

VIRTUAL UNIVERSITY FOR THE SMALL STATES OF THE COMMONWEALTH

Monitoring & Evaluation Report

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by

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1. EXECUTIVE SUMMARY

1.1 Project Description

The Virtual University for Small States of the Commonwealth (VUSSC) is a network of small countries committed to the collaborative development of free content resources for use in an educational context. VUSSC helps small island states build capacity of their educational institutions, to support the creation of accreditation mechanisms and to facilitate the offering of educational programmes by small states for themselves and others. Specifically, VUSSC countries¹ have chosen to focus on the development of postsecondary, skills-related courses in areas such as tourism, entrepreneurship, use of information and communications technologies (ICTs), life skills, disaster management, fisheries, construction management, transportation and logistics, agriculture, and business and entrepreneurship. However, in 2011 VUSSC started the development of its first degree-level programme at the request of Education Ministers at the Commonwealth Conference of Education Ministers in 2009 in Kuala Lumpur. The VUSSC course materials are non-proprietary and readily adaptable to the specific context of each country. They can be used in the offering of credit-bearing qualifications as well as strengthening educational capacity and access in member countries.

It is important to emphasize that the VUSSC is not a tertiary institution. Rather, it is a collective mechanism for developing, adapting, and sharing courses and learning materials. It is also a forum for institutions to build capacity and expertise in online collaboration, eLearning and ICTs generally.

There are currently 34 countries participating in VUSSC, through Interlocutor planning meetings, training and course development workshops, course offerings, and international gatherings of senior officials for the development and finalization of a Transnational Qualifications Framework (TQF).

1.2 Intended Outputs/Outcomes for the Activity

The long-term objective for the VUSSC initiative, based on the original proposal to the Ministers of Education, is to help institutions in small states enhance their capacity to serve learners. The basic intention of VUSSC is to stimulate an increase in the course offerings by first building capacity of existing institutions in these smaller countries and to create a mechanism to enable the transfer of credits and qualified people across borders of countries through the creation of accreditation mechanisms.

Another way to tell the story of VUSSC and its intended outputs and outcomes is through a logic model, which outlines the intended connections between activities, outputs, outcomes and impacts. A logic model for VUSSC was created collaboratively at the Interlocutors

¹ A “small state” is usually defined as having a population of fewer than 1.5 million. Of the 52 Commonwealth countries, 32 are small states.

Meeting in Kochi, India in November 2010. A copy can be found in the Annex of this report.

1.3 M&E Purposes

This report covers VUSSC activities from September 2006 to July 2011. The last Monitoring & Evaluation report was prepared in June 2008 (*VUSSC Interim Evaluation Report*) and updated in September 2008. This report builds on these two previous reports, adding new information where relevant.

This report provides an updated summary of VUSSC activities, outputs, outcomes and impacts, organized by country. It also includes some updated background information on context for each country: population size, languages, and Internet usage (penetration rate). As well, illustrative quotes from feedback surveys and interviews are presented, indicating the range of outcomes achieved.

The purposes of monitoring and evaluation of the VUSSC are:

- To improve each successive activity (formative input);
- To track activities, outputs and outcomes;
- To report to existing funders;
- To encourage new or repeat funders;
- To report to Ministers;
- To report to the Education Specialist (ES) and the COL Board; and
- To describe results and lessons learned.

1.4 Findings – Expected & Unexpected

- Thirty-four small states have participated in VUSSC events since 2005. This includes the most recent additions of Nauru and Montserrat.
- There have been nine training and course development workshops, also called “Bootcamps” (Mauritius 2006 -Tourism and Entrepreneurship; Singapore 2007 - Training Educators to Develop Open and Distance Learning Materials; Trinidad & Tobago 2007 - Life Skills; Samoa 2007 - Disaster Management; and Seychelles 2008 – Fisheries; The Bahamas 2008 – Construction Management; Samoa 2009 – Transportation & Logistics/Stevedoring; Maldives 2010 – Agriculture & Agro-Industry; and Lesotho 2011 – Business & Entrepreneurship).
- The immersion training format of the Bootcamp creates a powerful context for learning and collaboration.
- Additional strengths of the Bootcamp model include: the high level of motivation around working toward a shared goal, and a sense of inclusion and shared ownership around the materials being developed.
- Participants in Bootcamps were asked to rate the effectiveness of the workshops along several dimensions (starting in 2007). Consistently high ratings were given to creating

an ongoing community of practice and increasing the likelihood of additional courses being offered at home.

- 190 individuals from 30 different countries have participated in Bootcamps (99 women, 91 men).
- 93 individuals from 19 different countries have participated in additional VUSSC courses (38 women, 55 men).
- A total of 474 participants (including repeat individuals such as Interlocutors) have attended VUSSC events (including Bootcamps, courses, planning meetings, TQF meetings, Interlocutor Meetings). This also includes non-small states such as: Canada, China, France, Israel, New Zealand, and Singapore (total of 19 people).
- Many VUSSC participants have conducted training and capacity building workshops in their home countries after returning from the Bootcamp.
- Audiences for the VUSSC follow-up workshops have included high school teachers, college lecturers, instructors, tutors, tourist guides, guidance counsellors, ministry personnel, IT managers, and ODL practitioners.
- It is estimated that a total of approximately 11,583 people - including the participants in Bootcamps (190) and the additional VUSSC courses (93) - have been trained/reached as a result of VUSSC.
- Benefits to VUSSC participants include:
 - Enhanced computer skills and confidence levels
 - Capacity building in ODL and ICTs
 - Enhanced teamwork and collaborative skills
 - Increased appreciation for diverse cultural contexts
 - Exposure to a range of technologies including the COL Instructional Design Template and BaseCamp
 - Expanded global network of professional educators
 - Empowered practitioners - able to adapt curriculum freely
 - Participation in an ongoing collaborative learning community.
- Benefits to VUSSC member countries include:
 - Content developed for various courses to be adapted and accessed in local context
 - Expanded pool of local capacity through ongoing training from Bootcamp participants
 - Local educators become more competent in the use of ICTs in education
 - Empowering students through additional open and distance course offerings
 - Cost-savings from students not having to travel for their education
 - Increasing access to education through free content - helping to achieve MDGs by 2015.

1.5 Conclusions/Recommendations

VUSSC has been conducted with a high degree of professionalism. COL staff should be commended on a job extremely well done, both in terms of the overall vision for VUSSC and also with respect to the execution of that vision and the collaborative manner in which it has been achieved.

The intended outputs and outcomes all seem appropriate. It is anticipated that the key performance indicators for VUSSC will be met by the end of 2012.

VUSSC Key Performance Indicators – Status

KPIs	Status
8 new courses developed	<ul style="list-style-type: none"> • Achieved – 8 VUSSC courses now available as eLearning courses
2 institutions in 3 Commonwealth regions offer a total of 6 VUSSC courses	<ul style="list-style-type: none"> • In progress (will be achieved in 2012) – Trinidad & Tobago, Seychelles and Samoa will offer VUSSC courses by the end of 2011; more countries will offer courses in 2012
Agreements are in place committing 10 member states to take responsibility for the ongoing management of VUSSC	<ul style="list-style-type: none"> • Achieved – the VUSSC Management Committee and the TQF Management Committee have been active since 2009
NQAs in 6 VUSSC member states will ensure the implementation of the TQF	<ul style="list-style-type: none"> • In progress (will be achieved in 2012) – Seychelles, Mauritius and Malta have referenced their NQF to the TQF; all countries at the KL TQF meeting (2010) agreed to implement the TQF

Because the VUSSC initiative has been successful, the recommendations in the final section of the report include only suggestions for fine-tuning the activities of VUSSC; there are no big departures from the current approach.

1.6 Limitations

The VUSSC is a wide-ranging initiative with events (meetings and workshops) held all over the world. Therefore, it has not always been possible to have evaluation researchers present at every event for onsite observations and interviewing. In some cases, a field researcher was available to attend Bootcamp and Interlocutor events, which helped to enhance the richness and validity of the data. The follow-up surveys have been helpful in gathering plans and, in some cases, achievements of the participating institutions, but tracking of progress after the face-to-face gatherings continues to be challenging for two reasons: not all participants are systematic in their follow-up report submissions and more time is needed for in-country activities to be implemented (such as courses being offered by institutions, which will be happening in late 2011 and 2012). As a result, the outcomes described in this M&E report will be a smaller sample than the actuality.

2. PROJECT CONTEXT

The Virtual University for the Small States of the Commonwealth (VUSSC) is a growing network committed to the collaborative development of free content resources for use in an educational context. Specifically, VUSSC countries² have chosen to focus on the development of postsecondary, skills-related courses in areas such as tourism, entrepreneurship, use of information and communications technologies (ICTs), life skills, disaster management, fisheries, construction management, transportation and logistics, agriculture, and business and entrepreneurship. The VUSSC course materials are non-proprietary and readily adaptable to the specific context of each country. They can be used in the offering of credit-bearing qualifications as well as strengthening educational capacity and access in member countries.

It is important to emphasize that the VUSSC is not a tertiary institution. Rather, it is a collective mechanism for developing, adapting, and sharing courses and learning materials. It is also a forum for institutions to build capacity and expertise in online collaboration, eLearning and ICTs generally.

VUSSC was first conceived by the Commonwealth Education Ministers when they met in Halifax, Canada in December 2000. The Commonwealth of Learning (COL) is facilitating the VUSSC initiative, with funding support from the Government of Singapore, the Government of India, The William and Flora Hewlett Foundation and the Commonwealth Fund for Technical Co-operation (CFTC).

There are currently 34 countries participating in VUSSC, through Interlocutor planning meetings, training and course development workshops, course offerings, and international gatherings of senior officials for the development and finalization of a Transnational Qualifications Framework (TQF).³

- | | | |
|----------------------|------------------------|------------------------------------|
| 1. Antigua & Barbuda | 12. Guyana | 24. Seychelles |
| 2. The Bahamas | 13. Jamaica | 25. Sierra Leone |
| 3. Barbados | 14. Kiribati | 26. Solomon Islands |
| 4. Belize | 15. Lesotho | 27. St Kitts & Nevis |
| 5. Botswana | 16. Maldives | 28. St Lucia |
| 6. Brunei Darussalam | 17. Malta | 29. St Vincent & the
Grenadines |
| 7. Cyprus | 18. Mauritius | 30. Swaziland |
| 8. Dominica | 19. Montserrat | 31. Tonga |
| 9. Fiji | 20. Namibia | 32. Trinidad & Tobago |
| 10. The Gambia | 21. Nauru ⁴ | 33. Tuvalu |
| 11. Grenada | 22. Papua New Guinea | 34. Vanuatu |
| | 23. Samoa | |

² A “small state” is usually defined as having a population of fewer than 1.5 million. Of the 52 Commonwealth countries, 32 are small states.

³ Participants from other countries have also attended VUSSC events as evaluators (Canada, New Zealand), funder representatives (Israel, Singapore), UNESCO representative (France), presenters (China and South Africa), and workshop host/funder (Singapore).

⁴ Nauru is the most recent country to become involved with VUSSC. Montserrat has also been recently added to the VUSSC network.

The context for VUSSC is diverse across participating countries. The population sizes of VUSSC countries range from 5,140 (Montserrat) and to 6,187,591 (Papua New Guinea). The average and median population sizes are, respectively, 1,071,015 and 321,115. There are at least 23 different languages spoken among the VUSSC countries (not including the 850 indigenous languages in Papua New Guinea). The number of Internet users in a country ranges from 300 (Nauru) to 1,581,100 (Jamaica). The average number of Internet users in a VUSSC country is 174,806 and the median number is 90,000. The penetration rates range from 2% (Papua New Guinea: 125,000 Internet users in a population of 6,187,591) to 88.5% (St. Lucia: 142,900 Internet users in a population of 161,557). The average penetration rate is 30.35% and the median penetration rate is 29.5%.

2.1 Intended Outputs/Outcomes and Related Success Indicators

The long-term objective for the VUSSC initiative, based on the original proposal to the Ministers of Education, is to help institutions in small states enhance their capacity to serve learners. The basic intention of VUSSC is to stimulate an increase in the course offerings by first building capacity of existing institutions in these smaller countries and to create a mechanism to enable the transfer of credits and qualified people across borders of countries through the creation of accreditation mechanisms.

The following excerpt from a presentation given by Sir John Daniel and Paul West (Commonwealth of Learning, 2008) provides a contextual backdrop for the intended outcomes and outputs of the VUSSC.

The ministers of education from the small states wanted to take advantage of online communication in developing their education systems but realized that their individual countries did not have the critical mass of expertise, equipment or bandwidth to engage resolutely with online learning. However, they hoped that by working together they could nurture an indigenous capacity for online learning and so harness these new ICT developments for the benefit of their peoples. They believed that the small states, working together as a collectivity, could achieve more than the sum of their individual efforts.⁵

Another way to tell the story of VUSSC and its intended outputs and outcomes is through a logic model, which outlines the intended connections between activities, outputs, outcomes and impacts. A logic model for VUSSC was created collaboratively at the Interlocutors Meeting in Kochi, India in November 2010. A copy can be found in the Annex of this report.

⁵ Excerpt from a presentation given by Paul West and Sir John Daniel (Commonwealth of Learning) during the Opening Ceremony of the Officials Meeting on the Transnational Qualifications Framework, VUSSC in Singapore (25 February 2008). Website with full presentation: www.col.org/colweb/site/pid/5145

The performance indicators associated with the overall VUSSC initiative for the current Three Year Plan (2009-2012)⁶ are:

- 8 new courses are developed;
- 2 institutions in 3 Commonwealth regions offer a total of 6 VUSSC courses;
- Agreements are in place committing 10 member states to take responsibility for the ongoing management of VUSSC; and
- National Qualifications Authorities (NQAs) in 6 VUSSC member states will ensure the implementation of the TQF.

2.2 Activities Implemented to Achieve Outputs/Outcomes

VUSSC is a collaborative network building on the support of Education Ministers across the Small States of the Commonwealth. The timeline below shows the many years of planning and commitment that have gone into developing the VUSSC initiative.

- 2000** 14th Commonwealth Conference of Education Ministers in Halifax, Canada passed a resolution requesting the Commonwealth of Learning (COL) to develop a proposal for a virtual university for small states of the Commonwealth (VUSSC) (*Halifax Declaration*)
- 2002** Proposal for VUSSC developed by the Technical Advisory Committee (TAC) distributed to Commonwealth Ministers of Education
- 2003** Ministers of Education Meeting in the Seychelles (March 2003) reviewed and accepted proposal; COL invited to manage continued development of VUSSC initiative
- 2003** 15th Commonwealth Conference of Education Ministers in Edinburgh, Scotland endorsed the proposal and business plan for VUSSC
- 2005** Orientation and Planning Meeting on “Virtual University, Flexible Learning” held in Singapore (September 2005); articulated the *The Singapore Statement*
- 2006** Singapore Meeting (April 2006) ; “Second Strategy Meeting of Interlocutors and Institutional Managers”; articulated *Letter of Intent*
- 2006** Mauritius Bootcamp (1st International Training & Materials Development Workshop – ITMW #1) focusing on Toursim and Entrepreneurship (August 2006)
- 2006** Meeting of Interlocuters in Jamiaca (November 2006)
- 2007** Singapore Bootcamp (ITMW #2) focusing on Training Educators to Develop Open and Distance Learning Materials (March 2007)
- 2007** Trinidad and Tobago Bootcamp (ITMW #3) focusing on Life Skills (June 2007)
- 2007** Beginning the process of copying everything already put together in the wiki, into the COL ODL Instructional Design template, trying to create a version that can be easily implemented in a DE or as support materials in a classroom situation (August 2008)
- 2007** Samoa Bootcamp (ITMW #4) focusing on Disaster Management (November 2007)
- 2008** Seychelles Bootcamp (ITMW #5) focusing on Fisheries (March 2008)
- 2008** Singapore Transnational Qualifications Framework (TQF) Meeting (February - March

⁶ The COL 2009-2012 Three Year Plan is available on the website:
<http://www.col.org/progServ/3YR/Pages/default.aspx>
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Prepared by C. Cunningham-Dunlop, Ph.D.

- 2008)
- 2008** Finalisation of TQF Concept Document (April 2008)
 - 2008** Meeting of Interlocutors in London, UK (July 2008)
 - 2008** Bahamas Bootcamp (ITMW #6) focusing on Construction Management (November 2008)
 - 2009** Africa and Mediterranean TQF Regional Consultative Meeting (April 2009)
 - 2009** Caribbean TQF Regional Consultative Meeting (May 2009)
 - 2009** Pacific TQF Regional Consultative Meeting (June 2009)
 - 2009** Samoa Bootcamp (ITMW #7) focusing on Transportation and Logistics – Stevedoring (November/December 2009)
 - 2010** Maldives Bootcamp (ITMW #8) focusing on Agriculture and Agro-Industry (March 2010)
 - 2010** Transnational Qualification Framework (TQF) finalised and launched at two COL/UNESCO workshops in South Africa (April 2010) and Namibia (May 2010)
 - 2010** 2nd Meeting of Senior Officials for the Transnational Qualifications Framework (TQF) in Malaysia (July 2010)
 - 2010** Meeting of Interlocutors in Kochi, India (November 2010)
 - 2010** Launch of VUSSC website/portal with Moodle (November 2010)
 - 2011** Lesotho Bootcamp (ITMW #9) focusing on Business and Entrepreneurship (March 2011)
 - 2011** Singapore Bootcamp (ITMW #10) focusing on Educational Leadership (planned for November 2011)

In addition to the three planning meetings (two in Singapore and one in Jamaica) involving interlocutors and institutional managers, VUSSC has also been active in offering international training and materials development workshops called “Bootcamps”. The Bootcamps are immersion training workshops (also called “International Training & Materials Development Workshops” - ITMW) of almost three weeks duration where professional educators work together in teams to begin the creation of course materials and to learn a range of ICTs that can be applied and taught to others in their home countries. Four team leaders are chosen to represent each of the four regions of the Commonwealth and they attend an orientation workshop several months prior to the Bootcamp. The subject matters (themes) for each workshop were all identified as priorities by the Ministers of Education when they were canvassed in 2005.

The first Bootcamp was held in Mauritius in 2006 and since then, eight more have been offered - in Singapore, Trinidad & Tobago, Samoa (twice), Seychelles, The Bahamas, Maldives and Lesotho. One hundred and ninety participants have attended the Bootcamps to date (99 women and 91 men from 30 different countries).

VUSSC International Training & Materials Development Workshops (“Bootcamps”)

Location	Dates	Themes	Representation
1. Mauritius	August 2006	Tourism & Entrepreneurship	14 participants - 10 women, 4 men 14 countries
2. Singapore	March 2007	Training Educators to Develop ODL Materials	24 participants - 16 women, 8 men 21 countries
3. Trinidad & Tobago	June 2007	Life Skills	25 participants - 22 women, 3 men 17 countries
4. Samoa	November 2007	Disaster Management	23 participants - 14 women, 9 men 14 countries
5. Seychelles	March 2008	Fisheries	19 participants - 8 women, 11 men 14 countries
6. The Bahamas	November 2008	Construction Management	22 participants - 4 women, 18 men 17 countries
7. Samoa	Nov/Dec 2009	Transportation & Logistics - Stevedoring	23 participants - 2 women, 21 men 14 countries
8. Maldives	March 2010	Agriculture & Agro-Industry	25 participants - 14 women, 11 men 13 countries
9. Lesotho	March 2011	Business & Entrepreneurship	15 participants - 9 women, 6 men 11 countries
TOTAL			190 participants - 99 women, 91 men 30 countries

A tenth VUSSC training and course development workshop (“Bootcamp”) is planned focusing on the theme of Educational Leadership (degree level) to be held in Singapore in November 2011.

The Bootcamps are designed to achieve a set of progressive outcomes.

1. Learn to work collaboratively in online environments and to use a range of technologies in education
2. Create a set of "finished" materials in the COL Instructional Design Template (using an online project management space called “BaseCamp”), in part newly developed and in part compiled from other sources
3. Publish these on VUSSC's website for anyone to use (open educational resources freely available for use and adaptation by people and institutions anywhere)
4. Accredite these course materials with interested institutions, as per TQF guidelines
5. Offer the course to learners in member countries (as distance learning or to enrich face-to-face instruction).

There been five offerings of two additional VUSSC courses: Managing and Facilitating Online and Linux for IT Managers. Ninety-three people have participants in these courses (38 women, 55 men from 19 countries).

Additional VUSSC Training Courses

Course	Dates	Representation
Managing and Facilitating Online (UWI)	March 2009	18 participants - 12 women, 6 men 6 countries
Linux for IT Managers – Mauritius (MQA)	June 2009	19 participants - 3 women, 16 men 1 country
Linux for IT Managers – Trinidad & Tobago (UWI)	June 2009	20 participants - 3 women, 17 men 1 country
Linux for IT Managers Online	February 2010	11 participants - 3 women, 8 men 9 countries
Managing and Facilitating Online	March 2010	25 participants - 17 women, 8 men 15 countries
	TOTAL	93 participants - 38 women, 55 men 19 countries

In collaboration with UNESCO and INTEL, VUSSC will be hosting a five-day ICT workshop in Thailand for the Pacific countries. The workshop will be held in November from 14 to 18, 2011, for educators with very little or no prior ICT experiences.

Another component of the VUSSC initiative has been the development of a concept document for a Transnational Qualifications Framework (TQF). Senior officials from 20 small Commonwealth countries met from 25-29 February 2008 in Singapore, to discuss the proposed Transnational Qualifications Framework (TQF) for the VUSSC based on the draft concept document developed by the South African Qualifications Authority (SAQA) as commissioned by COL.

Another area of VUSSC activities has been the development of a Transnational Qualifications Framework (TQF). The impetus for the TQF was based on the notion that “for international online courses to play a significant role in the expansion of education they must be set within a global framework of quality assurance and qualifications recognition that inspires confidence.”⁷

⁷ Excerpt from a presentation given by Paul West and Sir John Daniel (Commonwealth of Learning) during the Opening Ceremony of the Officials Meeting on the Transnational Qualifications Framework, VUSSC in Singapore (25 February 2008). Website with full presentation: www.col.org/colweb/site/pid/5145

The process of developing the TQF Concept Document started in July 2007 with a letter to the Ministers of Education in member countries asking for information on the existing or planned national qualifications frameworks in each country. The information received was analysed as a basis for creating a draft qualifications framework that is intended to be support for all VUSSC member countries. A meeting with senior officials from 20 small member countries (36 participants: 16 women, 20 men) was held in Singapore (25-29 February 2008) to review and revise the draft concept to discuss the proposed TQF for the VUSSC based on the draft concept document developed by the South African Qualifications Authority (SAQA) as commissioned by COL. This group of senior officials created a set of 13 recommendations related to the establishment of a TQF for the VUSSC. The TQF was finalised and launched at two COL/UNESCO workshops in South Africa (April 2010) and Namibia (May 2010).

2.3 Partners Involved

There are four main categories of partners involved in the VUSSC: interlocutors (government representatives), implementers (institutional participants), funders (foundations and governments) and expert consultant (specialized assistance but not an on-going role).

4

There are three primary players in the unfolding development of VUSSC. These are:

- *The Commonwealth of Learning*, which:
 - Coordinates the VUSSC initiative;
 - Facilitates the creation of networks
 - Shares expertise in educational technology (radio, television, print, multi-media, internet, and e-learning);
 - Supports indigenous capacity-enhancement;
 - Shares its resources;
 - Is not degree-granting; and
 - Is not a funding body.
- *Ministries of Education*, which:
 - Develop appropriate policy;
 - Review existing policy;
 - Liaise with other ministries;
 - Allocate resources for a sustainable project;
 - Support implementation;
 - Monitor implementation; and
 - Share information with partners.
- *Participating institutions*, which:
 - Assume responsibility for programme development and delivery;
 - Are responsible for supplementing and adapting course materials to local contexts to meet the specific needs of students; and
 - Commit to the granting of the awards earned by graduates.

Interlocutors

Interlocutors are typically ministry officials who can speak for their countries in planning meetings. The interlocutors are responsible for nominating participants for the course development and training workshops (Bootcamps). They also participate in Interlocutor meetings (e.g., meetings held prior to PCF5 in London and PCF6 in Kochi) and in the TQF meetings.

Implementers

Implementers are people, usually in tertiary institutions, who are involved in the teaching/learning process. They can also be specialists in a subject matter from the most appropriate institution. The implementers participate in the Bootcamps and are expected to continue with follow-up activities (training colleagues, compiling courses, pursuing accreditation) once back in their home country after the workshop. Thirty countries have sent participants to the Bootcamps. The institutions sending the most attendees to Bootcamps and meetings (3 or more attendees) are listed in the table below.

Top Institutions Ranked by Participation

Institutions	# of Participants
National University of Samoa	26
National University of Lesotho	16
Botswana College of Distance and Open Learning	10
University of Swaziland	10
Maldives College of Higher Education	10
Fondazzjoni Temi Zammit, Malta	8
University of Papua New Guinea	7
Antigua State College	6
Clarence Fitzroy Bryant College, St. Kitts & Nevis	6
Dominica State College	6
University of Belize	6
College of The Bahamas	5
Namibian Open Learning Network	4
Sir Arthur Lewis Community College, St. Lucia	4
St. Vincent and the Grenadines Community College	4
St. Vincent and the Grenadines Teachers College	4
University of Cyprus	4
Polytechnic of Namibia	3
Samuel Jackman Prescod Polytechnic, Barbados	3
Seychelles Maritime Training Centre	3
University of Mauritius	3
Vanuatu Institute of Technology	3

Funders

Total funding support to date for the VUSSC has been over \$2 million. Acknowledgement goes to the William and Flora Hewlett Foundation, the Commonwealth Fund for Technical Cooperation, the Government of Singapore, the Open University Malaysia, the Government of India and participating governments for their support.

COL supported the first meeting of policy makers, or Interlocutors, and the William and Flora Hewlett Foundation supported the next phase of development through a grant. During this phase, the ideas were discussed and translated into action plans and a list of important topic areas that needed attention. The first 3-week training session was held in Mauritius in 2006, attended by educators from 14 countries. Lessons learned from this first experience helped to form the basis for an evolving training programme for educators from the small states in the pragmatic use of ICTs in education and development of open educational resources.

For at least five years, the VUSSC has offered opportunities for participating countries to send participants to face-to-face training in a computer laboratory. In preparation for a reduced travel model to follow the initial years, online training was introduced in 2008. Costs of travel, accommodation and visas for the Interlocutors' meetings and training workshops were paid for from funds received from the William and Flora Hewlett Foundation, The Commonwealth Fund for Technical Cooperation (CFTC) and the Commonwealth of Learning. Funding from CFTC was provided for the years July 2006 to June 2010 for the amount of GB £1,000,000. The William and Flora Hewlett Foundation has contributed \$240,000 (2006) and \$300,000 (2010-2012).

The Government of India will provide UK Pound Sterling 400,000 in-kind support (2012 – 2016). The Government of Singapore has provided over US\$ 100,000 in-kind support for:

- April 2006 - government officials meeting
- March 2007 - Bootcamp
- February 2008 - TQF meeting
- November 2011 - Bootcamp

COL is providing an annual budget for VUSSC and has hired an Education Specialist who is devoting his time fully to VUSSC. COL is also providing administrative support for VUSSC.

Additional support has come from the network of existing VUSSC expertise at institutions in the 33 small states listed in this report. These states have paid the salary costs of hundreds of person/days of involvement of government officials and institutional staff in VUSSC activities. Also where workshops have been held, VUSSC members states have provided logistical support and facilities such as transport, computer labs, personnel and technical support (estimated \$ 20,000-25,000 per workshop).

Expert Consultants

The South African Qualifications Authority (SAQA) was commissioned in the role as an expert consultant for the development of the draft concept document for the TQF. The involvement of SAQA with the VUSSC was limited to this role and is not on-going. The Malta Qualifications Authority has also helped with the TQF. Other expert consultants include an eLearning Consultant and an Evaluator.

2.4 Limitations of the Evaluation

The VUSSC is a wide-ranging initiative with events (meetings and workshops) held all over the world. Therefore, it has not always been possible to have evaluation researchers present at every event for onsite observations and interviewing. In some cases, a field researcher (Jenny Williams or Catherine Dunlop) was available to attend Bootcamp and Interlocutor events, which helped to enhance the richness and validity of the data. The follow-up surveys have been helpful in gathering plans and, in some cases, achievements of the participating institutions, but tracking of progress after the face-to-face gatherings continues to be challenging for two reasons: not all participants are systematic in their follow-up report submissions and more time is needed for in-country activities to be implemented (such as courses being offered by institutions, which will be happening in late 2011 and 2012). As a result, the outcomes described in this M&E report will be a smaller sample than the actuality.

2.5 Acknowledgements

This report draws on data provided by COL staff (current and past), the previous evaluator/field-researcher, other expert consultants, Interlocutors, participants, and senior officials. In-house COL publications and the VUSSC website and recent funding proposal were also valuable resources.

3. MONITORING & EVALUATION PURPOSES AND AUDIENCE

3.1 Purpose

This report covers VUSSC activities from September 2006 to July 2011. The last Monitoring & Evaluation report was prepared in June 2008 (*VUSSC Interim Evaluation Report*) and updated in September 2008. This report builds on these two previous reports, adding new information where relevant.

This report provides an updated summary of VUSSC activities, outputs, outcomes and impacts, organized by country. It also includes some background information on context for each country: population size, languages, and Internet usage (penetration rate). As well, illustrative quotes from feedback surveys and interviews are presented, indicating the range of outcomes achieved. Finally, the report concludes with a set of recommendations.

The purposes of monitoring and evaluation of the VUSSC are:

- To improve each successive activity (formative input);
- To track outputs and outcomes;
- To report to existing funders;
- To encourage new or repeat funders;
- To report to Ministers;
- To report to the Education Specialist (ES) and the COL Board; and
- To write and publish results of accomplishments and lessons learned.

3.2 Audience

The audience for the VUSSC monitoring and evaluation includes:

- Commonwealth Ministers of Education
- COL staff (ES) and Board
- VUSSC Management Committee and TQF Committee
- Interlocutors
- Participants
- Senior Officials
- Funders
- Potential funders
- ODL practitioners.

4. MONITORING & EVALUATION DESIGN & IMPLEMENTATION

4.1 Data Collection Strategies

The monitoring and evaluation design is based on the principle of triangulating both method and source. Research methods have included: onsite observation at meetings and Bootcamps, interviews, onsite exit surveys for participants, follow-up surveys, review of materials under development, review of interactions on WikiEducator and BaseCamp, anecdotal evidence tracking (email correspondence), and review of speeches and presentations related to the VUSSC.

Data sources for the evaluation include:

- WikiEducator content and discussion pages for each Bootcamp
- BaseCamp pages for the Bootcamps and the TQF
- COL news releases related to the VUSSC
- Feedback survey administered at the 2nd Strategy Meeting of Interlocutors and Institutional Managers, held in Singapore
- *The Singapore Statement*
- *The Singapore Letter of Intent*
- *Report on the Mauritius Bootcamp*, by Sandhya Nowbuth
- *Report on the Singapore Bootcamp*, by Fiona Spence
- *Report on the Singapore Bootcamp*, by Jenny Williams
- *Report on the Samoa Bootcamp*, by Jenny Williams (audio-taped interviews)
- *Report on the Seychelles Bootcamp*, by Jenny Williams (transcribed interviews)
- Singapore Bootcamp Onsite Feedback Survey
- Singapore Bootcamp Participant Follow-up Survey, online survey administered by email
- Trinidad and Tobago Bootcamp onsite ethnographic observation and interviews (Cathie Cunningham-Dunlop)
- Trinidad and Tobago Bootcamp Participant Exit Survey, administered online
- Samoa Bootcamp Participant Exit Survey, administered online
- Samoa Bootcamp Participant Follow-up Survey, online survey administered by email
- Seychelles Bootcamp Participant Exit Survey, administered online
- TQF Meeting in Singapore, onsite ethnographic observation (Cathie Cunningham-Dunlop)
- Interlocutors Meeting in London, onsite ethnographic observation and audio-taped interviews (Jenny Williams and Cathie Cunningham-Dunlop)
- The Bahamas Bootcamp Participant Exit Survey, administered online
- Audio-taped interviews of VUSSC participants at various meetings (Paul West and John Lesperance)
- Follow-up Survey for all VUSSC Participants (May 2009), administered online
- Samoa (2009) Bootcamp onsite ethnographic observation (Cathie Cunningham-Dunlop)
- Samoa (2009) Bootcamp Participant Exit Survey, administered online
- Maldives Bootcamp Participant Exit Survey, administered online
- Interlocutors Survey, administered online

- Interlocutors Meeting in Kochi, India, onsite ethnographic observation (Cathie Cunningham-Dunlop)
- Lesotho Bootcamp Participant Exit Survey, administered online.

4.2 Issues arising during Implementation

Given the geographic spread of the VUSSC activities, it would have been too costly for the evaluator to visit all the participating countries to gather detailed information. Instead, several online M&E surveys were administered (to all VUSSC participants and also just to Interlocutors) in order to track outcomes. While a representative sample was achieved with each of the surveys, higher response rates would have been even better.

5. FINDINGS

5.1 Management and Implementation of the Activities

Feedback related to the management and implementation of activities was gathered from Bootcamp participants (online surveys administered towards the end of each Bootcamp and as follow-up after the Bootcamps; and interviews) and from Interlocutors (interviews).

Evaluators Jenny Williams and Catherine Dunlop conducted interviews onsite at the London Interlocutors Meeting in July 2008. The interviews were audio-taped (with permission) and transcribed. The purpose of the interviews was to gather monitoring and evaluation data around VUSSC in each country.⁸ A selection of illustrative quotes from the interviews is provided below.

Interlocutor Interviews - General Comments

- *I see this initiative as one of the best things that has happened in the area of tertiary education in the Commonwealth in a very, very long time. It is opening up opportunities for a lot of people to participate who have not participated before. What VUSSC is doing is very, very important for us in terms of delivering education to the whole Bahamas. So I think it's a wonderful idea. I think it's a wonderful concept. (The Bahamas)*
- *I think up to now I think VUSSC has progressed extremely well. I think Paul has done a marvelous job in terms of pushing forward VUSSC. VUSSC should remain with COL but maybe have more management authority to the countries as well.... We don't have the resources to start all these programs but coming together, and through VUSSC, we can move forward. (Swaziland)*
- *I think VUSSC will help our people in the country access learning materials. As a country, we've got several needs in terms of training. And a university like mine offers what it has offered and continues in that conventional way. We need these other courses because people need variety. People will go that way, others will go that way, and as an institution the university cannot offer all these programs. So through VUSSC we can offer variety, we can offer relevant courses to our people, and people can learn and possibly improve themselves through VUSSC. (Swaziland)*
- *VUSSC is doing a good job - we are networking more now. Since the intro of VUSSC I find small states really actively participate and even go back to their own countries, particularly their institutions, to implement and even teach the content that they would have done in the Bootcamps. So that is helping. I can make an example. We have had started Business and Entrepreneurship – we are supposed to develop material because we want to offer it as distance learning. Because of the VUSSC content developed in Mauritius we can adapt the material without improvement. It is not only that. The very*

⁸ Note: the interview sample captured most but not all participating VUSSC countries, due to scheduling availability and health of meeting attendees.

same people who participated in the Bootcamps, they are highly involved within their institutions even outside the institutions in the country as a whole. So that is why I see VUSSC as very, very helpful. (Lesotho)

- *It was a good experience to have linked up with so many people all over the world. It is a way to expand knowledge, to share knowledge... The idea of being linked to people all over the world and being able to share experiences is phenomenal. In that way it was very helpful. (Antigua & Barbuda)*
- *The concept of developing a virtual university for the benefit of small island states is very crucial to Tuvalu. Particularly because it is quite costly for us to go to other universities out of Tuvalu. Our Minister of Finance is very cautious dealing with students sent overseas in terms of budgetary allocations. (Tuvalu)*
- *The materials will be really good resources available out there. The institutions who do not have the appropriate people with the skills or expertise to develop the materials they can just use the materials. That is one good thing about VUSSC. (Vanuatu)*
- *What has been happening is since about a few years ago there has been a new interest in expanding tertiary education in Mauritius. So VUSSC is fitting nicely. We are trying to see that as a complement to existing face-to-face education in Mauritius. So, one, we see it as a distance education structure which is worth exploring in Mauritius which as a small island state the provision of distance education is limited and expensive. So it is a first step into distance education, which will certainly help us to grow in terms of capacity building. (Mauritius)*
- *We see VUSSC first of all as a learning experience. Second, we see it as a contributing experience. For example, my colleague here is from an institution, which is a provider of post-secondary education. For them it is an institutional lesson for them to see how to work out a distance education strategy. (Mauritius)*
- *VUSSC has been good for us enhancing that global perspective idea, which doesn't come easy with isolated states, you know, you're really looking at yourself most of the time and how you're going to survive within. And yet, there's that big world out there but now, it's opened and we're actually saying "Oh yeah, right there in Africa, over there in the Caribbean..." and you know people there. And the interesting thing is when we know people, it makes all the difference. Once you have that good relationship and knowing each other, then you can move to the professional. And the professional becomes so much easier. You're able to help each other more and contribute and share, and that contribution and sharing has been good for VUSSC too. (Samoa)*
- *Another big deal of VUSSC is the leadership. Leadership, again, it has been a really great by-product of the VUSSC ... And when the Bootcamp participants went, they came back and had much more confidence, were able to assert themselves more as leaders, and asking people to do this, do that, and hey, this is all for the good – this is not about me being a big boss, it's about leadership, leadership encompassing everyone, enabling the collaboration rather than just top-down kind of strategy saying*

“Do it”. You know, it’s not about just having choices, it’s about taking choices and making something of it that betters you as well as your institution, community, and so on. So I think for me personally, that’s been a great add-on to our own staff. And not only the team leaders, but also, the other people that were part of the bootcamp because they too had to go out and spread the word and share the skills that – say, this is another way of doing it. (Samoa)

- *VUSSC has been a great working relationship. Very professional, very enjoyable, and very progressive. (Samoa)*
- *I would like to thank COL for the hard work and I think it is great. Not only do you get to learn a lot of things and work together with the other countries and the experience from the other countries but you learn as well what they have done in their country. What works and what doesn’t work. Something that we can take on as a very small state and would hope that it does continue, but of course everything depends on money and funding. (Tonga)*
- *I just so appreciate what the Commonwealth of Learning is doing to increase access to learning material and the way they have brought us all together from different parts of the world and it makes you see that in our own countries we can expand. The concerns are the same wherever you live and we are all involved in empowering people through education. (Antigua & Barbuda)*
- *Hearing about the challenges that other people experience and how they work through them is a very empowering experience. (Antigua & Barbuda)*
- *For me the meeting was very, very useful. Having met different people from different regions with different skills and different experiences is something you cannot really buy. If you listened to my presentation I talked about integration of tertiary education and people came and said they had similar experiences. It is the beginning of a very good kind of relationship as far as education is concerned. (The Gambia)*
- *People are seeing the TQF as a business opportunity to have the branding of TQF on their qualifications. If we develop a program and mention having it on the TQF, they would say yes, we want it. It is because of the credibility. And they will be seen as an international training provider. (Mauritius)*
- *We have benefited from the ICT skills that can be used for program development. We are also benefiting in the sense that the entrepreneurship program has had a lot of input from other small states and we are now taking what has been developed and we are adopting it as a bridge in our business management curriculum. And that material is being used to develop a certificate in business management. So we are getting what I actually said to the Minister we should get: skills and access to a wide variety of programs. (Botswana)*
- *I think VUSSC is the way to go for small states. I don’t have a problem with the big nations of the Commonwealth participating in the process but I think they should*

understand the history of VUSSC. It was small states feeling totally disenfranchised. Feeling that they were not playing a significant role in the trading of knowledge, creation of knowledge and exportation of knowledge from their countries. They decided they should come together and contribute as equal partners to the expansion of the frontiers of knowledge.... Ultimately other countries that are members of the Commonwealth will benefit from that which we have created. And that is what you want to do – you really want to feel you are contributing to the development of humanity generally and across the world. VUSSC is the springboard. (Botswana)

- *What VUSSC has enabled us to do – because of the collaboration it has helped us to develop a kind of reservoir of resource personnel in particular skill areas within the country, persons we can draw on from time to time to deliver the training. (Jamaica)*
- *VUSSC is a good approach because given the scarcity of resources and because most of us are poor countries, no one country could do it individually, but with the pooling of resources I am pleased that countries are getting from this kind of a program the kind of help that will assist in moving forward in human capacity building. It might seem small now but it is a ripple effect and one person will have an effect on the other and it keeps going. (Jamaica)*
- *I wish VUSSC well and that we continue to support its endeavors and that countries will continue to work together. It is a global village now so the needs are similar, with some idiosyncrasies. The more we share, the better it is in the long run. (Jamaica)*
- *VUSSC has inspired me to explore further how we proceed from here. I have started thinking that if we want to increase access to training and expansion of opportunities, then we will need a different model, like a blended approach. We can explore how VUSSC can move in trying to encourage institutions to start looking at blended approach. (Seychelles)*
- *The value of VUSSC for us is that it drives the whole development of ODL in Trinidad & Tobago. If we didn't have that sort of catalyst, it would have been difficult. It would have happened, but it would have been a longer process. (Trinidad & Tobago)*
- *It's bigger than ODL. It's the whole notion of ICTs in education. So as we are now moving into implementation phase, we can use all of the participants in the VUSSC Bootcamps as ambassadors, really, to sell the whole notion of web 2 technologies, wiki – people now speak about Wikieducator, people speak to some of the things that we learned in VUSSC. (Trinidad & Tobago)*
- *VUSSC has shone a light on the work that we had wanted to do and more than we had thought we would be able to do. It has kind of facilitated us, increased our capabilities and capacities, and the work that we are doing now is moving forward and we're spreading it among the key stakeholders in our ministries and hopefully beyond, regionally. (Trinidad & Tobago)*

- *VUSSC has given us leverage which we would not have had if it didn't exist. And I think that is a platform in which we now feel confident to move forward to do the things that we were hoping to do but with the, sort of, wider Commonwealth support, we feel we have that confidence to do it and have the initiative recognized and accepted. (Trinidad & Tobago)*
- *As a result of VUSSC, people are much more exposed and appreciative of the possibilities that are there for online teaching, if you will – educating people. (Belize)*
- *VUSSC is the best opportunity we have ever had to be able to come together as a Commonwealth. A lot of these countries, I would never have known – not even by name – if it hadn't been for VUSSC....VUSSC has brought together people in a new way and not just any people, but people who are involved in education and people who have a drive to see their people become better. I'm listening to things at VUSSC from people who are in education who are having the same troubles I'm having even though we are so many miles apart. I'm listening to people speak in a language I know. Different accent, but the same language. And I'm hearing that there are things that they can do or have done that I have even not thought of or have thought of and thought it couldn't happen. So, I see every reason now to attempt it again. Even if it had failed once before, it worked somewhere in the world, so it can work for me. So the whole idea of VUSSC gives one a sense that you can. So it is very positive. (Belize)*
- *TQF for me is an exciting venture. I just get real excited about it actually because I want to see the whole gamut of things. I want to see national and regional. I feel that it is still a little bit early to really say just how well this will work. But I am really very positive about it. I really feel that having it come from this angle, where there is a sort of an umbrella framework, we will be able to approach the government and we're saying "Come on now, if it's done at this level, can we not do it? Can we not do something regional?". So I'm – that excites me. (Belize)*
- *The Bootcamp made a tremendous difference to me. Just knowing that I'm not fighting out there alone. And when I think that I'm really at the very bottom, somebody's out there who can tell me, "listen, this is what you do now to move on". (Belize)*
- *VUSSC is a good thing because it will mean increased access and increased participation. It will help engage the students at more levels. (St Kitts & Nevis)*
- *I think VUSSC has helped me to focus. And not only me. Without VUSSC we would not have had that influence at the College level. With VUSSC, we have realized the place of technology in education. VUSSC has pushed us in that direction. (St Kitts & Nevis)*
- *I am feeling very positive about VUSSC. I think it is a wonderful opportunity for us to collaborate and bring education where it is in other parts of the world and make it more accessible and really help our people to develop. VUSSC is something we should really push as a Commonwealth region. If we get it right in the next couple of years we will be amazed at the results. I think we are on the right track. (St Kitts & Nevis)*

- *Possibilities. That is the word to describe what I have got out of this. There are so many possibilities from VUSSC. For me personally, for my school, for my country, for my region, globally. The perspective has gone from the classroom to global now. (The Bahamas)*

Interlocutor Interviews - Suggestions & Concerns

- *My recommendation is don't let go so soon. You know, we're just getting on our feet. We need the funding to keep meeting and sorting ourselves out. Basecamp has been really great, it could become even better in whatever way, but ... It's the first time I've actually seen something work well on a virtual sense where everybody is really in tune even though they're physically apart. And we could continue that and improve that more. Especially when it is definite that we can't continue to get funding to meet all the time. So my recommendation would be that I think it's a worthwhile project to keep supporting for a little bit longer just so that we can get that executive stabilized and sorted and get our communication lines strengthened so that we don't get lost in cyberspace. (Samoa)*
- *How else can we strengthen the work of VUSSC? I think I just need to focus a little bit more and let it be very much a part of our work plan and I need have this very clear in my mind that this is a very definite responsibility. I need to take this on as a personal responsibility and share the vision with other persons in Antigua. (Antigua & Barbuda)*
- *The WikiEducator is one tool that people find very frustrating in the sense that they have to have access to Internet. Even in the university it is hard to have access let alone the smaller institutions. (Lesotho)*
- *The other thing is we need to develop the capacity to develop courses in a short space of time. We have persons who have been working 25 years and they can't go any higher and they are almost like white elephants in companies and because of strong labour code you are really stuck with them. And agencies come to us and ask could you run a course on XYZ and we would like to be a little bit more versatile and to be in a state of readiness to handle those situations. (Antigua & Barbuda)*
- *I really think that the way forward for our little group is to ensure that all the people from the Bootcamps are fully engaged. And we have said how we can arrange that. But the truth is some of that is easier said than done. They are the best people to go to the Bootcamp but there is a lot of difficulty in reducing the workload. That is also a challenge I have. I would have control over those working in the college but I would have less control over those working in other agencies. So far I have not been able to get the other agencies to send somebody. Small can be beautiful but small can be challenging. (Antigua & Barbuda)*
- *Because you know for doing the VUSSC work, you need to have some time to do the other VUSSC activities. And for us, we have a full-time job which takes most of your time and you really cannot build in the VUSSC activities. So something else has to go or else you have to work after hours to make sure that you catch up. So it's been hard*

work for the people that have to, who are doing extra hours to try and cope with their job and also try to cover the VUSSC activities....The solution would be ... well, you know, with limited funds in our countries, it's extremely difficult to put just a post for VUSSC. It's difficult. So, one would hope you would get additional posts and for each post, build a VUSSC task. (Swaziland)

- *Running a workshop back home you need some finances. You invite people from different regions and there has to be transport fare and you have to give them lunch. I don't think these costs have been budgeted for them. That is one area VUSSC would have to look into – to make available some small budget for this kind of thing. (The Gambia)*
- *We have changed Interlocutors about three times. I think there is a need for us to have continuity. Even if one person is leaving, the person who is coming over needs continuity. (The Gambia)*
- *I think VUSSC is moving in the right direction. There is no doubt about it. But there is a variation of the small states. Some states are advanced in terms of technology and some are backward so it is very difficult to generalize in terms of support. Sometimes think how we can do some variations in our support. While other places can train people in Wikipedia and immediately they can see it and start working. In our case, the infrastructure is not at that level. (Papua New Guinea)*
- *What about what we are doing individually? If we can post them on Basecamp and that will encourage others. I can see what Samoa is doing and Samoa can see what I am doing. Maybe from that I can pick up something. Or I can send an email and ask for how they doing something and maybe I can do it here. So that is the way we can learn from each other. So we should use more Basecamp posting our activities and what we are doing from time to time. That would be very helpful. (Papua New Guinea)*
- *I think in general, we have to work real hard in trying to get the institutions integrated into the whole VUSSC concept and program. What I've noticed here, from the meetings we attend, where there are people who are in VUSSC that are also either in leadership positions in those institutions, those institutions are moving, they're involved, they're getting their courses developed and ... because there is somebody from the institution that is an integral part of what's going on here. I would suggest that we start inviting the institution representative, whoever that may be, as an integral part of these meetings. [When the interlocutor is a ministry person, there should be another person involved from an institution.] (The Bahamas)*
- *There is one thing that is worrying me about VUSSC: the rate at which we are developing new programs. We have to find ways of expediting program development. Institutions should come with programs that they have in place such that Basecamp could be then be used to contextualize programs that exist towards meeting whatever criteria we decide because it would be part of TQF. We need a wide variety of programs because then fledging institutions will have the opportunity to go in there and work on programs. This could open up opportunities for cross border education*

provision among the small states. There are so many benefits and the benefits outweigh the costs by far. If we each one of us could commit to donating more courses, we would have a wide variety of programs. The Management Committee should form a sub-committee that deals with program development. I am not in any way undermining the progress we have achieved so far. (Botswana)

- *We have talked about VUSSC management. I am not 100% convinced that this will ensure the sustainability of VUSSC. COL has to do something to make sure what we started doesn't dissolve. The management of VUSSC is a good idea but we need something even more proactive. Different strategies at a higher level will also be needed. Paul has been doing a wonderful job in getting this happening and working. We know that soon there will be turnover and that could change everything. Paul has been really instrumental in getting VUSSC going. (Seychelles)*
- *Before we came to this session, we met with Bootcampers and some of the issues that were being raised concerned how do they manage their workloads within their existing jobs, and also do more work for the open-content sort of environment. And that's something that we have to address doing VUSSC because these people still have to do their work plans and their work activities, and still see how they can build communities of practice and develop online content. So those are some of the challenges that we do face in Trinidad & Tobago, especially small states in particular, as we go forward. (Trinidad & Tobago)*
- *There is, through VUSSC though, a sort of a nagging question about ownership because VUSSC promotes the open source type of thing. You know, whatever you've created becomes everybody else's property to use – at least to use, maybe not to duplicate and maybe not whatever, but they can have it. And the question that keeps on returning is “what does that mean for me since I worked so hard on it?” (Belize)*
- *I would like to suggest that COL does not ever allow it's new role - with the management team and COL being sort of facilitator - that they would never allow their new role to keep them in any way less visible. Not just associated – I want to say visible - because I think that it is one of the few opportunities when we have seen people from developed countries working in tandem with people from developing countries and underdeveloped countries. It is one of the few times when all of these people are common. And so if COL does not keep that focus, see because, we could lose that totally. (Belize)*
- *I think we are going in the right direction with the Management Board. I think it would be good if we were to develop some sort of regional forum. It is good to have a general Basecamp but it would work better for us if we could have an online forum for the interlocutors of the region to interact. Be a little more proactive regionally. (St Kitts & Nevis)*

Bootcamp Participants - Survey Responses

- When participants were asked about their reaction when they first discovered they would be coming to the Bootcamp, they remembered feeling mostly excited, happy, and curious.
 - *Hoping to gain skills and get to know more people.* (Lesotho Workshop participant)
 - *Why me? However after I began receiving more information about VUSSC and its objective, I became excited, because I'm involved with distance learning back [home], and looked forward to seeing what more I could learn.* (Bahamas Workshop participant)
 - *Very keen, as I viewed it as a sharing of experience with countries of similar background (small states) but dispersed across the globe.* (Maldives Workshop participant)
- In the early years (up until 2008), some participants had not previously heard of the term “bootcamp” being used for immersion training or felt a bit unsure of their background knowledge about VUSSC and COL. This did not seem to be an issue for the participants of the last four Workshops, suggesting increasing awareness of VUSSC and COL in the participating countries.
- Before coming to the Bootcamp, participants had varying levels of confidence with using a computer. On a 5-point scale where “5” is “very confident” and “1” is “not at all confident”, the group average confidence ratings ranged from 3.47 (Seychelles Bootcamp) to 4.60 (Lesotho Bootcamp).
- The percentage of Bootcamp participants who knew people in their home country that had attended a previous Bootcamp ranged from 33% in the Maldives Bootcamp to 100% in the Lesotho Bootcamp.
- Participants in the Singapore Bootcamp gave very positive feedback in the onsite survey. Particularly high ratings were given in the following categories (agreement statements):
 - *The program is relevant to my work (60% strongly agree, 40% agree)*
 - *What I learned in the course can be applied in my organization (60% strongly agree, 40% agree)*
 - *There were good interactions between the trainers and the participants. (60% strongly agree, 40% agree)*
 - *The organizations we visited showcased good examples and practices in education. (72% strongly agree and 24% agree)*
- Participants in the Singapore Bootcamp also commented on the high quality of training provided by the host organization and COL.
- Participants in Bootcamps were generally very satisfied with the travel arrangements, the training facilities, and the training during the Bootcamp. Bar graphs summarizing satisfaction ratings from the Bootcamps are in the Appendix.
- The participants provided suggestions for improving the Bootcamp experience. These include: having more time and support from their own organization before the Bootcamp to be able to spend time preparing, ensuring access to the Internet at the

hotel for continued work on course materials after training hours, allowing more time for practice and feedback (less presentations), focusing on using templates earlier in the workshop, more practice in using the ODL template, getting up to speed with Basecamp before the Bootcamp, seeing a visual example of what the final/completed course document should look like, ensuring access to online library resources, being asked to research and bring resource materials from their home country to the Bootcamp (start working on the material prior to the Bootcamp), screening applicants for their ability to work in teams (not just for academic credentials), and providing per diems (reduced amount: 25%) for local participants too.

- The Trinidad and Tobago Bootcamp participants rated the effectiveness of the Bootcamp in achieving the following goals.

Trinidad and Tobago Bootcamp	Not at all effective ←→ Very effective					AVG	#
	1	2	3	4	5		
Create an ongoing community of practice	0% (0)	0% (0)	21% (4)	16% (3)	63% (12)	4.42	19
Produce collaborative courseware in Life Skills	0% (0)	0% (0)	16% (3)	32% (6)	53% (10)	4.37	19
Increase the likelihood of additional courses being offered at home	0% (0)	0% (0)	11% (2)	47% (9)	42% (8)	4.32	19
Build capacity in use of collaborative authoring tools	0% (0)	0% (0)	21% (4)	47% (9)	32% (6)	4.11	19
Increase confidence in computer use	0% (0)	5% (1)	11% (2)	53% (10)	32% (6)	4.11	19
Build capacity in ODL instructional design	0% (0)	0% (0)	21% (4)	63% (12)	16% (3)	3.95	19

- The Samoa Bootcamp participants rated the effectiveness of the Bootcamp in achieving the following goals.

Samoa Bootcamp	Not at all effective ←→ Very effective					AVG	#
	1	2	3	4	5		
Increase the likelihood of additional courses being offered at home	0% (0)	0% (0)	0% (0)	47% (7)	53% (8)	4.53	15
Build capacity in use of collaborative authoring tools	0% (0)	0% (0)	13% (2)	33% (5)	53% (8)	4.40	15
Create an ongoing community of practice	0% (0)	0% (0)	7% (1)	53% (8)	40% (6)	4.33	15
Other	0% (0)	0% (0)	0% (0)	71% (5)	29% (2)	4.29	7
Increase confidence in computer use	0% (0)	0% (0)	7% (1)	67% (10)	27% (4)	4.20	15
Build capacity in ODL instructional design	0% (0)	0% (0)	33% (5)	33% (5)	33% (5)	4.00	15

Samoa Bootcamp	Not at all effective ←→ Very effective					AVG	#
	1	2	3	4	5		
Produce collaborative courseware	0% (0)	7% (1)	21% (3)	43% (6)	29% (4)	3.93	14

- The Seychelles Bootcamp participants rated the effectiveness of the Bootcamp in achieving the following goals.

Seychelles Bootcamp	Not at all effective ←→ Very effective					AVG	#
	1	2	3	4	5		
Other goals*	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)	4.50	2
Produce collaborative courseware in Fisheries	0% (0)	0% (0)	24% (4)	47% (8)	29% (5)	4.06	17
Increase confidence in computer use	6% (1)	6% (1)	18% (3)	41% (7)	29% (5)	3.82	17
Increase the likelihood of additional courses being offered at home	0% (0)	6% (1)	35% (6)	35% (6)	24% (4)	3.76	17
Create an ongoing community of practice	0% (0)	6% (1)	47% (8)	24% (4)	24% (4)	3.65	17
Build capacity in use of collaborative authoring tools	0% (0)	18% (3)	29% (5)	35% (6)	18% (3)	3.53	17
Build capacity in ODL instructional design	12% (2)	18% (3)	41% (7)	24% (4)	6% (1)	2.94	17

* “Other goals” suggested by participants included learning about copyright issues, expanding understanding about ODL, building awareness of appropriate language for distance education, learning about authoring tools, and applying Bloom’s Taxonomy to instructional design.

- The Bahamas Bootcamp participants rated the effectiveness of the Bootcamp in achieving the following goals.

Bahamas Bootcamp	Not at all effective ←→ Very effective					AVG	#
	1	2	3	4	5		
Produce collaborative courseware related to the Construction Industry	0% (0)	0% (0)	23.8% (5)	38.1% (8)	38.1% (8)	4.14	21
Increase the likelihood of additional courses being offered at home	0% (0)	4.8% (1)	23.8% (5)	33.3% (7)	38.1% (8)	4.05	21
Create an ongoing community of practice	0% (0)	0% (0)	19% (4)	57.1% (12)	23.8% (5)	4.05	21
Increase confidence in computer use	4.8% (1)	4.8% (1)	14.3% (3)	47.6% (10)	28.6% (6)	3.90	21
Build capacity in ODL instructional design	0% (0)	0% (0)	33.3% (7)	42.9% (9)	23.8% (5)	3.90	21
Other goals*	0% (0)	0% (0)	37.5% (3)	37.5% (3)	25% (2)	3.88	8

Bahamas Bootcamp	Not at all effective ←→ Very effective					AVG	#
	1	2	3	4	5		
Build capacity in use of collaborative authoring tools	0% (0)	4.8% (1)	28.6% (6)	47.6% (10)	19% (4)	3.81	21

* “Other goals” suggested by participants included passing new skills on to workmates, increasing awareness of COL and related new opportunities, and networking with fellow country delegates.

- The second Samoa Bootcamp (2009) participants rated the effectiveness of the Bootcamp in achieving the following goals.

Samoa 2009 Bootcamp	Not at all effective ←→ Very effective					AVG	#
	1	2	3	4	5		
Other goals*	0% (0)	0% (0)	0% (0)	44.4% (4)	55.6% (5)	4.56	9
Increase the likelihood of additional courses being offered at home	0% (0)	0% (0)	5% (1)	35% (7)	60% (12)	4.55	20
Produce collaborative courseware related to the Transportation & Logistics – Stevedoring industry	0% (0)	0% (0)	15% (3)	30% (6)	55% (11)	4.40	20
Build capacity in ODL instructional design	0% (0)	0% (0)	25% (5)	35% (7)	40% (8)	4.15	20
Increase confidence in computer use	0% (0)	0% (0)	30% (6)	30% (6)	40% (8)	4.10	20
Create an ongoing community of practice	0% (0)	0% (0)	27.8% (5)	38.9% (7)	33% (6)	4.06	18

* “Other goals” suggested by participants included sharing individual cultural knowledge and experiences, bringing together resource personnel from different fields, and opening up another door for international collaboration among the small states of the Commonwealth.

- The Maldives Bootcamp participants rated the effectiveness of the Bootcamp in achieving the following goals.

Maldives Bootcamp	Not at all effective ←→ Very effective					AVG	#
	1	2	3	4	5		
Produce collaborative courseware related to Agriculture and Agro-Industry	0% (0)	0% (0)	6.7% (1)	40% (6)	53.3% (8)	4.47	15
Create an ongoing community of practice	0% (0)	0% (0)	20% (3)	46.7% (7)	33.3% (5)	4.13	15
Other goals*	0% (0)	0% (0)	16.7% (1)	66.7% (4)	16.7% (1)	4.00	6
Increase the likelihood of additional courses being offered at home	0% (0)	6.7% (1)	20% (3)	46.7% (7)	26.7% (4)	3.93	15
Increase confidence in computer use	0% (0)	14.3% (2)	21.4% (3)	42.9% (6)	21.4% (3)	3.71	14

Maldives Bootcamp	Not at all effective ←→ Very effective					AVG	#
	1	2	3	4	5		
Build capacity in ODL instructional design	0% (0)	13.3% (2)	26.7% (4)	46.7% (7)	13.3% (2)	3.60	15

* “Other goals” suggested by participants included creating applicable content in line with existing need, reviewing draft of entire course, doing research on the Internet, and creating team spirit.

- The Lesotho Bootcamp participants rated the effectiveness of the Bootcamp in achieving the following goals.

Lesotho Bootcamp	Not at all effective ←→ Very effective					AVG	#
	1	2	3	4	5		
Other goals*	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	5.00	3
Increase the likelihood of additional courses being offered at home	0% (0)	0% (0)	50% (5)	30% (3)	20% (2)	3.70	10
Create an ongoing community of practice	0% (0)	0% (0)	44.4% (4)	44.4% (4)	11.1% (1)	3.67	9
Produce collaborative courseware related to Business and Entrepreneurship	0% (0)	20% (2)	40% (4)	30% (3)	10% (1)	3.30	10
Build capacity in ODL instructional design	0% (0)	30% (3)	50% (5)	10% (1)	10% (1)	3.00	10
Increase confidence in computer use	11.1% (1)	22.2% (2)	44.4% (4)	11.1% (1)	11.1% (1)	2.89	9

* “Other goals” suggested by participants included collaboration among institutions in small states, course to be offered at home, level of commitment leading to production of high quality courseware.

- Participants commented on the effectiveness of the Bootcamp and what they liked best about the experience. Illustrative quotes from various Bootcamps are below.
 - *Well worth the time, energy, and other resources expended. Time well spent!*
 - *Helped me individually in my confidence to develop materials. A 360 degree turnaround in my confidence in the use of WikiEducator, not like the level I was before arriving here. Now I can work together with my colleague who attended the second Bootcamp in materials development. A first class hands-on training on Life Skills issues.*
 - *It definitely built on capacity. Amazing links with like-minded people who can help in other spheres.*
 - *The opportunity to learn and be part of something quite innovative that promotes quality learning for everyone. This is the epitome of collaborative work.*
 - *An overall productive workshop, my expectations have been realized, for someone from and working in a resource poor institution, this form of interactive and shared learning goes a long way in delivering quality and relevant courses for online and face-to-face students. The “other” part of this workshop which I think is very*

successful is the fellowship with other participants and learning their cultures and appreciating it.

- *In the process of documenting information to enrich prospective learners, I also enhanced my own knowledge base, especially in areas that are outside of my direct job experience. I also formed a bond with other disaster management professionals and educators across the Commonwealth and developed even higher levels of respect for cultural diversity.*
- *COL did all that was necessary for me to have had a great workshop.*
- *The opportunity to learn from each other and to work on developing a new degree that is relevant and timely.*
- *At the end of this workshop, I'm able to now: prepare an ODL material, put the materials into the template, make the ODL materials more effective as the learner reads it by the computer skills that I've learned, and [take a] leadership role.*
- *The professionalism displayed by the instructors (in how they went about introducing and imparting the knowledge) and participants (how they dedicated themselves to ensuring that the task was completed by the end of the workshop).*
- *Fruitful in terms of network of people, acquiring knowledge on ODL, sharing teaching/training experience and enhancing technological knowhow.*
- *It was a very valuable learning experience. It was the first time that I've been in a forum with people from different nationalities. Apart from learning about construction practices in their respective homelands, we learned about each other personal lives, and country's culture.*
- *The materials supplied for ODL for the workshop facilitated our understanding on open distance learning and this could help us to design and build up skillful capacity in our various units in our respective countries. The various websites could be of immense importance and resourceful to our various disciples and this could further broaden our knowledge in that direction.*
- *I think this workshop has helped a lot to bring network and collaboration between the participants and I think the collaboration I saw between us will continue even while we are in different countries.*
- **Participants commented on what parts of the program were the most beneficial and what skills and new understandings had been acquired. Illustrative quotes from various Bootcamps are below.**
 - *All parts of the program were beneficial. I found some of the new skills were totally new to me. Even if it was not that new, I found myself helping others and that benefits both me and my college. We learned from each other and that helped me recall and retain the Wiki skills.*
 - *The group work and peer review because I was able to learn from others and the feedback contributed to improvement and quality.*
 - *Skills and knowledge acquired will enable me to perform efficiently and effectively in my organization. Institutional visits and excursions were very helpful and enabled me to gain more insight and reflect on our organizations - not only entertaining but also educational.*

- *Leadership skills...learning to be patient and provide support for people who are on your team and give them opportunities to utilize their strengths and talents and help them to get involved and own the process.*
- *I'm more positive and mature. I can work with people on a collaborative nature, whereas before, I was more of an individual-oriented worker.*
- *I have a more global perspective and appreciation for the things that I have in common with people from other countries, the ways we are different and our potential for helping move each other forward.*
- *The collaborative aspect and interaction with people from many different backgrounds. The second aspect that pleased me was the opportunity to produce a joint document using ICT approaches.*
- *Meeting people from different countries and yet work together as one team and be able to prepare learning materials that will help other people.*
- *I got several new ideas that I can use to improve on-line and ODL materials at my institution. The hosts were very helpful and attentive. The camaraderie was great.*
- *I have improved on my "course writing" skills. Previously, I wrote in-house training programs for my organisation. I have also improved with actual use of the computer.*
- Participants described a variety of skills that they had acquired during the Bootcamp. The new skills include: writing skills, developing online and distance course materials, doing research on the Internet, understanding copyright issues and terms, using the COL ODL template, using WikiEducator, SurveyMonkey, Basecamp, GIMP, Google Docs, and PowerPoint.
- Participants generally felt confident about teaching their new skills to others when they returned to their countries. Some participants also anticipated getting assistance from other members in the group if they encountered any difficulty.
 - *I believe that I would be able to assist with course development and guide others in doing the same.*
 - *I will teach everything I've learned; the entire process.*
 - *I feel I can teach the "preparation of ODL learning material" though I think I would be continuing to learn at the same time.*
- Participants commented on whether they felt they had changed personally as a result of the Bootcamp experience. Many participants noted that they had changed, mostly related to increased confidence from new knowledge and skills, and also related to new understandings about working with other people and appreciating other cultures. Illustrative quotes from various Bootcamps are below.
 - *I got to appreciate more cultures of the other small states and realize how similar we are and how much we can work together.*
 - *More patient and tolerant of individual different way of thinking, talking, and doing the same thing so becoming a better leader in diverse group setting.*
 - *I feel a lot more confident as I have now learnt a new aspect of curriculum development in a practical rather than a theoretical way.*

- *I have learnt from other participants and this is a big boost in my career.*
 - *I have not changed but my view of some of the universal traits of human beings has been enhanced. For example, the friendliness and willingness to work towards a clear goal. I think we were all committed to finishing this course well.*
 - *I have a reinforced appreciation for different cultures.*
 - *More excited than is possible to explain. This workshop has given me added confidence and self esteem as an educator in a small state.*
 - *Yes, accepting views and ideas from other participants.*
- One participant in the Singapore Bootcamp provided some inspiring comments about a changed perspective in the responses to the follow-up survey:
 - *I have been able to see new possibilities and change my paradigm about open content. I don't think before being a participant of this I would really have considered just putting content online for anyone to use and change. Now, having done the workshop my perspective has changed. Now I see that **I can move from providing training for a few persons in my country or becoming a teacher of many, across nations.** I have gained new skills, a new perspective, a vision of what is possible and how limitations of size, money and distance can be overcome if people are willing to work together and share resources. I am very glad that I was able to do all of this in Singapore too because I can relate to their size and I see that they have been able to accomplish.*

5.2 Achievement of Intended Outputs/Outcomes

Data related to the achievement of intended outputs and outcomes was gathered from the Education Specialist at COL (regarding progress across all areas of VUSSC), the VUSSC database (participation in VUSSC events), VUSSC website (availability of courses, number of website visitors), and VUSSC participants (Bootcamp exit surveys, follow-up surveys and M&E survey administered online in May 2009 to all VUSSC participants).

Participation - VUSSC Events, Website, and Facebook

The table below shows the number of attendees from each country (including people who participated in more than one event, and including people from non-VUSSC member countries, such as France). Out of the top ten countries, not surprisingly the first seven are the countries where Bootcamps have been hosted. VUSSC events include the Bootcamps, planning meetings, TQF meetings, and Interlocutors meeting. The total number of attendees at VUSSC events to date is 474. More detail on the nature of participation by each VUSSC country can be found in the Monitoring & Evaluation matrix at the end of this section.

Participation in VUSSC Events

Country	Number of Attendees
Trinidad & Tobago*	36
Samoa**	35
Mauritius*	27

Country	Number of Attendees
Maldives*	23
Seychelles*	22
The Bahamas*	21
Lesotho*	21
Namibia	20
Jamaica	17
Swaziland	17
Tuvalu	16
Botswana	15
Barbados	14
Tonga	14
Belize	12
Dominica	12
St. Kitts & Nevis	12
Vanuatu	12
Papua New Guinea	11
The Gambia	10
Malta	10
St. Lucia	10
St. Vincent & the Grenadines	10
Antigua & Barbuda	9
Guyana	8
South Africa	8
Canada	6
Cyprus	6
Fiji	6
Grenada	6
Sierra Leone	5
Solomon Islands	5
Malaysia	4
Singapore*	4
The Comores	3
New Zealand	2
Brunei Darussalam	1
China	1
France	1
Israel	1
Kiribati	1
TOTAL	474

* Hosted Bootcamp ** Hosted 2 Bootcamps

The VUSSC website has a visitor tracker.⁹ To date, 136 different countries (2,809 unique visitors) have visited the site.

A Facebook page for VUSSC was set up early in 2011. There are currently 42 “Likes” for the page.

Transnational Qualifications Framework - Progress

The Transnational Qualification Framework (TQF) was finalised and launched at two COL/UNESCO workshops in South Africa (April 2010) and Namibia (May 2010). Three countries - Seychelles, Mauritius and Malta - have referenced their National Qualifications Framework to the TQF. All countries that were present for the Malaysia TQF (July 2010) meeting agreed to implement the TQF.

VUSSC Courses and Resource Materials

Course materials developed in the Bootcamps and additional VUSSC courses are becoming increasingly available: eight courses developed through VUSSC are now available as eLearning courses. Three other courses are also available for download from the VUSSC website. Eventually all courses will be converted to Moodle. The VUSSC portal also contains sets of resource materials – three sets are currently available for download and two more sets will be available soon.

Availability of VUSSC Courses and Materials

Course/Content/Category	Availability	
	For download	As an eLearning Course
Tourism 001 – Tour Guiding	Yes	Yes
Tourism 002 – Introduction to Sustainable Tourism	Yes	Yes
Tourism 003 – Sustainable Tourism in the Caribbean	Yes	Yes
AGRI 001 – Introduction to Agriculture in Small States	Yes	Yes
AGRI 002 – Sustainable Agriculture in the Small States	Yes	Yes
PD 001 – Facilitating Online Instruction	Yes	Yes
PD 002 – Instructional Design for Course Writers	Yes	Yes
IT 001 – Linux for IT Managers Course	Yes	Yes
Training Educators to Design and Develop ODL Materials	Yes	Soon
Disaster Management	Yes	Soon
Starting Your Own Business	Yes	Soon
Life Skills Development	Soon	Soon
Transportation & Logistics – Stevedoring,	Soon	Soon

⁹ VUSSC website: <http://www.vussc.info/>

Course/Content/Category	Availability	
	For download	As an eLearning Course
Business & Entrepreneurship	Soon	Soon
Resource Materials		
Introducing Distance Education	Yes	NA
Successful Project Management – Insights from Distance Education Practices	Yes	NA
ODL Practices in Southern Africa	Yes	NA
Introduction to Small Scale Fisheries Development	Soon	NA
Construction - Safety	Soon	NA

NA = not applicable

Three countries (one in each region) - Trinidad & Tobago, Seychelles and Samoa - will use and offer VUSSC courses by the end of 2011. In early 2012, Botswana, Lesotho, and Mauritius will also be using and offering VUSSC courses. Enquiries are already coming from students wanting to enroll in VUSSC, including from non-VUSSC countries such as Kenya and Ghana. It is anticipated that by January-February 2012, there will be a critical mass of 200-300 learners enrolled (ongoing rollouts). The number of learners will be limited only by the resources in each country to host and facilitate the VUSSC courses.

Participants - Post-Bootcamp Plans and Outcomes

- Participants articulated plans to complete their course material units, assist other groups in completing theirs, conduct short workshops for colleagues in their home institution, set up a steering committee for integration in the curriculum, train colleagues who will be attending future Bootcamps, include the work of the Bootcamp into one's own work plan, present a report to the Ministry, and begin the process of exploring how to get the course accredited. Additional plans included bringing members of staff up-to-date, looking at avenues to implement and offer program at home once completed, meeting with institutional representatives and making proposals for new online programmes, and keeping in touch with COL and other Bootcamp participants in order to contribute to the final course document. Illustrative quotes from various Bootcamps are presented below.
 - *My plan is to conduct a 5 day workshop in the faculty, to teach the basic features of all what I have learned from the Bootcamp.*
 - *Once the COL has made available the document then I will be convening a meeting with the Centre of Excellence for Advanced Technology in Agriculture (CEATA, Jamaica) to see how best this course will fit and the institution (s) that is most appropriate for delivering the course.*
 - *In reporting about the workshop, I shall organise a seminar with members of staff to share with them the course material and the method of doing the job.*
 - *My plan is to sell the idea to stakeholders to promote awareness on what we are doing.*

- *Sensitize people about the works of COL, VUSSC in the region, and among the small island states.*
- *Have the NQF in place first, then link up to TQF. Meanwhile I can propose to institutions the VUSSC Webpage for possibility of linking up.*
- *Reviewing our NQF based on VUSSC TQF.*
- *It is my hope that via VUSSC and the VUSSC trained personnel we can develop a unit with in the public university that can become an advisory unit on online and distance education for the country.*
- Some challenges that the participants are likely to face after the Bootcamp revolve around the following issues:
 - *Resources* - lack of technical (insufficient availability of computers, wireless networks, and bandwidth), financial and human resources and support in some member states
 - *Communication* - need for ongoing coordination and collaboration among interlocutors, implementers and course writers
 - *Support* - importance of policy makers giving concrete backing to the initiative
 - *Teamwork* - recruiting additional individuals to contribute to content development and course writing
- Participants in Bootcamps the identified specific challenges that they anticipated facing.
 - *Fluctuating electrical power. Limited IT hardware/software to schools. Professional development for educators/teachers.*
 - *The Bootcamp was useful for me but the poor access to Internet and the cost of using it is limiting the utilisation of the skills learnt.*
 - *To get all faculty to agree on this approach for collaboration and to set aside a period of time to collaborate on a face-to-face basis. Even if it is online, the times must be synchronized.*
 - *A lean budget of the Ministry related to training may be a major drawback.*
 - *There is still room for sharing of information and selling of the TQF before a full scale adoption can take place.*
 - *The continuation of the project will depend very much on the how COL can convince the governments to take the objectives seriously. How much money is the government prepared to spend on training. The support to train others. Participants being released from some of the present job responsibilities in order to take on the additional work loads.*
 - *Any planning that I were to do would be subject to both institutional authorities and governmental authorities at the Ministry of Education. Without their permission and support little would be accomplished or sustained. Their commitment is critical to further development and progress in the work of VUSSC.*
 - *The turf protection that agencies exhibit that prevents collaboration and cooperation for seamless information exchange and networking.*

- Participants were asked “If you are able to teach the skills & knowledge you have acquired at this Workshop to others in your country, what do you think the benefits will be for the education system?” Illustrative responses are presented below.
 - *It will assist in enhancing the business programmes already being offered.*
 - *Improve the quality of courses presently being offered. Also add courses being offered.*
 - *They will be able to produce effective training manuals for distance/open learning.*
 - *I think that these workshops are a great opportunity to contribute to expanding access to education. Distance education is an area that I intend to devote more time in the future.*
 - *It will take education to new boundaries because, at present, we do not have such a course being offered at any of our educational institutes. Additionally, if it is offered, it will assist in improving computer literacy levels among port employees and, by extension, the general population.*
 - *Well, it will save a lot of money in terms of taking people overseas for study or minimized scholarship scheme.*
 - *Preparing teaching material within the country should make it cheaper for the students to have books that are relevant and have their background in mind. There are also students who would like to continue their education while working or have other difficulties that would make it difficult for them to attend formal education institutions. This makes it easier to introduce ODL courses thus expand education accessibility.*
 - *I believe that the benefits to member countries involved in this workshop cannot be overstated. I sincerely hope that we can make a difference, first by exposing more and more people to the ODL template. I think that one of the challenges faced by tutors is developing a format to present their course. The ODL template takes care of this drawback. Once tutors are exposed to the ODL template, I believe that more and more tutors would be prepared to develop distant learning formats for their courses.*
 - *One of the drawbacks with courses offered by the Department of Continuing education at my place of work is that there must be a certain minimum number of students registered so that a course can be offered. This means that quite often courses cannot be offered. In addition the courses are offered in the evening. Most students who access those courses are working, and quite often their work schedule conflicts with their class timetable. Result is that after a while, some of them withdraw from the course. If these courses can be offered in distant learning format as well, it means that more courses and by extension more students are able to improve their education levels.*

- After the Bootcamp (approximately three months), most participants (86% of those who responded to the follow-up survey) said they are still in touch with other participants.
- Specific outcomes achieved by Bootcamp participants have included:
 - Building and participating in a community of practice
 - Dissemination through sessions with the Ministry and local institutions
 - Conducting workshops on elearning with colleagues
 - Improving existing course materials
 - Incorporating the new materials into training activities
 - Applying the skills learned to create new courses
 - Convening meetings related to the TQF
 - Implementing the process of accrediting the newly developed courses (e.g., Mauritius)
 - Convening meetings with institutions about offering TQF-certified, joint VUSSC courses, diplomas and degrees.
- In the VUSSC M&E Survey (2009), 44% (22 respondents) indicated they had conducted training or capacity-building workshops in their home country and 36% (18 respondents) said they hadn't yet, but still planned to. For example, one respondent was able to use VUSSC content to facilitate sessions every two weeks with an average of 25 trainees. Other respondents mentioned examples such as giving a workshop for 56 community college lecturers on distance education, and a workshop for 25 lecturers/tutors from the state college on developing and implementing online assessment. Challenges related to conducting the workshops included increasing work loads, changed jobs, and inadequate finances and interest by government.
- Based on feedback from the participants, it can be estimated that 80% of the participants have conducted workshops in their home country (or will soon) using VUSSC skills or content and that the average number of attendees (per participant) is 50. Therefore, a total of approximately 11,583 people - including the participants in Bootcamps (190) and the additional VUSSC courses (93) - have been trained/reached as a result of VUSSC.¹⁰
- Almost 70% of respondents to the 2009 M&E survey indicated that their institution has used the VUSSC course materials that were developed through the VUSSC Bootcamps and another 9.5% indicated that they had plans to use the materials. Some examples of how the course materials have been used are below.
 - *The Nurses Association had a retreat in 2008 and the material on leadership was used.*

¹⁰ This average is based on estimates given by Interlocutors. The total number of VUSSC participants in Bootcamps or additional courses is 283 (190 participants in Bootcamps and 93 in additional VUSSC courses). 80% of 283 is 226. Multiplying 226 by 50 additional people trained/reached equals 11,300 people. The total number of people trained (including the Bootcamp and course participants) would be 11,583.

- *We have used course material of disaster management when training district disaster management team, selected the unit that talks about disaster and technology.*
- *The revised material is placed in the National Disaster Preparedness Library for both members of staff at the island's disaster management agency and the general public to access.*
- *Where relevant, materials are used for training of course writers and tutors in the Open School programme. The Life Skills content will also be modified for use with Open School learners.*
- *We have used part of the Fish Processing and Conservation unit as reinforcement material for secondary school students who attended an introductory fish processing course at the Institute.*
- *Some materials developed during the bootcamp in the Seychelles have been added to the course being presently dispensed to fishermen. The template provided by COL would be used to develop a training course for fishmongers. Moreover, I am planning to develop short courses on the use of navigation and fishing equipment e.g use of the Global Positioning System, echo-sounders etc as many fishermen are making use of such equipment to increase efficiency using the template for ODL.*
- *The materials were used in a professional development workshop for starting the online development of course material and assessment tools.*
- *The materials from the bootcamp on Life Skills have been integrated in part into a face to face course. Students are directed to resources online. However, in-class face-to-face discussions continue to be the norm.*

5.3 Unexpected Outputs/Outcomes

The camaraderie and cultural appreciation dimensions of the Bootcamps have been unexpected, yet important, outcomes. They have led to increased cohesion and ongoing networking across the small states. The networking has been taking place through Basecamp and also more recently through Facebook. Prior to the Bootcamps, many of the participants did not have an email address and were not skilled in the use of any social media. Now, all the participants are active online (they were all set up on email at the Bootcamps and receive regular updates from COL).

Another unexpected outcome is the interest from institutions in using VUSSC courses in face-to-face offerings. Many institutions do not have the capacity (access to Internet) to deliver online. For now, print-based and face-to-face courses are more appropriate. Conversion to online courses will be a slow process, but it will happen.

Finally, VUSSC's relationship with the William and Flora Hewlett Foundation has led to increased interest in COL overall and to the possibility of leveraging further funding.

5.4 VUSSC Monitoring & Evaluation Matrix, by Country

VUSSC Country	CONTEXT		MONITORING AND EVALUATION FINDINGS	
	Population (2011 Est.) & Languages	Internet Users & % Population (Penetration)	VUSSC Activities & Outputs	VUSSC Outcomes & Impacts
<p>Antigua & Barbuda</p> <ul style="list-style-type: none"> • 9 attendees • 4 organisations 	<p>87,884 English, Creole (Eng)</p>	<p>65,000 46.0%</p>	<ul style="list-style-type: none"> • Participation in three Interlocutors Meetings (Jamaica 2006, London 2008 and Kochi 2010) • Participation in six Bootcamps (Singapore (2), Trinidad & Tobago, Bahamas, Samoa, and Lesotho) 	<ul style="list-style-type: none"> • Trained teachers to develop material for ODL in 3-day workshop (22 participants) • Plan to train all staff members responsible for a course at Antigua State College in developing materials for ODL • Workshop participants (teachers) became more “marketable” with skills in developing materials for ODL • Plan to integrate life skills materials into guidance counsellor work
<p>The Bahamas</p> <ul style="list-style-type: none"> • 21 attendees • 6 organisations 	<p>313,312 English</p>	<p>155,820 49.7%</p>	<ul style="list-style-type: none"> • Participation in two Interlocutors Meetings (Jamaica 2006 and London 2008) • Participation in Transnational Qualifications Framework Meeting (Singapore 2008, St Lucia 2009, Malaysia 2010 (2)) • Participation in six Bootcamps (Singapore, Samoa, Seychelles Bahamas (2), Maldives, Lesotho) • Hosted sixth Bootcamp (Construction Management) 	<ul style="list-style-type: none"> • Trained teachers (with the Ministry of Education) on disaster management • High School science teachers are collaborating on new modules for fisheries courses • Bootcamp participant (and Team Leader) entered a Ph.D. program in the UK in part as a result of confidence gained through VUSSC experience • VUSSC material integrated into the high school fisheries curriculum • VUSSC helped move along the whole notion of open and distance education at the post-secondary level • Anticipate that the Transnational Qualifications Framework will help get the National Qualifications Framework funded by government and

VUSSC Country	CONTEXT		MONITORING AND EVALUATION FINDINGS	
	Population (2011 Est.) & Languages	Internet Users & % Population (Penetration)	VUSSC Activities & Outputs	VUSSC Outcomes & Impacts
				<p>implemented</p> <ul style="list-style-type: none"> • Bootcamp participant (and Team Leader) won National Teacher of the Year Award (VUSSC leadership experience contributed to winning the award), April 2008
<p>Barbados</p> <ul style="list-style-type: none"> • 14 attendees • five organisations 	<p>286,705 English</p>	<p>188,000 65.6%</p>	<ul style="list-style-type: none"> • Participation in two Planning Meetings (Singapore 2005 and 2006 (4)) • Participation in two Interlocutors Meetings (Jamaica 2006 and London 2008) • Participation in three Transnational Qualifications Framework Meetings (Singapore 2008, St Lucia 2009 and KL 2010) • Participation in three Bootcamps (Mauritius 2006, Singapore 2007 and Maldives 2010) 	
<p>Belize</p> <ul style="list-style-type: none"> • 12 attendees • 4 organisations 	<p>321,115 English, Spanish, Creole (Eng)</p>	<p>60,000 18.7%</p>	<ul style="list-style-type: none"> • Participation in two Planning Meetings (Singapore 2005 and 2006 (2)) • Participation in two Interlocutors Meetings (Jamaica 2006 and London 2008) • Participation in four Bootcamps (Mauritius, Singapore, Trinidad & Tobago, and Samoa) • Participation in two TQF Meetings (St Lucia 2009 and KL 2010) 	<ul style="list-style-type: none"> • Orientation sessions conducted on VUSSC and ICTs • Tourist guides trained partly based on (inspired by) VUSSC materials (approximately 150) • Lecturers trained on ODL using VUSSC materials on the WikiEducator (16 participants from four faculties) Life Skills materials shared with Allied Health practitioners • VUSSC materials incorporated into two disaster management courses (f-2-f) • National Emergency Management

VUSSC Country	CONTEXT		MONITORING AND EVALUATION FINDINGS	
	Population (2011 Est.) & Languages	Internet Users & % Population (Penetration)	VUSSC Activities & Outputs	VUSSC Outcomes & Impacts
				<p>Organization in dialogue about using VUSSC materials</p> <ul style="list-style-type: none"> Developed four courses for teachers on using online resources and course development tools, ready for sharing across VUSSC Increased networking on a global scale
<p>Botswana</p> <ul style="list-style-type: none"> 15 attendees 5 organisations 	<p>2,065,398 Setswana, English</p>	<p>121,600 5.9%</p>	<ul style="list-style-type: none"> Participation in two Planning Meetings (Singapore 2005 and 2006) Participation in three Interlocutors Meetings (Jamaica 2006, London 2008 and Kochi 2010) Participation in two Transnational Qualifications Framework Meetings (Singapore 2008 and South Africa 2009) Participation in five Bootcamps (Mauritius, Singapore, Trinidad & Tobago, Seychelles, Bahamas) Bootcamp participants increased ICT skills Market survey conducted leading to plan for development of program in Environmental Education and Sustainable Development 	<ul style="list-style-type: none"> Insitution gained useful experience for operationalization of elearning Development of roadmap from Certificate Program to Masters Program in Environmental Education and Sustainable Development based in part on open educational resources, and to be part of VUSSC Using VUSSC material in Certificate in Business Management By January 2012 BOCODOL will be offering Bachelor's program in Business & Entrpreneurship using VUSSC courses (pilot, face-to-face)
<p>Brunei Darussalam</p> <ul style="list-style-type: none"> 1 attendee 1 organisation 	<p>401,890 Brunei Malay, English, Chinese</p>	<p>318,900 79.4%</p>	<ul style="list-style-type: none"> Participation in TQF Meeting (Singapore 2008) 	
<p>Cyprus</p> <ul style="list-style-type: none"> 6 attendees 	<p>1,120,489 Greek, Turkish</p>	<p>482,420 43.1%</p>	<ul style="list-style-type: none"> Participation in two Planning Meetings (Singapore 2005 and 	

VUSSC Country	CONTEXT		MONITORING AND EVALUATION FINDINGS	
	Population (2011 Est.) & Languages	Internet Users & % Population (Penetration)	VUSSC Activities & Outputs	VUSSC Outcomes & Impacts
<ul style="list-style-type: none"> 2 organisations 			2006) <ul style="list-style-type: none"> Participation in two Interlocutors Meetings (Jamaica 2006 and Kochi 2010) Participation in two Transnational Qualifications Framework Meetings (Singapore 2008 and KL 2010) 	
Dominica <ul style="list-style-type: none"> 12 attendees 3 organisations 	72,969 English, Creole (French)	27,500 37.7%	<ul style="list-style-type: none"> Participation in two Planning Meetings (Singapore 2005 and 2006) Participation in three Interlocutors Meetings (Jamaica 2006, London 2008 and Kochi 2010) Participation in three Transnational Qualifications Framework Meetings (Singapore 2008, St Lucia 2009 and KL 2010) Participation in two Bootcamps (Singapore and Maldives) 	
Fiji <ul style="list-style-type: none"> 6 attendees 3 organisations 	883,125 Fijian, Fiji Hindi, and English	146,100 16.5%	<ul style="list-style-type: none"> Participation in Transnational Framework Meetings (Singapore 2008, 2009 and KL 2010) Participation in TQF Management Committee Meeting (Vancouver 2009) 	<ul style="list-style-type: none">
The Gambia <ul style="list-style-type: none"> 10 attendees 4 organisations 	1,797,860 English	130,100 7.2%	<ul style="list-style-type: none"> Participation in two Planning Meetings (Singapore 2005 and 2006) Participation in three Interlocutors Meetings (Jamaica 2006, London 2008, and Kochi 2010) 	<ul style="list-style-type: none"> Increased networking

VUSSC Country	CONTEXT		MONITORING AND EVALUATION FINDINGS	
	Population (2011 Est.) & Languages	Internet Users & % Population (Penetration)	VUSSC Activities & Outputs	VUSSC Outcomes & Impacts
			<ul style="list-style-type: none"> • Participation in Transnational Qualifications Framework Meeting (Singapore 2008) • Participation in four Bootcamps (Mauritius, Singapore, and Samoa 2007 & 2009) 	
Grenada <ul style="list-style-type: none"> • 6 attendees • 3 organisations 	108,419 English	33,040 30.5%	<ul style="list-style-type: none"> • Participation in two Transnational Qualifications Framework Meetings (Singapore 2008 and St Lucia 2009) • Participation in Interlocutors Meeting (London 2008) • Participation in two Bootcamps (Singapore, Trinidad & Tobago, and Bahamas) 	
Guyana <ul style="list-style-type: none"> • 8 attendees • 3 organisations 	744,768 English	220,000 29.5%	<ul style="list-style-type: none"> • Participation in one Planning Meetings (Singapore 2005) • Participation in Transnational Qualifications Framework Meeting (Singapore 2008) 	
Jamaica <ul style="list-style-type: none"> • 17 attendees • 5 organisations 	2,868,380 English	1,581,100 55.1%	<ul style="list-style-type: none"> • Participation in two Planning Meetings (Singapore 2005 and 2006) • Participation in three Transnational Qualifications Framework Meeting (Singapore 2008, St Lucia 2009 and KL 2010) • Participation in one Interlocutors Meeting (London 2008) • Participation in six Bootcamps (Singapore, Trinidad & Tobago, Samoa 2007 and 2009, Bahamas, 	<ul style="list-style-type: none"> • Using VUSSC materials in Youth Counselling Centre • Developed in-country reservoir of resource personnel in particular skill areas • Conducting training seminar program to cascade VUSSC materials across teaching and guidance program • Working in collaboration with CKLN

VUSSC Country	CONTEXT		MONITORING AND EVALUATION FINDINGS	
	Population (2011 Est.) & Languages	Internet Users & % Population (Penetration)	VUSSC Activities & Outputs	VUSSC Outcomes & Impacts
			Maldives)	
Kiribati <ul style="list-style-type: none"> • 1 attendee • 1 organisation 	100,743 Kiribati, English	7,800 7.7%	<ul style="list-style-type: none"> • Participation in Interlocutors Meeting (Kochi 2010) 	
Lesotho <ul style="list-style-type: none"> • 21 attendees • 7 organisations 	1,924,886 Sesotho, English	76,800 4%	<ul style="list-style-type: none"> • Participation in two Planning Meetings (Singapore 2005 and 2006) • Participation in two Interlocutors Meeting (Jamaica 2006 and London 2008) • Participation in two Transnational Qualifications Framework Meetings (Singapore 2008 and South Africa 2009) • Participation in eight Bootcamps (Singapore, Trinidad & Tobago, Samoa 2007 and 2009, Seychelles, Bahamas, Maldives, and Lesotho) • Hosted ninth Bootcamp (Business & Entrepreneurship) 	<ul style="list-style-type: none"> • Trained teachers to develop material for ODL • Increased networking • Anticipate adapting business and entrepreneurship material
Maldives <ul style="list-style-type: none"> • 23 attendees • 8 organisations 	394,999 Dhivehi, English	107,460 27.2%	<ul style="list-style-type: none"> • Participation in two Planning Meetings (Singapore 2005 and 2006) • Participation in three Transnational Qualifications Framework Meetings (Singapore 2008, Vancouver 2009, and KL 2010) • Participation in two Interlocutors Meeting (Jamaica 2006 and Kochi 2010) • Participation in eight Bootcamps 	<ul style="list-style-type: none"> • Bootcamp participants have used the skills learned in preparing ODL materials for local courses (e.g. human resource management course and early childhood education diploma) • Courses using VUSSC materials are at the approval stage; once approval from the Maldives Qualifications Authority is granted, the courses will be offered • 25 practitioners attended capacity

VUSSC Country	CONTEXT		MONITORING AND EVALUATION FINDINGS	
	Population (2011 Est.) & Languages	Internet Users & % Population (Penetration)	VUSSC Activities & Outputs	VUSSC Outcomes & Impacts
			(Singapore, Trinidad & Tobago, Samoa 2007 and 2009, Seychelles, Bahamas, Maldives, and Lesotho) <ul style="list-style-type: none"> Hosted eighth Bootcamp (Agriculture & Agro-Industry) 	building workshops based on skills learned through VUSSC <ul style="list-style-type: none"> Further cascading events planned for local participants
Malta <ul style="list-style-type: none"> 10 attendees 3 organisations 	408,333 Maltese, English	240,600 58.9%	<ul style="list-style-type: none"> Participation in two Planning Meetings (Singapore 2005 and 2006) Participation in two Interlocutors Meetings (Jamaica 2006 and London 2008) Participation in Transnational Qualifications Framework Meeting (Singapore 2008 and South Africa 2009) Participation in two Bootcamps (Mauritius and Singapore) 	<ul style="list-style-type: none"> Referenced the Malta National Qualifications Framework to the TQF
Mauritius <ul style="list-style-type: none"> 27 attendees 10 organisations 	1,303,717 English	290,000 22.2%	<ul style="list-style-type: none"> Participation in one Planning Meeting (Singapore 2006) Participation in three Interlocutors Meetings (Jamaica 2006, London 2008 and Kochi 2010) Participation in four Transnational Qualifications Framework Meetings (Singapore 2008, South Africa 2009, Vancouver 2009, and KL 2010) Hosted first Bootcamp (Tourism and Entrepreneurship) Participation in eight Bootcamps (Mauritius, Singapore, Samoa, Trinidad & Tobago, Seychelles, 	<ul style="list-style-type: none"> Conducted national “sensitizing seminar” for stakeholders last year (40 participants) Plan to focus on championing institutions (Mauritius Institute of Education and University of Technology of Mauritius) to encourage course development process “Institutional lesson” for the Mauritius Institute of Education, helping them see how to work out a distance education strategy VUSSC seen as an opportunity to move into technology-assisted education Training and capacity building

VUSSC Country	CONTEXT		MONITORING AND EVALUATION FINDINGS	
	Population (2011 Est.) & Languages	Internet Users & % Population (Penetration)	VUSSC Activities & Outputs	VUSSC Outcomes & Impacts
			Bahamas, Maldives, and Lesotho)	<p>workshop offered in the Teacher Training Institute (12 attendees)</p> <ul style="list-style-type: none"> National VUSSC Committee formed for Mauritius Bootcamp participants Referenced the Mauritius National Qualifications Framework to the TQF
Montserrat	5,140 English	1,200 (2009) 23.3%	<ul style="list-style-type: none"> Montserrat recently joined VUSSC 	
<p>Namibia</p> <ul style="list-style-type: none"> 20 attendees 9 organisations 	2,147,585 English	127,500 5.9%	<ul style="list-style-type: none"> Participation in two Planning Meetings (Singapore 2005 and 2006) Participation in three Interlocutors Meetings (Jamaica 2006, London 2008 and Kochi 2010) Participation in three Transnational Qualifications Framework Meetings (Singapore 2008, South Africa 2009, and KL 2010) Participation in eight Bootcamps (Mauritius, Singapore, Samoa 2007 and 2009, Trinidad & Tobago, Seychelles, Bahamas, and Maldives) 	<ul style="list-style-type: none"> Planning a meeting with all Bootcamp participants to encourage follow through and use of course materials Anticipate that the University will use the disaster management material in a continuing education course for regional governments
Nauru	9,322 Nauruan, English	300 3.2%	<ul style="list-style-type: none"> Nauru recently joined VUSSC 	
<p>Papua New Guinea</p> <ul style="list-style-type: none"> 11 attendees 5 organisations 	6,187,591 English, 850 indigenous languages	125,000 2%	<ul style="list-style-type: none"> Participation in three Interlocutors Meetings (Jamaica 2006, London 2008 and Kochi 2010) Participation in two Transnational Qualifications Framework Meeting 	<ul style="list-style-type: none"> Conducted information sessions on VUSSC and ODL Trained staff on Wikipedia and developing materials for ODL

VUSSC Country	CONTEXT		MONITORING AND EVALUATION FINDINGS	
	Population (2011 Est.) & Languages	Internet Users & % Population (Penetration)	VUSSC Activities & Outputs	VUSSC Outcomes & Impacts
			(Singapore 2008 and KL 2010) <ul style="list-style-type: none"> • Participation in five Bootcamps (Singapore, Trinidad & Tobago, Samoa, Seychelles, and Bahamas) 	<ul style="list-style-type: none"> • Increased interest and commitment by PNG government to VUSSC and ODL • Anticipate the University will use VUSSC materials to offer courses in tourism and disaster management
Samoa <ul style="list-style-type: none"> • 35 attendees • 5 organisations 	193,161 Samoa, English	9,000 4.7%	<ul style="list-style-type: none"> • Participation in two Planning Meetings (Singapore 2005 and 2006) • Participation in two Interlocutors Meetings (Jamaica 2006, London 2008, and Kochi 2010) • Participation in two Transnational Qualifications Framework Meetings (Singapore 2008 and KL 2010) • Participation in nine Bootcamps (Mauritius, Singapore, Samoa 2007 and 2009, Seychelles, Maldives, Bahamas, Maldives, and Lesotho) • Hosted fourth Bootcamp (Disaster Management) and seventh Bootcamp (Transportation Logistics – Stevedoring) 	<ul style="list-style-type: none"> • Conducted training sessions on using the VUSSC template • VUSSC participants have enhanced global perspective • VUSSC Bootcamp participants have enhanced collaborative leadership skills • VUSSC Bootcamp participants have increased IT skills • New linkages created among institutions on a national level as a result of hosting the Bootcamps • Will use and offer VUSSC courses before end of 2011 (face-to-face course using agriculture materials, University of Samoa)
Seychelles <ul style="list-style-type: none"> • 22 attendees • 9 organisations 	89,188 Creole, English and French	33,900 38%	<ul style="list-style-type: none"> • Participation in one Planning Meeting (Singapore 2006) • Participation in three Interlocutors Meetings (Jamaica 2006, London 2008 and Kochi 2010) • Participation in two Transnational Qualifications Framework Meetings (Singapore 2008 and South Africa 2009) 	<ul style="list-style-type: none"> • Trained a group of IT managers on the use of open software for supporting local IT infrastructure (17 participants) • Developed cadre of IT professionals to manage IT facilities • Established an online community of IT managers and support structure • Referenced the Seychelles National Qualifications Framework to the TQF

VUSSC Country	CONTEXT		MONITORING AND EVALUATION FINDINGS	
	Population (2011 Est.) & Languages	Internet Users & % Population (Penetration)	VUSSC Activities & Outputs	VUSSC Outcomes & Impacts
			<ul style="list-style-type: none"> Hosted fifth Bootcamp (Fisheries) Participation in nine Bootcamps (Mauritius, Singapore, Seychelles, Samoa 2007 and 2009, Trinidad & Tobago, Bahamas, Maldives and Lesotho) 	<ul style="list-style-type: none"> Will use and offer VUSSC courses before end of 2011 (Linux for IT Managers, Seychelles Institute of Technology)
Sierra Leone <ul style="list-style-type: none"> 5 attendees 4 organisations 	5,363,669 English	40,480 8%	<ul style="list-style-type: none"> Participation in one Interlocutors Meeting (London 2008) Participation in one Bootcamp (Seychelles) 	
Solomon Islands <ul style="list-style-type: none"> 5 attendees 2 organisations 	571,890	19,640 3.4%	<ul style="list-style-type: none"> Participation in two Interlocutors Meetings (London 2008 and Kochi 2010) Participation in two Bootcamps (Bahamas and Maldives) 	
St Kitts & Nevis <ul style="list-style-type: none"> 12 attendees 3 organisations 	50,314 English	22,140 44%	<ul style="list-style-type: none"> Participation in two Planning Meetings (Singapore 2005 and 2006) Participation in two Interlocutors Meetings (Jamaica 2006 and London 2008) Participation in two Transnational Qualifications Framework Meetings (Singapore 2008 and KL 2010) Participation in four Bootcamps (Mauritius, Singapore, Trinidad & Tobago, Samoa) 	<ul style="list-style-type: none"> Conducted workshop on Moodle (with CKLN) Informally trained practitioners in ODL and ICT (approximately 30 people) Progress achieved in moving College towards more blended delivery Added Moodle to College website Started online application and registration system for College Encouraged lecturers to get courses online Bootcamp participant enrolled in Master's degree program (Teaching and Technology) and brought four

VUSSC Country	CONTEXT		MONITORING AND EVALUATION FINDINGS	
	Population (2011 Est.) & Languages	Internet Users & % Population (Penetration)	VUSSC Activities & Outputs	VUSSC Outcomes & Impacts
				other students into program also
St Lucia <ul style="list-style-type: none"> • 10 attendees • 3 organisations 	161,557 English	142,900 88.5%	<ul style="list-style-type: none"> • Participation in one Planning Meeting (Singapore 2005) • Participation in three Interlocutors Meetings (Jamaica 2006, London 2008 and Kochi 2010) • Participation in three Bootcamp (Trinidad & Tobago, Bahamas, and Lesotho) 	<ul style="list-style-type: none"> • Anticipate that the new University will offer a VUSSC course (maybe on ICT)
St Vincent & the Grenadines <ul style="list-style-type: none"> • 10 attendees • 3 organisations 	103,869 English, French patois	76,000 73.2%	<ul style="list-style-type: none"> • Participation in two Planning Meetings (Singapore 2005 and 2006) • Participation in three Interlocutors Meetings (Jamaica 2006, London 2008 and Kochi 2010) • Participation in four Bootcamps (Mauritius, Singapore, Trinidad & Tobago, Lesotho) 	
Swaziland <ul style="list-style-type: none"> • 17 attendees • 3 organisations 	1,370,424 siSwati, English	90,000 6.6%	<ul style="list-style-type: none"> • Participation in two Planning Meetings (Singapore 2005 and 2006) • Participation in three Interlocutors Meetings (Jamaica 2006, London 2008 and Kochi 2010) • Participation in two Transnational Qualifications Framework Meetings (Singapore 2008, South Africa 2009, and KL 2010) • Participation in seven Bootcamps (Mauritius, Singapore, Trinidad & Tobago, Seychelles, Bahamas, Maldives and Lesotho) 	<ul style="list-style-type: none"> • Bootcamp participants returned more confident and skilled with using computers • Trained tourist guides using materials from the Mauritius Bootcamps (38 participants in workshop) • Trained ODL practitioners in delivery methods (15 participants in a 2-day workshop) • Anticipate that the University will develop a certificate program for tourist guides • Certain elements in the courses, e.g. on tourism, fisheries, life skills,

VUSSC Country	CONTEXT		MONITORING AND EVALUATION FINDINGS	
	Population (2011 Est.) & Languages	Internet Users & % Population (Penetration)	VUSSC Activities & Outputs	VUSSC Outcomes & Impacts
				construction and agriculture are being added to beef up courses that are offered at UNISWA and other institutions.
<p>Tonga</p> <ul style="list-style-type: none"> • 14 attendees • 4 organisations 	105,916 Tongan, English	8,400 7.9%	<ul style="list-style-type: none"> • Participation in two Planning Meetings (Singapore 2005 and 2006) • Participation in two Interlocutors Meetings (Jamaica 2006 and London 2008) • Participation in two Transnational Qualifications Framework Meetings (Singapore 2008 and KL 2010) • Participation in five Bootcamps (Mauritius, Singapore, Samoa, Bahamas, and Maldives) 	<ul style="list-style-type: none"> • Trained staff at Tonga Institute of Higher Education on Wikieducator • Initial adoption of tourism course materials • Anticipate that the Vocational Training Centre (recently established) will use VUSSC materials to offer courses (disaster management, fisheries)
<p>Trinidad & Tobago</p> <ul style="list-style-type: none"> • 36 attendees • 10 organisations 	1,222,505 English	593,000 48.5%	<ul style="list-style-type: none"> • Participation in two Planning Meetings (Singapore 2005 and 2006) • Participation in three Interlocutors Meetings (Jamaica 2006, London 2008 and Kochi 2010) • Participation in four Transnational Qualifications Framework Meetings (Singapore 2008, St Lucia 2009, Vancouver 2009, and KL 2010) • Hosted third Bootcamp (Life Skills) • Participation in nine Bootcamps (Mauritius, Singapore, Trinidad & Tobago, Samoa 2007 and 2009, Seychelles, Bahamas, Maldives and Lesotho) • Trained tutors to become more 	<ul style="list-style-type: none"> • Opened new realms of subject areas and delivery modes for Bootcamp participants • VUSSC Bootcamp participants acting as ambassadors for web 2 technologies • Incorporated VUSSC tourism and hospitality content in National Open Schools curriculum • Anticipate the Hospitality Institute will also adopt the VUSSC material • Cadre of specialists trained to develop content materials for specific sectors • Primary teachers involved in Wiki training all developed websites for their class

VUSSC Country	CONTEXT		MONITORING AND EVALUATION FINDINGS	
	Population (2011 Est.) & Languages	Internet Users & % Population (Penetration)	VUSSC Activities & Outputs	VUSSC Outcomes & Impacts
			<p>web-based (Tutors Online Project Pilot – 8 participants)</p> <ul style="list-style-type: none"> Conducted workshop on WikiEducator (160 participants) Note: There are two interlocutors co-representing T&T (from two different Ministries) 	<ul style="list-style-type: none"> From 2006 to 2008 hosted workshops with participants and their communities of practice in wiki, eXe and the subject area 120 people have attended the training and capacity building workshops From 2007-2008 did specific materials development projects with the participants and their CoPs; materials development projects have included: Life Skills - Destiny X: Interactive Role Play Game, Disaster Management and Fisheries - 12 part podcast on safety at sea, Construction - 2D/3D animations competition for students for develop a anime short on OSH in construction Developed Citizen Ambassadors series of courses based on VUSSC content from first five Bootcamps to prepare for hosting national conferences in 2009 (nine "Ambassadors" enrolled) Participants from the 2010 Bootcamp (Maldives) have been assisting with content development for the COL OER project for Open Schools Developing an Open and Flexible Education and Training Network (OFTEN) to support VUSSC courses and local institutions to develop and deliver flexible learning programmes VUSSC materials used in the delivery of the National Life Skills curriculum (f-2-f)

VUSSC Country	CONTEXT		MONITORING AND EVALUATION FINDINGS	
	Population (2011 Est.) & Languages	Internet Users & % Population (Penetration)	VUSSC Activities & Outputs	VUSSC Outcomes & Impacts
				<ul style="list-style-type: none"> Will use and offer VUSSC courses before end of 2011
<p>Tuvalu</p> <ul style="list-style-type: none"> 16 attendees 2 organisations 	<p>10,544 Tuvaluan, English</p>	<p>4,300 40.8%</p>	<ul style="list-style-type: none"> Participation in two Planning Meetings (Singapore 2005 and 2006) Participation in three Interlocutors Meetings (Jamaica 2006, London 2008, and Kochi 2010) Participation in two Transnational Qualifications Framework Meetings (Singapore 2008 and London 2008) Participation in six Bootcamps (Singapore, Trinidad & Tobago, Samoa, Seychelles, Bahamas, and Maldives) 	<ul style="list-style-type: none"> Anticipate cost reduction (savings) from sending lower numbers of students overseas due to VUSSC
<p>Vanuatu</p> <ul style="list-style-type: none"> 12 attendees 3 organisations 	<p>224,564 Bislama, English, French</p>	<p>17,000 7.6%</p>	<ul style="list-style-type: none"> Participation in two Planning Meetings (Singapore 2005 and 2006) Participation in two Interlocutors Meetings (Jamaica 2006 and London 2008) Participation in three Transnational Qualifications Framework Meeting (Singapore 2008 and 2009, and KL 2010) Participation in four Bootcamps (Mauritius, Samoa, Seychelles, and Bahamas) 	<ul style="list-style-type: none"> Anticipate rural training centres adopting some VUSSC materials Information session planned with institutions, rural training centres and NGOs to share materials

6. CONCLUSIONS

6.1 Appropriateness of the Intended Outputs/Outcomes

The logic model for the VUSSC initiative is organized around three areas:

- capacity building
- networking and collaboration
- quality assurance.

The main flow of the logic model is vertical, tracing the links between intended activities, outputs, immediate outcomes, intermediate outcomes and ultimate impact. There is also another flow that is relevant for the VUSSC model: from left to right. Capacity building activities were first necessary before effective networking and collaboration could take place, and these in turn were prerequisites for the quality assurance focus which involved developing and finalising the TQF.

The intended outputs and immediate outcomes for VUSSC all seem generally appropriate and relevant given the longer-term (intermediate) outcomes and the ultimate impact, which is stated as:

- *Governments, institutions and communities have equitably expanded access to formal, non-forma, and informal learning for development through ODL and innovative use of appropriate technologies.*

The table below summarizes the outputs and immediate outcomes for VUSSC and includes some notes for possible adjustments.

Outputs and Immediate Outcomes

Capacity Building		
Outputs: <ul style="list-style-type: none"> ○ Bootcamps/Workshops ○ MOUs (collaborative agreements) ○ Funding proposals (re ICT needs) 	Immediate Outcomes: <ul style="list-style-type: none"> ○ New content & improved skills ○ Joint design & delivery of projects ○ Project funding secured 	Possible Adjustments: <ul style="list-style-type: none"> ○ Re-consider “Study of ICT Needs” stream of activity/output/outcome
Networking and Collaboration		
Outputs: <ul style="list-style-type: none"> ○ Regional VUSSC teams ○ VUSSC website, sessions ○ Planning Meetings 	Immediate Outcomes: <ul style="list-style-type: none"> ○ Coordination of VUSSC activities ○ Increased awareness ○ Plans & priorities identified 	Possible Adjustments: <ul style="list-style-type: none"> ○ None
Quality Assurance		
Outputs: <ul style="list-style-type: none"> ○ Workshops ○ TQF portal ○ Unit standards for courses 	Immediate Outcomes: <ul style="list-style-type: none"> ○ New knowledge & skills ○ Increased use of TQF ○ Courses registered on the TQF 	Possible Adjustments: <ul style="list-style-type: none"> ○ None

The intermediate outcomes also seem appropriate. Many of them have already been achieved, such as:

- *Capacity Building*
 - New OER's & courses
 - Expanded networks
 - Improved systems
 - Increased pool of skilled people
- *Networking and Collaboration*
 - Increased use of VUSSC materials
- *Quality Assurance*
 - Increased number of recognized programmes, as per TQF guidelines.

Another way to think about outcomes is across three levels: individual, institutional, and national. VUSSC has achieved outcomes across all three levels.

- Outcomes at the individual level have included: Bootcamp participants have enhanced global perspectives and increased IT and collaborative leadership skills, and networking, enhanced marketability of participants in VUSSC in-country follow-up workshops, National Teacher of the Year Award given to a VUSSC Bootcamp Team Leader (The Bahamas), and Bootcamp participants have gone on to graduate degrees as a result of increased confidence and motivation through VUSSC experience.
- Outcomes at the institutional level have included: integration of VUSSC materials into guidance counselling and allied health work, into high school fisheries curriculum, into disaster management courses, into teacher training courses, into a Business Management certificate, into courses for regional governments, into National Open Schools curriculum, into rural training centres, and gaining institutional experience in operationalizing an eLearning strategy (“institutional lessons”), development of a roadmap from a certificate to a Master’s degree in Environmental Education and Sustainable Development, movement of an institution toward a more blended delivery approach, transformation of application and registration system (now online), and primary teachers have developed websites for their classes through VUSSC follow-up workshops.
- Outcomes at the national level have included: increased networking and collaboration among national stakeholders, the development of an in-country reservoir of resource personnel in needed skill areas, acceptance of ODL at the post-secondary level, increased government commitment to ODL, national movement toward technology-assisted education, and cost-reduction at the national level from sending less students overseas due to increased access through VUSSC.

Finally, another way to assess the appropriateness of the intended outputs and outcomes for VUSSC is by assessing whether the key performance indicators for VUSSC (2009-2012) have been achieved. The performance indicators associated with the overall

VUSSC initiative for the current Three Year Plan (2009-2012)¹¹ and related progress with each are presented in the table below.

VUSSC Key Performance Indicators – Status

KPIs	Status
8 new courses developed	<ul style="list-style-type: none"> • Achieved – 8 VUSSC courses now available as eLearning courses
2 institutions in 3 Commonwealth regions offer a total of 6 VUSSC courses	<ul style="list-style-type: none"> • In progress (will be achieved in 2012) – Trinidad & Tobago, Seychelles and Samoa will offer VUSSC courses by the end of 2011; more countries will offer courses in 2012
Agreements are in place committing 10 member states to take responsibility for the ongoing management of VUSSC	<ul style="list-style-type: none"> • Achieved – the VUSSC Management Committee and the TQF Management Committee have been active since 2009
NQAs in 6 VUSSC member states will ensure the implementation of the TQF	<ul style="list-style-type: none"> • In progress (will be achieved in 2012) – Seychelles, Mauritius and Malta have referenced their NQF to the TQF; all countries at the KL TQF meeting (2010) agreed to implement the TQF

6.2 Project Context, Appropriateness of the Activities, the Role of the Partners, the Quality of the Management & Implementation of the Activities

VUSSC has been conducted with a high degree of professionalism. COL staff should be commended on a job extremely well done, both in terms of the overall vision for VUSSC and also with respect to the execution of that vision and the collaborative manner in which it has been achieved.

- *VUSSC has been a great working relationship. Very professional, very enjoyable, and very progressive. (Samoa)*
- *5 stars for COL. I wish the international community would realize the great work COL is doing and provide more financial resources. Excellent work to the COL team - especially John. (Lesotho Workshop participant)*

The VUSSC model of learning and collaborating has been successful on many levels.

- The right people generally seem to be chosen to attend the Bootcamps; all have been selected for their specialist skills and ability to design and develop educational content.

¹¹ The COL 2009-2012 Three Year Plan is available on the website:
<http://www.col.org/progServ/3YR/Pages/default.aspx>

- Participants have generally been very satisfied with the Bootcamp experience and with the opportunity to learn new skills and become part of a larger, culturally diverse network.
- The VUSSC Bootcamps are unique for several reasons: the host country is empowered (genuine autonomy), the participants come from across the Commonwealth rather than regionally, in-country interlocutors play a key role in selecting, mentoring and monitoring participants, and useable learning material is produced by people from diverse backgrounds in three weeks.¹²
- The intensive Bootcamp experience is an effective format for group work, collaboration, and situated learning, whereby new skills can be practiced while developing course materials.
- The Bootcamp is also effective in mixing people of different cultures and enhancing appreciation of other ways of living and working together.
- The Bootcamps have been well-organized, professional events; satisfaction and effectiveness ratings have been consistently high (above 3 on a 5-point scale).
- The Bootcamps have become progressively more efficient in the following ways:
 - Designing the IT training so that it is more focused on participants' needs and includes more pre-Bootcamp preparation (responsive design);
 - Improving methods for capturing course materials (COL's Instructional Design Template);
 - Each workshop has produced larger amounts of course material (increased productivity);
 - Encouraging ongoing collaborative course development activities after the workshops (networked community of practice);
 - Having a COL person present for the entire duration of the Bootcamps ensuring consistency, continuity and group cohesion;
 - Having Bootcamp participants give presentations on their countries, 2 each morning during the workshop, to facilitate increased awareness;
 - Convening the Team Leaders Meeting in Singapore (instead of Vancouver), saving resources;
 - Deploying all VUSSC courses on Moodle, print and online (in progress, to be completed by the end of 2011); and
 - Use of social networking media (Facebook) as a means of strengthening continued engagement and interaction of VUSSC participants.

¹² These points are drawn from a report by Jenny Williams (COL Pacific Project Manager) **VUSSC Bootcamp Evolution – Singapore, Samoa, and Seychelles.**

6.3 Effectiveness of COL's Direct and Indirect Contributions to VUSSC

COL' direct and indirect contributions to VUSSC, have been effective and include:

- Education Specialist, VUSSC (full-time)
- Programme Assistant, VUSSC (part-time)
- Pamphlets and promotional material related to VUSSC
- Presentations by senior COL staff (Sir John Daniel and Asha Kanwar) at VUSSC events
- VUSSC logo
- VUSSC website
- Publications related to VUSSC.¹³

6.4 Lessons Learned

While VUSSC is not a tertiary institution, there will be a critical mass of students by early 2012 enrolled in VUSSC courses (200-300 learners, on-going rollouts) and there will be graduates from joint VUSSC qualifications within a few years as more diploma and full degree programmes are developed through VUSSC. This outcome takes time as the capacity building, networking and collaborating and finally quality assurance activities all needed to be implemented before institutions could use and offer VUSSC courses.

Bootcamps have been noted as a valuable strategy for capacity building and also for fostering respect and understanding, a core Commonwealth value. However they also help to promote other cost-effective strategies, such as using existing OERs - instead of buying materials – to create new OERs.¹⁴ The VUSSC initiative is seen as helping to promote the OER movement:

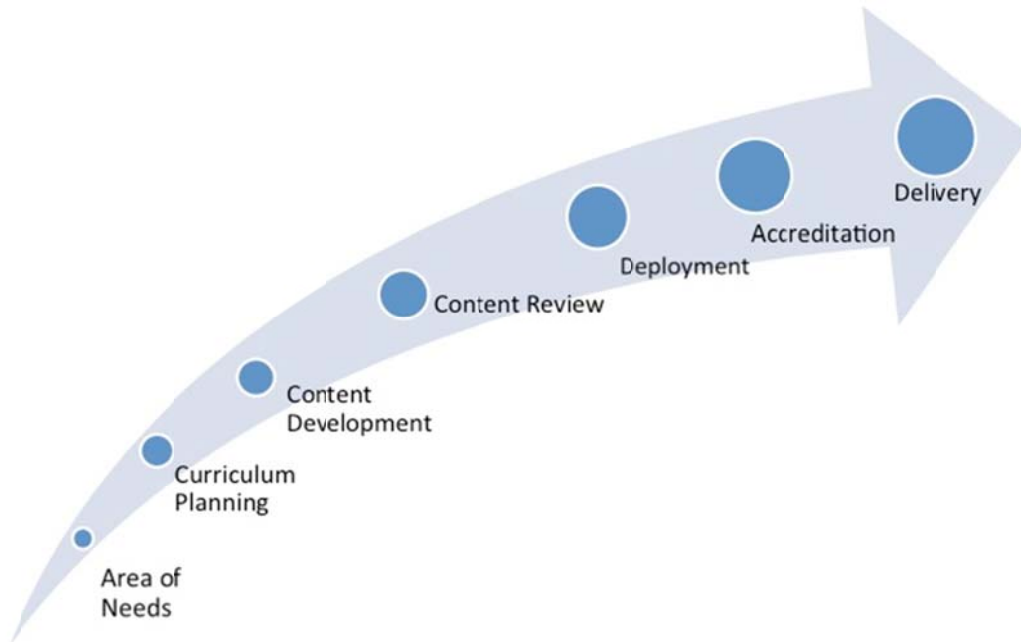
- *It is always good to promote OERs since for most developing countries this is the only means by which we can build up our educational resources. COL and the member countries of VUSSC need to be congratulated for moving the Open source and OER movement along!! (2009 M&E survey)*

It is anticipated that the emphasis on capacity building through Bootcamps will taper down in the next phase of VUSSC and more focus will be placed on implementation and delivery. The visual chart below depicts the VUSSC OER cycle starting with the area of needs identified by the VUSSC countries and unfolding and expanding up to delivery of courses.

¹³ See this website for a list of publications related to VUSSC:
www.vussc.info/publications?phpMyAdmin=1r%2Cj8PBKeRg6MmQ8cKNviumaAOc

¹⁴ The VUSSC website is now able to accept donations which will also help with reducing costs.

VUSSC OER CYCLE



The TQF offers the solution for the fresh approach to quality assurance required by the movement to OERs. VUSSC course cannot be offered until after going through the VUSSC process shown above from conceptualization to delivery. Quality assurance and then accreditation (working with institutions in-country and Qualifications Authorities) are critical components of the VUSSC model.

VUSSC requires funding support. An earlier section of this report outlined the funders and amounts contributed. Recent opportunities that are being investigated include:

- ComSec Economic Affairs Branch contacted VUSSC to develop and deliver a course on environmental sustainability; and
- VUSSC will be partnering with UNESCO and Intel (in-kind).

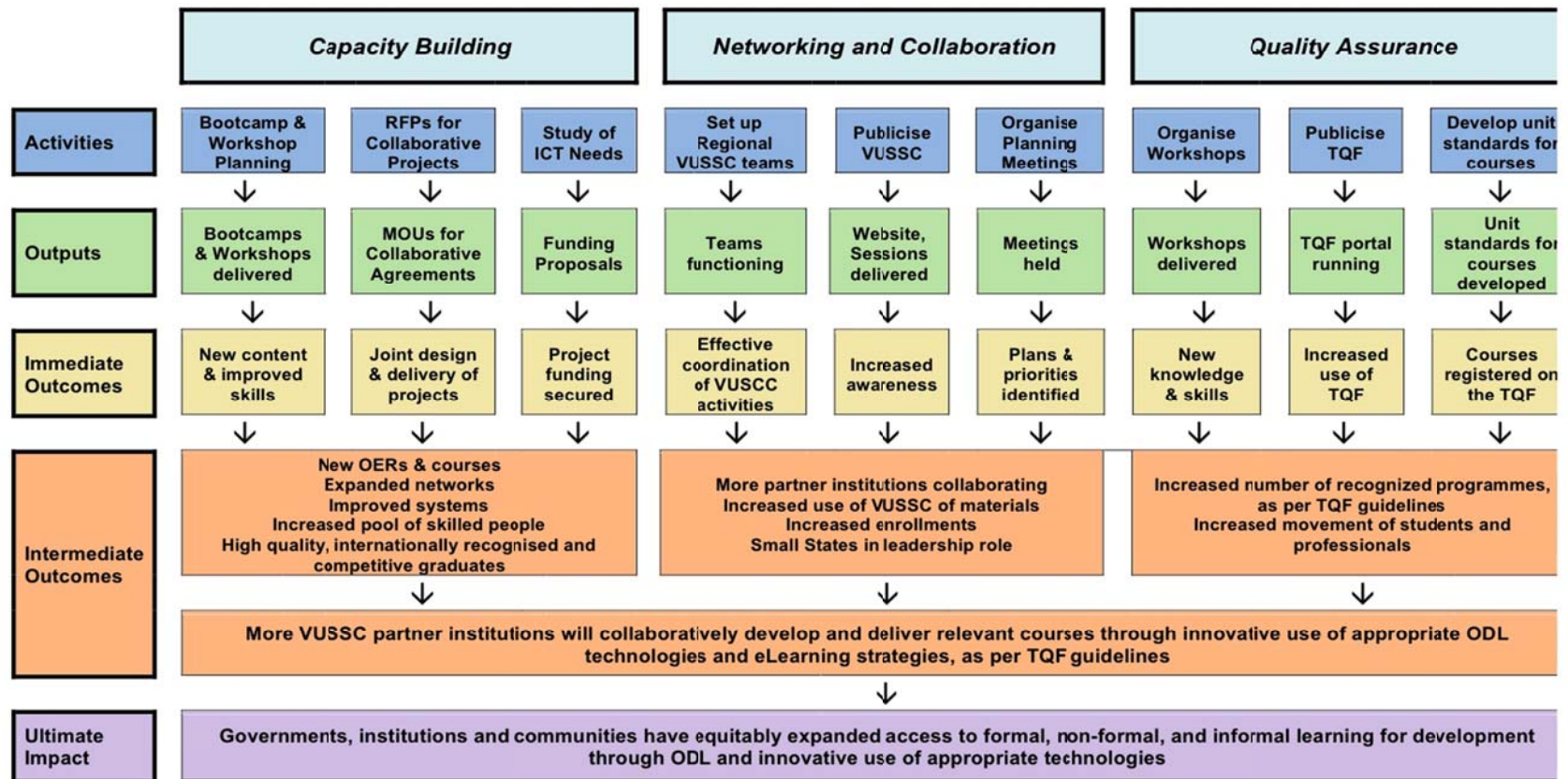
7. RECOMMENDATIONS

1. Continue to work with member governments to find additional ways to support VUSSC and strengthen commitment. Ideally, activities related to VUSSC will eventually be included in the job descriptions of Bootcamp graduates (1 day/week) and in the Annual Plans of participating institutions.
2. Continue funding additional Bootcamps (at a reduced pace) in order to further build the critical mass needed in each member country to continue to develop open content courses and integrate them with accredited programs.
3. Put more emphasis on pre-Bootcamp preparation, clarifying for participants what is expected and what they can do to prepare ahead of time (provide some materials such as the ODL template ahead of time and a list of topic areas to research in their home country related to the course theme).
4. Include more time during the Bootcamps to discuss follow-up activities including the process of getting courses accredited and strategies for addressing any challenges.
5. Plan touchstone events for Bootcamp graduates whereby everyone will be connecting (virtually) and communicating during some pre-determined time windows. Celebrate milestones achieved with newsletter style emails to all Bootcamp graduates and interlocutors.
6. Continue to clarify with Interlocutors the key role they play in mentoring participants and monitoring in-country activities after the Bootcamps and explore how their role could be formalised (given more recognition and support in their home countries).
7. Continue to implement the next phase of activities around the Transnational Qualifications Framework in order to build on the momentum achieved when the TQF was finalised in 2010 (showcase areas of progress such as the countries who are already referencing their national qualifications framework to the TQF).
8. Consider making the VUSSC materials more visible through different media (not just in an embedded online environment – possibly print a course catalogue).
9. Continue to make more VUSSC courses available as eLearning courses.
10. Continue to work with institutions to facilitate the offering of VUSSC courses and promote greater uptake of VUSSC courses in individual countries.
11. Continue to track the progress of VUSSC through an ongoing evaluation process. Consider doing one case study in each of the three regions.

8. ANNEXES

- VUSSC Logic Model Version 1.0 (November 2010)
- Data collection instruments
- Bootcamps – Satisfaction Ratings

VUSSC Logic Model – Version 1.0 (November 2010)



VUSCC Lesotho 2011 Workshop PARTICIPANTS SURVEY

1. Introduction

This survey is intended for the participants of the VUSCC Course Materials Development Workshop held in Lesotho March 2011. The survey will take approximately 20-25 minutes to complete. Please answer all questions. Responses are anonymous. Thank you!

2. Pre-Workshop

1. What was your reaction when you first discovered that you would be coming to the Lesotho Workshop?

2. Before coming to the Lesotho Workshop, how confident were you in using a computer?

1: Not at all confident 2 3 4 5: Very confident

Previous level of COMPUTER confidence

3. Please comment on your rating above.

4. Do you know anyone from your country that has participated in a previous VUSCC Workshop ("Bootcamp")?

- Yes
- No

5. How prepared did you feel for the Lesotho Workshop?

1: Not at all prepared 2 3 4 5: Very prepared

Level of preparation

6. Please comment on your rating above. Is there anything that could have been done to help you feel more prepared?

7. Please select your region.

- Asia Pacific
- Caribbean
- Africa & Indian Ocean

VUSCC Lesotho 2011 Workshop PARTICIPANTS SURVEY

3. The Workshop Experience

1. What do you think the objectives of this Workshop are?

2. How effective was this Workshop in achieving the following?

	1: Not at all effective	2	3	4	5: Very effective
Build capacity in ODL instructional design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase confidence in computer use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create an ongoing community of practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce collaborative courseware related to Business and Entrepreneurship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase the likelihood of additional courses being offered at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on your rating above. Also, please specify "other".

VUSCC Lesotho 2011 Workshop PARTICIPANTS SURVEY

3. How satisfied were you with the following aspects of the Workshop?

	1: Not at all satisfied	2	3	4	5: Very satisfied
Pre-Workshop preparation - knowledge of VUSCC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel arrangements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hotel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshop facilities (lab)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training during Workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time to practice new skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative work in teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on your ratings above. Also, please specify "other."

4. What did you like the best about this Workshop?

5. What would have made this Workshop even better for you?

6. Please comment on the duration of the Lesotho Workshop. Was this the right amount of time, too short, or too long? If you think it should be longer or shorter, what else would you suggest changing in order to support a different duration?

VUSCC Lesotho 2011 Workshop PARTICIPANTS SURVEY

7. What suggestions do you have, if any, for improving future VUSCC course materials development Workshops?

8. Now that the Lesotho Workshop is nearing completion, how confident are you in using a computer?

1: Not at all confident 2 3 4 5: Very confident

Current level of
COMPUTER confidence

9. Please describe the skills/new understandings you feel you have acquired during the Workshop.

10. Which of these do you feel you have mastered well enough to be able to teach them to others when you return to your country?

11. Do you feel you have changed personally during this Workshop? If so, please describe.

12. Now that graduation is near, please describe how you are feeling about your participation in this Workshop.

4. Post-Workshop

1. What is your short-term plan related to continuing the work of the Lesotho Workshop once you return home?

VUSCC Lesotho 2011 Workshop PARTICIPANTS SURVEY

2. Are there any factors in the environment in your country that may make it difficult for you to teach your new skills & knowledge to others? If so, please describe them and indicate the type of support you may need to overcome them.

3. If you are able to teach the skills & knowledge you have acquired at this Workshop to others in your country, what do you think the benefits will be for the education system?

4. When the Business and Entrepreneurship course is offered, would you and/or your organization be willing to offer the students who are based in your own country a place for practical attachment?

5. When the Business and Entrepreneurship course is completed, would your institution be willing to offer it?

6. If training is provided, would you like to become a local assessor for this course?

7. What is your plan for staying in touch with the other Lesotho Workshop participants? What methods will you use?

8. Would you be interested in re-convening with this same group at a future date to work on developing another VUSCC course related to business and entrepreneurship? What do you think the next course should be? Where do you think the next workshop should be held?

VUSCC Lesotho 2011 Workshop PARTICIPANTS SURVEY

9. If you have any other comments, please add them below.

VUSCC Lesotho 2011 Workshop PARTICIPANTS SURVEY

7. What suggestions do you have, if any, for improving future VUSCC course materials development Workshops?

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11. Do you feel you have changed personally during this Workshop? If so, please describe.

12. Now that graduation is near, please describe how you are feeling about your participation in this Workshop.

4. Post-Workshop

1. What is your short-term plan related to continuing the work of the Lesotho Workshop once you return home?

VUSSC Monitoring and Evaluation SURVEY May 2009

1. Introduction

This survey is intended for anyone who participated in a VUSSC-related activity. This includes the VUSSC Course Materials Development Workshops (held since 2006; also known as "Bootcamps") and also the Transnational Qualifications Framework (TQF) meetings. The survey will take approximately 15-20 minutes to complete. Please answer all questions that are applicable. Responses are anonymous. Thank you!

2. VUSSC Activities and Outputs

1. What is your role with respect to VUSSC? (please check all that apply)

- Participant in Course Materials Development Workshop ("Bootcamp")
- Interlocutor
- Participant in TQF meeting(s)

2. If you participated in a VUSSC Course Materials Development Workshop ("Bootcamp"), please indicate which one.

- Mauritius 2006 (Tourism and Entrepreneurship)
- Singapore 2007 (Training Educators to Develop Open and Distance Learning Materials)
- Trinidad & Tobago 2007 (Life Skills)
- Samoa 2007 (Disaster Management)
- Seychelles 2008 (Fisheries)
- The Bahamas (Construction Industry)

3. After returning from the VUSSC Course Materials Development Workshop, have you conducted any training or capacity building workshops in your home country?

- Yes
- No, not yet - but still plan to
- No

Please comment (If not, why not? And if yes, topic area, audience and number of attendees?):

VUSSC Monitoring and Evaluation SURVEY May 2009

4. If you participated in a Transnational Qualifications Framework (TQF) Meeting, please indicate which one(s).

- Singapore - March 2008
 Singapore - October 2008
 Regional Cluster Meeting 2009

5. After returning from the TQF meeting(s), have you convened any meetings in your home country related to the TQF?

- Yes
 No, not yet - but still plan to
 No

Please comment (if not, why not? and if yes, topic area, audience and number of attendees?):

3. VUSSC Outcomes and Impacts

1. After returning from the VUSSC Course Development Workshop ("Bootcamp"), how have you been using or applying your new skills? Please describe what you have done differently in your institution.

VUSSC Monitoring and Evaluation SURVEY May 2009

2. After returning from the VUSSC Course Development Workshop ("Bootcamp"), have you connected with an ongoing community of practice (expanded network)?

- Yes
- No, not yet - but there are plans to
- No

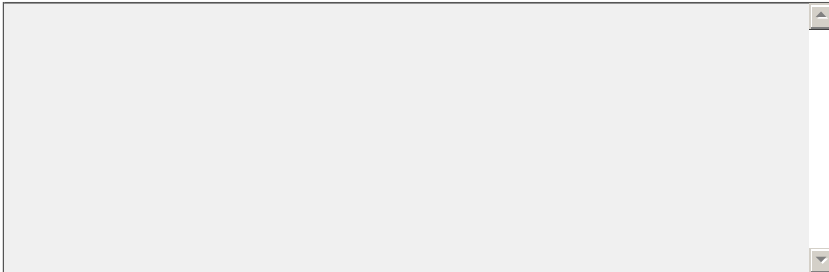
Please comment (if not, why not? and If yes, please describe.)

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3. Has your institution (or any other in your country) used the VUSSC course materials that were developed through the VUSSC Workshop ("Bootcamp")? This includes using any sections of materials and with whatever edits may have been done to adapt it to your country's needs.

- Yes
- No, not yet - but there are plans to
- No

Please comment (if not, why not? and If yes, please describe.)

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VUSSC Monitoring and Evaluation SURVEY May 2009

4. Have any of the VUSSC course materials that were developed through the VUSSC Workshop ("Bootcamp") been incorporated into courses being offered or to be offered in your country?

- Yes
 No, not yet - but there are plans to
 No

Please comment (if not, why not? and If yes, please describe.)

5. Has the Transnational Qualifications Framework (TQF) been used in any way in the development of your own national qualifications framework?

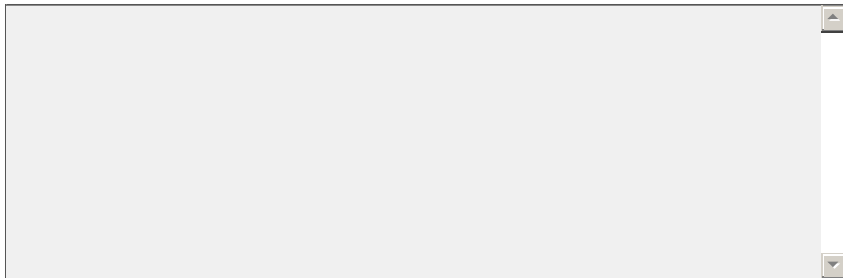
- Yes
 No, not yet - but there are plans to
 No

Please comment (if not, why not? and If yes, please describe.)

6. What is your plan related to continuing the work of VUSSC in your home country?

VUSSC Monitoring and Evaluation SURVEY May 2009

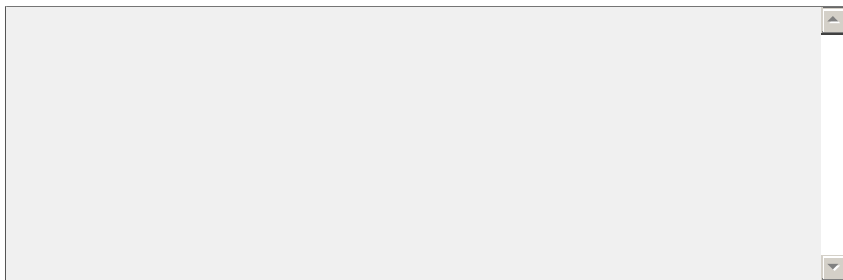
7. What suggestions would you like to make regarding the future direction of VUSSC?

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8. Please indicate your region.

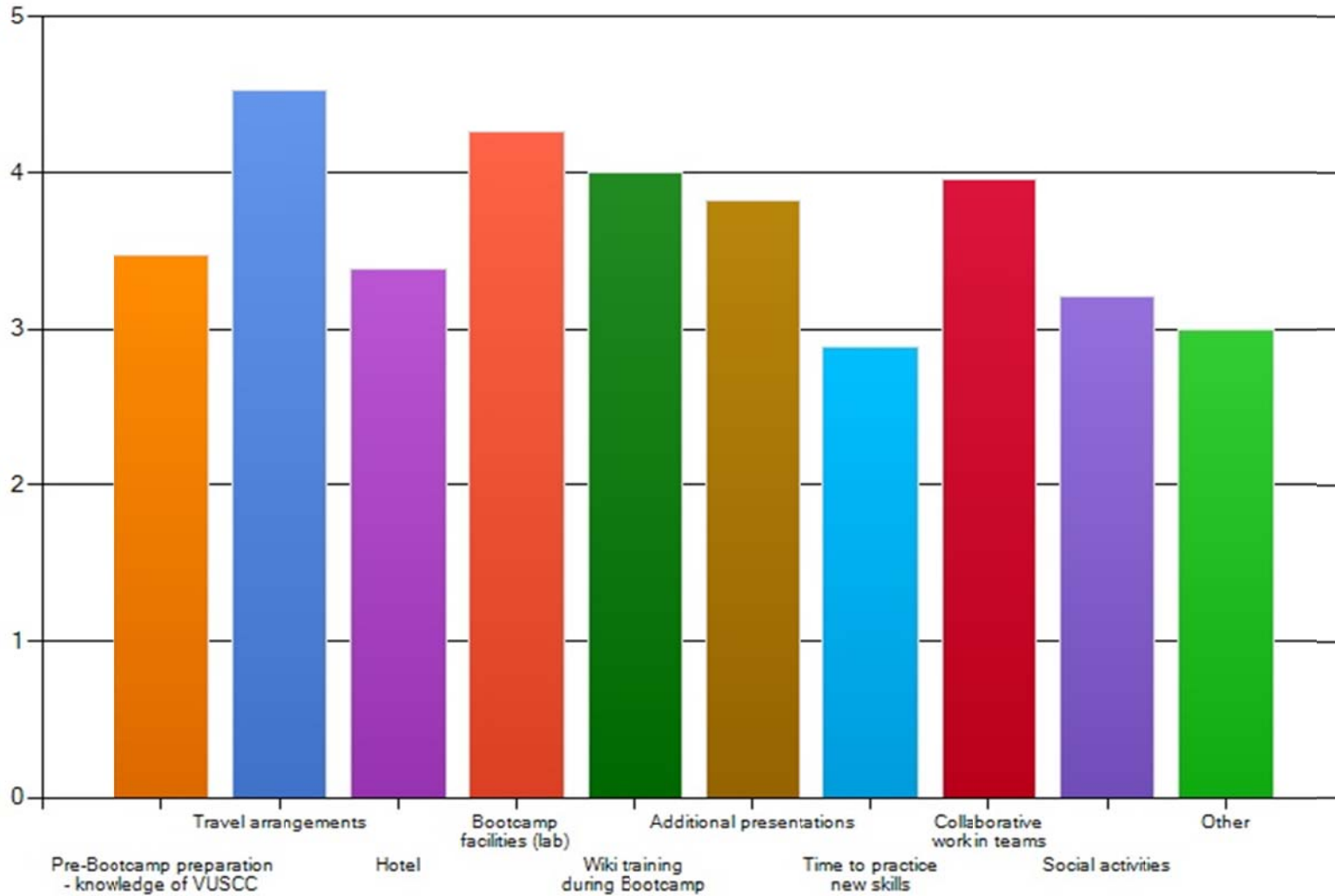
- Asia Pacific
- Caribbean
- Africa / Mediterranean

9. If you have any additional comments, please enter them below.

A large, empty text input field with a vertical scrollbar on the right side, intended for respondents to enter any additional comments.

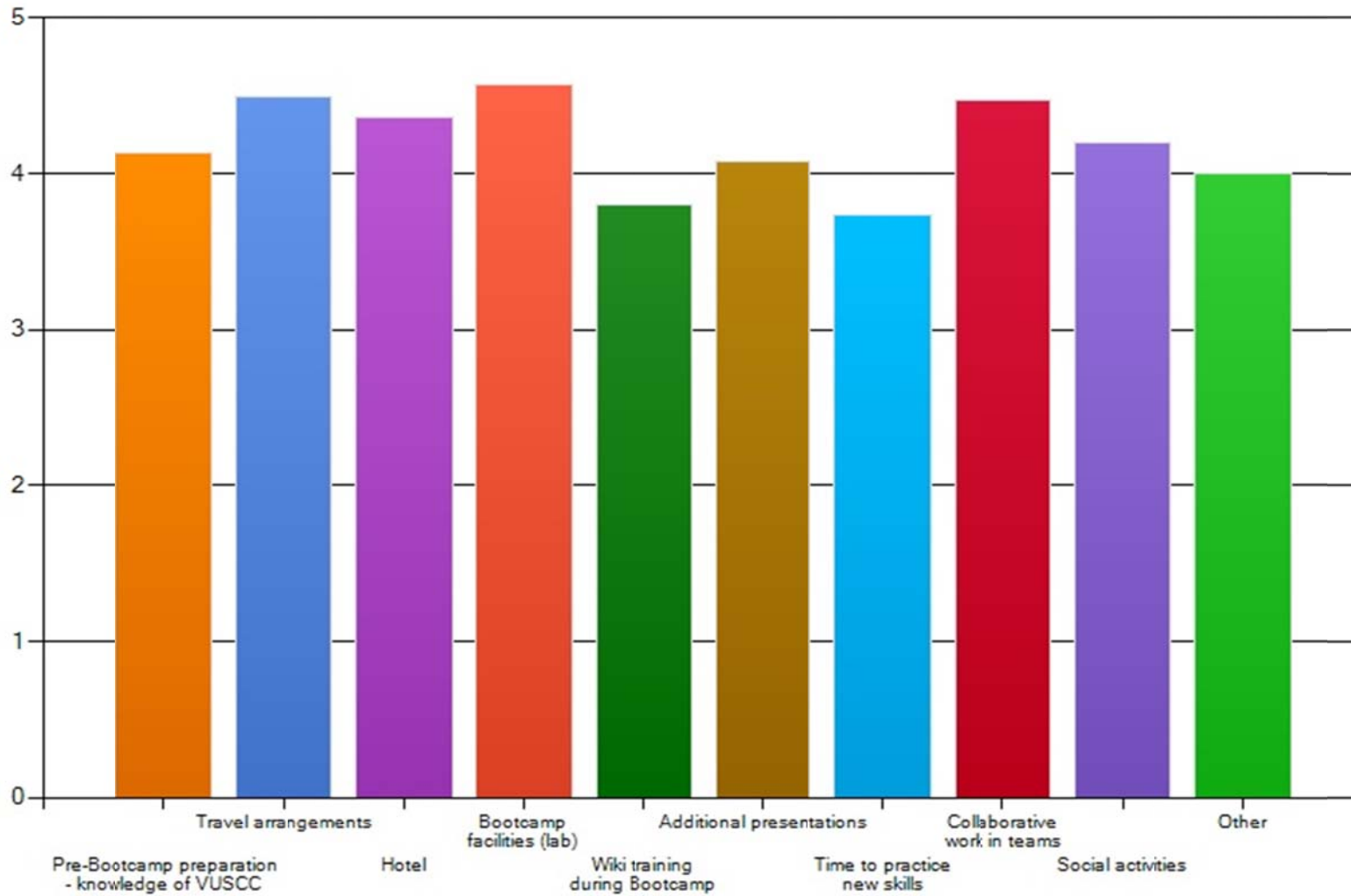
Trinidad & Tobago Bootcamp – Satisfaction Ratings

How satisfied were you with the following aspects of the Bootcamp?



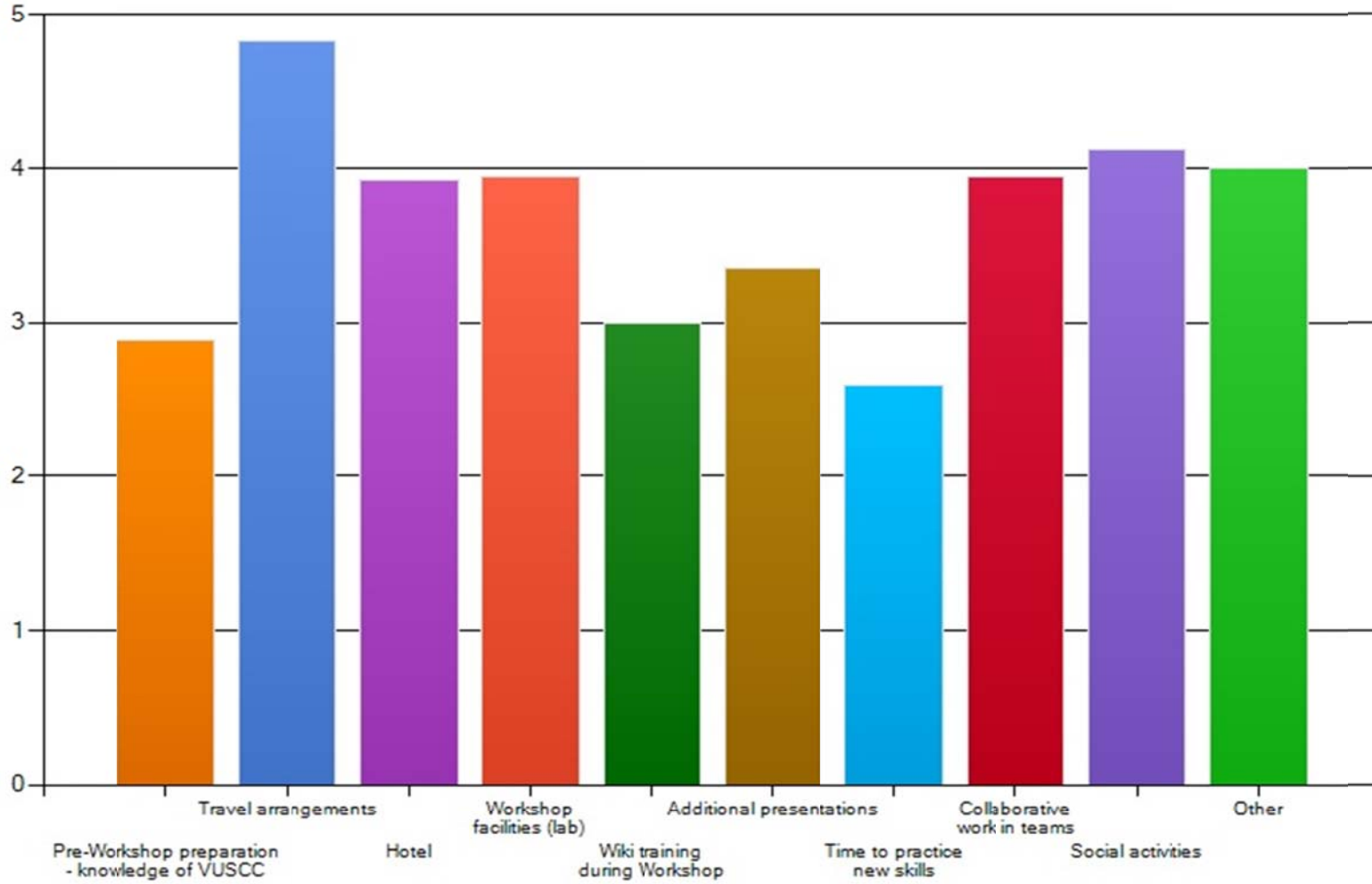
Samoa 2007 Bootcamp – Satisfaction Ratings

How satisfied were you with the following aspects of the Bootcamp?



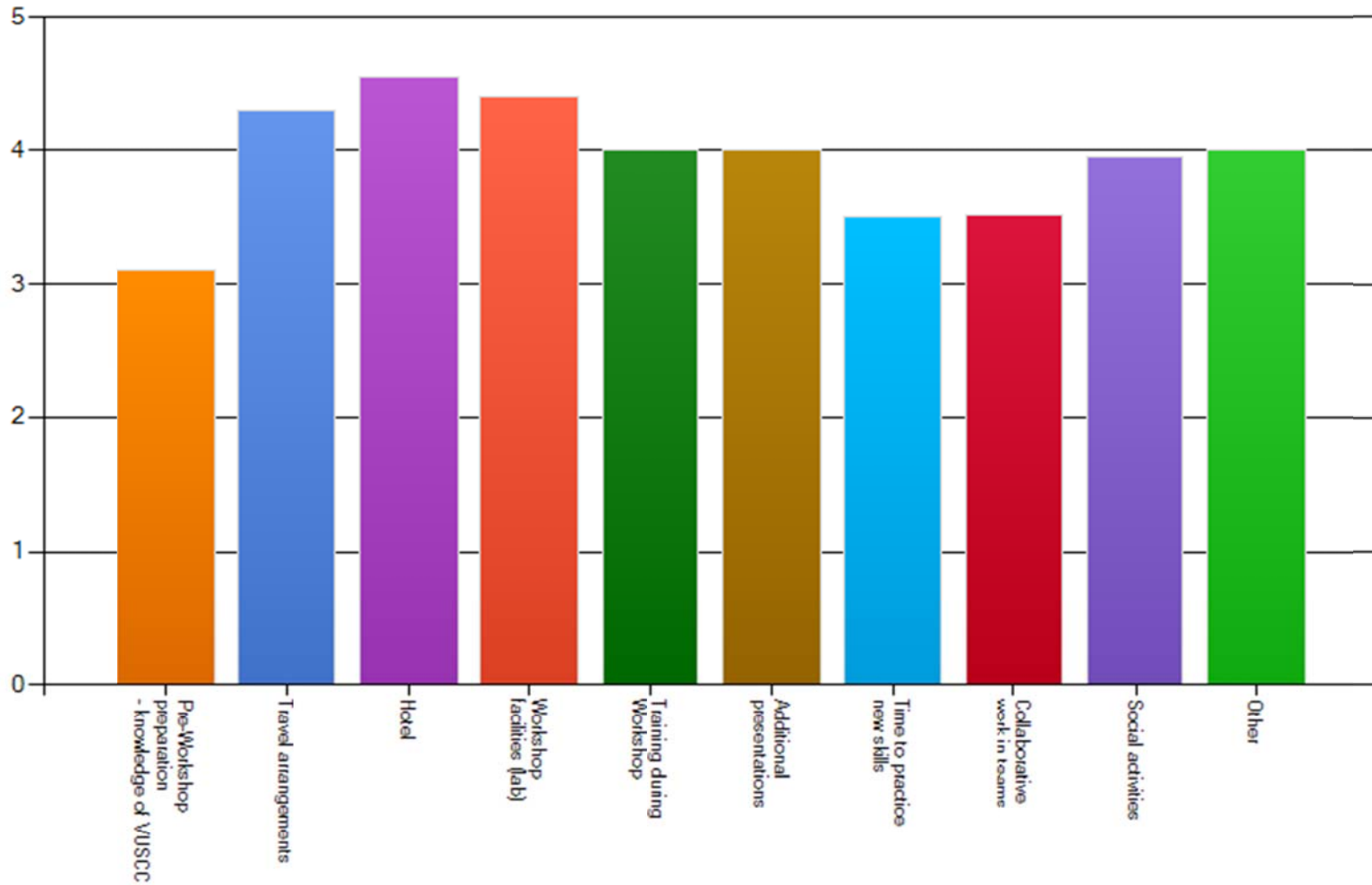
Seychelles Bootcamp – Satisfaction Ratings

How satisfied were you with the following aspects of the Workshop?



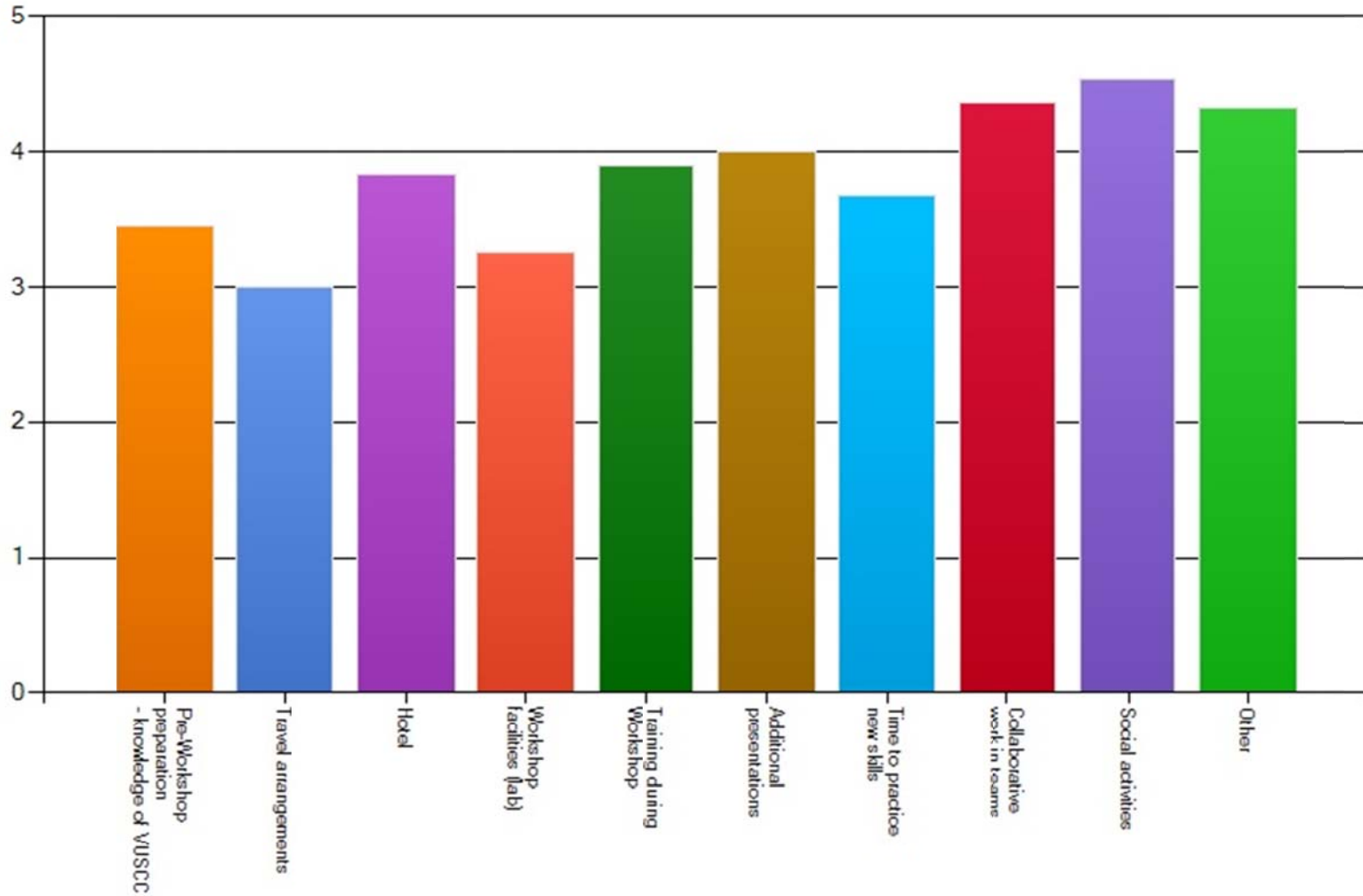
Bahamas Bootcamp – Satisfaction Ratings

How satisfied were you with the following aspects of the Workshop?



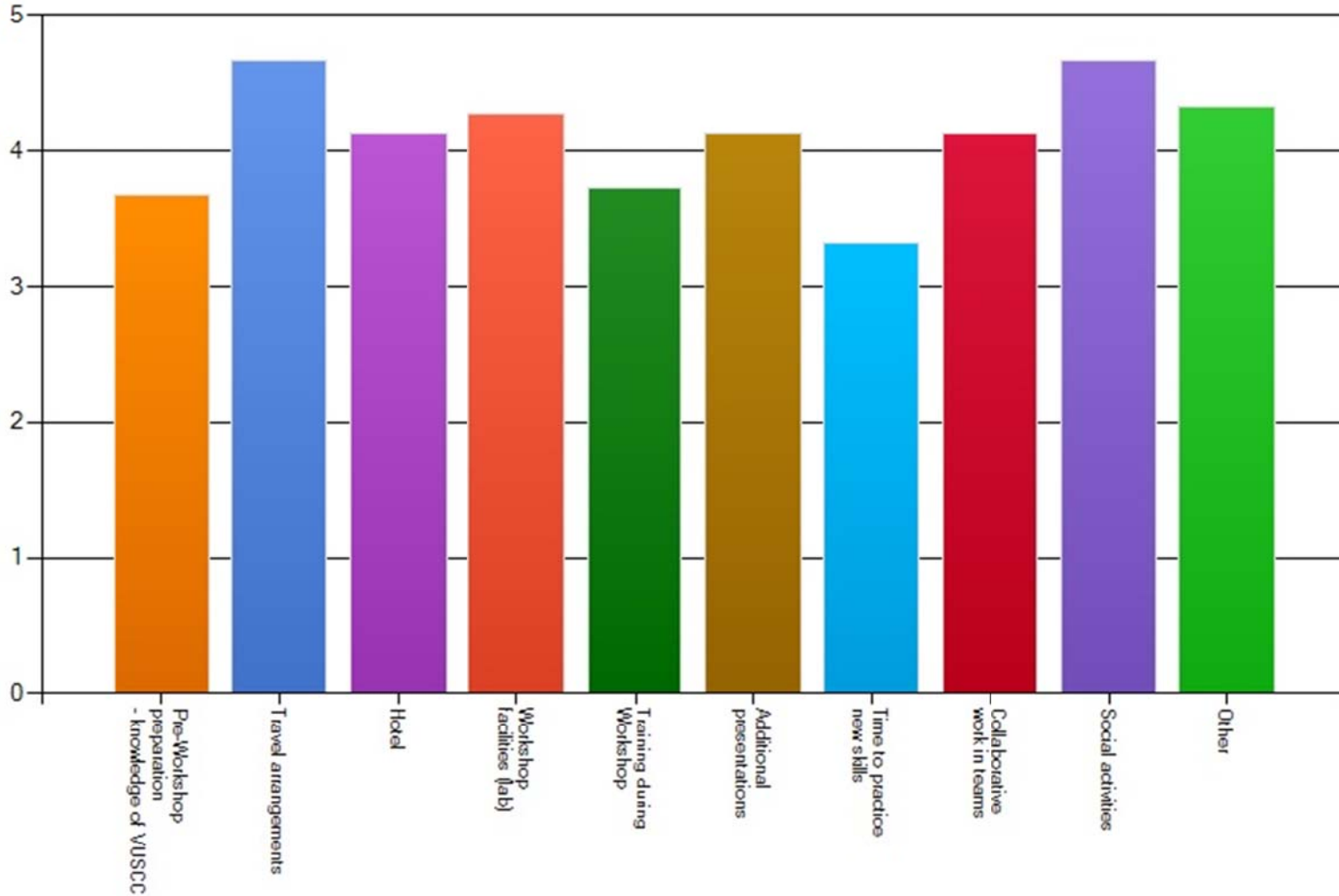
Samoa 2009 Bootcamp – Satisfaction Ratings

How satisfied were you with the following aspects of the Workshop?



Maldives Bootcamp – Satisfaction Ratings

How satisfied were you with the following aspects of the Workshop?



Lesotho Bootcamp - Satisfaction Ratings

