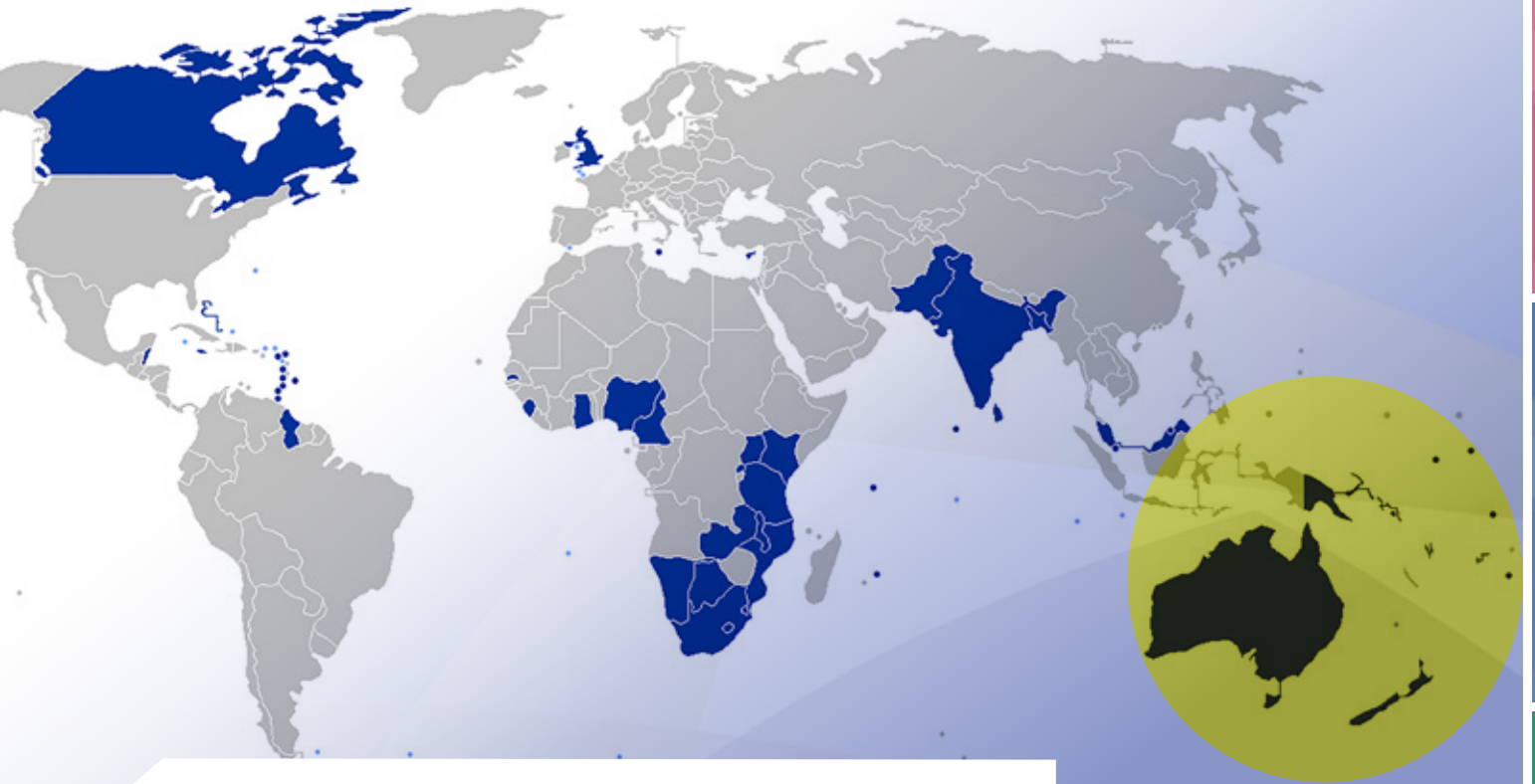




COMMONWEALTH *of* LEARNING



COL in the Commonwealth

NEW ZEALAND 2015–2018

COL in the Commonwealth

NEW ZEALAND 2015–2018



COMMONWEALTH *of* LEARNING

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Professor Asha S. Kanwar, President and Chief Executive Officer

Foreword

COL in the Commonwealth: 2015–2018 Country Reports summarises COL’s activities over the last three years (2015–2018), succinctly detailing what we have achieved in each Member State and across the Commonwealth. The reports describe not only COL’s recent activities in developing countries but also how its work supports the international development priorities of partner countries: Australia, Canada, New Zealand and the United Kingdom.

Bearing in mind the launch of a new set of post-2015 development goals, COL transitioned from “Learning for Development” to “Learning for Sustainable Development” to align itself with the Sustainable Development Goals (SDGs), specifically SDG4, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” Therefore, COL continues to use its expertise in distance education and technology-based approaches to promote lifelong learning that leads to economic growth, social inclusion and environmental conservation.

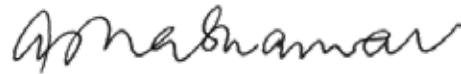
COL in the Commonwealth: 2015–2018 Country Reports begins with a Pan-Commonwealth section, which describes COL’s initiatives under “Education” and “Skills.” This is followed by a section containing a brief report for each region: Africa, Asia, Caribbean and Americas, Europe and the Pacific. The third section details COL’s activities for each country within these regions.

COL’s five core strategies to achieve outcomes and impact are: partnerships, capacity, materials, models and policy. Focusing on these core strategies, the

reports for this triennium categorise COL’s activities in education, skills, gender, partnerships and special events, to better present how our work contributes to outcomes.

Most of COL’s recent initiatives and projects are already showing demonstrable results in expanding and improving opportunities for education and training, helping rural communities achieve greater prosperity and contributing to skills development.

The production of *COL in the Commonwealth: 2015–2018 Country Reports* was made possible through collective effort and collaboration. Partners on the ground have diligently provided COL with updates. 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 am very grateful to everyone involved for their valuable input.



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



370,000+
LEARNERS Reached
(Over **50%** Women)



110+
INSTITUTIONS
Adopted COL Models
and Materials



280+
PARTNERS
in **42** Countries



A++
RATING
by DFID



2,200+
Learning Resources,
Materials and Curricula
Collaboratively Developed

PAN-COMMONWEALTH ACTIVITY

Overview of COL and its activities across the Commonwealth 2015–2018

Located in British Columbia, Canada, the Commonwealth of Learning (COL) is an intergovernmental organisation that serves the education and training needs of the 52 independent states that comprise the Commonwealth and their combined population of 2.4 billion, of whom more than 60 per cent are under the age of 30.

Working collaboratively with governments in all Commonwealth Member States, COL has the mandate to promote the use of open learning and distance education knowledge, resources and technologies. COL leverages its impact through a wide range of partnerships that include institutions, national organisations, international development agencies and non-governmental organisations. Partners include the Commonwealth Secretariat, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and UN Women. COL also works with donor agencies such as the World Bank, regional organisations such as the Southern African Development Community (SADC), national and regional distance education associations, industry, and private sector foundations such as The William and Flora Hewlett Foundation.

COL's overarching approach — especially its focus, scope and types of specific programmes and projects — is directed by its Strategic Plan, which is reviewed at the mid-term and evaluated at the end of the plan period. COL practises results-based management (RBM) and believes in meticulous planning and continuous monitoring and evaluation. COL's "Theory of Change" model identifies the areas to be addressed and defines its roadmap to achieve selected goals.

COL and the Sustainable Development Goals

In its outcomes-based Strategic Plan 2015–2021, COL articulates its commitment to promoting equitable access to quality lifelong learning for all, believing that access to learning opportunities will lead to progress in achieving the Sustainable Development Goals (SDGs). COL's theme of promoting "Learning for Sustainable Development" aligns itself with SDG4, a stand-alone goal that aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

The three underlying principles of SDG4 are:

- i. Education is a fundamental human right and an enabling right.
- ii. Education is a public good.
- iii. Gender equality is inextricably linked to the right to education for all.

As a Commonwealth intergovernmental organisation, COL also operates within the framework of the Commonwealth Charter, which lays special emphasis on education, the importance of young people, the needs of small states, and gender equality. All these concerns are integrated in COL's initiatives, projects and services.

COL believes that if the global community is to achieve quality education and lifelong learning for all by 2030, it will need to adopt innovative approaches and harness the potential of information and communication technologies (ICT). COL uses this approach in its programmes, which are divided into two sectors, Education and Skills, with Gender as a cross-cutting theme.



Education

The Education sector is working in all regions of the Commonwealth. The stakeholders in this sector range from girls and women in challenging environments to open universities, teacher education institutions and ministries of education. The Education sector is strengthening its comprehensive, project-based approach to achieve systemic impact. There is a strong focus on open educational resources (OER) and the



promotion of gender mainstreaming in all activities. Discussions were initiated with partners to integrate sustainable development approaches into policies and programmes. The GIRLS Inspire project, aimed at preventing child, early and forced marriage and reaching unreached girls and women, is now well established and is having a positive impact on sustainable development.

OPEN/INNOVATIVE SCHOOLING

Overview

While many Commonwealth countries have made tremendous progress in achieving universal primary education, 100% transition from primary to secondary level has not been possible in several others. Lack of teachers, infrastructure and resources contributes to this challenge. Open schooling has emerged as a viable alternative to supplement and complement secondary education. Not only is this more flexible and cost-effective, but open schooling offers both academic and skills-based curricula. COL has been promoting this approach across the Commonwealth.

The new approach to open schooling at COL is more holistic and focuses on the training of teachers in eLearning, using OER, improving the management of open schools and supporting the use of appropriate technologies in teaching and learning. This involves integrating the open schooling approach into mainstream schools to enable many out-of-school youths to access formal education.

Activities

In 2017, the ministries of education in Belize, Mozambique, Trinidad and Tobago, Vanuatu and Zambia signed agreements to integrate open schooling in their education systems. The Open Schooling initiative has also been working with partners to follow up on the outcomes of COL-supported programmes through research studies, and to promote peer auditing for quality assurance. Another important activity is the strengthening of the the Commonwealth Open Schooling Association, through increased member engagement and social media presence.

TEACHER EDUCATION

Overview

The Teacher Education initiative works with governments, teacher education institutions, teachers and other stakeholders to improve the preparation and development of both teachers and teacher educators. The ultimate beneficiary of teacher education efforts is the learner, through better learning outcomes. The initiative is evolving into a comprehensive package, the “Teacher Futures” model, to stimulate holistic development in school-based, in-service teacher training.



Activities

Open Educational Resources for English Language Teaching, the Commonwealth Certificate for Teacher ICT Integration, diagnostic tools for special needs education in the Caribbean, and capacity building for teacher educators were some of the major activities implemented. As a result, more than 500 teachers were trained in East Africa, Asia and the Caribbean. Under the new “Teacher Futures” model, major projects have been launched in Kiribati, Nigeria, Seychelles and Sierra Leone.

HIGHER EDUCATION

Overview

The Higher Education initiative works with ministries of education and higher education institutions (HEIs) to increase equitable participation through the adoption of open and distance learning (ODL) policies, systems, models, quality assurance mechanisms and gender-responsive learning resources to address industry and national development needs.

Activities

The Higher Education initiative provides a holistic model to help HEIs to increase access, enhance quality, integrate sustainability and improve the employability of graduates. The model was launched in Namibia and Zambia in 2017. The initiative continues to support the development of quality assurance policies, frameworks and systems at the institutional and national levels, as well as provide capacity building in ODL and materials development. Through this initiative, COL sponsors learners in legislative drafting and online course design programmes.

Additionally, in collaboration with Asia e University, COL organised a high-level round table of vice chancellors of universities in Africa, Asia, the Caribbean and the Pacific to share insights and experiences in leadership, quality, technology and best practices in higher education.

COL is collaborating with ten HEIs across the Commonwealth to offer the Commonwealth Executive Master’s in Business Administration and Public Administration (CEMBA/CEMPA) programmes. At

the end of 2017, the cumulative student enrolment reached 30,000, of which more than 13,000 learners had already graduated.

VIRTUAL UNIVERSITY FOR SMALL STATES OF THE COMMONWEALTH

Overview

Ministers of education directed COL to develop the Virtual University for Small States of the Commonwealth (VUSSC) to promote human resource development and strengthen tertiary institutions.



VUSSC is a consortium of 30 Member States that are collaborating to develop and deliver eLearning materials through their tertiary institutions in order to improve access to quality higher education.

Activities

The number of learners enrolled in VUSSC-developed full-time courses and programmes continues to grow, with more than 1,800 learners in 23 institutions in 14 countries. A total of 64 new modules were either developed or adapted from existing OER to increase the number of available courses that participating institutions can use. The Transnational Qualifications Framework supports the mobility of students and qualifications across institutions and discipline areas.



GIRLS INSPIRE

Overview

GIRLS Inspire is a special project supported by the Governments of Australia and Canada. It aims to break the cycle of child, early and forced marriage (CEFM) by increasing access to education and training for girls and women through open, distance and technology-based learning in select Commonwealth countries with a high prevalence of child marriage. It also aims to reach the unreached women and girls in remote rural locations.

Activities

The GIRLS Inspire project has strengthened the organisational capacity of nine partners in Bangladesh, India, Mozambique, Pakistan and Tanzania. The project developed community awareness about the benefits of girls' education and the harmful impact of CEFM and reached about 72,000 community members in over 180 communities and villages. As a result, GIRLS Inspire has delivered 104 life skills and vocational skills training courses and created 237 safe learning environments for over 32,530 female participants, with over 6,029 successfully transitioning to employment and income opportunities. The project contributed to the prevention of child marriages for 447 girls in Bangladesh, Mozambique and Pakistan.

Skills

The Skills sector works to improve learning for livelihoods across all Commonwealth regions. Taking both top-down and bottom-up approaches, initiatives within the Skills sector engage with governments,

educational institutions, civil society and community-based organisations to develop policies, capacities and courses that support employability, entrepreneurship and empowerment. COL's interventions are implemented in both formal and non-formal learning settings by mainstreaming holistic models that demonstrate the pathway along the social value chain from learning to development. Its activities are further strengthened through the "OER for Skills Development" project supported by The William and Flora Hewlett Foundation.

LIFELONG LEARNING FOR FARMERS (L3F)

Overview

The L3F initiative aims to establish an ICT/ODL-based system for continuous learning among marginalised farming communities, particularly women, leading to improved knowledge, empowerment and sustainable livelihoods. The model embodies a multidimensional approach to human resource development that holistically integrates social capital, financial capital and human capital to spiral a self-sustaining and self-replicating development process.

Activities

The focus during this triennium has been upscaling L3F to macro institutions and strengthening existing partner initiatives to evolve into self-sustaining



business enterprises, with special attention given to the Pacific and Caribbean regions. L3F created quality learning opportunities for over 370,000 individuals throughout the Commonwealth, leading to higher levels of socio-economic empowerment as well as the ability to run successful business enterprises and practice sustainable farming.

TECHNOLOGY-ENABLED LEARNING (TEL)

Overview

The TEL initiative aims to encourage more institutions to integrate TEL and OER policies and practices to improve teaching and learning for innovation and skills development. This will enable more governments and organisations to adopt policies and strategies for achieving speed and scale in learning opportunities.

Activities

In co-operation with governments and partner institutions, TEL activities included: the development of national and institutional ICT in education and OER policies/strategies; the development of advanced ICT skills courses for employability; capacity building for course writers and curriculum designers; and implementing TEL in three institutions through a systematic approach of baseline study, policy development, technical advice and capacity building.

TECHNICAL AND VOCATIONAL SKILLS DEVELOPMENT (TVSD)

Overview

The TVSD initiative supports partners in all five Commonwealth regions to harness technology so as to increase access to improved quality skills training. COL builds capacity in both formal and non-formal skills training through flexible and blended approaches to achieve quality and scale.

Activities

TVSD has been supporting partners to develop national and institutional open, distance and flexible learning policies, build capacity and support

eLearning course development. The results of these interventions are tracked through tracer studies carried out by partners. New skills training courses have been developed in the African, Caribbean and



Pacific regions, and more learners are gaining access to non-formal courses. To date, 557 teachers are integrating technology in their practice, and more than 41,000 learners across the Commonwealth have been reached. Training resources for the integration of sustainable development in technical/vocational education and training have been developed.

OER FOR SKILLS DEVELOPMENT

Overview

OER constitute a key priority in COL's Strategic Plan. COL has been actively working with UNESCO and like-minded organisations to implement the ten recommendations from the 2012 Paris OER Declaration. The long-term vision is that more institutions/organisations within the Commonwealth will develop and use OER-based courses and materials to give their citizens access to quality education and training for sustainable livelihoods. With additional funding from The William and Flora Hewlett Foundation, COL has strengthened its leadership in OER in this triennium through this project.

Activities

The activities this year focused on OER policy development/implementation, capacity building and OER course development. Nine provincial OER policies were developed during a national workshop in Sri Lanka, and 20 provincial OER guidelines were developed for provinces in Botswana and Cameroon.



Activities have resulted in 649 policy makers being sensitised to OER, and 17 OER-based skills courses that were developed by partners. Moreover, the initiative has been supporting the development of OER courses in life skills and non-formal/informal OER learning materials for farming communities.

Gender

Overview

Gender as a cross-cutting theme aims to harness the potential of ODL to expand access to education and improve learning outcomes for girls/women and boys/men by integrating a gender perspective into ODL practice and delivery. The cross-cutting activities of the initiative focus on building capacity for gender mainstreaming among partners in both formal and non-formal education. COL has signed a Memorandum of Understanding with UN Women and is working with international partners to develop and implement holistic programmes aimed at addressing issues such as women's empowerment and boys' underperformance.

Activities

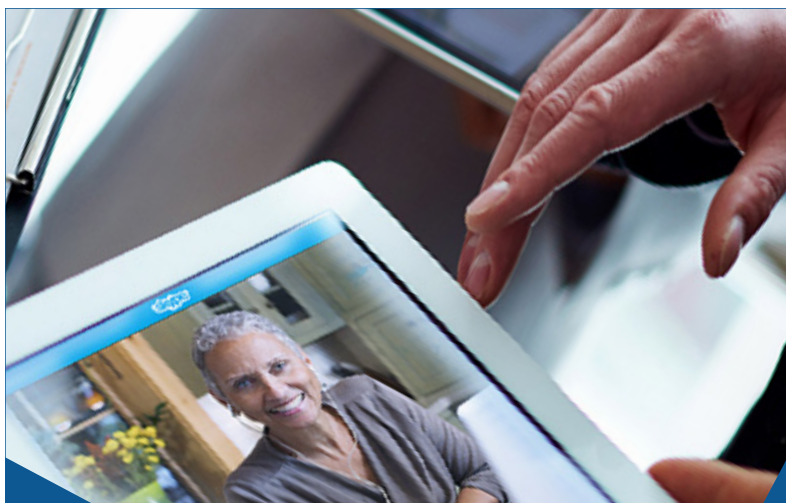
Emphasis was placed on assisting partner institutions with identifying gender gaps and finding ways to address these gaps, using COL's Institutional Gender Scorecard as the key tool for driving this process. Partners were also supported to develop gender-responsive policies and strategies for mainstreaming gender. A Commonwealth-wide study on the current situation of boys' underperformance was completed, and a new model to address the specific challenges and learning needs of at-risk boys was developed. A study was completed on the role of gender in co-operatives.

Services

ELEARNING FOR INTERNATIONAL ORGANISATIONS (ELIO)

Overview

eLIO provides online professional development courses to international organisations on a fee-for-service basis. eLIO has been customising and providing award-winning eLearning since 2006 to organisations such as the Inter-American Development Bank, the International Labour Organization, the Office of the United Nations High Commissioner for Refugees, UNICEF, the World Bank and the World Health Organization, among others. This triennium, eLIO expanded its role by developing and offering its own courses and by pursuing externally funded projects.



Activities

eLIO implemented its new Essential Skills for International Organisations programme. The first six courses were adapted from COL OER and were successfully marketed to the World Bank. Course delivery for international organisations resulted in a record number of 1,707 learners in 31 cohorts with a completion rate of more than 80%. COL entered into an agreement with



Women Deliver, an international NGO, to create an online version of its Young Leaders programme and to develop a massive open online course (MOOC) for its Deliver for Good campaign.

KNOWLEDGE MANAGEMENT AND TECHNOLOGY (KM&T)

Overview

The KM&T team supports COL programmes with innovations in mobile and learning technologies. Aptus is a multipurpose micro-server designed to enable access to digital learning materials of all kinds, even when connectivity to power or data networks is minimal or non-existent. It was developed at COL as a prototype of open-source hardware. Its current configuration supports the delivery of digital video streams to about 20 users simultaneously and can host a Moodle service as well. KM&T also supports a MOOC management system for institutions in developing countries, as well as MOOCs for the food and agriculture sector.

Activities

Aptus was deployed by a team of researchers at the National University of Samoa to test for ease of use and overall learning experience. Results showed that it was rated very highly for both aspects. A more powerful version of Aptus was developed and has been deployed in Open Schooling and GIRLS Inspire activities in Mozambique as well as Trinidad and Tobago. Through the portal MOOC4DEV, institutions in Malta and Nigeria were supported to offer courses. MOOCs in agriculture, offered in collaboration with the Indian Institute of Technology Kanpur (IITK), attracted over 13,000 learners from 62 countries, and a trial MOOC for senior secondary students had an enrolment of 54,150 learners. COL also facilitated a partnership between India and Seychelles for training in MOOCs and ICT.

Regional Centres

COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA

Overview

In response to needs expressed by the Commonwealth countries of the Asian region for more effective utilisation of educational media resources, COL established the Commonwealth Educational Media Centre for Asia (CEMCA) in New Delhi. CEMCA works to devise



appropriate learning solutions that maintain a balance between the aspirations of its diverse stakeholders and available resources. It works in education and skills development, with a special focus on community media, particularly community radio.

Activities

CEMCA worked with 46 institutions in Bangladesh, India, Malaysia, Pakistan and Sri Lanka to improve the capacity to leverage ODL for increased access to learning. It helped HEIs in two countries to adopt OER and ODL policies. Similarly, technical and vocational institutions were supported to enhance their capacity to reach large numbers of learners through ICT and ODL. Stakeholders in community radio stations were trained in developing audio content related to women's health and nutrition. CEMCA supported India's Ministry of Human Resource Development to generate a discussion paper on OER policy.

REGIONAL TRAINING AND RESEARCH INSTITUTE FOR DISTANCE AND OPEN LEARNING

Overview

In partnership with the National Open University of Nigeria, COL promotes ODL capacity building by supporting the Regional Training and Research Institute for Distance and Open Learning (RETRIDOL), in West Africa. The RETRIDOL mandate includes engaging in and supporting ODL research activities, as well as ODL capacity building, while serving as a centre of expertise for Nigeria and West Africa.

Activities

RETRIDOL has conducted training in online facilitation and tutoring, as well as policy formulation for dual-mode universities. Its work plan was revised to strengthen ODL in dual-mode universities in West Africa, in alignment with COL's higher education model. Several workshops aimed at supporting dual-mode institutions were held.



SOUTHERN AFRICAN DEVELOPMENT COMMUNITY – CENTRE FOR DISTANCE EDUCATION

Overview

The Southern African Development Community – Centre for Distance Education (SADC-CDE) is supported by the Botswana Ministry of Education and hosted by the Botswana College of Distance and Open Learning (now Botswana Open University). The centre was established to increase the provision of quality distance education in Southern Africa, support research and undertake and promote training and development in ODL.

Activities

SADC-CDE has been engaged in various capacity-building activities, including an online project management course and a Master of Education course through the Open University of Tanzania. SADC-CDE presented its draft strategic plan to COL and has launched courses on monitoring and evaluation and on eLearning. An online course on project management was completed by ODL practitioners from Botswana, Tanzania and Zimbabwe. A new multilingual website with the three SADC languages (English, French and Portuguese) was launched. Through COL's technical assistance, the Botswana College of Distance and Open Learning made a smooth transition to becoming the Botswana Open University, effective 1 December 2017.

PACIFIC CENTRE FOR OPEN AND FLEXIBLE LEARNING FOR DEVELOPMENT

Overview

The Pacific Centre for Open and Flexible Learning for Development (PACFOLD) is hosted by the University of the South Pacific (USP) and is a “network of networks” to empower Pacific communities through lifelong learning. The centre’s priorities include advocacy and capacity building for flexible and open learning for sustainable development, as well as the development of national and regional ODL policies.

Activities

During the 8th Pan-Commonwealth Forum, stakeholders from the Pacific region discussed strategies to strengthen the role of PACFOLD in achieving learning for sustainable development. PACFOLD Learn, an online community for strengthening flexible and open learning, was launched. PACFOLD participated in several forums organised by the National University of Samoa, USP and the Matuaileoo Environment Trust Inc., a non-profit organisation in Samoa. An action plan for 2017 was also developed. PACFOLD launched an online course on flexible skills development, with 266 teachers from seven Pacific Commonwealth countries.

COMMONWEALTH CENTRE OF CONNECTED LEARNING

Overview

COL serves in an advisory capacity on the International Advisory Board of the Commonwealth Centre of Connected Learning (CCCL), a Maltese foundation created in 2017, which facilitates connected learning in Commonwealth and European member states. This purpose resonates with COL’s interest in technology-enabled and connected learning.

Activities

CCCL facilitated the development of an open access policy for the University of Malta that was formally approved in September 2017. The International Advisory Board (IAB) of CCCL, which is chaired by COL’s President and CEO, held its first meeting in Ljubljana, Slovenia. Malta’s Minister for Education and Employment participated in the meeting as a special invitee. The IAB gave specific advice to CCCL in programme matters, the mobilisation of financial resources and the development of strategic partnerships.





The Commonwealth of Learning



PACIFIC REGION

The Pacific region of the Commonwealth comprises 11 Member States, nine of which are scattered throughout the Pacific Ocean. As the two developed countries, Australia and New Zealand support COL's work through annual contributions and partnerships and serve on the COL Board of Governors in the major donor category. Australia has also supported COL in providing skills development training for unreached women and girls in Bangladesh, India and Pakistan. All other countries in the Pacific region are small island developing states that are confronting the realities of climate change. These nine small island states have modest populations, ranging from Tuvalu and Nauru (10,000 each) to Papua New Guinea (7.3 million).

COL focuses on adding value to the countries' efforts to reach the SDGs, particularly SDG4. It supports the Commonwealth governments and institutions of the Pacific in the use of appropriate, affordable technologies to improve and expand learning for sustainable development. Its initiatives in formal education include emphasis on quality and inclusive secondary and higher education and the strengthening of teacher development programmes. In the area of skills, COL supports the expansion of access to technical and vocational education, the reinforcement of non-formal education in agriculture, and technology-enabled learning. These initiatives have been designed to achieve socially inclusive and gender-sensitive human resource development at lower economic and environmental costs.

COL's major regional initiatives in the Pacific Commonwealth countries between 2015 and 2018 are outlined below.

- The Pacific Centre for Flexible and Open Learning for Development (PACFOLD), based in Fiji, is a centre for capacity building in open and distance learning (ODL) in the region. COL and the

University of the South Pacific (USP) work collaboratively in supporting PACFOLD. The centre's priorities include: advocacy and capacity building for flexible and open learning for sustainable development; the development of regional and national policies on open, distance and flexible learning; and research in flexible and open learning. In 2017, PACFOLD launched an online course on flexible skills development, with 266 teachers from Fiji, Kiribati, Nauru, New Zealand, Papua New Guinea, Solomon Islands and Vanuatu enrolling.

- The Virtual University for Small States of the Commonwealth (VUSSC) serves the Commonwealth small states in the Pacific region. Initiated by the ministers of education of developing small states of the Commonwealth, VUSSC supports the collaborative development and sharing of open educational resources (OER) to promote learning for sustainable development.
- COL's Aptus technology, which is a low-cost, off-grid, offline virtual classroom technology — a classroom without walls — has undergone trials at local institutions in Fiji and is being used in Fiji, Kiribati and Samoa. The technology can be used to address the unique challenges faced by local educational institutions and practitioners working in an environment with limited or no Internet access. It enables teachers and students to access quality digital materials such as: Wikipedia for schools, which contains over 6,000 articles; 2,000 Khan Academy videos; and a library of free books, in addition to content uploaded by the teachers. Aptus is currently being explored as a platform for OER in Fiji's secondary schools and a "library-on-the-go" to serve students in rural or remote locations enrolled in distance learning programmes at Fiji National University.


- A new online course titled “Understanding the Blue Economy”, developed through VUSSC in collaboration with the James Michel Blue Economy Research Institute at the University of Seychelles, was launched in March 2017. More than 1,500 learners signed up for a massive open online course (MOOC) titled “Climate Change and Pacific Island”, developed by COL in partnership with USP and UNESCO. This MOOC was made available to learners globally in August – October 2015. Approximately 70 per cent of participants were from countries in the Pacific. Both courses are of particular interest to small island states.
- An eLearning workshop, co-facilitated by COL, on eLearning pedagogies and materials development using ODL and OER, was held in May 2016 at USP and attended by participants from Fiji, Solomon Islands and Tuvalu.
- A regional workshop for participants from nine Pacific countries, on OER course design for technical and vocational education and training (TVET), was held in June 2017 in Suva, Fiji. The workshop was hosted by the Pacific Technical and Further Education institute at USP and aimed to strengthen TVET in the region using OER. The workshop was designed to address the needs and priorities of the Pacific island states. Twenty-six TVET educators from 12 partner institutions attended.
- COL supported a workshop organised at USP in May 2017 to enable the university to develop an OER policy. The two-day workshop was attended by 28 staff members from various faculties and disciplines.
- A three-day workshop on “OER Integration in Courses” was held at USP in August 2017. This was organised by the Centre for Flexible Learning, USP, as a follow-up to the OER policy developed in May 2017. USP has incentivised OER integration in its courses, with 30 teachers to date supported in this project.
- The Pacific OER Regional Consultation, which provided opportunities for delegates to learn more about OER and contribute to the 2nd World OER Congress, was held in Auckland, New Zealand in May 2017.





New Zealand

Key Facts

 Joined Commonwealth: **1931**
(Statute of Westminster)

 Population: **4,506,000** (2013)

GDP: **1.5%** p.a. 1990–2013

UN HDI world ranking: **7**

 Official languages: **English, Maori**

Currency: **New Zealand dollar**

Geography

 Area: **270,500 sq km**

 Coastline: **15,130 km**

 Capital city: **Wellington**

Population density (per sq km): **17**

Public spending on education was 7.4 per cent of GDP in 2012. There are 12 years of compulsory education, starting at age five. Primary school comprises six years and secondary seven, the latter having cycles of four and three years. The school year starts in January.

Universities New Zealand recognises eight government-funded universities, with a total student enrolment of about 180,000 in 2011: Auckland University of Technology; Lincoln University (near Christchurch, South Island); Massey University (campuses in Auckland, Palmerston North and Wellington); University of Auckland; University of Canterbury (in Christchurch, South Island); University of Otago (main campus in Dunedin, South Island); University of Waikato (main campus in Hamilton); and Victoria University of Wellington.

There are many colleges of education across the country, and the University of Waikato has its own School of Education. The tertiary sector also includes

20 polytechnics and institutes of technology, all offering degree courses. The Maori Education Trust – established in 1961 as the Maori Education Foundation – awards scholarships and grants to encourage Maori participation in tertiary education. The female–male ratio for gross enrolment in tertiary education is 1.50:1 (2010). There is virtually no illiteracy among people aged 15–24.

SOURCE: <http://thecommonwealth.org/member-countries>

COL BOARD OF GOVERNORS

Dr Linda Sissons, CNZM, is Chair of the COL Board of Governors.

The Right Honourable Sir Lockwood Smith, KNZM, former High Commissioner of New Zealand to the United Kingdom, Ghana, Ireland and Nigeria, is a member of the COL Board of Governors.

NOTABLE MENTIONS

Ms Shona E. Butterfield, CNZM, is a COL Honorary Fellow and former member of the COL Board of Governors.

Dr Robin Day is Honorary COL Chair: Otago Polytechnic.

Mr William L. Renwick is a former member of COL's Founding Board of Governors.

Dr Caroline Seelig is a COL Honorary Fellow and former COL Advisor.

Ms Jenny Williams is a former COL Advisor.

COL FOCAL POINT

Mr Matthew Allen, Development Manager – Multilateral, Partnerships, Humanitarian and Multilateral Division, Ministry of Foreign Affairs and Trade, New Zealand, is the COL Focal Point for New Zealand.

Strategic Plan 2015–2021

As outlined in COL's Strategic Plan 2015–2021, COL works in two sectors — Education and Skills — with Gender as a cross-cutting theme. 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 — in some cases, all five.

New Zealand is a major contributor to COL's budget and is represented on COL's Board of Governors. The country provides support and expertise to COL's initiatives in the Pacific region and contributes to Pan-Commonwealth activities.

COL works in 47 developing countries of the Commonwealth. It has developed a strategic plan for the Pacific that is being implemented.

Some of COL's work related to New Zealand's international development priorities are highlighted below.

Education

HIGHER EDUCATION

In March 2016, COL signed a Memorandum of Agreement with the Open Polytechnic of New Zealand (OPNZ) to provide opportunities for participants from across the Commonwealth to complete the Certificate in Designing and Facilitating E-Learning (Level 5) offered by OPNZ. This agreement continues up until December 2018. The scholarships are offered by COL, and learners are nominated by COL partners from Africa, Asia and the Pacific. Over 60 learners have so far benefitted from the scholarship.

OPEN/INNOVATIVE SCHOOLING

COL Senior Adviser: Open Schooling visited Te Kura Correspondence School in October 2017 to explore possible regional cooperation between distance schools in Australia and New Zealand and the Open Schooling initiative of the Ministry of Education and Training in Vanuatu.

Skills

TECHNOLOGY-ENABLED LEARNING

COL's Technology-Enabled Learning initiative aims to focus on increasing access to quality teaching and learning by supporting policy formulation and innovation in the application of ICT in education, and the development of ICT skills. Introduction to Technology-Enabled Learning (TEL), a MOOC for teachers in secondary, post-secondary and vocation education developed in partnership with Athabasca University, Canada, was offered in January–February 2017 and November–December 2017; six teachers from New Zealand participated in both courses.

In 2017, COL became a partner of OERu — an independent, not-for-profit network that offers free online courses for students worldwide. Through the OER Foundation, based at Otago Polytechnic, the OERu network continually works towards:

- widening access to and reducing the cost of tertiary study for learners everywhere, especially for those who are excluded from the formal education sector;
- covering the operational cost of institution-based OERu services on a cost-recovery basis (or using alternative revenue sources);
- providing pathways for students to achieve credible credentials for approved courses based solely on open educational resources (OER); and
- optimising the visibility and impact of the community service mission required of tertiary education institutions.

Partnerships

Partnerships are fundamental to COL's work. Strategic partnerships allow COL to broaden its reach and engage at global, regional and national levels, while implementation partners support COL's work in communities and institutions across Commonwealth Member States. Partners include multilateral organisations, regional bodies, national governments, government agencies, foundations, civil society organisations, public and private (not-for-profit) institutions and the private sector.

COL partners in New Zealand with the Ministry of Foreign Affairs and Trade.

Special Events

2ND WORLD OPEN EDUCATIONAL RESOURCES CONGRESS

COL organised six Regional Consultations on OER leading up to the 2nd World Open Educational Resources Congress, hosted by the Government of Slovenia in Ljubljana in partnership with UNESCO and The William and Flora Hewlett Foundation. Senior policy makers and stakeholders from 111 countries participated in the Regional Consultations, which identified nine groups of stakeholders for mainstreaming OER. A survey on OER received responses from 102 governments and over 600 stakeholders, resulting in the publication of *Open Educational Resources: Global Report 2017*. The outcomes of the Regional Consultations and the Global Report shaped the deliberations at the 2nd World OER Congress. The outcome document of the Congress — the Ljubljana OER Action Plan 2017 — provides recommendations to stakeholders in five strategic areas: building the capacity of users to find, reuse, create and share OER; language and cultural issues; ensuring inclusive and equitable access to quality OER; developing sustainability models; and developing supportive policy environments.

New Zealand hosted the Pacific Regional Consultation in Auckland in May 2017. The following stakeholders attended the Regional Consultation: Dr Linda Sissons, COL's Chair and Chief Executive, Primary ITO, Member of Education New Zealand Board; Ms Karina Bird, Senior Professional Adviser, New Zealand Educational Institute (NZEI); Dr Robin Day, Lead Assessor, Capable NZ Chair in OER, COL Chair, OER Foundation, Otago Polytechnic; Ms Mandy Henk, Public Lead, Creative Commons Aotearoa; Dr Wayne Macintosh, Director, International Centre for Open Education, Otago Polytechnic; Ms Amy McAteer, Principal Development

Manager, Education, Sustainable Economic Development Division, Pacific and Development Group, New Zealand Ministry of Foreign Affairs and Trade; and Dr Caroline Seelig, Chief Executive, OPNZ.

8TH PAN-COMMONWEALTH FORUM ON OPEN LEARNING (PCF8)

Under the theme “Open, Online and Flexible Learning: The Key to Sustainable Development,” PCF8 brought together the best minds in ODL to discuss issues of common interest, exchange ideas and explore best practices, in Kuala Lumpur, Malaysia in November 2016. Several education ministers from Commonwealth countries participated.

A key outcome of PCF8 was the Kuala Lumpur Declaration, which presents a set of ten recommendations for governments, institutions, the private sector and civil society related to lifelong learning, access and equity, teacher education, OER and quality. It will be brought to the 20th Conference of Commonwealth Education Ministers and the Commonwealth Heads of Government Meeting for further consideration and implementation.

PCF3 was held in New Zealand in 2004.

MEETINGS

During COL's Board of Governors annual meeting in June 2017, Dr Linda Sissons, CNZM, was re-appointed Chair for a second three-year term. Dr Sissons is Chief Executive of Primary ITO and has extensive experience in the education sector, including with the Wellington Institute of Technology and OPNZ. She was first appointed Chair in July 2014, after previously serving as Deputy Chair and as New Zealand's representative on the Board.

Looking Ahead: 2021

In this triennium, COL identified several relevant international priorities for New Zealand, based on information from the New Zealand Aid Programme, including:

- Advocate at the global level for policies that support sustainable development in small island developing states.
- Engage with Pacific partners on economic and social policies that promote sustainable development and effective implementation.
- Strengthen the development impact of New Zealand's domestic and international policy positions.

- Work with the Pacific to develop effective regional approaches to regional issues.
- Negotiate and implement policy agreements that improve the ability of Pacific Island countries to trade in goods, services and labour.

COL looks forward to its continued partnership with New Zealand, working towards achieving the Sustainable Development Goals and providing Commonwealth citizens with greater access to quality education and training through open, distance and technology-enabled learning.

Publications and Resources

COL has issued a number of publications and resources over the past three years, including the following:

Boys' Underperformance in Education: Revisiting the Issue in the Commonwealth, published by COL in 2017, follows up on a 2006 report addressing the factors that are critical to understanding boys' underperformance in Commonwealth countries since 2006. It contains case studies from nine countries.

Curriculum for Digital Education Leadership: A Concept Paper proposes a holistic approach to conceptualising digital education leadership. The Commonwealth Digital Education Leadership Training in Action (C-DELTA) programme, a long-term COL project to promote a digital education environment in Commonwealth Member States, will provide a framework for fostering digital learning and will develop skilled citizens for lifelong learning.

Digital Learning: Reforming Teacher Education to Promote Access, Equity and Quality in Sub-Saharan Africa is a report that provides an overview of the present and future impact of digital learning on teacher education in Sub-Saharan Africa. The focus of the report is on student-teachers and teachers, and its central argument is that existing institutional structures will be insufficient to meet the scale of demand for well-prepared, qualified teachers.

Gender Profile: New Zealand is part of a series that provides country-specific compilations of gender-related data for a number of indicators, including health, education, economic participation and more.

Guide to Developing Open Textbooks, published in 2016, has been developed to assist teachers, teaching support personnel and educational technology administrators to: understand the value of open education, OER and open textbooks for teaching and learning; appreciate the potential value of developing an open textbook platform; select appropriate technology to build an open textbook platform, using either existing services

offered free on the Internet or open source tools, based on local needs and resources; and build, manage and maintain an open textbook platform.

A Guide to Virtual Universities for Policy-Makers is designed to clarify the virtual university concept for policy makers and provides a conceptual framework for establishing a virtual university. The guide will help policy makers to look critically at the evolution of virtual universities and assist them in planning a virtual university.

Guidelines for Online Assessment for Educators give an overview of education in developing countries and include some theoretical analysis of the concept of online assessment.

Guidelines for Quality Assurance and Accreditation of MOOCs provides a set of guidelines designed to support decision making about the sorts of quality measures that are appropriate for MOOCs in different contexts. These MOOC quality guidelines can be used by governments, accreditation agencies, institutions and learners with an interest in developing, running, accrediting or participating in MOOCs, to improve quality assurance and accreditation.

The Impact of ICT on the Costs and Economics of Distance Education: A Review of the Literature examines the relevant literature on costing since 2000 as well as on costing-relevant aspects of open educational resources, MOOCs, mobile learning and distance education in developing countries.

Institutional Scorecard for Gender Mainstreaming is a self-assessment tool that can help with ongoing audits of an organisation's policies and strategies to promote a gender-balanced workplace culture. This comprehensive and systematic tool can be used by all institutions to develop or improve their gender-responsive policies and mechanisms.

Kavya: Inspired by Stories, Stories to Inspire, published in 2016, is a collection of stories by the Mann Deshi Foundation in India, one of COL's partner organisations. The stories give us a look into the lives of girls, parents and community members who are responding to age-old traditions and cultures that preclude girls from having the right to make decisions about their own lives. The stories are based in one country, but they are relevant to girls all around the world who are constrained by the limitations imposed by similar cultures and traditions.

Making Sense of MOOCs: A Guide for Policy-Makers in Developing Countries is a COL–UNESCO publication designed to raise the general awareness of policy makers in developing countries about how MOOCs might address their concerns and priorities, particularly in terms of access to affordable quality higher education and the preparation of secondary school leavers for academic as well as vocational education and training.

Measuring Empowerment Toolkit: Using the Commonwealth of Learning's Three-Dimensional Empowerment Framework is a practical toolkit intended for development practitioners, government officials, academics, monitoring and evaluation specialists, and researchers who are interested in measuring empowerment. It enables practitioners to develop context-appropriate survey instruments to measure empowerment based on COL's Three-Dimensional Empowerment Framework.

Open and Distance Learning Quality Assurance in Commonwealth Universities: A Report and Recommendations for QA and Accreditation Agencies and Higher Education Institutions offers some key insights and findings on how QA is currently being practiced in open universities in the Commonwealth, from the perspectives of policy makers, leaders and practitioners in open and distance education institutions.

Open Educational Resources: From Commitment to Action provides the outcomes of the six regional consultations and global surveys conducted prior to the 2nd World OER Congress. This report offers a framework for both understanding the current status of OER worldwide and identifying concrete actions to mainstream OER to achieve SDG4.

Open Educational Resources: Global Report 2017, published by COL in 2017 in preparation for the 2nd World OER Congress, provides state-of-the-art information in the field of OER globally by analysing the responses of representatives of 102 governments and over 600 stakeholders. This authoritative source on the status of OER in the world was produced with the support of The William and Flora Hewlett Foundation. The report focuses on mainstreaming OER to achieve SDG4.

Open Educational Resources in the Commonwealth 2016 is the result of a study conducted as part of COL's OER for Skills Development project, supported by The William and Flora Hewlett Foundation. The objective of the study was to collect baseline data from Commonwealth institutions with respect to the development, use and reuse of OER.

Open Educational Resources: Policy, Costs and Transformation, published with UNESCO in 2016, presents 15 case studies contributed by 29 OER researchers and policy makers from 15 countries across six continents and examines the implementation of the 2012 OER Paris Declaration through the thematic lenses of policy, costs and transformation.

Open Universities in the Commonwealth: At a Glance, published in 2017, is a report based on the responses of 27 open universities that participated in a survey assessing the current impact of ODL institutions.

Promoting Use and Contribution of Open Educational Resources, published in 2017, is a research monograph showing that higher education teachers in India have positive attitudes towards OER and are motivated to use and share their resources for altruistic reasons. Based on research data, the monograph presents a model for OER uptake and integration in teaching and learning in India.

Setting Standards, Maintaining Quality: Quality Assurance Policies for Open Schooling is a volume reflecting the passion and expertise of a diverse range of people from different contexts, each of whom brought a unique perspective to the project. It expands COL's repertoire of QA publications by adding the open schooling dimension.

The State of Open Universities in the Commonwealth: A Perspective on Performance, Competition and Innovation is a report critically examining one of the marvels of modern higher education: specialist open and distance learning universities.

Technology-Enabled Learning Implementation Handbook provides a strategy to engage in a systematic process of critical thinking, decision making, implementation and reflection on TEL. It offers three questionnaires to be used for analysing TEL infrastructure and usage by stakeholders – teachers and students.

Using ICTs and Blended Learning in Transforming TVET (in the Perspectives on Open and Distance Learning series), published in 2017, is a COL–UNESCO work presenting a series of case studies from around the world that highlight the use and role of ICT in the transformation of technical and vocational education and training.

For all COL publications, go to: <http://oasis.col.org>.





8th Pan-Commonwealth Forum on Open Learning
Kuala Lumpur, Malaysia, 27-30 November 2016

The 2016 Kuala Lumpur Declaration

Preamble

The 8th Pan-Commonwealth Forum on Open Learning (PCF8), co-organised by the Commonwealth of Learning (COL) and the Open University Malaysia (OUM) in Kuala Lumpur from 27-30 November 2016,

Mindful of relevant international statements including:

The Charter of the Commonwealth 2013, which recognises the necessity of affordable education for sustainable development;

The UN Sustainable Development Goals (SDGs), in particular SDG 4 of ensuring *“inclusive and equitable quality education and promote lifelong learning opportunities for all”*;

UNESCO’s Incheon Declaration and Framework for Action, Education 2030, which sets as target 4.3 that *“by 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university”* and elaborates that *‘a well-established, properly regulated tertiary education system supported by technology, open educational resources and distance education can increase access, equity, quality and relevance’* (item 43); and

The 2012 UNESCO-COL Paris Declaration on Open Educational Resources (OER) which advocates that States *“facilitate enabling environments for use of Information and Communications Technologies (ICT)”*.

- A. Recommends that governments, institutions, the private sector and civil society:
1. **Promote lifelong learning** through the widespread availability of appropriate technologies and multilingual opportunities in formal, non-formal and informal learning which are open to people, places, methods and ideas;
 2. **Reinforce market-driven skills development using open and distance learning (ODL) and blended and flexible learning** in collaboration with education, industry, agriculture and service sectors to empower and ensure sustainable livelihoods for all;
 3. **Encourage demand driven and context-specific research and innovation in technology** to promote access, equity and lifelong learning;
 4. **Institutionalise a quality culture** in ODL systems focusing on learners' learning outcomes;
 5. **Support teacher education and in-service teacher training** with ODL and blended and flexible learning, and increase the supply of qualified teachers;
 6. **Mainstream the use of OER** by developing strategies and policies at governmental and institutional levels to enhance quality while potentially reducing the cost of education;
 7. **Emphasise the key role of leadership** in strengthening learner-centred ODL which can widen access, enhance equity and gain respectability;
 8. **Ensure that the education of women and girls** through ODL is given utmost importance with a targeted approach, in support of SDG 5;
 9. **Strengthen ODL** that is inclusive and accessible to all persons with disabilities; and
 10. **Reinforce commitment to small island developing states and small states** in their efforts to advance education and learning with ODL, in tackling their particular economic, energy and climate change challenges, and in building their resilience for the future.
- B. Brings the above recommendations to the next Conference of Commonwealth Education Ministers (CEEM) and the Commonwealth Heads of Government Meeting (CHOGM) for further consideration and implementation.

LEARNING FOR SUSTAINABLE 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 sustainable development

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



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