and educational experiences, the policy-makers are working towards to implement several initiatives, in addition to the on-going programmes, during next three year period following medium-term horizon. Proposed selected future expanded activities related to ODL in Sri Lanka are briefed below:

- Formulation of a national policy on ODL in Sri Lanka
- Introduction of e-higher education (e-HE) to cater students those who are qualified for university entrance but they have not got placement in the conventional universities in Sri Lanka
• Introduction of e-schools for students those who are still out-of-school especially in conflict affected areas and lagging regions

• Using Mobile Phones for e-learning activities in Sri Lanka

• Expansion of educational opportunities for Science, Technology and Mathematics Programme (STAMP) in Sri Lanka

• Expansion of educational opportunities in developed countries for Virtue-tutors (on-line tutors) in Sri Lanka

• Conduct continue education for school principals and university academic staff in Sri Lanka for governance (including management and funding) issues

• Capacity building programme on education planning and development

*September 2008*
October 29 – 30, 2008
Malaysia
SU Wijerathne Focal Point – Sri Lanka

Education: Quality assurance (QA)
• Developed ‘QA for teacher education and development toolkit’.
• Contributed to the first COL-NAAC joint forum on QA in teacher education.
• Development and adaptation of QA guidelines with OUSL and UGC.
• Conducted workshop on ‘performance indicators for QA in distance higher education’ organized by DEMP.
• Ongoing work on the quality of external degree programmes.
• Contributed workshop on assessment, standardization and certification of multi-media (MM) materials.

Teacher development
• Expanding teacher education through combination of ODL including appropriate e-learning and classroom focused training.
• The monograph on MA in Teacher Education (MATE) is under preparation.
• Capacity building on teacher education.

Open/Alternative schooling
• Action taken to increase access to basic and secondary education.
• Implementation of Open Schools

Higher education
• Contributed for professional development programmes in higher education.
• Conduct commonwealth executive MBA and MBA.

E-learning for education sector development
• Activities implemented through NGOs and CENWOR.
• Use of COL Wikieducator.
Learning and skills for livelihoods
- Develop vocational education for youth.
- Host a workshop on capacity building in ICT for women using NGO networks.
- COL is partnership with intuitions to develop and adopt VTET programmes for use in other regions.

Rural and peri-urban community development
- Conduct L3 Farmers programme (Weligatta, Hambantota).

National/international community development
- Participate the assembly on Global Forum on Agricultural Research (GFAR).

Trans-National programmes
- Implement trans-national programmes.

Health, welfare and community development
- Working with NGOs.

Good governance
- Provide assistance to OUSL for conducting academic programmes.

Pan-Commonwealth Forum (PCF) and other activities
- Participate PCF4 and PCF5.
- Participate monitoring and evaluation workshop.


October 29 – 30, 2008
Malaysia

SU Wijerathne
Focal Point – Sri Lanka
### New proposals: Education

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<thead>
<tr>
<th>Area of activity in COL logic model</th>
<th>Proposed activity in Sri Lanka</th>
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| E-learning for education sector development: Increasing awareness, building capacity and developing content for e-learning in the education sector facilitating the use of open educational resources. | **Formulation of national policy on open distance learning (ODL) in Sri Lanka:**  
- Discussion with relevant parties (i.e. NEC, MoE, MOHE, ROC)  
- Obtain technical assistance from the Col  
- Preparation of draft ODL policy and wide discussion with relevant stakeholders  
- Finalization of the policy  
- Obtain legal clearance and approval for the policy  
- Implementation of the agreed policy  

**Introduction of e-HE in Sri Lanka:**  
- Preliminary discussions with relevant parties  
- Selection of disciplines and development of curriculum  
- Agreement on the e-HE policy by the government  
- Discussions/ negotiations/agreement with universities especially in the Commonwealth countries regionally and internationally  
- Implementation of the programme  
- Impact evaluation of the programme and further improvements of the e-HE policy |

### New proposals: Education (cont.)

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<tr>
<th>Area of activity in COL logic model</th>
<th>Proposed activity in Sri Lanka</th>
</tr>
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</table>
| Expansion of educational opportunities for Science, Technology and Mathematics Programme (STAMP) in Sri Lanka:  
- Acquire and implement the STAMP in Sri Lanka  
- Incorporate the programme into the annual and five year plans  

Expansion of educational opportunities in developed countries for Sri Lankan Virtue-tutors (on-line tutors):  
- Discussion with the Col and study the Indian model on Virtue-tutor programme  
- Select the disciplines and establish network in selected countries (i.e. Canada, USA, UK etc.)  
- Invite the teachers and coordinate the programme with relevant parties  

Conduct continue education for school principals and university academic staff in Sri Lanka on governance (including management and financing) issues:  
- Discussion and select areas on continuing education components  
- Development of learning materials (i.e. CD and online materials)  
- Dissemination of learning materials to schools and universities | **Introduction of e-schools in conflict affected areas and lagging regions in Sri Lanka:**  
- Identification of schools in the conflict affected areas in Northern and Eastern provinces, adjoining provinces, and lagging regions  
- Development of curriculum materials for selected subjects  
- Implementation of e-schools programme as a pilot basis  
- Conduct impact evaluation of the e-school programme and extension of the programme  

Using Mobile Phones for e-learning activities in Sri Lanka:  
- Discussion with the relevant parties of the education and the mobile phone companies  
- Agreement of the filed of disseminate data and information with the education experts and the mobile phone companies  
- Implementation of the programme on piloting basis (selected fields)  
- Evaluation of the impact of the programme  
- Extension of the project for another data fields |
Proposed activity in Sri Lanka

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<tr>
<th>Area of activity in COL logic model</th>
<th>Proposed activity in Sri Lanka</th>
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| Quality assurance: Development of quality assurance systems and related professional development of personnel at all educational levels with special emphasis on ODL and technology-mediated approaches. Advice on implementation of relevant guidelines. | Development of a quality assurance toolkit for Sri Lankan Teacher Education Institutions (TEIs):
- Adapted quality indicators and criteria
- Guidelines for users
- Best practices (a compilation of case studies from Sri Lankan TEIs)
- National symposium on best practices in teacher education in Sri Lanka |
| Teacher development: Expanding teacher education through combinations of ODL and classroom-focused training. Increasing opportunities and capacity for developing and delivering quality professional development of teachers and other education sector personnel. | Capacity building of teachers and teacher educators in using and developing e-learning resources |

On-going activities: Education (cont.)

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<tr>
<th>Area of activity in COL logic model</th>
<th>Proposed activity in Sri Lanka</th>
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<tr>
<td>Open/alternative schooling: Application of ODL and flexible learning to increase access to basic and secondary schooling, particularly for the marginalised and those whose access to education is restricted.</td>
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<tr>
<td>Higher education: Developing/strengthening systems, models and materials for higher education through open universities and dual-mode operations.</td>
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<tr>
<td>E-learning for education sector development: Increasing awareness, building capacity and developing content for e-learning in the education sector facilitating the use of open educational resources.</td>
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On-going activities: Learning and Livelihoods

<table>
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<tr>
<th>Area of activity in COL logic model</th>
<th>Proposed activity in Sri Lanka</th>
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| Learning and skills for livelihoods: Identifying where livelihoods can be improved or expanded and creating learning opportunities to exploit them. Increasing access to basic literacy and occupational training for young people and illiterate and neo-literate adults. Developing technical and vocational education and training using ODL methods for low technology environments. | Proposed to give Certificates, Diploma and Degree courses on Agro-technology to farming young community who are willing to pursue higher studies and knowledge-based Agriculture: Methodology: ODL (it includes western materials, digital forms) Online learning: Matching grant already received to commence the programme
- Learning material preparation (both digital and written forms)
- Designing the course and implementing online
- Starting of the course (4 certificate courses)
- Conducting 4 certificate course
- Offering a Diploma
- Starting a new batch
- Conducting 4 certificate courses |
On-going activities: Learning and Livelihoods (cont.)

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<tr>
<th>Area of activity in COL logic model</th>
<th>Proposed activity in Sri Lanka</th>
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<tbody>
<tr>
<td>Rural and peri-urban community development:</td>
<td>Developing ODL and ICT-based teaching/learning models for sustained improvement of livelihoods in rural and peri-urban communities depending on the food and environment sectors.</td>
</tr>
<tr>
<td>National/international community development:</td>
<td>Building ODL capacity among strategic national and international agricultural education, extension, research and policy-making bodies with mandates and resources for education, training and research in the food, agriculture and vocational sectors.</td>
</tr>
<tr>
<td>Virtual university for small states of the commonwealth:</td>
<td>N/A</td>
</tr>
<tr>
<td>Trans-national programmes:</td>
<td>Developing and managing learning programmes for international organisations and sharing ODL programmes of proven effectiveness with institutions globally.</td>
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On-going activities: The Human Environment

<table>
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<tr>
<th>Area of activity in COL logic model</th>
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<tr>
<td>Gender and development:</td>
<td>Applying ODL and other technologies to foster the full participation of women and address the unequal gender relations that prevent equitable development. Development of ODL materials and training to address issues of gender in development.</td>
</tr>
<tr>
<td>Health, welfare and community development:</td>
<td>Equipping and training government services, NGOs and community groups to use video and audio technology for local production of educational materials related to health, welfare and community development.</td>
</tr>
<tr>
<td>Good governance:</td>
<td>Development and adaptation of ODL materials and training for strengthening democracy and good governance through the public sector, the educational system and NGOs.</td>
</tr>
<tr>
<td>Educational use of mass media and ICTs:</td>
<td>Policy, strategy, capacity-building and models for the educational use of mass media and ICTs through broadcast, cable and satellite channels, community radio, village cinema, telecentres, community media centres, ICT kiosks, internet, etc.</td>
</tr>
</tbody>
</table>

Thank you
Tonga is a very small country with a struggling economy and relying mainly on overseas aid and remittances from Tongans living overseas, is trying to grasp the development in education including the use of Open and Distance Learning (ODL), in order to help the development and advancement of education to help improve socio-economic and political development.

ODL is used mainly for Post-Secondary and Higher Education, where face-to-face is still very much the mode of instruction and learning except at the University of the South Pacific Campus, Tonga, and the Tonga Institute of Higher Education, where dual-mode operations are being used.

Tonga’s priorities for 2006-2009 Three-Year Plan:

1. Quality Assurance
2. eLearning for Education Sector Development
3. Learning and Skills for Livelihood
4. Virtual University for the Small States of the Commonwealth
5. Trans-national Programmes.

The Pan-Commonwealth Quality Indicators are yet to be used by the Ministry and the Tonga Institute of Education for quality assurance in teacher education. We are still awaiting COL’s plans to organise regional institutes for policy makers/administrators in education/teacher education in quality assurance in teacher education.

Both the secondary and post-secondary/higher education taps into the rich set of resources that COL provides via its website. With the WikiEducator, more and more educators are exploring the wonder of online education and developing education materials for the use of students. Many thanks to Dr. Wayne Mackintosh for his patience and help and to COL for enabling us to be part of the Pacific Chapter of the FLOSS4Edu initiative and also the Learning4Content workshop which was an eye opening experience for our educators.

We are still awaiting as well the Basic Trade courses in Timber, Concrete and Small Engines for young workers in association with PATVET.
Tonga has actively participated in the development of VUSSC and its many activities which included some of the boot camps already taking place and the next one in The Bahamas. Moreover, we benefit from the development of a directory of policy and practices in ODL in the Commonwealth and COL’s continued collaboration with PATVET means that developing and delivering technical and vocational education program continues.

Top priorities for the next Three-Year Plan 2009-2012

1. **Teacher Development**
   
   COL can help in providing training on expanding teacher education through combinations of ODL and classroom focus.

2. **Higher Education**
   
   Provide technical assistance to help develop/strengthen systems, models and materials for higher education through open universities and dual-mode operations.

3. **VUSSC**
   
   Continue to participate in the VUSSC activities.

4. **Health, Welfare and Community Development**
   
   Technical assistance to help train government services, NGOs and community groups to use video and audio technology for local production of educational materials related to health, welfare and community development.

5. **Learning and Skills for Livelihoods**
   
   Basic trades courses for young workers in association with PATVET – an increase in this area. Continue to develop technical and vocational education and training using ODL methods for low technology environments.

*October 2008*
Tuvalu has a population of less than 11,000–Over 2,000 and less than 3,000 are within the formal years of schooling.

Tuvalu previously known as the Ellice Islands was part of the Gilbert & Ellice Islands Colony colonised by the United Kingdom became independent on 1st Oct 1978.

Member of the Commonwealth

EDUCATION:
- Teacher Education: Expanding teacher education through combinations of ODL and classroom-focussed training.
  - Tuvalu does not have a teacher training institution.
  - Explore ways to strengthen the Education Department to deliver and sustain this service.
  - ODL & classroom focussed training.
- COL: The Learning 4Content Workshop to be held in Tuvalu in November 2008.
  - Course and material development for Community Training Centres.
  - Teacher Competency Module (UNESCO & SPBEA)
- COL: VUSSC initiative – from boot campers experience to Learning 4Content.
- Commonwealth Teachers' Protocol
  - Recruitment
  - Exchange Scheme (Short term attachment)
OPEN/ALTERNATIVE SCHOOLING. Application of ODL and flexible learning to increase access to basic and secondary schooling, particularly for the marginalised and those whose access to education is restricted.

COL: The Learning 4Content Workshop
- Tuvalu has a high percentage of students being pushed out of the system
- Limited access to further education
  Boys to Technical Maritime School
  USP Extension Centre – very expensive

VIRTUAL UNIVERSITY FOR SMALL STATES OF THE COMMONWEALTH. Development of a collaborative network of 24+ small states aimed at creating and sharing materials for livelihood-related postsecondary programmes.

COL: Tuvalu participated in all the bootcamps except for the one on ICT
Tuvalu also attended the latest Interlocutors’ Meeting in the UK

TRANS-NATIONAL PROGRAMMES. Developing and managing learning programmes for international organisations and sharing ODL programmes of proven effectiveness with institutions globally.

COL will continue to collaborate with PATVET in developing and delivering technical and vocational education programmes for South Pacific. (JM)

Tuvalu is a member of PATVET and works closely with PATVET. Will be seeking PATVET’s support on the implementation of its Future Education Pathway

THE HUMAN ENVIRONMENT
EDUCATIONAL USE OF MASS MEDIA AND ICTS.
Policy, strategy, capacity-building and models for the educational use of mass media and ICTs through broadcast, cable and satellite channels, community radio, village cinema, telecentres, community media centres, ICT kiosks, internet, etc.

COL will work with the Ministry of Education on its capacity to deliver multimedia based learning materials to remote atolls in the country. (DW)
- Media Unit in the Education Department
- Officer trained has taken up another position
- One of the equipments is not working, need to be sent back for repair
Tuvalu’s priority for the next 3 years:
Increasing access for Lifeskills Education
Challenge:
Increasing access to lifeskills education
through the provision of learning
opportunities for all
(a) Re-establishment of Community training
Centres (CTCs) on all islands
(b) Future alternative pathway Future alternativ
pathway 200808.doc

COL support:
- Teacher Education
- Recruitment
- Exchange scheme for short term professional
development
- Establishment of CTCs
  - ODL to be improved and strengthened and to be
  sustained
- Capacity building in ODL
  - Policy makers
  - Course developers
  - Teachers
- Material development
- ICT in Education support.
Future Alternative Education Pathway

- Degree
- Diploma: Franchised (Tertiary)
- Certificate: Franchised (Tertiary)
- Augmented Foundation Programme (USP) – Funafuti

Form 7 (SPBEA) – MSS
Form 6: PSSC
Form 5: TSC
Form 6: Vocational
Form 5: Vocational
Form 4: Fiji Junior Certificate Examination
Form 3
Year 8: NYEE
CTC
COUNTRY PRESENTATION
VANUATU
By John Niroa

Introduction
• Vanuatu has not been fully participated in COL activities for the past years, except for the VUSSC activities since 2005.
• Acknowledged COL’s strong coordination in achieving capacity building of our teachers who have participated in International Training and Materials Development (ITMD) Workshops under the auspices of VUSSC.
• Hope to get more assistance from COL in the near future to support us in our Education and Training needs and priorities.

Ministry of Education
Existing Programme in Support of these Activities

• Professional Development of Teachers
  ➢ Under the current pilot phase of the Primary Education Improvement Project (PEIP) which is an ODL programme funded by PRIDE (Pacific Regional Initiative for the Delivery of Basic Education);
  ➢ Modules have been developed and used by trained and untrained teachers in the primary schools in Vanuatu. They are Learner Centered Instruction (LCI), Assessment, Literacy and Assessment; and
  ➢ In near future, Professional Development of Teachers module will be developed under this programme. Hopefully, this module along with others will be put into distance mode for future training by In-service Unit of the Vanuatu Institute of Teachers Education.

Education and Training Needs
Teacher and Human Development

Need
• COL need to run workshop for MoE Staff and NGOs on how to use Template of Instructional Design
• Instructional Design will be used in development of learning materials for:
  ➢ Curriculum for Basic and Secondary Education
  ➢ Professional Development of Teachers
  ➢ Gender and Development
  ➢ Good Governance
  ➢ Civic Education
**Gender and Development**
- In 2004, MoE completed its Gender Equity in Education Policy
- There is greater need for more awareness to be carried out to the community
- Putting the awareness into the distance mode
- COL can assist in implementation of other important gender policy objectives and gender and development issues

**Civic Education**
- In 2006, MoE developed materials on Civic Education to be solely used in basic education.
- Currently, with help from Transparency International Vanuatu (TIV), work is in progress to develop civic education material to be used in both basic and secondary education

**Good Governance**
- COL to provide workshop on issue of good governance to MoE
- COL to assist in development of learning materials
- GC will be used by MoE and schools as a supplementary curriculum for teachers of basic and secondary education

**Priority**
- Workshop deliver by COL on Instructional Design Template
- Technical Assistance by COL to consult and develop learning materials on:-
  - Curriculum for Basic and Secondary Education
  - Professional Development of Teachers
  - Gender and Development
  - Educational Use of Mass Media and ICTs
  - Good Governance/ Civic Education
- COL to provide training on models for the educational use of mass media and ICTs through broadcast, cable and satellite channels, community radio, village cinema, telecentres, Community media centres, ICT kiosks, internet, etc.
Thank you for your kind attention!
The Commonwealth of Learning
Learning for Development

Welcome!

THANK YOU
MINISTRY OF HIGHER EDUCATION
MALAYSIA

Asia and the Pacific
Asia and the Pacific

All countries present:
Bangladesh       Brunei Darussalam
India            Kiribati
Malaysia         Maldives
Nauru            Pakistan
Papua New Guinea  Samoa
Singapore        Solomon Islands
Sri Lanka        Tonga
Tuvalu           Vanuatu

Preparation of COL’s Plan for 2009-12

The Commonwealth of Learning
STAKEHOLDER ENGAGEMENT

Professor Asha Kanwar
Vice-President & Programme Director

Planning Schedule
Caribbean Focal Points  2008 March
Africa Focal Points     2008 May
Board Planning Retreat  2008 June
Asia/Pacific Focal Points  2008 October
First Draft to Board    2008 November
Executive Committee meets  2009 February
Final Layout and Printing  2009 March
Copies sent to Ministers  2009 April
Board of Governors meets  2009 June
17th CCEM: Kuala Lumpur  2009 June
The Commonwealth of Learning

**WHAT IS IT?**
- Intergovernmental
- CHOGM 1987 - Vancouver
- Voluntary $$$ Commonwealth countries

**WHAT IS IT FOR?**
To help Commonwealth governments and institutions use various technologies to improve and expand education, training and learning in support of development

**WHY EDUCATIONAL TECHNOLOGY AND DISTANCE LEARNING?**
- Economies of scale
- Geographical reach
- Flexible and cost-effective

**WHO GOVERNS IT?**
- Board of Governors (12 Members)
- Reports to Foreign Ministers at CHOGM
- Triennial Conferences of Commonwealth Education Ministers (CCEM)
  - Halifax 2000
  - Edinburgh 2003
  - Cape Town 2006
  - Kuala Lumpur 2009
Asia-Pacific Board Members
- India: Sh R P Agrawal
- Maldives: Hon Zahiya Zareer
- New Zealand: Dr Linda Sissons
- Papua New Guinea: Dame Carol Kidu

The Commonwealth of Learning
WHO IS IT?
- Commonwealth-wide Board
- 40 staff in Vancouver and New Delhi
- Networks across Commonwealth
- Focal points in 52 countries
- Joint work plan with UNESCO

The Commonwealth of Learning
WHERE IS IT?
- Vancouver (Headquarters)
- New Delhi (CEMCA)
COL’s Third Decade

1 Small, strong, effective

2 “radical incrementalism”
3 robust

4 which goals?

5 “use of local resources”

6 Topical issues
   COL is on the case:
   - Food security
   - Climate change
7 thought leader

8 learning technologies (tight focus)

9 Small States

10 the interactive web
VISION
preferred, trusted partner

AMBITION
thought leader

Regional Meetings of Focal Points

- Caribbean: 10-11 March, 2008
- Africa & the Mediterranean: 22-23 May, 2008

THANK YOU
Objectives

• Mid-term review of COL TYP for the region
• Feedback on TYP 2009-12
• Platform for networking, information-sharing and collaboration

13 FPs from 12 countries

Antigua & Barbuda
The Bahamas
Barbados
Belize
Dominica
Grenada
Guyana
Jamaica
St. Kitts & Nevis
St. Lucia
St. Vincent & the Grenadines
Trinidad & Tobago

16 of the 18 countries present
Lilongwe, Malawi | 22-23 May 2008
Asia and the Pacific

All countries present:
- Bangladesh
- Brunei Darussalam
- India
- Kiribati
- Malaysia
- Maldives
- Nauru
- Pakistan
- Papua New Guinea
- Samoa
- Singapore
- Solomon Islands
- Sri Lanka
- Tonga
- Tuvalu
- Vanuatu

Country reports
- Status of ODL in your country
- Five key priorities
- What COL can do to further your agenda
Country Presentations: priorities

- Teacher training
- Higher education
- Open schooling
- Livelihoods training
- eLearning
- Educational Use of Mass Media

Country Presentations: priorities

- ODL policy development
- Quality assurance
- VUSSC (Caribbean)
- Gender (Caribbean)
- OERs (Africa)

Recommendations: Caribbean

1. Establish a Base Camp
   https://colkm.updatelog.com/login
2. Better coordination with different ministries and regional bodies
   *i.e. CKLN, UWIDEC, CUPIDE*
3. Continue to inform FPs of staff visits and COL activities

Recommendations: Africa

- Set up a base camp
- Support ODL Research
- More ODL capacity building
- Continuing support for open universities:
  Ghana, Kenya, Malawi, Mauritius, Namibia, Uganda.
Key Conclusions

- Focal Point strategy successful
- Endorsement of current TYP
- Need to continue in the same direction for 2009-12

Inputs to the planning process

- Feedback from Focal points
- Carry forward from current TYP
- Lessons from M&E
- Inputs from partners and other stakeholders
- Global trends

The purpose of COL is....

‘...to create and widen access to opportunities for learning, making use of the potential offered by distance education and by the application of communication technologies to education. COL’s activities will...strengthen member countries’ capacities to develop the human resources ....’

MOU, 1988, amended 1995
COL’s Vision statements

- Mid-1990’s: “Access to education means access to a better future.”
- 2001: “Access to education - Access to a better future”
- 2006: “Access to learning is the key to development”
- 2009: Learning for Development

Our niche?

The evolution of DE

- Correspondence edn
- Distance edn
- Open Learning
- Blended and flexible learning
- Convergence of f2f and ODL

What is the relevance of ODL/COL today?
ODL: the evolving situation

1988: 600 publicly funded DE facilities globally: 1 million students

2000: 1,133 DE ventures globally; 3 million students

2008: 140 publicly funded institutions serving 6.6 million students in India alone
Which development goals?

Millenium Development Goals (MDGs)

EFA Goals

1. Early childhood care and education
2. Free and compulsory primary education
3. Learning and life-skills programmes
4. Adult literacy
5. Achieving gender equality in education by 2015
6. Improving all aspects of the quality of education

Commonwealth priorities

- Peace
- Democracy
- Equality
- Good governance
Commonwealth priorities

Respect and Understanding

The global context

The Commonwealth

- 60% of the population under 30
- 90 million unemployed
- 130 million illiterate

Gross Enrolment Ratio (%)*, Tertiary Education

<table>
<thead>
<tr>
<th>Region</th>
<th>1980</th>
<th>1997</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Saharan Africa</td>
<td>1.7</td>
<td>3.9</td>
<td>5</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>13.7</td>
<td>19.4</td>
<td>28.6</td>
</tr>
<tr>
<td>East Asia and Oceania</td>
<td>3.8</td>
<td>10.8</td>
<td>19.6</td>
</tr>
<tr>
<td>South Asia</td>
<td>4.3</td>
<td>7.2</td>
<td>9.7</td>
</tr>
</tbody>
</table>

Source: World Bank EduStats
* The gross enrolment ratio is the total enrolment at a given educational level, regardless of age, divided by the population of the age group that typically corresponds to that level of education. The specification of age groups varies by country.
Percentage of Total Tertiary Enrolment in Private Institutions

Kenya*, 13
Bangladesh, 29.8
India, 75

2004


Regional averages for Gross Enrolment Ratios in Post-Secondary TVET

Mean Gross Enrolment Ratio at ISCED 5B programmes, 2002

Gross Enrollment Ratios in Secondary Education (2004 or latest)

World
E. Asia & Pacific
Latin America
South & West Asia
Sub-Saharan Africa

Lower secondary
Upper secondary
Total Secondary

Access to ICTs grows fastest in the mobile sector.

Number of telephone subscriptions and internet connections per 100 population, 1990-2005 (Percentage)

Emerging trends
How will COL respond?

Education Sector: Outcomes

Countries use ODL and ICTs to improve the scope, scale and quality of formal education at the secondary and post-secondary levels.
Livelihoods Sector: Outcomes

Communities improve the livelihoods and quality of life of their members by using learning technologies to enhance skills, share knowledge and develop new economic opportunities.

Crosscutting Themes: outcomes

- The achievement of gender equality across all activities.
- Closing the digital divide
- The development of Open Education Resources (OERs).

Cross-cutting Themes

- Gender
- Learning Technologies
Regional Initiatives: Outcomes

To strengthen regional and international partnerships and to develop individual and institutional capacity by using ODL and ICT-enhanced methods.

COL Regional Initiatives

- Commonwealth Educational Media Centre for Asia (CEMCA)
- RETRIDOL (West Africa) and SADC-CDE (Southern Africa)
- eLearning for International Organisations

Next TYP will continue to

- Promote south-south collaboration
- Focus on small states
- Use the RBM model
- Continue emphasis on M&E

Strategies?
Core Strategies

• Policies
• Capacity
• Models
• Materials
• Partnerships

Some questions

• Does the proposed plan capture your learning needs?
• What else can COL do to meet your expectations?
• How can COL become more visible in your country?

Questions for Valedictory Session

• What is the best thing you know about COL?
• If you were to dream a future for COL what would it be?
• How would you expect COL to get there?

Thank You
EDUCATION SECTOR

A team endeavour

- Basic Education and Open Schooling
  Ms Frances Ferreira

- Higher Education & Policy Development
  Dr Willie Clarke-Okah

- Teacher Education
  Dr Abdurrahman Umar

Initiatives (2006 - 2009)

- Teacher Development
- Open Schooling
- Higher Education
- Quality Assurance (Cross-cutting)
- Elearning (Cross-cutting)

<table>
<thead>
<tr>
<th>COL's Work Outcomes</th>
<th>Policy Support</th>
<th>Capacity Building</th>
<th>Network/Consortia</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Access &amp; Equity/Opportunities</td>
<td></td>
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<tr>
<td>Enhanced Quality</td>
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</tbody>
</table>
Open Schooling: Our learners

- Out of school children
- Working adults
- Women and girls with responsibilities at home
- Individuals with physical disabilities
- Vulnerable children and youth
- Refugees
- Rural and urban poor
- Those that live where there are not enough places in conventional schools

Open Schooling – what we do

- High quality independent-learning materials
- Learner support systems which facilitate interactions between learners and the OS system
- Building reliable delivery and management systems.
- Personnel trained in ODL management and operations.
- Training course tutors and facilitators at study centres.
- Selection and use of appropriate technologies (Radio/Multi-media)

Higher Education

- National Policy Forums
- Building capacity for HE by ODL
- Strengthening ODL systems
- Supporting open universities and dual mode institutions
- Partnerships and training materials
- Auditing and Quality Assurance
- E-learning for HE and OER

Cross-cutting areas: eLearning & Quality Assurance
Elearning – OERs & WikiEducator

**Exceeding strategic targets**

<table>
<thead>
<tr>
<th>June 06</th>
<th>June 07</th>
<th>June 08</th>
<th>June 09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicted users</td>
<td>Actual users</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>2500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>500</td>
<td>2000</td>
<td></td>
<td></td>
</tr>
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<td>1000</td>
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<tr>
<td>2000</td>
<td>2500</td>
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</tr>
</tbody>
</table>

Target of 2500 users achieved 18 months in advance

**Learning4Content**

Tell me and I’ll forget, show me and I may not remember, involve me, and I’ll understand

- conduct 160 workshops
- train 2500 teachers/educators
- 2500 lessons of free content
- all Commonwealth Countries

**Quality Assurance**

**Higher Education**
- Assisting universities in preparing for institutional audits;
- investigating the state of cross-border education

**School education**
- Exploring the concept of gender friendly schooling
- Developing quality assurance frameworks for Open Schools

**Teacher Education**
- Quality Assurance Tool-kit for Teacher Education Institutions
- Orienting policy makers and senior administrators on QA

**eLearning**
- Quality Assurance review framework for peer-collaboration model of OER development
Education Sector: Specific Areas of work

Our areas of work

ODL Policy
Advocacy among policy makers and administrators; Advice on policy formulation; and facilitating national/institutional strategy development.

ODL capacity building
Developing ODL materials; Improving learner support systems; and integrating appropriate technologies; COL CEMBA/MPA Programs and Post-Graduate Diploma Program in Legislative Drafting

ODL Networks and consortia
Networking countries & institutions; facilitating and participating in consortia; and COL’s regional consortia

ODL Materials development
Course materials; toolkits; and collaborative course development and OERs

3YR Plan (2009 - 2012)

- Teacher Education
- Open Schooling
- Higher Education
- Integrating eLearning

The next 3YR plan

Priority activities
Identify 2-3 priority activities for your country/region which the Education Sector could support in the next 3YR plan

Cross cutting issues in the plan
How can COL support and promote gender mainstreaming in your country/region through the Education Sector?

- How can COL foster and support relevant innovation in ICTs, mobile technologies and social software (wikis, blogs and collaborative websites) for your country/region in Education?

Initiatives
- Teacher education
- Open Schooling
- Higher education
- Integrating eLearning

Strategies
- Policy
- Capacity
- Materials
- Partnerships
- Models
thank-you
Use ODL and ICT methods to

Enhance access to training and information to help communities to improve the livelihoods of people.

Remote and resource-poor communities

Gender Learning Technologies

Livelihood Initiatives

1. Productive Communities
2. Learning for Farming
3. VUSSC
4. TVET

Overview

• Focus on communities
• Diverse initiatives
• Uneven development
• Cross-disciplinary nature of ‘learning for development’
• Producing culturally embedded OER content
• Use range of media
Productive Communities – achievements since 2006

- 19 media units established - 4 in the Pacific and 1 in Asia and activities in 31 countries
- Cadre of trained media personnel in all regions
- toolkits/productions/modules in community strengthening (good governance)
- Increased ODL capacity developed in NGOs
- Research conducted
- Tangible increase in culturally relevant local content relevant and models

Next TYP - Productive Communities

- Strengthened learning communities & networks
- Increased output of OER materials
- Innovative models for non-formal learning
- Increased capacity in organizations in resource-poor communities to build enabling environments
  - Health - HIV-AIDS
  - Community peace building
  - Local organizational strengthening
  - Community media

Achievements Learning for Farming

- Building social learning capital
- Capacity development in skills
- Strength is network
  - 1,000 L3F members in India - almost half women
- COL PROTEIN
- National - International community development
  - 2 certificate courses for women
  - 4 courses for veterinarians
  - Consortium group on research

Next TYP - Learning For Farmers

- Continue to refine and adapt Lifelong Learning for Farmers (L3F).
- Create a cadre of knowledge infomediaries
- Help universities and research organisations to use ODL to design their education and training programmes.
- Facilitate building national and international community partnerships
- Create a global network of strategic partners to scale up the L3F model in different jurisdictions.
VUSSC Achievements since 2006

- Participation by 33 small states
- 1 orientation & planning meeting
- 2 interlocutors meeting
- 5 boot camps - next one in November
- Over 200 participants
- Use of materials in courses at all levels of education

Establishment of Transnational Qualifications Framework

Online courses to start with website launch

TVET - Achievements since 2006

- Six institutions in Africa and the Caribbean established frameworks to formulate ODL policy
- Three Caribbean countries trained certified teachers in TVET
- 14 countries created ODL learning materials in skills development
  - Pakistan, Bangladesh & the Pacific (12 countries: PATVET)
- Partnerships forged among countries & institutions for collaboration.

Next TYP - TVET

- More institutions to formulate policy
- Train more course writers and providers of TVET using ODL.
- Adopt and adapt training courses from other institutions.
- Formalise the recognition of prior learning in TVET.
- Increase South-South collaboration.

Livelihoods Challenges

- Using ODL for non formal education
- Gender considerations
- Producing quality culturally embedded content
- Scaling up, especially in resource poor areas
- Sharing & networking, esp regionally
- Ongoing capacity building, especially advanced skills
- Research and documentation
Ideas from the consultative meeting on media/ICT and livelihoods, 5-7 March 2008, Jamaica

- Changing & facilitating the knowledge building process
  - From one-way, one-to-many systems to interactive, multimedia networks
  - From technology-centered, supply-led to need-based, community-led approaches
  - Networking content producers and information providers: local, national, regional
  - Producing quality, culturally relevant content
  - Using a range of appropriate media, e.g. mobiles, local radio and telecentres, national TV and online portals

Looking to the next 3-year plan

What are the 3 most urgent development issues of concern to communities in your country that you think COL could contribute through Livelihoods – and be successful at?

1. How can COL support the gender issues?
2. Which ministries, departments or other groups would need to be involved?
3. What are the most important considerations to ensure relevance, sustainability and to foster innovation?

- Productive Communities
- Learning for Farming
- VUSSC
- TVET

Thank you for your time and your contributions
Virtual University for Small States of the Commonwealth

The Commonwealth

The Small States

The Small States in Asia-Pacific
‘The vision that emerged for a virtual university serving small states was one of a consortium of institutions, enabled by appropriate ICT applications, working together in practical ways to plan programmes, develop the required content and ensure the delivery of those programmes and support services to learners.’

‘The virtual university will be as much concerned with adding value to conventional on-campus instruction as it is with serving learners at a distance.’

‘Providing accreditation systems to develop quality standards and ensure that they are met’.

Focal Points Meeting

Asia - Pacific
Transnational Qualifications Framework

Joining forces to support the Small States

Construction Industry

Planning Meetings

"Boot camps"

Transnational Qualifications Framework

TQF
The Virtual University for Small States of the Commonwealth
Course development workshops (“Boot camps”)

- Tourism & Entrepreneurship
- Professional Development of Educators
- Life Skills
- Disaster Management
- Fisheries
- Construction

The Virtual University for Small States of the Commonwealth
Course development workshops (“Boot camps”)

Results:
- eLearning materials
- IT skills
- Cross-cultural ties

Mauritius VUSSC Boot Camp – August 2006

“negotiated collaborative contents”

Seychelles VUSSC Boot Camp – March 2008

“negotiated collaborative contents”
The Virtual University for Small States of the Commonwealth

How are we doing?
Plan: $20 million (5 years)
Fact: $2 million (5 years)

Thank you to...
- The Hewlett Foundation
- The Commonwealth Fund for Technical Cooperation
- The Government of Singapore
- Participating governments
How are we doing?
Plan: $20 million (5 years)
Fact: $2 million (5 years)
“SHOE STRING”
“BOOT STRAP”

Key players
INTERLOCUTORS
(government)

IMPLEMENTERS
(institutions)

Participation in VUSSC events
4 Planning Meetings, 2 TQF meeting
Total attendance: ~170
(of which 59% from Government)

5 Course Development Workshops
(Boot Camps)
Total attendance: 87
(of which 71% from Institutions)
Overall Participation in Meetings

Trinidad & Tobago  21*
Samoa        16*
Namibia      12  
Seychelles   12*  
Jamaica      11  
Maldives     11  
Mauritius    11*  
Barbados     10  
Botswana     10  
Lesotho      10  
Swaziland    10  
Tuvalu       10  
Belize       8   
St. Kitts & Nevis  8  
St. Vincent and the Grenadines  8  
Vanuatu      8   

* Hosted Course Development Workshop

Ranking of institutional participation

1  University of Swaziland (8)  
2= BOCODOL (Botswana) (7) 
2= University of Samoa (7)  
2= St. Vincent & The Grenadines CC (7) 
5  University of Lesotho (6) 
6= Clarence Fitzroy Bryant College (5)  
6= University of Belize (5)  
8= NOLNET (Namibia) (4)  
8= University of Papua New Guinea (4)
NEWS TODAY!!
VUSSC’s first fully online course:
MANAGING AND FACILITATING
ONLINE INSTRUCTION
University of the West Indies
Open Campus
COL will sponsor your nominees.
Move fast: deadline 5 November!!

What is YOUR vision for it?

What do YOU want it to become?

Will NOT become a UNIVERSITY
Now it is an informal network of ministries of education and public tertiary institutions supported by

Time to move from an informal network of ministries of education to a SELF-MANAGED CONSORTIUM OF INSTITUTIONS

“reaching the tipping point”

The 3-week face-to-face workshop has served the VUSSC well..
Curriculum Expansion - without ‘boot camps’

YOU will determine what the VUSSC becomes

Thank you

www.col.org/speeches
Genesis

- 1994 - Set up by Commonwealth of Learning as a Project COL to develop and manage a media database and foster media exchange among Commonwealth South Asian countries: Bangladesh, Brunei, India, Malaysia, Maldives, Singapore, Sri Lanka and Pakistan.
- 1998 - Made an independent entity by an MOU signed between COL and GOI.
- 2000 – Accorded the Status of an International Organisation under the United Nations Act Notification issued by MEA, GOI.
- Only unit of COL, outside Vancouver, Canada.

Guiding Force

- Nodal Ministry for CEMCA is MHRD, Department of Higher Education.
- Advisory Council:
  - Chairperson: President & CEO of COL
  - Deputy Chairperson: Vice President COL
  - Members: INDIA
    1. VC - IGNOU
    2. Chairperson - NIOS
    3. Mr. Kiran Karnik – Renowned Educational Media Expert
    4. Joint Secretary (ODL), MHRD, GOI
  - Members: Commonwealth Asia
    1. Hon'ble Minister, Education, Maldives
    2. Bangladesh – VC-BOU
    3. Pakistan – VC-AIOU
    4. Director General - DHE, Malaysia

CEMCA Members:
- Director: http://www.cemca.org
- Secretary: Head, Admin. & Finance

Advisory Council Meeting- 2007
TEAM CEMCA

- A small core team of Professional staff with backgrounds in educational media, communication, development, ODL, project management, research and evaluation and ODL administration
  - Director
  - Programme Officers -2
  - Head, Finance and Administration
  - Support Staff- 3

Strategic Plan

- Staying with the overall COL Three Year Plan (2006-09)
  - CEMCA plans initiatives in three sectors:
    - Education
    - Human Environment
    - Learning for Livelihood
  - With Gender and Knowledge Management cross cutting themes
- The TYP is based on the Country Action Plans (CAPS) which are based on the regional needs and demands articulated at CHOGM

Action Plan Focus

- Addressing regional needs and expectations derived from periodic review of CAPS:
  - CEMCA
    - Promotes collaboration and cooperation in the use of technology for ODL, strengthening new and weak ODL systems
    - Strives to bring in a culture of quality in ODL
    - Innovates and experiments with appropriate and low cost technology for improving livelihood options for the marginalised
    - Engages with use of community media, notably radio, for development
    - Creates knowledge resources including databases and knowledge products distributed free of cost in the region

Key Initiatives - ODL

- Easy Now
  - A system that offers multiple delivery formats from a single source using a basket of simple, free and open source software
  - Over 100 professionals trained successfully across ODL institutions in the region:
    - India (YCMOU; BRAOU; CIET/NCERT;TNOU)
    - Sri Lanka (OUSL)
    - Maldives (MOHE)
    - Malaysia (OUM)
Easy Now Participants

Key Initiatives - ODL

Quality Assurance for Multimedia Learning Materials

- Fast track project: 2 Core Groups
  - India
  - Malaysia = Framework QAMLM

- Composition Group:
  a) Academia
  b) Multimedia practitioners
  c) Multimedia Designers + Producers
  d) ODL practitioners
  e) Industry

- Periodic large group consultations in both countries
- Version 1 of the framework ready for release
- Next steps: Move towards Certification

QAMLM Round Table

Key Initiatives - LFL

ICT for Development

- Capacity building of marginalised sectors, especially women in developing audio and video skills for generating content in partnership with civil society organisations:
  - Foundation for Research in Community Health (Pune, India)
  - D.Net, Rupantar (Bangladesh)
Key Initiatives - Community Radio

- **Policy and Advocacy**
  - Recognized by MIB as the lead facilitator for development of community radio
  - Conducting CR awareness consultations across India for MIB
  - Help desk for applicants in guiding the application process - helped over 30 CRS
  - Advising MIB on policy issues
  - Setting up online application process for MIB

http://www.cemca.org/crconsult.htm

Certificate Course in CR

- Launching a Certificate Course in Community Radio Management and Practice in collaboration with IGNOU
  - CEMCA has offered 150 scholarships for students from Commonwealth Asia

Regional Consultations

Implementation
- CEMCA, nodal agency for implementing Science Communication Programmes of NCSTC (RVPSP), DST, GOI
- Phase I: A daily broadcast on Science for Women’s Health and Nutrition implemented in 12 CRS (currently running)
  - CEMCA conducted Baseline studies
  - Built local capacities in participatory production techniques
  - Monitoring the programme
- Phase II SFWHN coverage being expanded to 30 CRS (to be initiated in Early 2009)
- Planet Earth – Awareness about planet earth among children (school going and out of school) in the UN Year of Planet Earth (to be initiated in Early 2009)

http://www.cemca.org/sciencewomen.htm
Key Initiatives - CR

CR Initiatives in the Region

- Taking the lead in guiding CR growth in Bangladesh
  - Held the first CR awareness workshop in Dhaka in collaboration with local partners: BNNRC; BOU; D.Net
  - Facilitated a team to visit successfully functioning CRS in India
  - Organising capacity building for content generation and station management with local partners
- Working with other partners in the region through Global Knowledge Partnerships to set up a CRS portal for content exchange

Technology Incubator

- Exploring and Experimenting with new technologies for appropriate them effectively for learning situations
  - IP based teleconferencing using freeware

Technology Incubator

- Wiki Educator – India
- Internet based Radio
- Mobile Distance Education Learning (MODEL)

Knowledge Resources

- Multimedia
  - Children with special learning needs: a multimedia resource for community based rehabilitation
  - Gender considerations in Agricultural Bangkok
  - Education for All – AIBD Malaysia
  - Multimedia for Teacher Developers
  - Teleconferencing Manual (Kit with print + MM)
- Print Based
  - ICT in women’s Literacy
  - eLearning
  - Educomm Asia – Quarterly (ongoing)
- Networks
  - Global Distance Education Network
  - [http://www.cemca.org/database](http://www.cemca.org/database)
  - Database of ODL Professionals
Fostering Knowledge Sharing Opportunities

- CEMCA regularly participates in outreach activities and events in the region by
  - Supporting professionals from the region to attend important events and conferences in the region
  - Supports study tours of professionals in the region
  - Encourages and Recognises excellence in ODL, ICTD initiatives by offering awards in collaboration with partners
  - Organizes key sessions in conferences and events organized by partner networks
  - Participates in important ODL and ICTD events in the region

Lead International Partner Networks

- UNESCO
- One World South Asia
- Asian Institute of Broadcast Development
- Asian Media Information and Communication Centre

Road Ahead - TYP 2009-12

CEMCA Envisions to become:
- To become a Centre of Excellence for Community Radio in the Region
- To be an innovator of new/improved technologies for ODL
- To work towards COL-CEMCA Certification for multimedia learning materials.

thank-you