



COMMONWEALTH *of* LEARNING

COL in the Commonwealth

**2012–2015
Barbados**

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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Foreword

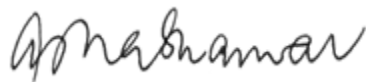
COL in the Commonwealth: 2012-2015 Country Reports summarises COL's activities over the last three years (2012-2015) and captures what we have achieved in each Member State and across the Commonwealth.

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



CONTEXT

Barbados is a small state of the Commonwealth and the most eastern of the Caribbean islands, with a population of about 286,000. Barbados ranks high among Latin America and the Caribbean (LAC) countries in terms of social and economic indicators. It has contributed to COL's budget since 2005 and takes an active role in COL's regional activities.



AGREED PRIORITIES

- ▶ Develop and promote a research culture using IT solutions to encourage development of indigenous education materials
- ▶ Develop course materials that are adaptable for students with special needs
- ▶ Streamline and standardise courses to enhance relevance and allow for accreditation
- ▶ Develop skilled specialists in technology and the redressing of the digital divide through infrastructural development
- ▶ Establish alliances with other institutions and sectors for information/resource sharing, collaborative course development and delivery, articulation and credit transfer



OUTCOMES ACHIEVED BY COL

- ▶ Barbados Community College offered the VUSSC course on Sustainable Agriculture in Small States
- ▶ 11 new VUSSC courses made available
- ▶ VUSSC/CTO Associate Degree in Hospitality and Tourism made available



COL'S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL

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

COL's Work on Barbados's MDG Targets

- ▶ VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of information and communications technologies (ICTs) to broaden access to education
- ▶ Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway



QUICK NOTES

COL Focal Point:

- ▶ Mr Laurie King, Ministry of Education, Science, Technology and Innovation

Notable Mentions:

- ▶ Professor Hazel Simmons-McDonald is a COL Honorary Advisor
- ▶ Dr Joel Warrican is the COL-UNESCO Chair at the University of the West Indies (UWI)- Open Campus

Areas of COL's Work in Barbados:

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



HIGHLIGHTS

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

PARTNERSHIPS

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

- ▶ Ministry of Education, Science, Technology and Innovation
- ▶ Development
- ▶ University of the West Indies (UWI)
- ▶ Ministry of Education and Human Resource Development
- ▶ Barbados Community College
- ▶ Barbados Accreditation Council

CAPACITY

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

- ▶ Participatory Approaches to Disaster Awareness Campaigns
- ▶ Regional OER workshop
- ▶ Cost and Financing for Open Schools
- ▶ Regional Workshop on Flexible and Blended Model of Skills Training
- ▶ Monitoring and Evaluation for VUSSC
- ▶ Community Learning Programme Developer's Certificate

MATERIALS

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

- ▶ Research Report on Community Learning in the Caribbean
- ▶ 11 new VUSSC courses made available

MODELS

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

- ▶ Transnational Qualifications Framework
- ▶ Flexible and Blended model of TVET

POLICIES

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

- ▶ CARICOM Standards for Teaching and Teacher Education
- ▶ Regional ODL Policy Framework



LOOKING FORWARD: 2015–2021

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

- ▶ Providing of open schooling for marginalised youth
- ▶ Addressing of deviant and violent behaviour among students (bullying)
- ▶ Development of technical and vocational education and training (TVET)
- ▶ Providing online learning support for Virtual Campus (online modality)
- ▶ Supporting of VUSSC and the Caribbean Knowledge and Learning Network (CKLN)
- ▶ Assisting of institutions seeking accreditation to complete institutional self-study
- ▶ Development of institutional policy
- ▶ Development of materials for Climate Change Adaptation Project

Appendix: COL Activities in Barbados

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Barbados is a member of VUSSC.

COL/UNESCO Chair at the University of the West Indies (UWI)

The activity plan and nomination for the Chair were received from UWI. The budget is currently being finalised.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to the forum: **Mr Laurie King** of the Ministry of Education, Science, Technology and Innovation.

Regional Focal Points Meeting

Mr Laurie King, Chief Education Officer of the Ministry of Education, Science, Technology and Innovation, attended the Meeting.

VUSSC Interlocutors Meeting

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

CAPACITY

Participatory Approaches to Disaster Awareness Campaigns

COL co-facilitated with Ms Barbara Jacobs Small of Transformative Communication Partners (TCP) St. Lucia a session on participatory approaches to disaster awareness campaigns as part of a Commonwealth Broadcasting

Association (CBA) workshop for senior broadcast managers in the region. The CBA workshop on Emergency and Disaster Management for Broadcasters was held on 29 to 30 October 2012 in Trinidad & Tobago. The session introduced COL-TCP-Caribbean and COL's work with participatory learning communication to the participants; analysed the current situation, communication programmes and disaster awareness; shared a practical tool that illustrated COL's approach; and identified opportunities for follow-up. Thirty-seven people participated in the COL session, including attendees from across the Commonwealth Caribbean, as well as representatives of the Cayman Islands, Montserrat, Suriname, United Kingdom and United States. **Mr Rodwell London**, Caribbean Broadcasting Corporation, **Mr Patrick Cozier**, Caribbean Broadcasting Union, **Ms Sandy Deane**, Caribbean Media Corporation, **Ms Veoma Ali**, One Caribbean Media Network, and **Mr Stetson Babb**, Starcom attended the workshop.

Regional OER Workshop

The Regional OER workshop was held in Jamaica from 5 to 7 November 2012. This workshop followed through on the outcomes of the Paris Declaration, which was finalised at the OER World Congress in Paris in June 2012. The purpose of the workshop was to:

- ▶ develop a common understanding of the concept of OER and its potential to contribute to improving education in the Caribbean countries;
- ▶ define concrete contributions that OER can make in achieving key regional and national educational policy objectives;
- ▶ explore the policy requirements to create an enabling environment for effective use of OER and sharing of publicly financed educational resources under open licences; and
- ▶ define a roadmap for the development of effective, practical OER country policies and plans in the Caribbean.

Dr Idamay Denny of the Caribbean Development Bank and **Dr Roderick Rudder** of the Ministry of Education and Human Resource Development attended the workshop. Several presentations were made during the workshop, including Dr Rudder's paper titled "OER Policy in Barbados."

Cost and Financing for Open Schools

To ensure sustainable open schools that will increase access to learning opportunities, it is important that open schools adopt the correct systems and policies. Key among these is a cost and financing system. **Dr Didacus Jules**, **Mr Anderson Marshall**, **Ms Sharon Owrich** and **Ms Camella Linsey** attended a cost and financing workshop in Barbados from 12 to 17 August 2013.

Regional Workshop on Flexible and Blended TVET Model

From 17 to 20 February 2014, COL co-facilitated a workshop in Barbados on the Flexible and Blended model of skills training with 21 participants from 10 Caribbean countries. Equity in access to skills training was a key discussion point. **Mr Henderson Eastmond** of TVET Council Barbados and **Mr George Renee** of Samuel Jackman Prescod Polytechnic attended the meeting.

VUSSC Regional Monitoring and Evaluation Workshop

On 24 to 25 March 2014, VUSSC Interlocutors of the Caribbean region participated in a Monitoring and Evaluation (M&E) workshop held in Trinidad & Tobago, in collaboration with the Ministry of Tertiary Education and Skills Development, to evaluate the VUSSC M&E plan, update the VUSSC logic model and explore tools used for the collection and analysis of data. **Mr Laurie King** represented Barbados at this workshop.

Community Learning Programme (CLP) Developer's Certificate

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

The 5-week "Communication for Development (C4D): Why. How. Now." e-course was run in February to March 2014.

Three participants (all women), one from the Barbados Association Of Office Professionals, Women and Development Unit and two from the Barbados National Organisation of the Disabled were involved in the training.

The 10-week "Research for Planning" e-course was run in 2014. In April to June 2014, **one participant (a woman)** from Barbados was engaged in the training and mentoring course, resulting in comprehensive plans for community learning programmes based on formative research.

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

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

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

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

MATERIALS

Research Report on Community Learning in the Eastern Caribbean

A study into the availability, quality and usage of non-formal health/development educational opportunities, specifically ODL and communication for development programmes in Jamaica and the Eastern Caribbean, was conducted by Transformative Communication Partners Caribbean between September and December 2012, with the results presented in 2013.

New VUSSC Courses

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

Sustainable Agriculture in Small States Course

Barbados Community College began offering the VUSSC course on Sustainable Agriculture in Small States in 2013.

VUSSC Postgraduate Diploma in Education

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

Associate Degree in Hospitality and Tourism

In collaboration with the Caribbean Tourism Organization (CTO), a workshop to review the Associate Degree in Hospitality and Tourism was held in Barbados from 17 to 20 March 2014. The VUSSC Education Specialist participated and co-facilitated the workshop to review and update the two courses. Sixteen institutions will be implementing the revised curriculum. **Ms Juan Young-Lovell** and **Mr Roderick Prescod** of Barbados Community College Hospitality Institute (Hotel PomMarine) participated in the workshop.

Partnership for Sourcing of Open Source Digital Content

CXC will submit a proposal to COL for a contribution agreement, the focus of which will be the sourcing of existing, or development of new, open source digital content that will be prioritised and informed by the CXC Examiners' Reports on candidate performance.

MODELS

Transnational Qualifications Framework

The Transnational Qualifications Framework (TQF) was used as a reference point to finalise the Caribbean Community (CARICOM) Qualifications Framework, which was completed and referenced against the TQF. This means that all VUSSC courses offered by institutions in the Caribbean will be registered on the TQF. These qualifications will be recognised both at the regional and international levels.

Flexible and Blended Model of TVET

The FaB model of flexible skills development supports the integration of technology to help TVET systems become more relevant and responsive. COL strengthens the capacity of TVET educators, managers and policy advisers, across four dimensions: strategic planning, organisational development, ICT infrastructure management and teaching and learning. Adoption of this model can lead to quality improvement in programme delivery and can lead to increased access to TVET.

The FaB model seeks to increase access to TVET through efficiency gains but also by targeting learners who are currently locked out of the TVET system. These target groups include people working in the informal sector, remote and rural dwellers and people with disabilities. Resolving inequity is a central philosophy.

POLICIES

Caribbean Community (CARICOM) Standards for Teaching and Teacher Education

The Second Consultation Meeting for the finalisation and adoption of the draft CARICOM Standards for Teaching and Teacher Education was held in Trinidad & Tobago on 27 to 28 September 2012. Twenty-five participants from member states of CARICOM were represented at the meeting. The next stage is to adapt the standards to suit the policies and realities of each country.

Regional ODL Policy Framework

In collaboration with the University of the West Indies (UWI), COL facilitated a roundtable from 19 to 22 June 2012 at the **UWI campus in Barbados**. Twelve participants from Antigua & Barbuda, Barbados, Dominica, Grenada, Guyana, Jamaica, St. Kitts & Nevis, and St. Vincent & The Grenadines attended the roundtable.

The draft Regional ODL Policy Framework for the Caribbean, which resulted from the workshop, was circulated to the non-represented stakeholders in the Caribbean, including CARICOM, for their comments.

To move forward on the adoption of the regional framework by member countries, COL met with Dr Morella Joseph, Programme Manager for Human Resource Development, CARICOM, on 8 May 2013 in Trinidad & Tobago. As per the action plan, the draft Regional ODL Policy Framework was presented in the ministerial meeting organised by CARICOM, 20 to 22 May 2013, in Jamaica. The framework was endorsed by the Ministers. A workshop held 24 to 25 March 2014 in Trinidad & Tobago reviewed the final draft before it was proposed to the meeting of Caribbean Education Ministers. **Ms Summa Stephens** from the CXC attended the workshop.

The regional ODL policy has been finalised with CARICOM, and approved by the Ministers of Education. It is awaiting formal ratification.

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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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