



COMMONWEALTH *of* LEARNING

# **COL in the Commonwealth**

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**2012–2015  
United Kingdom**

# Acknowledgements

All COL Education Specialists and their Programme Assistants as well as CEMCA colleagues have contributed to the development of the country reports which make up the volume *COL in the Commonwealth: 2012-2015 Country Reports*. This country report is an excerpt from the volume. The following people are thanked in particular for their role in the design and publication of these reports.

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## **Compilation and Coordination**

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## **Direction and Editing**

Professor Asha S. Kanwar, President and Chief Executive Officer

# Foreword


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

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

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

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

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



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



## UNITED KINGDOM



### CONTEXT

The United Kingdom (UK) is a major contributor to COL's budget and an important source of leadership and expertise. As a major donor, the UK has a seat on COL's Board of Governors. COL has close relationships with several institutions in the UK, particularly the UK Open University. The UK delivers international aid through the Department for International Development (DFID).



### DEVELOPMENT PRIORITIES

- ▶ Focus on education, health, economic growth and the private sector, governance and conflict, climate and the environment, and water and sanitation
- ▶ In Africa, focus on meeting challenges related to health, food security, and gender
- ▶ In Asia, focus health, hunger relief, and improvements to the lives of girls and women
- ▶ In the Caribbean, focus on economic growth, crime reduction and climate change



### OUTCOMES ACHIEVED BY COL IN PRIORITY COUNTRIES

- ▶ In Ghana, Tanzania, Uganda, Kenya and India, over 100,000 people now being reached through the Lifelong Learning for Farmers programme
- ▶ In Bangladesh, India, Malawi, Sierra Leone, Uganda Mozambique and South Africa, Community Learning Programmes (CLPs) on child and maternal health and disease prevention now reaching thousands
- ▶ CARICOM Qualifications Framework and CARICOM Teachers and Teacher Education Standards finalised in the Caribbean region



### COL'S WORK RELATED TO MDG TARGETS

#### MDG Targets Addressed by COL in Priority Countries:

- ▶ Make available the benefits of new technologies, especially for information and communications
- ▶ Promote gender equality and empower women
- ▶ Eradicate extreme poverty and hunger
- ▶ Reduce child mortality and improve maternal health
- ▶ Address the special needs of small island developing states

#### COL's Work on the MDG Targets in Priority Countries:

- ▶ Policy development, training and materials provision in OER, ICTs, ODL and learning are underway
- ▶ The Lifelong Learning for Farmers model is empowering women and improving the livelihoods and food security of participants
- ▶ Community Learning Programmes that engage listeners on issues of child and maternal health are being supported
- ▶ Flexible and ODL approaches help are seeking to address issues of accessibility that affect developing small island states



### QUICK NOTES

#### COL Board Member:

- ▶ Dr Chris Berry, Head of Profession, Education, Department for International Development, represents the United Kingdom on COL's Board of Governors.

#### Areas of COL's Work with the United Kingdom:

- ▶ Teacher Education
- ▶ Technical and Vocational Skills Development (TVSD)



## HIGHLIGHTS

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

### PARTNERSHIPS

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

- ▶ Department for International Development (DFID), United Kingdom
- ▶ The Commonwealth Secretariat (COMSEC)
- ▶ UK Open University

### MATERIALS

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

- ▶ Linked Data for Open and Distance Learning

### OTHER

- ▶ Speeches and presentations
- ▶ British experts engaged as professional resources



## LOOKING FORWARD: 2015–2021

In the lead-up to the 2014 Regional Focal Points Meeting, COL identified relevant national priorities for the United Kingdom from the Department of International Development (DFID) website (updated 2014), including:

- ▶ Ending extreme poverty
- ▶ Ending the need for aid by creating jobs
- ▶ Unlocking the potential of girls and women
- ▶ Helping to save lives when humanitarian emergencies hit

## Appendix: COL's Activities in the United Kingdom

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### PARTNERSHIPS: MEETINGS AND CONFERENCES

#### 19 CCEM Steering Committee Meeting

In September 2014, COL attended the COMSEC-convened Steering Committee meeting for 19CCEM, held in the UK. The Bahamas will host 19CCEM in June 2015.

#### Executive Committee (EXCO) and Stakeholders Meetings

COL participated in the EXCO meeting and the teleconference with the board to finalise the Strategic Plan and held several meetings with key stakeholders from 23 to 25 February 2015 in London.

### MATERIALS

#### Linked Data for Open and Distance Learning

A publication on semantic Web applied to open education resources (OER) titled "Linked Data for Open and Distance Learning" was developed with the Open University UK. This second edition was published in July 2014.

### OTHER

#### Speeches and Presentations

The President and CEO of COL gave a video presentation titled "Can ICT Support Human Resource Development? Drawing on Our Common Wealth" at the **Public Administration in Very Small States – Governance and Development Conference** on 24 April 2013, held in the United Kingdom.

The President and CEO of COL gave a seminar on massive online open courses (MOOCs) at the **Centre of Distance Education, University of London**, on 9 December 2013 and delivered the **Gladwyn Lecture at the House of Lords** on 10 December 2013.

The President and CEO of COL made a brief presentation at the **COMSEC board meeting** on 29 May 2014 and met with High Commissioners, officials, evaluators and key stakeholders during her visit to London.

The President and CEO of COL made a video presentation at the British Council meeting in July 2014.

The President and CEO of COL presented COL's work at the 31st Induction Programme for Commonwealth Diplomats at Farnham Castle from 2 to 4 September 2014, and held meetings with DFID, COMSEC and CF colleagues.

### British Experts Engaged as Professional Resources

**Mr George Herd** of the UK has made support visits to Rift Valley Technical Training Institute in Kenya and the Workforce Development Agency in Rwanda to build the capacity of these technical and vocational education and training (TVET) institutions to employ flexible and blended approaches in programme delivery.

**Mr Brain Sayer** of the UK has made support visits to Mombasa Technical Training Institute, Coast Institute of Technology and Masai Technical Training Institute in Kenya. In addition, he facilitated a workshop in course design for the informal sector, which drew 26 participants from six African countries.

**Mr Sayer** facilitated a five-day workshop on course design for flexible learning for 25 instructors and programme staff in the Human Employment and Resource Training Trust (HEART) National Training Agency Network (NTA) in Jamaica. The workshop supported the development of flexible learning programmes and to assist them to cascade their new knowledge about course design to other instructors within their institutions and units.

**Mr Sayer** also supported the Ministry of Labour and Human Resource Development in Kiribati to develop an outer island strategy for delivery of TVET flexible learning programmes

**Mr Jack Koumi** of the UK facilitated a workshop on designing learning materials in audio and video for 24 participants from 12 partner institutions in six African countries.

**Professor Alex Romiszowski** of the UK has supported Auchin Polytechnic in Nigeria with capacity-building in strategic planning for ODL and eLearning programme development

## **LEARNING FOR DEVELOPMENT**

COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

**VISION:** To be the foremost global agency that promotes learning for development

**MISSION:** To help governments and institutions to expand the scale, efficiency and quality of learning by using open, distance and technology-based approaches

**CORE STRATEGIES:** Partnerships, capacity, materials, models and policies

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