



COMMONWEALTH *of* LEARNING

COL in the Commonwealth

**2012–2015
Grenada**

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

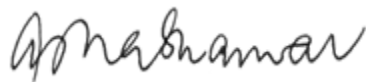
COL in the Commonwealth: 2012-2015 Country Reports summarises COL's activities over the last three years (2012-2015) and captures what we have achieved in each Member State and across the Commonwealth.

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

Grenada is a small state of the Commonwealth with a population of just over 100,000, which is largely rural. Enrolment rates are high for both primary and secondary education. Grenada contributes regularly to COL's budget.



AGREED PRIORITIES

- ▶ Train teachers in TVET and Special Education
- ▶ Provide training and technical expertise to the agricultural and agribusiness sector
- ▶ Give technical support and training to staff to help them implement the Distance Education Plan for T.A. Marryshow Community College and ODL at the secondary level
- ▶ Provide training in conservation and environmental management, clean energy development, and land surveying
- ▶ Build capacity in human resource development (HRD) to execute a national HRD skills audit and sector analysis



OUTCOMES ACHIEVED BY COL

- ▶ Teacher training in developing and teaching online courses offered
- ▶ ODL Policy drafted for T.A. Marryshow College
- ▶ 11 new VUSSC courses made available
- ▶ National ICT in Education Policy drafted



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 Grenada's MDG Targets

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



QUICK NOTES

COL Focal Point:

- ▶ Mr Andrew Augustine, Ministry of Education and Human Resource Development

Areas of COL's Work in Grenada:

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



GRENADA



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 and Human Resource Development
- ▶ Grenada Broadcasting Network
- ▶ T.A. Marryshow Community College
- ▶ Caribbean Knowledge and Learning Network (CKLN)
- ▶ University of the West Indies (UWI)

CAPACITY

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

- ▶ Participatory Approaches to Disaster Awareness Campaigns
- ▶ Regional OER workshop
- ▶ Developing and Teaching Online Courses
- ▶ Monitoring and Evaluation for VUSSC
- ▶ Regional Workshop on the Flexible and Blended Model of Skills Training

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
- ▶ Commonwealth Certificate for Teacher ICT Integration (CCTI)
- ▶ Open Textbooks Development

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
- ▶ Draft National ICT in Education Policy with OER Provisions
- ▶ Draft Institutional ODL Policy

**LOOKING FORWARD: 2015–2021**

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

- ▶ Providing assistance to develop a National ODL Policy to govern all sectors
- ▶ Training of educational administrators, teachers, health educators and agricultural officers on the integration of ICT in education and the role of ODL in teaching and learning
- ▶ Focusing on the tertiary institution, T.A. Marryshow Community College, for training lecturers in the development and use of OERs, development of e-texts, and application of ODL for greater efficiency and effectiveness in the delivery of all post-secondary and tertiary programmes
- ▶ Offering of continuing professional development with emphasis on using mobile and emerging technologies in the classroom and using ODL in learning
- ▶ Training of teachers and teacher-educators working in technical and vocational education and training (TVET) about flexible and blended, gender-sensitive learning and technology-enhanced course delivery

Appendix: COL's Activities in Grenada

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Grenada is a member of VUSSC.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to the forum: **Ms Pauleen Ann Finlay** from the Ministry of Education and Human Resource Development.

Regional Focal Points Meeting

Mrs Andrea Phillip, Deputy Chief Education Officer—Curriculum of the Ministry of Education and Human Resource Development, 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. **Ms Pauleen Ann Finlay** of the Ministry of Education and Human Resources represented Grenada 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. **Ms Malaika Church** and **Mr Ryan Wallace** of Grenada Broadcasting Network 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.

Mr Andrew Augustine (COL Focal Point) and **Ms Marilyn Austin-Cadore**, both from the Ministry of Education and Human Resource Development, attended the workshop.

Developing and Teaching Online Courses

COL met with officials from **T.A. Marryshow Community College** in 2012 who were keen to have COL provide faculty training in online course development and online teaching. It was agreed that the best way forward was to combine the online course development and teacher training with OER integration, since the best time to consider the use of OERs is in the design phase. The online course, Developing and Teaching Online Courses, was delivered to two cohorts of approximately 25 instructors from T.A. Marryshow Community College in 2013.

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. **Ms Pauleen Ann Finlay** attended the meeting.

Regional Workshop on the Flexible and Blended Model of Skills Training

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 Lincoln Morgan** of the Grenada National Training Agency and **Dr John Telesford** of the T.A. Marryshow Community College attended the meeting.

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: 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.

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. **Mr Michael Green**, Instructional/Methods, Child Development Education, attended the workshop.

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. **Mrs Merlisia Polius-John** of T.A. Marryshow Community College participated in the workshop.

Commonwealth Certificate for Teacher ICT Integration (CCTI)

Agreement was reached to launch the CCTI programme in April 2013. An orientation workshop and the first module in CCTI were delivered between 22 April and 30 June 2013 to 25 educators. The first module of the programme was delivered, but there was high attrition and COL has been unable to gain a commitment from the local coordinator to continue the programme in Grenada.

Concept Paper for Open Textbooks Development

A regional Open Textbooks Forum was held in Antigua & Barbuda, from 19 to 20 June 2013, which resulted in an agreement to develop a concept paper on the development of open textbooks for the Eastern Caribbean school curriculum. T OECS Education Ministers' endorsed the open text book proposal in the 33rd meeting in Antigua & Barbuda in 14–16 October 2013. A total of 12 participants from the six Commonwealth members of the OECS, plus a representative of the OECS and a representative from Guyana, participated. **Mrs Andrea Phillip** and **Mr Imi Kelvin Chitterman** of the Ministry of Education and Human Resource Development attended the forum.

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 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 from 20 to 22 May 2013, in Jamaica. The framework was endorsed by the Ministers. A workshop held from 24 to 25 March 2014 in Trinidad & Tobago reviewed the final draft before it was proposed to the meeting of Caribbean Education Ministers. **Mr David Edwards** and **Ms Andrea Phillip** attended the workshop.

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

Draft National ICT in Education Policy with OER Provisions

Two successful workshops were held in Grenada to develop an ICT in Education Policy that included an OER policy statement and a focus on teacher professional development for ICT integration. The first workshop was officially opened by the Permanent Secretary for Education, **Mrs Eunice Sandy-David**. It was held 12 to 13 March 2013 and focused on developing an ICT in Education Policy with an embedded OER policy. Eighteen senior-level participants from the **Ministry of Education, T.A. Marryshow Community College (TAMCC)**, **Caribbean Knowledge and Learning Network (CKLN)**, and the **University of the West Indies (UWI)** attended.

The second workshop was officially opened by the Honourable Minister of Education and Human Resource Development, Anthony Boatswain. It was held 14 to 15 March 2013 and focused on the implementation of the UNESCO ICT Competency Framework for Teachers to guide teacher professional development and the integration of ICTs in education. Fourteen participants primarily from the Ministry and TAMCC attended. A draft ICT in Education Policy with OER provisions was drafted and subsequently circulated for consultation. COL is awaiting an update on the status of the policy.

Draft ODL Policy for T.A. Marryshow Community College

Following a formal request from the **Ministry of Education and Human Resource Development**, Grenada, COL visited Grenada in September 2014 and facilitated a policy formulation workshop. A draft policy was developed and COL is working with the college to finalise the policy.

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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