COMMONWEALTH *of* LEARNING

Learning for Development

BOARD OF GOVERNORS
President's Quarterly Progress Report:
April – June 2011

The Board of Governors of the Commonwealth of Learning met on 8 June 2011 in Vancouver. In lieu of a Quarterly Progress Report from the President for April – June 2011 the Programme Reports that were provided to Board members for this meeting, updating the Board on progress to date on COL's Three-Year Plan, 2009-12, are provided below. Also included at the end are updates for April – June that were provided at the meeting.

COMMONWEALTH OF LEARNING

Progress Report 2010-2011

INTRODUCTION

This report covers the period from July 1, 2010 to March 31, 2011. The aim is to provide Board members with a summary of the progress being made in implementing the Three Year Plan 2009-2012 (TYP). The information has been organised within the framework of: Relevance, Results, Reach, Regions, Resources, and Relationships.

The data for this report have been generated through:

  i.   a quarterly assessment process at the Programme Update Meetings (PUMs);
  ii. reviewing the Logframes that are updated regularly by staff; monthly meetings of the sector teams and Team Leaders; and
  iii. the findings of the mid-term stakeholder survey conducted by an independent evaluator in November 2010.

RELEVANCE

How does the programme contribute to the needs of Member States, COL's mission and mandate, Commonwealth priorities and progress towards the MDGs and EFA Goals?

COL's Three Year Plan (TYP) was developed after consulting widely in the Commonwealth. It focused specifically on the expressed needs of Member States and the imperative of progressing the MDGs and EFA Goals, within the context of its own mission and mandate.

COL developed Country Action Plans for Member States based on discussions with our country Focal Points and partners. These are dynamic documents which are updated regularly and incorporate the requests that continue to come in from countries over the course of the triennium. They will be presented as Country Reports, which document COL's work in each country, to the Commonwealth Education Ministers, when they meet in Mauritius in 2012.

COL's vision of 'Access to Learning is the Key to Development' encapsulates both strategy and outcome. For example, COL harnesses the potential of ODL to bring lifelong learning for farmers (L3F) in an effort to mitigate the challenge of poverty and food security (MDG1). As more countries achieve Universal Primary Education (UPE), they seek to provide access to secondary education. Since existing institutions are unable to cater to this massive surge, COL initiated the Open Education Resources for Open Schooling (OER4OS) project as a response (MDG 2). Mother and Child Health (MCH) goals (MDGs 4 & 5) are not likely to be met by 2015 by 14 Commonwealth countries. COL uses community media to promote MCH in countries such as Malawi, Kenya and India.

COL also focuses on four EFA goals: 'access to primary education'; 'gender equality'; 'quality education'; and 'learning and life skills for young people and adults' through teacher training, gender mainstreaming, quality assurance and skills development respectively.

The approach has been to work within the framework of the COL Logic Model 2009-12 but to also be flexible and responsive enough to cater to new and specific needs as they occur.

As the mid-term stakeholder survey concludes:

'One of COL's hallmark characteristics—one that sets it apart, particularly from donors and larger international organisations—is its disposition to listen and build interventions around partner needs' (*Stakeholder Survey,* p. 18).

RESULTS

What is the progress towards the achievement of the performance targets identified for this triennium?

COL continues to refine its results-based management (RBM) approach. This is appreciated by its stakeholders. The mid-term stakeholder survey indicated that *'COL is seen as a more effective organisation than three years ago….more focused and results-oriented'* (ibid. p. 19).

COL's Logic Model for the TYP 2009-12 sets out the expected outcomes and impact of our work in the two sectors: Education and Livelihoods & Health (L&H). The performance indicators (PIs) provide benchmarks for results which are monitored regularly.

The Education sector works in formal education at various levels: secondary education, teacher education and tertiary education. The Livelihoods & Health sector focuses on formal, non-formal and informal learning for skills development, farming, healthy communities and eLearning. The individual summaries for each of the eight initiatives in these sectors, the Commonwealth Educational Media Centre for Asia (CEMCA) and eLearning for International Organisations (eLIO) provide more details about the progress made during the first nine months of the second year of this TYP. The outputs for this FY have been achieved and most initiatives have completed over 50% of the TYP outcome targets.

The sector summaries provide an overview of the progress towards the outcomes at the mid-term of this TYP. It will be noted that in some initiatives, while the **outputs** have been substantially exceeded, the majority of **outcomes** will only be achieved by the end of June 2012. However, by the end of the triennium, most outcome targets will not only be realised but will be exceeded. This will help make substantial progress towards expected impacts.

Ten 'longitudinal studies' were commissioned and the results will be synthesised in the summative evaluation of this TYP, which will be available in February 2012. This external evaluation will elaborate the extent to which the outcomes have been achieved and how they contribute to the expected impact.

REACH

Which organisations, institutions and individuals were reached by COL's activities?

COL operates across a wide spectrum of institutions, organisations and groups. It has long been well-known for its work with public institutions such as Ministries of Education, secondary and tertiary institutions. It also supports multilateral organisations (UNESCO, UNICEF); civil society organisations (VIDIYAL, India), community based organisations (MaiMwana Trust, Malawi); women's groups (Ikonzo Musanda Self-help group, Kenya); remote institutions (Busuubizi primary teachers college, Uganda; Kaumaile primary school, Tuvalu; Antigua State College) and individuals (AIDS affected women, Batwa tribals, agricultural extension officers).

COL's Education sector work, which has a longer history, tends to reach stakeholders primarily through institutions. The teacher education initiative alone has reached over 100,000 stakeholders. The L&H sector on the other hand tends to reach its stakeholders through smaller civil society or community-based organisations, or even directly. Thus the L&H sector has reached smaller numbers – about 30,000 to date in the TYP period. There are two reasons for this: i) the L&H sector addresses the needs of specific contexts and communities with smaller populations, and ii) the focus is on developing models that can be replicated rather than immediately scaled up. In L&H the emphasis is more on innovation – new ways of achieving positive outcomes in areas of priority need. As the stakeholder survey noted: *'…COL is contributing to programmes that are achieving large scale impact. In other sectors [L&H] it is working innovatively, but in many cases not yet at scale'* (ibid. p. 18).

REGIONS

How many regions or countries has COL covered?

COL covers all four regions of the Commonwealth and has been actively engaged in 47 countries. Figure 1 captures the expenditure across the different regions of the Commonwealth and follows a pattern similar to that of the previous year.

Pan-Commonwealth shows the highest investment due to the fact that the many activities which involve participation from more than one region are amalgamated under this category. These include VUSSC; UNICEF-CFS; and COMOSA. Some of the expenditure in the Caribbean and Pacific regions was covered under 'Pan-Commonwealth' because of VUSSC.

COL has responded to the needs of the regions and this is reflected in the expenditure. As one stakeholder in the survey noted '*COL needs to work harder to make a difference in the Pacific*' (ibid. p. 18). This echoed a finding in the last TYP evaluation. COL is more proactive in its approach to engage partners in the Pacific and

Expenditure across Regions
(includes Additional Contributions and CEMCA)
(1 July 2010 to 31 March 2011)

$ Millions

- Africa: 809,021 — 25%
- Asia: 581,083 — 18%
- Caribbean: 173,631 — 5%
- Pacific: 96,055 — 3%
- Pan Commonwealth: 1,585,269 — 49%

COL now has activities in Nauru, Vanuatu, Tuvalu (vocational literacy); Solomon Islands (multi-grade teaching); and Papua New Guinea (healthy communities). However, by next year these activities will be more firmly established in these countries on an ongoing basis.

The number of country visits and the number of days travelled has been decreasing over the last five years. COL tries to cover as many Member States as possible over a three year period.

Travel costs have been decreasing steadily from 14% in the previous TYP to 11% last year. The travel expense to date this year is 9% of the programme budget for activity costs. The emphasis is on strategic and targeted travel and the reduction in physical travel is being compensated for by making more use of online collaborative tools such as base camps, Skype, Elluminate.

RESOURCES

What was the allocation of resources and in what areas of work?

The budget allocated from core funding to sector programme costs was $3.75 million with another $1.5 million available from additional contributions. The total allocation of $5,250,000 represents 46% of the total COL budget for programme activities (before staff and office costs) with 71% coming from core funds and 29% from additional contributions. Of this 61% was allocated to Education, 31% to L&H and 8% to CEMCA. The Education sector received its additional contributions from two main sources: UNICEF and The William and Flora Hewlett Foundation.

CEMCA had a programme budget of $350,000 from core funds and generated additional contributions to the tune of 30% of its core funding to date.

The overall expenditure of the programme budget (excluding commitments) in the reporting period was $3.2 million. It is estimated that approximately 90% of the budget will be expended by the end of the FY.

Core Activity Expenditures per Core Strategy
(includes Additional Contributions and CEMCA)
(1 July 2010 to 31 March 2011)

Policy	Capacity Building	Models	Materials
526,340 (16%)	1,942,062 (60%)	248,176 (8%)	528,481 (16%)

'Partners perceive COL primarily as a capacity-builder—directly or indirectly through consultants and network effects. Many see COL's interventions as important contributions to institutional development. Most see COL's policy work as important, but some see it as often not achieving its full potential. COL is urged to be more assertive and persistent in its advocacy work with governments' (ibid. p. 18).

The chart corroborates these perceptions. A wide range of stakeholders have given a clear direction that COL should do more in policy development, a concern which will be addressed during the next TYP. This should prove relatively easier to achieve as it will be based on the models and capacity built among stakeholders during this TYP.

RELATIONSHIPS

Who are COL's partners? How have these partnerships helped COL achieve its mission and mandate?

'COL is a sought-after partner for a number of reasons. It has the ability to deploy relevant technical inputs from consultants, to bring together people and organisations in communities of purpose, and to give advice directly from its own expert resources. It is also said to be an accessible and reliable partner, one that can be approached with a minimum of bureaucracy and relied upon to communicate in a timely and effective way' (ibid. p. 18).

For a small specialist organisation like COL, partnerships represent both a vital strategy and an important outcome. COL invests substantially in nurturing partnerships and networks. In particular COL has played a major role in south-south partnerships such as the VUSSC, TESSA, OER4OS consortia. Partnerships also result in substantial in-kind contributions.

For example, partnerships with multilateral organisations such as UNESCO and COMSEC with whom COL has joint work plans, helps pool resources and enlarge networks. A partnership with the Ministry of Foreign Affairs, Singapore leads to substantial in-kind contributions in organising VUSSC meetings. Additional contributions have accrued through an agreement with UNICEF to integrate Child Friendly Schools (CFS) principles into the teacher training curriculum of ten countries in Asia, Africa and the Caribbean. This has helped to strengthen COL's ongoing work in developing the capacity of teachers and teacher educators in these countries.

During this FY, 12 MOUs and 55 agreements were signed with multilateral organisations such as COMSEC, International Livestock Research Institute (ILRI); regional entities (TESSA, CARICOM); national bodies (NIOS, NCCE); and institutions (National University of Samoa, NSTT).

PRINCIPAL LESSONS LEARNED

1. COL has been promoting OER during this triennium. The emphasis was on capacity and content. This needs to shift from the production to the actual use of OER especially for teachers and students in remote and unreached areas.
2. COL developed several QA tools mainly for the formal education sector. A Quality Framework for non-formal and informal learning needs to be developed.
3. Since many of the performance targets in the TYP Logic Model are already being reached, the targets identified for the next TYP will have to be more ambitious.
4. As COL continues to refine its RBM approach, a more ambitious M&E strategy supported by appropriate tools to measure results and assess impact will need to be developed for the next TYP.

CHALLENGES

The three challenges identified in the previous report to the Board (2009-10) are being addressed. The new challenges are:

1. Ensuring that COL's work in gender is recognised by its partners.
2. Smarter targeting and enhanced effectiveness of advocacy for ODL in the face of increasing provision and continued resistance.
3. Strengthening multi-country, multi-year activities for greater impact.

Attachments

COL Logic Model 2009-12

EDUCATION SECTOR SUMMARY REPORT

PROGRESS TOWARDS OUTCOMES

The sector's main focus has been on capacity building, models and materials development, and supporting institutions and relevant agencies to put in place robust quality assurance systems for internal assessment. As indicated below, substantial progress has been made towards the attainment of the sector's outcomes.

The *Open Schooling initiative* is on track to achieve its performance targets: the establishment of two open schools was initiated with COL's support and considerable progress has been made to strengthen the capacity of 12 existing open schools. Open Education Resources (OER) in 15 subjects were completed by five participating countries. The Commonwealth Open Schools Association (COMOSA) collaboratively developed and adopted a Research Agenda which is currently being implemented. Specific focus on gender is being maintained, notable being the Gender Audit of Open Schools currently underway.

The *Teacher Education initiative* has formed effective partnerships with over 30 institutions and agencies in 24 countries in all regions of the Commonwealth. Four institutions in Africa and Asia have expanded their ODL programmes; new or improved curricular materials were developed and used in 11 institutions in five countries; and Child Friendly Schools (CFS) models were integrated into the curricula of institutions in five countries.

Under the *Higher Education initiative*, significant progress was made in supporting higher education institutions (HEIs) to improve their curriculum through the revision of 14 courses of the CEMBA/CEMPA programme. Quality Assurance mechanisms were adopted in four tertiary institutions in Asia, Africa and the Caribbean through COL Review & Improvement Model (COLRIM).

The *Virtual University for Small States of the Commonwealth (VUSSC) initiative* has also made substantial progress. Five new courses/programmes were developed and one institution in the Caribbean now offers a VUSSC course. Ten Member States have taken full responsibility for the ongoing management of VUSSC. National Qualifications Authorities in three VUSSC countries in Europe and Africa are implementing the Transnational Qualifications Framework (TQF).

PROGRESS TOWARDS IMPACT

The Sector's initiatives are making progress towards achieving the expected impact. As achieving impact takes longer than a three-year timeframe, some of our ongoing activities from the previous triennium are maturing towards demonstrating impact. The longitudinal studies commissioned under each initiative, and the summative evaluation scheduled for the end of 2011, will help us to determine progress towards impact with concrete data and appropriate evidence.

LESSONS LEARNED

1. Ownership by the partners is essential if a project is to be completed on time.
2. Success depends to a considerable extent on full and sustained engagement with partner institutions from the very outset.
3. The adoption of policy frameworks requires strong political commitment and often takes years to accomplish. COL needs to maintain contact to offer support at appropriate junctures.
4. Embedding COL's interventions in national and institutional plans is an essential pre-requisite for successful implementation.

CHALLENGES

1. The inability of some partner institutions and ministries of education to complete agreed tasks within agreed timelines; and
2. The unevenness of technology development, lack of internet access and inadequate bandwidth, led to delays in project implementation.

OVERVIEW

There is an urgent need to expand access to quality secondary education. Open schooling is an important initiative to achieve this aim. COL is working with policymakers, practitioners and managers responsible for secondary education in all four regions of the Commonwealth. The key strategy is partnerships with organisations which have similar values and share the vision for open schooling with a focus on south-south collaboration.

Activities:

1. Forge partnerships and networks to facilitate collaboration to develop quality Open Educational Resources (OER).
2. Develop capacity amongst policymakers and ODL practitioners to ensure sustainable open schools and other institutions (SADC-CDE).
3. Establish and develop new models of open schools.
4. Integrate technology in secondary education for equitable access for boys and girls.
5. Contribute to literature through research and new resources.

OUTCOME

Countries plan and implement open schooling as a means of increasing access to learning opportunities at the secondary level.

HEADLINE: OER in 15 subjects at the senior secondary level developed by five participating countries are available for use and re-use in the Commonwealth and beyond.

RESULTS July 1, 2010 to March 31, 2011

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Develop capacity amongst policymakers and ODL practitioners to ensure sustainable open schools.	Capacity of 100 ODL practitioners in Open Schools enhanced in: • Quality Assurance • Instructional Design • Learner Support/ Integration of Technology A resource focusing on different Monitoring and Evaluation (M&E) strategies in various open schools.	106 ODL practitioners trained in QA/ID/LS/ICT in Asia and Africa. Quality Assurance Toolkit for Open Schools published and disseminated. Capacity of 45 ODL practitioners enhanced in M&E in Asia & Africa.	This has been achieved and the indicators were exceeded.
Develop capacity in open and distance learning in the SADC sub-region.		113 people participated in 2 workshops.	
Establish and develop new models of open schools.	Open school established in Cameroon. Draft Policy for integrating Open Schooling into the MoE structure developed in Sri Lanka. Draft Strategy for integrated online resources available in the Caribbean.	Strategy for establishing an Open School submitted to the Minister of Education, Ghana. National workshop on integrating Open Schools in Sri Lanka held. Feasibility study received for the development of a Caribbean-wide Open Schooling Programme (COSP).	Due to significant delays from our partners in Ghana, Cameroon and the Caribbean, we will have to provide more support in 2011-2012.

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Forge partnerships and networks to facilitate collaboration to develop quality Open Educational Resources (OER).	OER in 20 subjects available for use in 6 countries. 5 sets of Multi-media OER. 100 master teachers trained in the use of COL ID template; collaborating online; online technologies to transform print based content to integrated online content; and able to cascade training to other teachers. Gender issues concerning equity of access, sensitivity with regard to the materials under production have been monitored.	Content of 15 subjects completed. 65 Units in 14 subjects have been uploaded on the COL WIKI. 4 Subjects have been uploaded on MOODLE. A video was uploaded on Vimeo. MOODLE training for 15 participants of 6 countries took place. 15 trained in ID in Zambia.	Will be completed in 2012. Under this activity, we achieved unintended outputs, for example, additional platforms such as Open Schooling Connect, and development of OER in Braille.
Integrate technology in secondary education for equitable access for boys and girls.	Radio programmes available in 2 countries to supplement the curriculum in schools. The use of mobile technologies introduced as a model in two open schools as a means to transfer content to learners. Digital library for secondary schools in Namibia developed.	Recommended the mobile technology strategy to India and Lesotho. The model to introduce mobile technologies presented to two open schools. 25 ODL practitioners trained in the integration of technology. COL participated in a meeting to discuss the development of a Digital library for secondary schools in Namibia.	This output is on track for achievement by the end of the TYP.
Contribute to literature through research and new resources.	Research studies available in each region of the Commonwealth. Enhanced capacity in research amongst the COMOSA members. Research contributes to sustainable open schools.	Research studies on online learning in open schools in 7 countries and Integrating Vocational and General/Academic Education are under way. A Situational Analysis to Investigate the Potential of open schooling in the Commonwealth Pacific Island countries and a Gender Audit in 15 Open Schools commenced. Workshop on Research in Open Schooling took place. COMOSA published its first journal.	These resources are expected to support policy-makers and practitioners as they implement open schools in their respective countries.

LESSONS LEARNED

1. Staff changes in our partner ministries and institutions hamper our work in most cases. When partners do not consult amongst themselves it delays our work. Ministries of Education make requests but fail to stay committed and follow through on their requests.
2. The OER4OS initiative is a unique model where we have integrated continuous monitoring and evaluation. Consistent follow up and motivation from COL staff is imperative in making a success of our work.
3. Building an online culture demands investment in time from COL.

COUNTRIES AND PARTNERS

40 Countries: Australia, Bangladesh, Barbados, Belize, Botswana, Cameroon, Canada, Cook Islands, Fiji, Ghana, Guyana, India, Kenya, Kiribati, Lesotho, Malawi, Marshall Islands, Mauritius, Mozambique, Namibia, Nauru, Nigeria, Niue, Pakistan, Papua New Guinea, Samoa, Solomon Islands, Seychelles, South Africa, Sri Lanka, Swaziland, Tanzania, Tokelau, Trinidad and Tobago, Tonga, Tuvalu, Uganda, United Kingdom, Vanuatu, Zambia.

Key Partners: William & Flora Hewlett Foundation (WFHF); Commonwealth Open Schooling Association (COMOSA); Botswana College of Distance Open Learning (BOCODOL); Namibian College of Open Learning (NAMCOL); National Institute of Open Schooling (NIOS); National Open School of Trinidad and Tobago (NOSTT); Lesotho College of Distance Education (LDTC); South African Institute of Distance Education (SAIDE); British Broadcasting Corporation (BBC); Directorate of Open & Distance Education (DODE); National Institute of Distance Education (INED); National Institute of Education (NIE); Institute of Adult Education (IAE); Bangladesh Open University (BOU); University of the South Pacific (USP).

Annual Budget: $500,000

Expenditure to March 31, 2011: $389,500

OVERVIEW

Addressing shortfalls in teacher supply and enhancing the quality of teachers and teacher education in the context of EFA and MDG goals are key areas of concern for developing countries of the Commonwealth. Current and projected numbers of teachers required are huge and cannot be adequately addressed by the existing conventional teacher education institutions. Therefore COL is promoting the use of ODL for teacher development.

Activities:

1. Quality Assurance.
2. Training of teachers and teacher educators.
3. Materials Development.
4. The UNICEF-COL Child Friendly Schools project.

OUTCOME

More teacher education and training institutions use ODL methodologies to train and upgrade larger numbers of teachers.

HEADLINE: Thirty institutions in 14 countries have trained over 100,000 teachers and teacher educators in various aspects of ODL and OER.

RESULTS July 1, 2010 to March 31, 2011

Expected Outputs	Performance Indicators	Achievements to Date	Comments
The capacity of Teacher Education Institutions (TEIs) on ODL enhanced, and the quality of teaching and learning in TEIs and schools improved.	30 teacher educators in PNG Open College, 5 at the University of Samoa and 35 at the University of the Gambia trained in Instructional Design.	The capacity of 70 teacher educators in PNG Open College, University of Samoa and University of The Gambia on Instructional Design (ID) developed.	As a follow-up to this, COL will support the University of The Gambia to develop modules for the B.Ed. course in July 2011.
	60 course facilitators at NTI trained in ODL tutoring.	400 course facilitators in NTI and NCERT trained.	This is a follow up activity on the review of NTI's Learner Support Services undertaken by COL in 2006.
	80 teacher educators in Zambia and Uganda trained on the TESSA OER and at least 3 TEIs adapted and used the OER.	92 teacher educators from 23 Primary Teachers' colleges and 7 TEIs trained on the TESSA OER.	This project is a partnership between COL and the TESSA Secretariat at OUUK.
	35 Master trainers and 350 head teachers and principals trained.	35 master-trainers trained in innovative school management.	This activity is a partnership between COL and MUN.
	Print-based and online professional development courses developed and at least 200 teachers trained annually.	Work Plan on Multi-Grade teaching developed.	This is a 3-year activity that terminates in 2013 and is done in partnership with COMSEC and the MOEs and TEIs in the 5 countries (Solomon Islands, Samoa, Maldives, Namibia and Belize).

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Selected TEIs and teachers develop/adapt ODL materials.	Adapted modules of the TESSA OER developed by TEIs in Zambia and Uganda.	TESSA OER modules adapted by 7 TEIs in Uganda and Zambia.	
	Radio programmes on JSS English and Social studies developed and used at NTI Kaduna.	26 radio programmes produced and transmitted on NTI's Teachers' Radio.	
	Online materials for Green Teacher developed and used.	314 teachers trained through GT print. Green Teacher Online completed and in use.	
	Modules for Year 1 HTC course at FTC Sierra Leone developed.	HTC modules, Year 1 completed.	
	6 OER ELT modules developed.	6 Modules OER ELT project completed.	
CFS principles and models integrated into Pre-service and in-service curricula; and the CFS capacity of teacher educators, head teachers, ERC managers and other education personnel built.	TE curricula reviewed and CFS principles and models integrated.	CFS integrated into the curricula of 5 countries in Africa. 37,000 in-service teachers use CFS modules.	This COL project in partnership with UNICEF will be concluded in all 10 countries by June 2012.
	600 teacher educators and 150 TRC managers, head teachers and other education personnel trained in CFS.	507 teacher educators and 509 TRC managers, head teachers/ school principals, inspectors trained.	

LESSONS LEARNED

1. Success depends to a considerable extent on a full and sustained engagement of partner institutions in project design, development and implementation.
2. Sustainability and scaling up may not be easily attained unless COL's support is congruent with national and institutional plans and the projects are embedded in these plans.
3. Realistic and flexible timelines have to be adopted since unforeseen factors often impede progress.

COUNTRIES AND PARTNERS

23 Countries: Belize, Botswana, Gambia (The), Ghana, India, Jamaica, Lesotho, Malawi, Maldives, Namibia, Nigeria, Papua New Guinea, Rwanda, Samoa, Sierra Leone, Solomon Islands, Swaziland, South Africa, Sri Lanka, Tanzania, Trinidad and Tobago, Uganda, Zambia.

Key Partners: Ministries of Education; COMSEC; TESSA Secretariat Open University UK (TESSA OUUK); UNICEF; Lesotho College of Education (LCE); University of Limpopo (UL); Kigali Institute of Education (KIE); University of Gambia; National Teachers' Institute (NTI) Kaduna; National Commission for Colleges of Education (NCCE); Freetown Teachers' College (FTC); University of Southern Caribbean (USC); Centre for Environmental Education (CEE); National Council on Educational Research and Training (NCERT); Memorial University of Newfoundland (MUN).

Annual Budget: $1,650,000 ($450,000 core + $1,200,000 additional contributions)

Expenditure to March 31, 2011: $850,611

EDUCATION
Higher Education

OVERVIEW

Most governments in the Commonwealth aim to enhance access to higher education. This can be done through the increased use of quality ODL provision. COL's initiative in higher education is geared towards ensuring greater access, better systems, more effective and efficient institutional management, and quality teaching and learning.

Activities:

1. Capacity building in higher education.
2. Course and resource material for higher education.
3. RETRIDAL (at National Open University of Nigeria).

OUTCOME

Higher education institutions have policies, systems and staff competencies that support the use of ODL to increase learner access and completion rates while enhancing curricular content.

HEADLINE: Four institutions in Asia, Africa and the Caribbean have undergone a low-cost and rigorous quality audit under the COLRIM project.

RESULTS July 1, 2010 to March 31, 2011

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Train professional staff of Ministries of Education, and faculty and staff of higher education institutions (HEI's), in ODL applications.	250 faculty/staff to be trained in ODL methods, Quality Assurance (QA), management case study writing, legislative drafting, and instructional design.	129 trained in target areas, 81 out of the 129 were trained in QA models and processes.	Training activities will be fast-tracked in the next FY.
Capacity building to enhance efficiency and quality assurance in higher education institutions.	Higher education institutions apply the COL Review and Improvement Model (COLRIM).	COLRIM implemented in Nigeria, Sri Lanka, Jamaica and Dominica.	COLRIM implementation at Guyana, and Seychelles being funded by COMSEC.
	2 institutions adopt dual-mode programme delivery.	Universities of Buea, Cameroon and Katsina State University, Nigeria are in the process of becoming dual mode.	
	Countries begin implementing their ODL policy frameworks.		
	150 staff trained under RETRIDAL in West Africa.		Progress in RETRIDAL has been slow due to changes in personnel.
Provide ODL course and resource material for higher education institutions.	Review/revise 22 CEMBA/CEMPA courses.	All courses reviewed; 13 courses revised.	Efforts will be made to fast track revision process in the next FY.
	3000 students enrolled in CEMBA/MPA programmes and 100 graduates.	5215 enrolments and 2725 graduates confirmed to date.	
	7 HEIs partner to develop programmes in Civil Paths to Peace.	One partner (UTech, Jamaica) on board.	

LESSONS LEARNED

1. The adoption of national ODL policies could take several years and COL needs to keep track of progress.
2. The COLRIM is gaining momentum and COL needs to create a cadre of External Verifiers.

COUNTRIES AND PARTNERS

16 Countries: Bangladesh, Dominica, Ghana, Guyana, India, Jamaica, Lesotho, Malaysia, Nigeria, Pakistan, Seychelles, South Africa, Sri Lanka, Trinidad and Tobago, Papua New Guinea, Vanuatu.

Key Partners: Bangladesh Open University (BOU); Indira Gandhi National Open University (IGNOU); University of Technology (UTech); Wawasan Open University (WOU); Open University Malaysia (OUM); National Open University of Nigeria (NOUN); National Teachers' Institute (NTI); Allama Iqbal Open University (AIOU); Seychelles Qualifications Authority (SQA); University of South Africa (Unisa); Open University of Sri Lanka (OUSL); The University of the West Indies (UWI-St. Augustine); University of Guyana (UG); University College of the Caribbean (UCC); Kwame Nkrumah University of Science and Technology (KNUST); University of Papua New Guinea (UPNG); University of South Pacific (USP); Dominica State College (DSC); University of Calabar; Commonwealth Secretariat (COMSEC).

Annual Budget: $450,000

Expenditure to March 31, 2011: $217,192

EDUCATION

Virtual University for Small States of the Commonwealth (VUSSC)

OVERVIEW

The Virtual University for Small States of the Commonwealth (VUSSC) continues to make steady progress. Its mandate is to build capacity and empower educational institutions to offer eLearning programmes and strengthen networks of ministries and institutions in the small states of the Commonwealth.

This initiative seeks to build the ICT skills of educators and their capacity in developing Open Educational Resources (OER). Fostering Commonwealth-wide cooperation and encouraging the sharing of course materials are the basic aims of VUSSC.

Activities:

1. Capacity Development in ODL.
2. Networks of ministries and national institutions.
3. Strengthening of Quality Systems.

OUTCOME

VUSSC partner institutions produce and deliver relevant courses using eLearning strategies that are scalable and sustainable.

HEADLINE: Three countries adopt TQF at the national level, which has only been possible because of the VUSSC initiative.

RESULTS July 1, 2010 to March 31, 2011

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Increase in-country capacity to design and develop ODL course materials and delivery of online courses.	An ID tool for VUSSC courses developed.	Draft ID template developed.	43 workshop participants expected to train at least 215 educators in their home country.
	Three new VUSSC courses developed using gender-inclusive language and materials.	VUSSC has developed a full bachelor's degree programme on business and entrepreneurship which consists of 23 courses. The courses have gender sensitive language and graphics.	The full programme contains courses that could be offered independently to the actual programme.
	Two educational institutions using VUSSC course materials.	A VUSSC Learning Management System (LMS) developed to give institutions access to VUSSC learning materials.	A new and improved VUSSC website was developed.
	Two online courses offered in partnership with national institutions.	UWI offered one course online.	This course is offered on a regular basis by UWI.
	250 ministry and institutional staff trained to develop online learning materials for VUSSC.	86 professionals participated directly in three VUSSC activities.	Activities conducted through meetings, workshops and training.
	40% of female participation in VUSSC bootcamps.	49% female participation recorded.	
	A handbook to support learners enrolled in ODL courses developed.	*Communication and study skills for distance learning students* handbook available on COL website.	

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Strengthen institutional collaboration networks of ministries and institutions.	32 VUSSC member states working together in order to enhance their education system. VUSSC Management Committee established and agreements are in place committing 3 VUSSC member states to take responsibility for the ongoing management of VUSSC.	Interlocutors' meeting held in 2010.	When interlocutors met in India they agreed that they should be taking a more proactive role in implementing the VUSSC initiative. They also agreed that COL should continue to support VUSSC for at least 10 years or else all the resources and energy invested in VUSSC will have no real impact.
Develop and implement a Transnational Qualification Framework (TQF), to provide the small states with an accreditation system.	Three VUSSC member states are implementing the TQF. Work on the development of a TQF portal started.	Malta, Mauritius and Seychelles have already referenced their National Qualifications Framework (NQF) to the TQF. A TQF portal technical committee set up.	The TQF is gaining traction in the small states and beyond. Interlocutors recommended that the following be done: • Awareness building among ministers and leaders – put TQF on their policy and legislative agenda. • Train technocrats and identify champions. • Use the TQF as a model for NQF development. • Articulate TQF with developed frameworks, e.g. European Qualification Framework (EQF).

LESSONS LEARNED

1. The sustainability of VUSSC needs to be addressed in the light of funding and ownership.

COUNTRIES AND PARTNERS

32 Countries: Antigua and Barbuda, Bahamas (The), Barbados, Belize, Botswana, Brunei Darussalam, Cyprus, Dominica, Fiji, Gambia (The), Grenada, Guyana, Kiribati, Lesotho, Maldives, Malta, Mauritius, Namibia, Papua New Guinea, Samoa, Seychelles, Sierra Leone, Solomon Islands, St. Kitts and Nevis, St Lucia, St. Vincent and the Grenadines, Solomon Islands, Swaziland, Tonga, Trinidad and Tobago, Tuvalu, Vanuatu.

Key Partners: Ministries of Education of 32 Commonwealth small states; post-secondary and tertiary education and training Institutions in the Commonwealth small states; National Qualifications Authorities/Quality Assurance Agencies of 32 Commonwealth small states; Commonwealth Secretariat (COMSEC); William and Flora Hewlett Foundation; University of the West Indies (UWI); South African Qualifications Authority (SAQA); Singapore Ministry of Foreign Affairs; Open University Malaysia (OUM); Malaysia Qualifications Agency (MQA); UNESCO, INTEL.

Annual Budget: $600,000 ($400,000 core + $200,000 additional contributions)

Expenditure to March 31, 2011: $500,477

LIVELIHOOD AND HEALTH SECTOR SUMMARY REPORT

PROGRESS TOWARDS OUTCOMES

The L&H sector aims to improve the income, livelihoods and quality of life of communities through new knowledge and skills gained through ODL. The second year of this triennium has enabled COL to evolve models and policy advocacy strategies for moving towards the expected outcomes.

The achievements of the *Skills Development initiative* include: 15 institutions in four Commonwealth countries have started technical and vocational education through ODL. Six countries in the Pacific have improved TVET curriculum content.

In the *Learning for Farming initiative*, resource poor farming communities, in collaboration with COL and partner institutions, have increased the income and assets of agricultural communities in three countries in Asia and Africa. Five governmental organisations have adopted the lifelong learning (L3F) approach and 19 organisations have had their capacity built in Asia, Africa and the Caribbean.

The *Healthy Communities initiative* has used community radio extensively. Twenty-five community organisations, NGOs and local public institutions and nine national/regional agencies in four Commonwealth regions have significantly enhanced their capacity in the use of ODL. The initiative has facilitated the development of 13 new health-related ODL programmes in nine countries in four Commonwealth regions.

The *Integrated eLearning initiative* is facilitating eight institutions in Africa and the Caribbean to use OER for their curricula. It is also enabling four institutions to adopt ICT training modules and four governments are integrating ICT in teaching and learning in Africa and the Caribbean.

PROGRESS TOWARDS IMPACT

The activities during the first two years of the triennium have yielded some interesting results. The role of ODL in influencing the income and the health seeking behaviour of the target communities is becoming evident. ODL approaches in technical and vocational skills development are taking hold. The gender sensitive approach has become stronger in the initiatives. Multi-stakeholder partnership have helped to address the broader issues in livelihoods and health. The sector has been able to make substantial progress with the outcome performance indicators and by the end of the three year plan it hopes to exceed the expected target.

LESSONS LEARNED

1. An appropriate threshold level of operation is required for influencing policies and for facilitating a self-replicating process.
2. Policy advocacy should be based on the ability to project the outcomes and impact with strong evidence and analytical reporting.
3. Organisations with a holistic approach are more suited for the L&H sector than organisations with a specific sectoral approach.

CHALLENGES

1. Translating the country's experiences into a regional perspective is a challenge which requires strong policy-advocacy strategies; and
2. Identifying outcome statements and performance indicators that are both adequate and appropriate will need to be addressed in the next Three Year Plan.

LIVELIHOODS AND HEALTH

Skills Development

OVERVIEW

There is increasing emphasis from governments on the need to reform and expand skills development. Of particular concern in some Commonwealth regions is the lack of skills training opportunities for the majority of youth who will work in the informal sector. COL contributes by supporting institutions in both formal TVET systems and non-formal organisations to utilise appropriate technology and ODL methods to improve access to quality skills training.

Activities:

1. Support strategic planning and policy development at institutional and national levels.
2. Build capacity to integrate technology and flexible delivery mechanisms into skills training.
3. Assist institutions and Ministries to define and contextualise effective ODL models of skills development.
4. Support the development of new learning materials and repurposing of OER.

OUTCOME

Training institutions and civil society organisations have the policy frameworks and increased capacity needed to develop and deliver ODL materials for strengthening knowledge and skills in both formal and non-formal learning environments.

HEADLINE: Fifteen institutions in four Pacific countries have enhanced their capacity and are offering vocational literacy and numeracy training through ODL.

RESULTS July 1, 2010 to March 31, 2011

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Increased strategic planning and policy frameworks at institutional and national levels for ODL and ICT in TVET.	6 plans and policies for ODL in TVET institutions.	7 plans and policies for ODL in TVET institutions in place in Africa, Asia and Caribbean.	The new national strategic framework in Trinidad and Tobago is currently awaiting Cabinet approval.
Strengthened capacity of TVET teachers, managers and policy makers in the use of ODL and ICT in TVET.	Strengthened capacity of teachers and managers to use ODL approaches in 3 regions.	Strengthened the capacity to use ODL approaches among 70 Institutional managers and teachers in Africa, 30 educators from 6 countries in the Pacific and 25 educators in Asia.	There is evidence of capacity strengthening to manage and deliver skills training through ODL in 3 Commonwealth regions.
Models of ODL and ICT adopted by institutions and organisations.	Online resource and Community of Practice in place and being used by TVET policy makers, managers and teachers.	180 TVET managers, teachers and policy makers engaged in Community Learning Network. 5 ODL courses have been accredited by the Vanuatu National Training Council to their National Qualifications Framework.	There is now more focus on the development of new curricula and learning materials.
Gender-sensitive materials and resources for vocational subjects in development.	4 new skills training courses in development.	14 new skills training courses in development in Africa.	

LESSONS LEARNED

1. Supporting institutional and national objectives is critical for sustainability in COL's work in skills development. Partners have shown solid commitment to introducing ODL methodologies but their capacity to complete activities varies between institutions. Allowance needs to be made for this and we need to be prepared to stay with them for as long as it takes.

2. Some partner institutions face substantial technological and financial limitations and need assistance in developing strategies to mitigate these.

3. Working together with the Integrating eLearning initiative has strengthened capacity building with TVET teachers and added value to the activities of the Skills Development initiative.

COUNTRIES AND PARTNERS

17 Countries: Bahamas (The), Gambia (The), Ghana, Kenya, India, Lesotho, Nauru, New Zealand, Nigeria, Papua New Guinea, Samoa, Solomon Islands, Tanzania, Trinidad and Tobago, Tuvalu, Vanuatu, Zambia.

Key Partners: African Medical Research & Education Foundation (AMREF); Auchi Polytechnic; Commonwealth Association of Polytechnics in Africa (CAPA); College of the Bahamas; Gambia Technical Training Institute (GTTI); Kenya Technical Teachers' College (KTTC); Koforidua Polytechnic; Masai Technical Training Institute; Mombasa Technical Training Institute; Mbeya Institute of Science and Technology; Open Polytechnic of New Zealand; Papua New Guinea Ministry of Education; Papua New Guinea Office of Higher Education; Solomon Islands Ministry of Education and Human Resource Development, TVET Division; Technical & Vocational Teachers' College (TVTC); Trinidad and Tobago Ministry of Science Technology and Tertiary Education, Distance Learning Secretariat; Tuvalu Ministry of Education, Youth and Sports; University of Samoa; Vanuatu National Training Centre; Vanuatu Rural Development and Training Centres Association (VRDTCA); Zambia Institute of Business and Industrial Placement (ZIBSIP).

Annual Budget: $400,000

Expenditure to March 31, 2011: $216,006

LIVELIHOODS AND HEALTH

Learning for Farming

OVERVIEW

The Learning for Farming (L4F) initiative aims to :

- facilitate a sustaining process of Lifelong Learning in rural communities leading to knowledge empowerment particularly among women and other poor sections;
- translate such knowledge empowerment into livelihoods security through networking among the stakeholders on a win-win framework; and
- strengthen the role of ODL and Information and Communication Technologies (ICT) for facilitating such a process.

Activities:

1. Facilitating Lifelong Learning for Farmers (L3F) in Asia.
2. Facilitating L3F in Africa.
3. Facilitating L3F in the Caribbean.
4. Facilitating L3F in the Pacific.
5. Developing Mobile Phone Based Learning System for L3F.

OUTCOME

Resource-poor farming communities, in collaboration with COL and partner institutions, use ODL to increase their knowledge and skills to access new information, training and financing that improves their livelihoods through various economic activities.

HEADLINE: CAD$ 2.5 million worth of assets and income generated by 2000 women in one district in India through L3F.

RESULTS July 1, 2010 to March 31, 2011

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Increased capacity of government departments, universities, NGOs and other institutions in implementing L3F.	Trained personnel in 19 government departments, universities, NGOs and other institutions implementing L3F.	Around 150 personnel in 19 government departments, universities, NGOs and other institutions strengthened their capacity and implemented L3F through gender sensitive learning materials.	Some of the institutions have developed strategies for self-sustaining L3F. There is a need to focus on strengthening institutions in the Pacific.
Enhanced partnership between farming communities and secondary stakeholders and increased role of credit, market and ICT in sustaining L3F.	5 banks and 3 ICT companies getting involved in L3F.	4 banks and 3 ICT companies are involved in L3F.	The activities in Mauritius will help to exceed the target of 5 banks and 3 mobile companies by June 2011. There is a need to focus on strengthening the partnership in the Pacific.
Enhanced role of multi-channel learning and increased usage of mobile phones for systematic learning among the participants.	6,300 participants using mobile phones and multi-channels for learning.	7,000 core participants and 20,000 other participants are involved in learning predominantly through mobile phones as well as through other learning tools such as computers and interactive CDs.	The Learning Management System (LMS) for mobile phones, called Learning Through Interactive Voice Educational Systems (LIVES) was beta-tested in India and efforts are being made to reach large numbers of participants.
Government departments and international agencies recognising L3F as a strategy for development.	4 Government departments and international institutions recognising L3F as a strategy for development.	4 government and international organisations are involved in various aspects of L3F.	The Ministry of Gender Equality, Child Development and Family Welfare, Mauritius is adopting the L3F approach and it has initiated the activity through legal literacy programme for women.

LESSONS LEARNED

1. Policy advocacy should be based on the ability to project the outcomes and impact with strong evidence and analytical reporting.

2. Self-replicating process can be made possible only with a certain threshold level of operation which requires a longer engagement from COL.

3. Organisations with a holistic approach (such as civil societies) are more suited for L3F than organisations with a specific sectoral approach.

COUNTRIES AND PARTNERS

7 Countries: India, Jamaica, Kenya, Mauritius, Papua New Guinea, Sri Lanka, and Uganda.

Key Partners: VIDIYAL; Arul Anandar College (AAC); Reddiarchatram Seed Growers Association (RSGA); IFFCO Kisan Sanchar Ltd (IKSL); Mann Deshi Foundation (MDF); Centre for Environment Education (CEE); Rural Agricultural Development Authority (RADA); Ikonzo Musanda Self Help Group (IMSHG); Kenya AIDs Intervention Prevention Project Group (KAIPPG); Ugunja Community Resource Centre (UCRC); International Livestock Research Institute (ILRI); National Productivity and Competitiveness Council (NPCC); Open University of Sri Lanka (OUSL); University of Ruhuna; University of Colombo; Central Bank of Sri Lanka (CBSL); Makerere University; National Agricultural Research Organization (NARO).

Annual Budget: $400,000

Expenditure to March 31, 2011: $258,482

LIVELIHOODS AND HEALTH

Healthy Communities

OVERVIEW

The Healthy Communities initiative uses ODL to expand learning opportunities about community health and development in non-formal settings. Methods include face-to-face training, programme development processes (especially workshops), online training, and the creation of training materials to support take-up and replication. The focus is on rural and resource-poor districts, which often face serious health and related development challenges.

The initiative promotes a distinctive community learning model based on (a) collaboration between subject 'experts', community networks, public authorities, and media/ICT groups, in particular those working with mobile devices, (b) stakeholder participation, and (c) approaches that blend media content with face-to-face learner support and interaction, using mobiles.

Activities:

1. Capacity building for community groups in ODL.
2. Community ODL programme development.
3. Knowledge sharing.

OUTCOME

Community organisations, NGOs and local public institutions have increased their capacity to create and use ODL materials to improve the health and well-being of their communities.

HEADLINE: A thousand households in one district in Kenya enhance their knowledge about HIV/AIDS through community media and local health workers.

RESULTS July 1, 2010 to March 31, 2011

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Increased capacity among health, development and media/ICT groups working at the community level.	At least 100 learning facilitators, (with 30% women and 30% youth), 40 new community groups, 6 new national/regional agencies in 6 countries in 3 Commonwealth regions engaged in ODL training and programme development. At least 2 OER related to Healthy Communities and 10 open training materials.	252 Learning facilitators (44% women), 48 community groups and 10 national/regional-agencies in 19 countries in 4 regions trained in gender sensitive programme development. 2 OER developed and 10 radio scripts as online course training materials available.	We need to do the following: • Advocacy and providing training materials to support replication of the community learning model • Support partners to internalise ODL strategies • Train partners to be more gender-sensitive by providing appropriate training materials
ODL programmes focused on health and related community development are implemented.	At least 10 ODL programme teams are actively engaged in ODL programme delivery, 2,000 new learners are identified and 80% of new ODL programmes include learning content on gender roles in health.	8 multi-sectoral programme teams are actively engaged in ODL programme delivery. 3,000 new learners identified, and 40% of new ODL programmes have gender-specific content.	Need to standardise parameters for programme and training outputs and support materials for (a) gender-specific content, and (b) quality assurance.

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Applications of ODL models for community health and development education are evaluated with good practices and lessons learnt shared with practitioners and policy makers.	1 set of policy recommendations drafted.	1 set of policy recommendations drafted.	This activity will continue to focus more proactively on policy.
	2 papers on COL's non-formal 'community ODL' published and presented.	3 papers on ODL and Healthy Communities published.	
	2 new national/regional partnerships established.	2 new national/regional partnerships established, one with strong gender expertise.	

LESSONS LEARNED

1. Although a distinct model for community learning has emerged from COL's work with partners in different regions of the Commonwealth, the consistency and robustness of its application by national and regional partner agencies needs to be supported through better articulation, evidence and 'how-to-replicate' materials. Further work on the model is needed in the area of appropriate sustainability strategies.
2. Gender strategies introduced in 2010-11, namely the integration of gender into training and programme development activities shows promise but needs to be strengthened further.
3. Plans to increase engagement with health and other local authorities in 2010-11 were only partially successful and need to continue as a priority into 2011-12.

COUNTRIES AND PARTNERS

19 Countries: Bangladesh, Belize, Cameroon, Gambia (The), Ghana, India, Jamaica, Kenya, Malawi, Nigeria, Papua New Guinea, Rwanda, Sierra Leone, Solomon Islands, South Africa, Tanzania, Tonga, Uganda, Zambia.

Key Partners: Caribbean Institute for Media and Communication (CARIMAC); Farm Radio International; femLINK–Pacific; Media and Training Centre for Health; Secretariat of the Pacific Community (SPC); Regional Media Centre (RMC); Story Workshop; UNESCO; World Association of Community Radio Broadcasters (AMARC).

Annual Budget: $400,000

Expenditure to March 31, 2011: $282,914

LIVELIHOODS AND HEALTH

Integrating eLearning

OVERVIEW

The initiative aims to:

- raise levels of digital literacy;
- deploy eLearning in education systems;
- build capacity to develop eLearning materials and conduct eTutoring; and
- share materials as OER through communities of practice.

Activities:

1. Increasing digital literacy in institutions and communities.
2. Advocating and building capacity to develop and use OER.
3. Providing policy support to governments and institutions.

OUTCOME

Governments, institutions, communities and individuals use digital technologies to design and develop learning materials that are made available, where possible, as open education resources (OER), provide effective and appropriate skills training and integrate ICT into teaching and learning in line with ICT in Education policies and plans.

HEADLINE: Four governments in the Caribbean are adopting ICT in Education strategies/policies through COL's initiative.

RESULTS July 1, 2010 to March 31, 2011

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Institutions and individuals show evidence of producing teaching and learning content using materials and resources developed by COL.	Participating individuals' and institutions' capacity increased to develop materials and use Web 2.0 technologies to develop content.	An Instructional Design Tool, guidelines, facilitators' guide, and a 40 hour course were developed and piloted in TVET and HE institutions in Guyana, Kenya, Tanzania and Zambia. A module on the uses of social media was developed and piloted with teachers in The Bahamas and South Africa.	All participants in the workshops are doing post workshop activities in developing multi-media materials. Web 2.0 technologies are being used.
Digital literacy in eHealth in the Pacific needs analysis report and proposal available.	eHealth Report and Project Proposal developed.	Literature review and environmental scan of health strategies took place. Data collection has commenced.	The report and project proposal will be completed by June 30, 2011.
Individuals and institutions have an understanding of the use of OER and demonstrated the skills needed to develop and use OER.	Participating individuals' and institutions' capacity increased to work within a framework of open licensing models when developing, updating or revising materials.	Capacity building workshops took place in Mali and India. The OER Community expanded and participated in 3 Online Forums (341 registered members). Institutional capacity building workshops took place in The Bahamas and in Tanzania.	Participating individuals/ institutions are being surveyed to determine the value of the participation and the impact it had on the use of OER in participants' institutions.

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Additional resource materials on the development and use of OER produced and published in print format and on the COL website.	New resource materials produced by COL.	Basic Guide to OER completed. OER Dossier - Introduction to OER for workshops available. OER Issues Paper and Background Paper available. Guidelines for OER in Higher Education drafted.	Under the initiative 'Taking OER beyond the OER Community: Policy and Capacity', in collaboration with UNESCO, several resources are available at http:// oerworkshop.weebly.com.
Governments developed and implemented ICT in Education policies and strategies.	At least 1 government in Africa has developed and implemented ICT in Education Strategies/Policies.	ICT in Education plan in Guyana is implemented in collaboration with ComSec and Microsoft.	This activity was planned for the Seychelles, but due to non-responsiveness, it was shifted to Guyana. Most work is being done in the Caribbean.
Governments applied the Roadmap for Teacher Development ICT integration and there is an increased number of teachers that integrate ICT into teaching and learning.	Governments in 3 targeted countries in the Caribbean have adopted the Roadmap for Teacher Development in the Integration of ICT into Teaching and Learning.	Trinidad and Tobago, The Bahamas and Guyana are implementing the roadmap and the Commonwealth Certificate for Teacher ICT Integration (CCTI).	The CCTI applies a low cost technology teacher training model that makes use of CD-based materials, collaborative tools and Web 2.0 applications.

LESSONS LEARNED

1. A practical roadmap is essential when approaching and working with governments and institutions.
2. Success depends on continued engagement with/involvement in planning and implementation.
3. COL's support has to be in line with national and institutional plans to sustain and maximise impact.
4. Timelines must be fairly flexible and redefined in the light of new developments during implementation.
5. Synergy between eLearning and other initiatives in COL/working with other ESs have much greater impact.

COUNTRIES AND PARTNERS

14 Countries: Antigua and Barbuda, Bahamas (The), Belize, Dominica, Guyana, India, Kenya, Malaysia, St Kitts and Nevis, St Vincent and the Grenadines, South Africa, Tanzania, Trinidad and Tobago, Zambia.

Key Partners: Commonwealth Secretariat (COMSEC); Microsoft; SchoolNet South Africa (SchoolNet SA); UNESCO.

Annual Budget: $400,000

Expenditure to March 31, 2011: $217,499

COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA)

OVERVIEW

CEMCA aims to accelerate the pace of appropriate technology interventions in both Educational Institutions and Civil Society organisations in the region, progressively building on and consolidating the activity outputs to achieve the stated outcomes of COL's programme. The focus has been on Open Schooling, Community and Internet based Radio and low-cost technology options for different learning contexts.

Activities:

1. Increasing capacities of Open Schools in developing Self Learning Materials.
2. Quality Assurance in Multimedia Learning Materials.
3. Developing skills and capacities in the use of Community Radio and Internet based Radio.
4. Promoting collaborative learning tools such as WikiEducator and low cost technologies such as EasyNow.
5. Creating multimedia resources for caregivers of children with special needs.

OUTCOME

The mandate of CEMCA is to facilitate the achievement of COL's Programme outcomes in eight Commonwealth countries in Asia through training, research and development in the application of learning technologies.

HEADLINE: CEMCA supported 80 community radio initiatives, enhanced the knowledge of 10,000 grassroots women on health and nutrition and generated over CAD 100,000 as additional contributions in the reporting period.

RESULTS July 1, 2010 to March 31, 2011

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Increase capacity of Open Schools to develop self learning materials and integrated digital content.	1 Open School in 1 country offers new high quality courses in 1 subject.	The curriculum for a new course (Education) was developed and finalised by the Assam State Open School in India. Course Development is in progress for another course.	CEMCA has established a presence in Malaysia, Bangladesh, Sri Lanka, Maldives and India. It has been difficult to work in Pakistan in the past year and Brunei continues to remain a non-starter.
Increased acceptance and adoption of Quality Assurance in Multimedia Learning Materials (QAMLM).	3 Partner institutions test the QAMLM guidelines and implement them for materials development.	Consortium for Educational Communication (CEC) and Central Institute for Educational Technology (CIET) have used the QAMLM guidelines to produce content. CIET has also adapted the tool in local languages Two private partners, Teqnium (Hyderabad) and Core Technologies (Mumbai) are using QAMLM to produce learning content.	QAMLM Version 1.1 (revised) is ready for release.
Supporting Community Radio Management/Community Media Programmes using ODL.	IGNOU offers a new high quality Post Graduate Diploma programme in Community Media. 1 institution in 1 Commonwealth Asian country begins using I-Radio for formal and non-formal education.	CEMCA has signed an MOU with YCMOU (December 2010) to develop a certificate course (skills development) for the surface transport industry. Three more I-Radios operationalised in Wawasan Open University (Penang), CIET and Manav Rachna (New Delhi).	Since the project with IGNOU did not materialise, CEMCA decided to work with YCMOU instead.

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Promoting the use of ODL technologies including Radio for healthy communities in the region, and supporting further development of Community Radio (CR) in India.	6 NGOS/CBOs in India and Bangladesh begin to use or extend their use of ODL for health education, producing a set of 30 programmes. 50 community women are trained in producing health related content.	Representatives of 6 NGO/CBOs in Bangladesh trained. SEWA initiated a community learning programme on occupational health through CR. *Science for Women* initiated in 6 CRs.	CEMCA has been successful in raising substantial additional contributions from different ministries within the Government of India for its work in Community Radio.
Promoting collaborative learning tools such as WikiEducator and low cost technologies such as EasyNow for ODL.	A set of OER developed using EasyNow available on CEMCA and partner institution websites. 2 institutions in at least 1 Commonwealth country (India) use OER for their curricula.	75 ODL professionals trained to create e-content using EasyNow. Training covered 3 institutions in India and the University of Malaya. 15 representatives from NGO/CBOs trained to produce content on health and nutrition.	
Creating multimedia resources for caregivers of children with special needs.	A multimedia resource kit in 2 languages (English and Hindi) for parents and care givers of children with special needs developed and disseminated.	English version of the kit was released in January 2011.	The Hindi version ran into some technical glitches and had to be redone. New release date is May 15, 2011.

LESSONS LEARNED

1. Some non-starter programmes require a quick time bound review and an exit strategy so that another dynamic partner may be brought in, as in the case of IGNOU being replaced by YCMOU.
2. Even in the event of initial disappointment, it is important to persevere and perform so that ultimately success can be achieved. CEMCA was ignored as a major partner in an event organised by UNESCO and the MIB, India in December. However, in March, CEMCA was invited to be the preferred partner by the MIB with a substantial additional contribution.

COUNTRIES AND PARTNERS

6 Countries: Bangladesh, India, Malaysia, Maldives, Singapore, Sri Lanka.

Key Partners: D.Net; Rupantar; Bangladesh Open University (BOU); Department of Science and Technology, GOI; Ministry of Information and Broadcasting (MIB), GOI; Ministry of Human Resource Development (MHRD), GOI; National Trust, Ministry of Social Justice and Empowerment, GOI; UNESCO-Delhi; Consortium for Educational Communication (CEC); Educational Multi-Media Research Center (EMMRC)-Roorkee; EMMRC-Kolkatta; National Council for Educational Research and Technology (NCERT); Central Institute of Educational Technology (CIET); Indira Gandhi National Open University (IGNOU); National Institute of Open Schooling (NIOS); Voice and Vision; EI Designs; Acharya Narendra Dev College/Delhi University; Assam State Open School; Network of Community Radio Stations located in educational institutions and non-government organisations; One World South Asia; Digital Empowerment Foundation; Teqnium, Hyderabad; Yashwantrao Chauvan Maharashtra Open University (YCMOU); Uttarakhand Open University (UOU); KSR Group of Educational Institutions; Open University of Malaysia; University of Malaya; Wawasan Open University (WOU); Asian Media Information and Communication Centre; Asia-Pacific Broadcasting Union (ABU).

Annual Budget: $450,000 ($350,000 core + $100,000 additional contributions)

Expenditure to March 31, 2011: $312,378

COL eLEARNING WITH INTERNATIONAL ORGANISATIONS

OVERVIEW

International Organisations are seeking to expand, democratise and modernise staff training through eLearning. The areas in need of capacity enhancement have expanded from writing effectively to reporting on audit findings, managing operational data and managing national debt. COL eLIO provides customised eLearning solutions to each organisation and enhances individual learning through tutor and technology-mediated support.

Activities:

1. Course production.
2. Course delivery.

OUTCOME

International organisations increasingly use eLearning for the training and continuous professional development of their staff by actively seeking the support of COL's eLIO programme.

HEADLINE: About 800 learners (of whom 60% were women) from seven international organisations spread over 100 countries received timely and quality professional development provided by COL eLIO.

RESULTS July 1, 2010 to March 31, 2011

Expected Outputs	Performance Indicators	Achievements to Date	Comments
To deliver eLearning courses to staff working in international organisations to enhance their abilities in effective writing, data management, and debt management.	Courses delivered to 890 learners (professional and general grade staff) with a completion rate of 80%. An even mix of men and women learners.	764 learners (469 females and 287 males) completed one of the 12 eLearning courses. The average completion rate is 82%.	The critical success factor of eLIO courses is one-on-one, personalised tutoring. While this model may cost more, the value added far exceeds the investment. 90% of the learners surveyed expressed complete satisfaction.
To develop, revise and customise new and existing course materials for various international organisations, and to adapt existing face-to-face workshops into eLearning modality.	*Writing Effectively for WHO* and *World Bank online writing* revised. *CSDRMS eLearning* finalised for roll-out. *Writing Effectively for UNHCR* digitised and *Writing Effectively for ICAO* (International Civil Aviation Organisation) adapted.	Revised *Writing Effectively for WHO*. Finalised and launched *CSDRMS eLearning*. COL is awarded the contract to deliver *Writing Effectively for UNHCR online*.	The course revision and adaptation pace is slower than anticipated. In this age of fast technology and instant production, eLIO needs to work harder to help users appreciate the value of investing in customising high quality and fit-for-purpose study materials.

LESSONS LEARNED

1. Quality eLearning is contextualised content, sound pedagogy and appropriate use of technology. There is no short cut or fast track in the process as technology is an enabling not a transforming agent.
2. Quality eLearning delivery is good online tutoring, clear communication, and well-planned logistics.
3. eLIO's services will be sustainable so long as we continue to be learner centric, learner focused and learner attentive.

COUNTRIES AND PARTNERS

134 Countries: 36 Commonwealth Countries and 98 Non-Commonwealth Countries.

Key Partners: Commonwealth Secretariat (ComSec); World Bank (WB); Inter-American Development Bank (IDB); World Health Organization (WHO); United Nations High Commissioner for the Refugees (UNHCR); International Labour Organization (ILO); Office of Internal Oversight Services (OIOS), United Nations.

Revenues Forecasted: $650,000 (recognised to March 31, 2011: $492,873)

Expenditure to March 31, 2011: $502,434 (inclusive of staff costs and allocation of overhead)

*The above figures are not included in the programme summary figures and charts provided.

Education Sector

Activities April-June 2011

OPEN SCHOOLING

- Draft Desk Review of Open Schooling in 11 Island States in the Pacific received.
- Research on "Factors contributing to success in online learning" and "Integrating Vocational and Academic/General Education" to be completed by June 1st.
- Workshop on Online learning for OER4OS participants in Trinidad and Tobago starts June 27th.

ANNUAL BUDGET: $500,000
PROJECTED EXPENDITURE TO 30 JUNE 2011: $559,618

TEACHER EDUCATION

- Course development workshop will be held in Mumbai, India, June 13-16, 2011.
- Adaptation of ComSec Multigrade teacher training modules in progress.
- Open University of Sri Lanka (OUSL) translating Mutligrade teacher training materials in Sinhala and Tamil.
- Workshop to review draft courses materials for Higher Teachers Certificate for Freetown Teachers' College (FTC), Sierra Leone held in May.
- Gender study: survey questionnaire administered in Nigeria and analysis in progress.

ANNUAL BUDGET: $1,650,000 ($450,000 core + $1,200,000 additional contributions)
PROJECTED EXPENDITURE TO 30 JUNE 2011: $1,336,927

HIGHER EDUCATION

- COL RIM implementation for National Institute for Health and Social Sciences (NIHSS) Preliminary phase completed (Staff survey and Prep Visit) in May.
- COL RIM implementation in University of Guyana – Staff survey to be completed by June.
- Edited content received for 5 CEMBA/CEMPA courses.
- RETRIDAL Advisory Board Meeting conducted in May.
- Leadership training workshop for 42 women academics and staff in West Africa conducted in NOUN under aegis of RETRIDAL in May.
- eLearning workshop for content development for 34 Academics conducted in Ghana in May under aegis of RETRIDAL and Centre for National Distance Learning and Open Schooling (CENDLOS).
- eLearning workshop for 32 academics in HEIs being conducted in Sierra Leone under the aegis of RETRIDAL on 21-24 June.

ANNUAL BUDGET: $450,000
PROJECTED EXPENDITURE TO 30 JUNE 2011: $386,549

VUSSC

- Consultant finalising some courses for the Bachelor in Business and Entrepreneurship.
- Engaged with the Seychelles Qualifications Authority to develop unit standards for two VUSSC courses (Linux for IT Managers and Tour Guiding).
- Started the development of a web portal for the VUSSC TQF.

ANNUAL BUDGET: $600,000 ($400,000 core + $200,000 additional contributions)
PROJECTED EXPENDITURE TO 30 JUNE 2011: $525,562

Livelihoods & Health Sector

Activities April-June 2011

SKILLS DEVELOPMENT

- Capacity building workshop for 21 educators in planning and writing for distance education at State Resource Centre Kerala, India in April.
- 14 districts in Nauru deliver basic trade training in *Working with Concrete* and vocational literacy resulting in training of 14 trainers and enrolment of 210 learners (April-June).
- Capacity building workshop for 21 educators in writing for distance education at National Institute of Educational Planning & Administration (NIEPA) in Nigeria in which the structure of 14 new courses was drafted.
- Instructional Design workshops and clinics conducted at 4 Kenyan TVET Institutions for more than 80 TVET teachers in which blueprint for 12 new courses developed.
- Workshop and meeting for policymakers and stakeholders in TVET in Kenya in which 16 participants discussed TVET.
- Introductory workshop on Flexible Skills Development offered to participants at the CAPA Conference in Kampala, Uganda in which 52 TVET policy makers from 6 countries participated.
- Planning and writing workshop to develop instructional materials in educational media and technology for TVET teachers in which 5 TVET educators participated.
- Partners meeting for Flexible Skills Development attended by 16 Principals and Champions of 8 FSD Key Institutions.
- Workshops and clinics in instructional design at Auchi Polytechnic, Nigeria in which 30 TVET teachers participated (June).
- Workshop to evaluate pilot delivery of vocational literacy course in 4 Pacific countries (June).
- Review of TVET policy and priorities in the Commonwealth Pacific (June).

ANNUAL BUDGET: $400,000
PROJECTED EXPENDITURE TO 30 JUNE 2011: $370,658

LEARNING FOR FARMING PROGRAMME

- Course material with 10 units for recertification programme of extension officers in Jamaica completed.
- Ten officials of Rural & Agricultural development Authority (RADA), Jamaica completed training on multimedia.
- A 5-day training programme on ODL & community & its relevance to L3F was conducted for 25 participants from Makarere University, ODL network and SUCAPRI in Kampala Uganda.
- A training manual on Community Banking and L3F for Uganda was finalised.
- A course material for Business and Enterprise Management for Poultry relevant to Kenya was completed.
- An orientation programme on L3F for 40 community leaders was conducted in Kenya.

- ODL material on kitchen garden and Cassava farming in Lou language relevant to Western Kenya was finalised.
- Course material in Creole on legal literacy, entrepreneurship development and credit management in agriculture developed and converted into multimedia ODL materials in Mauritius. This was launched and will cover 700 women in the first phase. Two workshops covering more than 50 representatives from various banks was organised in collaboration with National Bank for Agriculture and Rural Development (NABARD) and a perspective plan was developed for piloting L3F at the district level in two districts in Tamil Nadu India.
- A workshop for 15 participants of Manndeshi Women's Cooperative Bank, Maharashtra, India was conducted to convert the financial literacy course in Marathi into a multimedia based ODL course.
- A data base on the access to ICTs of 1600 farmers in Gujarat, India completed.
- An ODL course in Sinhala and Tamil on microfinance and poverty alleviation for 250 staff of various banks was completed by Open University of Sri Lanka.

ANNUAL BUDGET: $400,000
PROJECTED EXPENDITURE TO 30 JUNE 2011: $401,000

HEALTHY COMMUNITIES

- Increased awareness and skills of community ODL programmes among 16 representatives of 6 partner groups in Bougainville, PNG through a 5-day mentoring visit.
- *Integrating mobiles in community learning programmes*: a 3-day workshop for 18 media, health, development workers in Bougainville, PNG.
- *Integrating mobiles in community learning programmes*: a 3-day workshop for 15 media, health, development workers in Cape Town, South Africa.
- *Integrating mobiles in community learning programmes*: a 3-day workshop for 15 media, health, development workers in Kenya.
- Network meeting among 32 community representatives, media groups and provincial health services and government policymakers concerning community media and development education in Isabel Province, Solomon Islands.
- Increased awareness and skills of community ODL programmes among 10 representatives of 5 partner groups in Toledo, Belize through a 4-day mentoring visit.

ANNUAL BUDGET: $400,000
PROJECTED EXPENDITURE TO 30 JUNE 2011: $377,333

INTEGRATING eLEARNING

- OER Workshop materials were developed and published for the use, re-use and re-purpose of OER.
- The New Zealand Open Polytechnic conducted a needs analysis on eHealth in the Pacific.
- A further capacity building workshop in OER took place in Tanzania for 51 Vice Chancellors of Universities and other higher education stakeholders in Africa.

- Online consultation on the Guidelines for OER in Higher Education took place with stakeholder groups in governments, higher education institutions, quality assurance and accreditation bodies, academic recognition bodies, quality assurance bodies and student bodies.
- Antigua and Barbuda has adopted the roadmap and Commonwealth Certificate for Teacher ICT Integration (CCTI).
- Collaboration between UNESCO, Microsoft, Intel, SchoolNet SA and Commonwealth of Learning to develop an alignment process to acknowledge and accredit ICT in Teacher Education qualifications and offerings.
- Concept developed to expand mLearning in formal education to more countries in Africa.

ANNUAL BUDGET: $400,000
PROJECTED EXPENDITURE TO 30 JUNE 2011: $361,704

Commonwealth of Learning Logic Model 2009-2012

Vision: Access to learning is the key to development

Mission: To help governments and institutions to expand the scope, scale and quality of learning by using new approaches and technologies, especially those subsumed under the general term of open and distance learning (ODL).

Core Strategies: Partnerships, models, policies, capacity and materials

INITIATIVES

EDUCATION

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

CROSS-CUTTING

LIVELIHOODS & HEALTH

- Skills Development
- Learning for Farmers
- Healthy Communities
- eLearning

OUTCOMES

COUNTRIES plan and implement open schooling as a means of increasing access to learning opportunities at the secondary level.

MORE teacher education and training institutions use ODL methodologies to train and upgrade larger numbers of teachers.

HIGHER education institutions have policies, systems and staff competencies that support the use of ODL to increase learner access and completion rates while enhancing curricular content.

VUSSC partner institutions produce and deliver relevant courses using eLearning strategies that are scalable and sustainable.

In all outcomes there will be strong evidence of QUALITY open and distance learning, GENDER EQUALITY and the use of APPROPRIATE TECHNOLOGIES.

TRAINING institutions and civil society organisations have the policy frameworks and increased capacity needed to develop and deliver ODL materials for strengthening knowledge and skills in both formal and non-formal learning environments.

RESOURCE-POOR farming communities, in collaboration with COL and partner institutions, use ODL to increase their knowledge and skills to access new information, training and financing that improves their livelihoods through various economic activities.

COMMUNITY organisations, NGOs and local public institutions have increased their capacity to create and use ODL materials to improve the health and well-being of their communities.

INSTITUTIONS and communities use digital technologies to design and develop learning materials and models that are made available, where possible, as open educational resources and to provide effective and appropriate skills training.

IMPACT

Target countries improve the accessibility and quality of their formal education systems at all levels through the use of ODL tools and strategies.

The income, livelihoods and quality of life of communities and their members are improved through new knowledge, skills and economic opportunities gained by means of ODL tools and strategies.

PERFORMANCE INDICATORS

EDUCATION

OPEN SCHOOLS
- **2 countries** establish new open schools, and **10 existing open schools** significantly extended.
- Open schools in **6 countries** offer new high quality courses in **20 subjects**.
- **10 secondary schools** adopt open education resources as a central part of their learning strategies.
- **5 countries** have developed and integrated digital content in **10 courses**.

TEACHER EDUCATION
- **4 major institutions** in at least **3 Commonwealth regions** begin to train/upgrade teachers, or significantly increase the number trained or upgraded, through ODL.
- Teacher education institutions in **4 countries** offer significantly improved curriculum content.
- Institutions in **6 countries** adopt the Child Friendly Schools (CFS) approach.

HIGHER EDUCATION
- **4 major higher education institutions** in at least **2 Commonwealth regions** begin education, or significantly increase the number educated, through ODL.
- New or improved curriculum content is in use in higher education institutions in **4 countries**.
- Quality Assurance mechanisms are adopted by **4 tertiary institutions**.

VUSSC
- **8 new courses** are developed and **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.
- NQAs in **6 VUSSC member states** will ensure the implementation of the TQF.

CROSS-CUTTING

80% of independent evaluations of COL activities and 80% of stakeholders in the triennial survey conclude that:

- COL interventions have led to high quality ODL design and delivery;
- COL's interventions have advanced gender equality; and
- The use of technology advocated by COL has been relevant to the outcomes sought.

LIVELIHOODS AND HEALTH

SKILLS DEVELOPMENT
- **6 institutions in at least 2 Commonwealth regions** begin technical vocational education, or significantly increase the number educated, through ODL.
- New or improved curriculum content in technical vocational education is in use in institutions in **4 countries**.
- **3 new skills development courses** (in addition to VUSSC courses) available as OERs and used by institutions in **4 countries**.

LEARNING FOR FARMERS
- Members of farming communities in **6 countries in 4 Commonwealth regions** have significantly improved economic circumstances through ODL.
- **4 government or international organisations** adopt L3F models in 2 Commonwealth regions.
- **20 organisations in 3 Commonwealth regions** strengthen their capacity in ODL to address farmers' learning needs.

HEALTHY COMMUNITIES
- **40 community organisations, NGOs and local public institutions** in at least 20 countries in 4 Commonwealth regions begin to use, or significantly enhance or extend their use of, ODL for education.
- **16 new health-related ODL programmes** are used by communities in 4 regions of the Commonwealth.

eLEARNING
- **10 major institutions** in at least 2 Commonwealth regions use open educational resources for their curricula.
- Additional low-cost ICT training models in use in **8 institutions** in 4 Commonwealth regions.