



COMMONWEALTH *of* LEARNING



**National ODL Policy and Practice  
in the Commonwealth**





# National ODL Policy and Practice in the Commonwealth



COMMONWEALTH *of* LEARNING

The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of knowledge, resources and technologies in open learning and distance education.



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*National ODL Policy and Practice in the Commonwealth*

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*Published by:*



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# National ODL Policy and Practice in the Commonwealth

Policy can shape new practice or codify current practice to guide future practice. In this regard, Mays (2020) points to the work of Rizvi and Lingard (2010), who indicate there is no single agreement on what a policy is or should be or how it should be constituted; however, their review of the literature suggests the following important considerations for what policy should address. Policy:

- indicates what a government chooses to do or not to do; in some contexts, the absence of policy could be construed as an expression of a policy position.
- delineates a field of activity — e.g., distance education or ODL or open schooling.
- refers to the actions and positions taken by the state regarding a selected range of providers.
- is normative, indicating both ends or intents and means or actions to influence practice.
- refers to things that can be achieved in areas over which authority can be exercised.
- exists as a text that can be accessed and debated; but
- evolves from a process that is often contested and subject to review; and therefore
- is subject to ongoing modification in the process of implementation and in response to changing contexts.
- is mediated in practice by providers; and so
- is part of an ongoing discourse; and
- is usually located within a collection of related policies; and
- is increasingly influenced by global rather than just national perspectives.

As Strauss and Borenstein (2015) observe, policy can sometimes have unintended consequences — in the case of Brazil, for example, a deregulation policy led to a massive growth in low-quality private provision in a few disciplinary areas requiring minimal investment in infrastructure. With respect to private cross-border provision, or collaborative provision, of new possibilities such as MOOCs, Rambe and Moeti (2016) caution against wholesale adoption of programmes developed elsewhere and posit the need to allow for at least some adaptation to context. Policy and planning therefore go together, and the authors suggest that systems dynamics modelling could be a useful way to explore the possible impact of policy and planning decisions.

An initial search for “distance” policies yielded several institutional policies and policy statements but relatively few at the government or state level, and even fewer at the schooling level, outside of the open schools and open universities with which COL has previously engaged. As Makoe (2018) observes, there may well be mention of the potential of ODL in more general educational policy documents, but this is seldom carried over into the development of distinct national ODL policy and planning frameworks.

Many institutions now offer one or more courses using distance education, blended learning or online methods, sometimes in the absence of any national or institutional policy. Where national policies exist, they are not necessarily available in a digital format online, and some have not been updated in several years. Sometimes, issues related to ODL provision are embedded in other policy documents — e.g., ICT policies or education sector plans (please see **Appendices 1** and **2**, which provide examples of the evolving nature of ODL policy and practice in Malaysia and South Africa).

This document includes examples of available policies that could inform new policy development in countries where a policy framework currently does not exist or needs to be updated. **Appendix 3** contains links to several of COL’s policy resources that might prove useful.

We can also learn from existing practice. Several open schools and open universities in the Commonwealth offer access even for learners without formal qualifications. There are also increasing numbers of dual-mode providers.

As Mishra (2021) argues, formal ODL practice involves a concerted commitment and conscious decision to use [distance education](#). The listings here therefore focus only on institutions and organisations that have formally adopted such methods for all or some of their provision.

## Definitions

*Blended learning* involves a combination of online and face-to-face learning experiences. Some examples of blended learning are flipped classroom, online interaction followed by face-to-face teaching, and online learning supplemented by a face-to-face practicum.

*Distance education* is a process of teaching and learning characterised by the separation of teacher and learner in time and/or place for most of the educational transaction, mediated by technology for the delivery of learning content but with the possibility of face-to-face for learner–teacher and learner–learner interactions, and the provision of two-way didactic communication. “Distance” is about the transactional distance, not the physical distance. It is a conceptual construct with two key dimensions: structure and dialogue. Programmes with more structure and less dialogue are considered to have more distance.

*Online learning* is eLearning with the mandatory involvement of a digital network from which a learner accesses at least part of the learning materials and services. Online learning refers to network-enabled teaching and learning that allows the learner to have increased interaction with content, teachers and other learners.

*Open and distance learning (ODL)* is the provision of distance education opportunities in ways that seek to mitigate or remove barriers to access, such as finances, prior learning, age, social, work or family commitments, disability, incarceration or other such barriers. “Open” refers to a commitment that removes any unnecessary barriers to access learning. “Distance” education refers to teaching and learning that temporarily separates teacher and learner in time and/or place; uses multiple media for delivering instruction; and involves two-way communication and possibly occasional face-to-face meetings for tutorials and learner–learner interactions. Open learning is not the same as distance learning, but both are complementary and hence the two terms are often used together as “open and distance learning.”

## References

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# Africa

## BOTSWANA

### *Policy*

- ICT Policy: [National Information and Communications Technology Policy \(2007\)](#)
- Sector Policy: [Education and Training Sector Strategic Plan 2015–2020](#)
- [Regional OER Guidelines \(2016\)](#)

### *Practice*

#### *Schooling*

- Botswana Open University's [Centre for Open Schooling](#)

#### *University*

- Botswana Open University (ODL mode): [https://www.bou.ac.bw/BOU Policies](https://www.bou.ac.bw/BOU_Policies) (see OER Policy, November 2019; Strategy for Technology Enhanced Learning, Teaching, Assessment and Student Support, September 2019; Learning Analytics Policy, June 2019; the BOU E-Tutor Model, September 2020).
- University of Botswana (Dual Mode) – Distance Education: <https://www.ub.bw/study/distance-education>

### *COL country profile*

- <https://www.col.org/member-countries/botswana>

## CAMEROON

### *Policy*

- Law No. 98/004, 14 April 1998, Section 23, Article 2, & Law No. 005, 16 April 2001, Article 11:4 recognise distance education as a legitimate mode of delivery
- ICT Policy: [National Policy for the Development of Information and Communication Technologies \(2007\)](#)

### *Practice*

*Public institutions* offering one or more distance/online courses, often in partnership with external institutions:

- University of Buea: <http://www.ubuea.cm/>
- University of Douala: <http://www.univ-douala.com/>
- University of Dschang: <https://www.univ-dschang.org/bienvenue-a-liut-fotso-victor-de-bandjoun/>

- University of Maroua: <https://www.uni-maroua.com/>
- University of Ngoundere: <http://www.univ-ndere.cm/>
- University of Yaounde I: <https://uy1.uninet.cm/>
- University of Yaounde II: <https://www.univ-yaounde2.org/>

*Private institutions:*

- ICT-University: <http://ictuniversity.net/>
- St Monica Higher Education Institute: <https://smuedu.org/>
- University Institute of International Development, Maroua: <http://www.iudi.org/>

*COL country profile*

- <https://www.col.org/member-countries/cameroon>

## ESWATINI

*Policy*

- ICT: National Information and Communication Infrastructure Implementation Plan 2012–2016
- Royal Science and Technology Park
- Draft ODL policy developed; expected to be promulgated in June 2021

*Practice*

*Schooling*

- Emlalatini Development Centre
  - ODL: Report on the Proposed Rehabilitation and Expansion of Open and Distance Learning at Emlalatini Development Centre (2011–2016)
  - ODL: Establishing Online Learning for Emlalatini Development Centre (EDC): A Desktop Research Study (2020)

*University*

- Institute of Distance Education, University of Eswatini: <http://www.ide.uneswa.ac.sz/>

*COL country profile*

- <https://www.col.org/member-countries/eswatini>

## THE GAMBIA

### *Policy*

- ICT: [The Gambian ICT4D-2012Action Plan](#)
- Education Sector Plan: [Education Sector Strategic Plan 2016–2030](#)

### *Practice*

- International Open University: <https://iou.edu.gm/>
- The University of The Gambia, Distance Learning: <https://www.utg.edu.gm/distance-learning/>

### *COL country profile*

- <https://www.col.org/member-countries/gambia>

## GHANA

### *Policy*

- ICT: [ICT in Education Policy \(2015\)](#)

### *Practice*

- Centre for National Distance Learning and Open Schooling (CENDLOS): <https://www.facebook.com/Cendlos/>

### *COL country profile*

- <https://www.col.org/member-countries/ghana>

## KENYA

### *Policy*

- ICT: [A Policy Framework for Science, Technology and Innovation \(2017\)](#)
- ICT: [Policy Brief: Establishment of Science and Technology Parks in Kenya \(2020\)](#)
- ICT: [Sector Plan For Science and Technology \(2016\)](#)
- ICT: [National ICT Policy \(2019\)](#)

## *Practice*

### *Schooling*

- Beam International Training Centre: [schools@gmail.com](mailto:schools@gmail.com)
- ElimuTV Schooling: [Elimu TV](#)
- Joy Home School Nairobi: <https://joyhomeschool.co.ke/>

### *University*

All of the following universities offer some distance education/online learning:

- Africa Nazarene University, Institute of Open and Distance Learning: <https://www.anu.ac.ke/institute-of-open-and-distance-learning-2/>
- Catholic University of East Africa: [www.cuea.edu](http://www.cuea.edu)
- Egerton University, Ecampus: <https://www.egerton.ac.ke/ecampus/>
- Jomo Kenyatta University of Agriculture and Technology: <http://www.jkuat.ac.ke/>
- Kenyatta University, Digital School of Virtual and Open Learning: <http://www.ku.ac.ke/dsvol/>
- Maseno University: <https://www.maseno.ac.ke/index/>
- Masinde Muliro University of Science and Technology, Open and Distance E-Learning: <http://mmust.ac.ke/schools/odel/>
- Moi University, Institute of Open and Distance Learning: <https://iodl.mu.ac.ke/>
- Multimedia University of Kenya: <https://www.mmu.ac.ke/>
- Taita Taveta University: [www.ttu.ac.ke](http://www.ttu.ac.ke), [info@ttu.ac.ke](mailto:info@ttu.ac.ke)
- Tangaza University College: <https://tangaza.ac.ke>
- The Co-operative University of Kenya: <https://www.cuk.ac.ke>, [emasomo@cuk.ac.ke](mailto:emasomo@cuk.ac.ke)
- Umma University: [www.umma.ac.ke](http://www.umma.ac.ke)
- University of Nairobi: <https://www.uonbi.ac.ke/>
- Zetech University: <https://zetech.ac.ke>

### *COL country profile*

- <https://www.col.org/member-countries/kenya>

## LESOTHO

### *Policy*

- ICT: [ICT Policy for Lesotho \(2005\)](#)
- Education Sector Plan 2016–2020: <https://www.globalpartnership.org/content/education-sector-plan-2016-2026-lesotho>
- ODL: A draft ODL policy is in the final stages of development.
- TVET Policy 2019: Not currently available online

### *Practice*

- Lesotho Distance Teaching Centre (LDTC): <https://www.facebook.com/Lesotho-Distance-Teaching-Centre-1629797560636372/>

### *COL country profile*

- <https://www.col.org/member-countries/lesotho>

## MALAWI

### *Policy*

- ICT: [National ICT Policy \(2013\)](#)
- Distance Education 2016: [https://planipolis.iiep.unesco.org/sites/default/files/ressources/national\\_education\\_policy.pdf](https://planipolis.iiep.unesco.org/sites/default/files/ressources/national_education_policy.pdf) (see Section 3.6, p. 26)

### *Practice*

#### *Schooling*

- Malawi College of Distance Education (MCDE): [The Status of Distance Education in Malawi](#) (report)

#### *University*

- Mzuzu University, Centre for Open and Distance Electronic Learning: [https://www.mzuni.ac.mw/?page\\_id=205](https://www.mzuni.ac.mw/?page_id=205)

### *COL country profile*

- <https://www.col.org/member-countries/malawi>

## MAURITIUS

### *Policy*

- ICT: [Digital Mauritius 2030](#)

- Distance Education: [http://www.tec.mu/pdf\\_downloads/deoldoc.pdf](http://www.tec.mu/pdf_downloads/deoldoc.pdf)
- A national OER policy has been developed and will soon be finalised. It is under the aegis of the Ministry of Education, Tertiary Education, Science and Technology, Mauritius.

#### *Practice*

- Mauritius Institute of Education, Centre for Open and Distance Learning: <http://portal.mie.ac.mu/codl/>
- Open University of Mauritius: <https://www.open.ac.mu/>

#### *COL country profile*

- <https://www.col.org/member-countries/mauritius>

## MOZAMBIQUE

#### *Policy:*

- Mozambique has a Distance Learning Strategy 2013–2018. The strategy is to be evaluated and used to guide the development of a new strategy.
- There is a Distance Learning Regulation, which was approved by the Council of Ministers, Decree Number 35/2009, on 7 July 2009.
- To support the development of this decree, a manual for providers of distance education was developed, as well as a manual of internal procedures.
- All these documents are available in Portuguese on request from Instituto Nacional De Educação À Distância/National Institute of Distance Education: <https://ined.gov.mz/>

#### *Practice:*

##### *Higher Education*

- Public: Universidade Pedagógica de Maputo/Maputo Pedagogical University (in accreditation phase for ODL): <https://www.up.ac.mz/>
- Public: Universidade Eduardo Mondlane (U.E.M.): <https://www.uem.mz/>
- Private: Instituto Superior de Educação e Tecnologia/One World University (ISET/OWU): <https://www.istec.pt/>
- Private: Instituto Superior Monitor (ISM): <https://www.ismonitor.ac.mz/>
- Private: Universidade A Politécnica: <http://www.apolitecnica.ac.mz/>
- Private: Instituto Superior Dom Bosco (ISDB): <https://ius-sdb.com/ius-world-networks/africa/instituto-superior-dom-bosco-isdb-maputo-mozambique/>
- Private: Instituto Superior de Ciências de Educação á Distância (ISCED):

<https://isced.co/>

- Private: Universidade Católica de Moçambique (UCM): <http://www.ucm.ac.mz/>
- Private: Universidade Unitiva: <http://www.unitiva.ac.mz/>

#### *Technical and Vocational Education*

- Public: Instituto de Educação Aberta e à Distância (IEDA): <http://ead.mined.gov.mz/site/>
- Private: Instituto Técnico Profissional de Recursos Humanos: <https://tecnicol.co.mz/tecnico-profissional-de-recursos-humanos.html>
- Private: Instituto Politécnico de Tecnologia e Empreendedorismo (IPET): <https://ipet.ac.mz/>

#### *General Secondary Education*

- Public: Instituto de Educação Aberta e à Distância (IEDA): <http://ead.mined.gov.mz/site/>

#### *COL country profile*

- <https://www.col.org/member-countries/mozambique>

## **NAMIBIA**

### *Policy*

- ICT: [ICT Integration for Equity and Excellence in Education \(2005\)](#)
- ODL: [National Policy for ODL \(2015\)](#)

### *Practice*

#### *Schooling*

- Namibian College of Open Learning: <https://namcol.edu.na/>
  - An institutional OER policy was approved by NAMCOL's board in 2014.
  - An OER policy for the Namibian Open Learning Network Trust (NOLNet) was approved in June 2020.

#### *University*

- University of Namibia, Centre for Open, Distance and eLearning (CODEL): <https://www.unam.edu.na/codel>
- Namibian University of Science and Technology, Centre for Open and Lifelong Learning: <https://www.nust.na/?q=centres/centre-open-and-lifelong-learning-coll>

- Institute for Open Learning: <https://www.iol.na/>
- Namibia Evangelical Theological Seminary: <https://nets.edu.na/studies/distance-education/>
- National Institute for Educational Development: <http://www.nied.edu.na>

*COL country profile*

- <https://www.col.org/member-countries/namibia>

## NIGERIA

*Policy*

- ICT: National ICT Policy (2012)
- ODL: Guidelines for Open and Distance Learning in Nigerian Universities
- OER: Open Educational Resource Policy for Higher Education in Nigeria (2017)
- Education Sector Plan 2011–2020: <https://www.globalpartnership.org/content/education-sector-plan-2011-2020-nigeria-sokoto>

*Practice*

- National Open University of Nigeria: <https://nou.com.ng/>
- National Teachers' Institute: <https://www.nti.edu.ng/>
- University of Abuja, Centre for Distance Learning and Continuing Education: <https://www.uniabuja.edu.ng/CDLCE-admission-advert>
- University of Ibadan, Distance Learning Centre: <https://www.ui.edu.ng/distance>
- University of Lagos, Distance Learning Institute: <https://dli.unilag.edu.ng/>

*COL country profile*

- <https://www.col.org/member-countries/nigeria>

## RWANDA

*Policy*

- ICT: ICT in Education Policy (2016)
- ODL: The Higher Education Council of the Government of Rwanda developed a set of standards and guidelines for ODL, but at the time of writing, these could not be accessed online through a secure link.

- MOOCs/OER: [Rwanda National Framework on MOOCs and OER \(2018\)](#)

*Practice*

- University of Rwanda, College of Education, Center for Open and Distance Learning: <https://ce.ur.ac.rw/Center-for-Open-and-Distance-Learning>; online courses: <https://elearning.ur.ac.rw/course/index.php>

*COL country profile*

- <https://www.col.org/member-countries/rwanda>

## SEYCHELLES

*Policy*

- ODL: [National Policy for Open and Distance Learning \(2015\)](#)
- ICT: [Information Communications Technology \(ICT\) in Education and Training Policy: 2014–2019](#) (includes a section on OER)

*Practice*

- Seychelles Institute of Distance and Open Learning: <http://www.sidol.edu.sc/>
- University of Seychelles: <https://unisey.ac.sc/>

*COL country profile*

- <https://www.col.org/member-countries/seychelles>

## SIERRA LEONE

*Policy*

- ICT: [National ICT Policy of Sierra Leone \(2009\)](#)

*Practice*

- FREE Project with World Bank: [Protecting Children from Learning Loss: Sierra Leone’s Experience with Distance Learning and Keeping All Students Safe](#) (press release, 17 March 2021)

*COL country profile*

- <https://www.col.org/member-countries/sierra-leone>

## SOUTH AFRICA

### *Policy (please also see the discussion in Appendix 2)*

- ICT: Professional Development Framework for Digital Learning (2019)
- Policy for Provision of Distance Education in South African Universities in the Context of an Integrated Post-School System: <https://www.gov.za/ss/documents/higher-education-act-policy-provision-distance-education-south-african-universities#>
- Open Learning Policy Framework for Post-School Education and Training: <https://static.pmg.org.za/170407openlearningframework-postschooleduc.pdf>
- Distance Higher Education Programmes in a Digital Era: [https://open.saide.ngo/repository/opensaide/CHE\\_-\\_Distance\\_Higher\\_Education.pdf](https://open.saide.ngo/repository/opensaide/CHE_-_Distance_Higher_Education.pdf)
- 2000 to 2017 First Time Entering Undergraduate Cohort Studies for Public Higher Education Institutions

### *Practice*

Apart from the University of South Africa, which is a dedicated ODeL institution, many other universities now also offer distance education courses. These are official Distance Education Modes, not the blended flexible learning that all universities have embarked on since the lockdown in March 2020.

*Numbers of students enrolled in public HEIs in South Africa, by attendance mode, in 2019.*

Institution	Contact Total	Distance Total
Cape Peninsula University of Technology	33,475	466
University of Cape Town	28,603	38
Central University of Technology, Free State	21,225	0
Durban University of Technology	35,442	0
University of Fort Hare	16,982	0
University of the Free State	37,075	4,430
University of Johannesburg	50,064	526
University of KwaZulu-Natal	49,512	646
University of Limpopo	21,490	0
Mangosuthu University of Technology	14,328	0
University of Mpumalanga	3,471	0
Nelson Mandela University	29,478	12
North West University	44,647	19,024
University of Pretoria	48,943	1,651
Rhodes University	8,247	0
Sefako Makgatho Health Science University	6,456	0
Sol Plaatje University, Northern Cape	1,994	0
University of South Africa	0	342,797
University of Stellenbosch	31,523	0
Tshwane University of Technology	66,552	1,121
University of Venda	16,783	0
Vaal University of Technology	21,927	0
Walter Sisulu University	33,572	0
University of Western Cape	23,784	0
University of Witwatersrand	40,710	180
University of Zululand	17,738	0
<b>Totals</b>	<b>704,021</b>	<b>370,891</b>

*COL country profile*

- <https://www.col.org/member-countries/south-africa>

## TANZANIA

### *Policy*

- ICT: [National ICT Policy \(2016\)](#)

### *Practice*

#### *Basic Education/Schooling*

- The Institute of Adult Education (IAE): <https://www.iae.ac.tz/en>  
IAE has ODL education programmes starting at the secondary-school level via open schooling and regional centres. IAE also runs ODL programmes at the tertiary level, intended to prepare facilitators and administrators of adult and non-formal education programmes in the local government authority areas. A list of the 151 public open schools and 516 stakeholder-owned open schools affiliated with IAE can be accessed [here](#).

#### *University*

- Open University of Tanzania: <https://www.out.ac.tz>

#### *COL country profile*

- <https://www.col.org/member-countries/tanzania>

## UGANDA

### *Policy*

- ICT: [National ICT Policy \(2014\)](#)

### *Practice*

- Makerere University: <https://www.mak.ac.ug/>
- Ministry of Health: [Distance Education Programmes of the Ministry of Health](#)
- Uganda Christian University: <https://ucu.ac.ug/>

#### *COL country profile*

- <https://www.col.org/member-countries/uganda>

## ZAMBIA

### *Policy*

- OER: [Towards an Open Educational Resources Strategy for the Republic of Zambia \(draft, 2019\)](#)

### *Practice*

#### *Schooling*

- Directorate of Open and Distance Education: [https://www.moge.gov.zm/?page\\_id=5263](https://www.moge.gov.zm/?page_id=5263)
- Zambian College of Open Learning: <https://zamcol-ac.com/>

#### *University*

- Zambian Open University: <https://zaou.ac.zm/>

### *COL country profile*

- <https://www.col.org/member-countries/zambia>

## **MULTI-COUNTRY**

- African Council for Distance Education: <https://acde-afri.org/>
- African Virtual University: <https://avu.org/avuwweb/en/>
- Distance Education Association of Southern Africa: <http://www.deasa.org/>

## **SOUTHERN AFRICAN DEVELOPMENT COMMUNITY**

### *Policy*

- SADC. (2012). *Regional open and distance learning policy framework*. [https://www.sadc.int/files/3113/7820/8525/Approved\\_Regional\\_ODL\\_Policy\\_Framework\\_June\\_2012\\_1.pdf](https://www.sadc.int/files/3113/7820/8525/Approved_Regional_ODL_Policy_Framework_June_2012_1.pdf)

### *Practice*

- Southern African Development Community – Centre for Distance Education (SADC-CDE): <https://www.bou.ac.bw/index.php/departments/sadc-cde.html>

## **Asia**

### **BANGLADESH**

#### *Policy*

- ICT: Master Plan for ICT in Education in Bangladesh (2012–2021): Progress Review Report 2019
- OER: Towards a National Policy on Open Educational Resources in Bangladesh (2017)
- Education Sector Plan 2020/21–2024/25: <https://www.globalpartnership.org/content/education-sector-plan-202021-202425-bangladesh>

### *Practice*

#### *Schooling*

- Bangladesh Open University, Open School: <https://www.bou.edu.bd/index.php/schools/open-school>

#### *University*

- Bangladesh Open University: <https://www.bou.edu.bd/>
- Shidhulai Swanirvar Sangstha (SSS): <https://www.shidhulai.org/>

#### *COL country profile*

- <https://www.col.org/member-countries/bangladesh>

## **BRUNEI DARUSSALAM**

### *Policy*

- ICT: ICT and Usage Policy Documents (2017)

#### *COL country profile*

- <https://www.col.org/member-countries/brunei-darussalam>

## **INDIA**

### *Policy*

- ICT: National Policy on Information and Communication Technology (ICT) in School Education (2012)

### *Practice*

#### *Open Schools*

- Andhra Pradesh Open School Society: <https://apopenschool.gov.in/contactus.html>
- Assam State Open School: <https://www.ahsec.nic.in/StateOpenSchool.html>
- Bihar Board of Open Schooling and Examination Chanakya National Law University: <http://www.bbose.org/Contacts/Contactus.html>
- Chhattisgarh State Open School: <http://www.cgsos.co.in/>
- Delhi State Open School Patrachar Vidyalaya: <https://www.cbsepatrachardelhi.com/cbse-open-school-admission/>
- Haryana Open School: <https://bseh.org.in/haryana-open-school>
- Jammu & Kashmir State Open School: <https://www.jksos.co.in/>

- JSS Karnataka Open School: <http://jssonline.org/our-institutions/general-education/jss-kos-open-school/>
- Kerala State Council for Open and Lifelong Education (SCOLE): <http://scolekerala.org/>
- Madhya Pradesh State Open School: <http://www.mpsos.nic.in/>
- National Institute of Open Schooling: <https://www.nios.ac.in/>
- Odisha State Open Schooling: <https://osos.in/>
- Pandit Sundarlal Sharma (Open) University: <http://pssou.ac.in/>
- Punjab State Open School: <http://www.pseb.ac.in/open-school>
- Rajasthan Open School Literacy and Continuing Education: <https://rsosapp.rajasthan.gov.in/>
- Tamilnadu Council for Open and Distance Learning: <http://www.tamilnaducouncil.ac.in/open-schooling/>
- Tamilnadu State Open Schooling: <https://tsos.in/>
- Uttar Pradesh State Open School (Patrachar Shiksha Sansthan): <https://www.upsosb.ac.in/>
- West Bengal Council of Rabindra Open Schooling: <https://wbcros.in/>

#### *Open universities*

- Dr. Babasaheb Ambedkar Open University: <https://baou.edu.in>
- Global Open University Nagaland: <https://tgounagaland.com/>
- Indira Gandhi National Open University: <http://ignou.ac.in/>
- Jagat Guru Nanak Dev Punjab State Open University: <https://psou.ac.in/>
- Karnataka State Open University: <https://ksouportal.com/>
- Krishna Kanta Handiqui State Open University: [http://www.kkhsou.in/web\\_new/](http://www.kkhsou.in/web_new/)
- Madhya Pradesh Bhoj (Open) University: <http://mpbou.edu.in/>
- Nalanda Open University: <http://www.nalandaopenuniversity.com/>
- Netaji Subhas Open University: <http://www.wbnsou.ac.in/>
- Odisha State Open University: <https://www.osou.ac.in/>
- Pandit Sundarlal Sharma (Open) University: <http://pssou.ac.in/>
- Sreenarayanaguru Open University: <https://www.sreenarayanaguruou.edu.in/>
- Tamil Nadu Open University: <https://tnou.ac.in/>

- Uttar Pradesh Rajarshi Tandon Open University: <http://www.uprtou.ac.in/>
- Uttarakhand Open University: <https://www.uou.ac.in/>
- Vardhman Mahaveer Open University: <https://www.vmou.ac.in/>
- Venkateshwara Open University: <http://www.vou.ac.in/>
- Yashwantrao Chavan Maharashtra Open University: <https://www.ycmou.ac.in/>

### *Dual-mode universities*

S. No.	Name of the University	State	Link to the University Site
1	Acharya Nagarjuna University (state university)	Andhra Pradesh	<a href="https://www.nagarjunauniversity.ac.in/indexanu.html">https://www.nagarjunauniversity.ac.in/indexanu.html</a>
2	Sri Krishnadevaraya University, Anantapuramu (state university)		<a href="http://skuniversity.ac.in/">http://skuniversity.ac.in/</a>
3	Sri Padmavati Mahila Visvavidyalayam (state university)		<a href="https://www.spmvv.ac.in/">https://www.spmvv.ac.in/</a>
4	Rajiv Gandhi University (central university)	Arunachal Pradesh	<a href="https://rgu.ac.in/">https://rgu.ac.in/</a>
5	Himalayan University, Itanagar (private university)		<a href="https://www.himalayanuniversity.com/">https://www.himalayanuniversity.com/</a>
6	Assam Don Bosco University (private university)	Assam	<a href="https://www.dbuniversity.ac.in/">https://www.dbuniversity.ac.in/</a>
7	Gauhati University (state university)		<a href="https://www.gauhati.ac.in/">https://www.gauhati.ac.in/</a>
8	Dibrugarh University (state university)		<a href="https://dibru.ac.in/">https://dibru.ac.in/</a>
9	Tezpur University (central university)		<a href="http://www.tezu.ernet.in/">http://www.tezu.ernet.in/</a>

10	Lalit Narayan Mithila University (state university)	Bihar	<a href="https://lnmu.ac.in/">https://lnmu.ac.in/</a>
11	Patna University (state university)		<a href="https://patnauniversity.ac.in/">https://patnauniversity.ac.in/</a>
12	Magadh University, Gaya (state university)		<a href="https://www.magadhuniversity.ac.in/">https://www.magadhuniversity.ac.in/</a>
13	Babasaheb Bhimrao Ambedkar Bihar University, Muzaffarpur (state university)		<a href="https://www.brabu.net/">https://www.brabu.net/</a>
14	Panjab University (state university)	Chandigarh	<a href="https://www.puchd.ac.in/">https://www.puchd.ac.in/</a>
15	Chandigarh University (private university)		<a href="https://www.cuchd.in/">https://www.cuchd.in/</a>
16	Dr. C.V. Raman University (private university)	Chhattisgarh	<a href="https://www.cvru.ac.in/">https://www.cvru.ac.in/</a>
17	Kalinga University, Raipur (private university)		<a href="https://kalingauniversity.ac.in/">https://kalingauniversity.ac.in/</a>
18	Mats University, Raipur (private university)		<a href="https://matsuniversity.ac.in/">https://matsuniversity.ac.in/</a>
19	Jamia Millia Islamia University, Delhi (central university)	Delhi	<a href="https://www.jmi.ac.in/">https://www.jmi.ac.in/</a>
20	Indira Gandhi National Open University, Delhi (central university)		<a href="http://www.ignou.ac.in/">http://www.ignou.ac.in/</a>
21	University of Delhi (central university)		<a href="http://www.du.ac.in/">http://www.du.ac.in/</a>
22	Central Sanskrit University (deemed to be university)		<a href="http://www.sanskrit.nic.in/">http://www.sanskrit.nic.in/</a>
23	Jamia Hamdard, New Delhi (deemed to be university)		<a href="http://jamiahamdard.edu/">http://jamiahamdard.edu/</a>
24	Sabarmati University, Ahmedabad (private university)		Gujarat

25	Chaudhary Devi Lal University (state university)	Haryana	<a href="https://www.cdlu.ac.in/">https://www.cdlu.ac.in/</a>
26	Maharshi Dayanand University (state university)		<a href="https://mdu.ac.in/">https://mdu.ac.in/</a>
27	Guru Jambheshwar University of Science and Technology (state university)		<a href="http://www.gjust.ac.in/">http://www.gjust.ac.in/</a>
28	Lingaya's Vidyapeeth (deemed to be university)		<a href="http://lingayasvidyapeeth.edu.in/">http://lingayasvidyapeeth.edu.in/</a>
29	Himachal Pradesh University (state university)	Himachal Pradesh	<a href="https://hpuniv.ac.in/">https://hpuniv.ac.in/</a>
30	University of Kashmir (state university)	Jammu & Kashmir	<a href="https://www.kashmiruniversity.net/">https://www.kashmiruniversity.net/</a>
31	Mangalore University (state university)	Karnataka	<a href="https://mangaloreuniversity.ac.in/">https://mangaloreuniversity.ac.in/</a>
32	JSS Academy of Higher Education and Research, Mysuru (deemed to be university)		<a href="https://www.jssuni.edu.in/JSSWeb/WebHome.aspx">https://www.jssuni.edu.in/JSSWeb/WebHome.aspx</a>
33	Manipal Academy of Higher Education, Manipal (private university)		<a href="https://manipal.edu/mu.html">https://manipal.edu/mu.html</a>
34	Bangalore University (state university)		<a href="https://bangaloreuniversity.ac.in/">https://bangaloreuniversity.ac.in/</a>
35	Kuvempu University (state university)		<a href="https://www.kuvempu.ac.in/eng/index.php">https://www.kuvempu.ac.in/eng/index.php</a> <a href="https://en.wikipedia.org/wiki/Kuvempu_University">https://en.wikipedia.org/wiki/Kuvempu_University</a>
36	University of Mysore (state university)		<a href="https://uni-mysore.ac.in/">https://uni-mysore.ac.in/</a>
37	Jain University (deemed to be university)		<a href="https://www.jainuniversity.ac.in/">https://www.jainuniversity.ac.in/</a>

38	University of Kerala (state university)	Kerala	<a href="https://www.keralauniversity.ac.in/">https://www.keralauniversity.ac.in/</a>
39	Calicut University (state university)		<a href="https://uoc.ac.in/">https://uoc.ac.in/</a>
40	Kannur University (state university)		<a href="https://kannuruniversity.ac.in/en/">https://kannuruniversity.ac.in/en/</a>
41	University of Mumbai (state university)	Maharashtra	<a href="https://mu.ac.in/">https://mu.ac.in/</a>
42	Mahatma Gandhi Antarrashtriya Hindi Vishwa Vidyalaya (central university)		<a href="https://hindivishwa.org/">https://hindivishwa.org/</a>
43	Shivaji University (state university)		<a href="http://www.unishivaji.ac.in/">http://www.unishivaji.ac.in/</a>
44	Shreemati Nathibai Damodar Thackersey Women's University (state university)		<a href="https://sndt.ac.in/">https://sndt.ac.in/</a>
45	DY Patil Vidyapeeth, Mumbai (deemed to be university)		<a href="http://www.dypatil.edu/">http://www.dypatil.edu/</a>
46	Kavikulaguru Kalidas Sanskrit University, Nagpur (state university)		<a href="https://kksanskrituni.digitaluniversity.ac/">https://kksanskrituni.digitaluniversity.ac/</a>
47	Bharati Vidyapeeth, Pune (deemed to be university)		<a href="https://bvuniversity.edu.in/">https://bvuniversity.edu.in/</a>

48	Barkatullah University (state university)	Madhya Pradesh	<a href="http://www.bubhopal.ac.in/1068/Home">http://www.bubhopal.ac.in/1068/Home</a>
49	Jiwaji University (state university)		<a href="http://www.jiwaji.edu/">http://www.jiwaji.edu/</a>
50	Maharishi Mahesh Yogi Vedic Vishwavidyalaya (private university)		<a href="http://www.mmyvv.com/">http://www.mmyvv.com/</a>
51	Devi Ahilya Vishwavidyalaya (state university)		<a href="https://www.dauniv.ac.in/">https://www.dauniv.ac.in/</a>
52	Mahatma Gandhi Chitrakoot Gramodaya (state university)		<a href="http://gramodayachitrakoot.ac.in/">http://gramodayachitrakoot.ac.in/</a>
53	Rabindranath Tagore University, Bhopal (private university)		<a href="https://rntu.ac.in/">https://rntu.ac.in/</a>
54	Amity University, Gwalior (private university)		<a href="https://www.amity.edu/gwalior/">https://www.amity.edu/gwalior/</a>
55	Fakir Mohan University (state university)		Odisha
56	Maharaja Sriram Chandra Bhanja Deo University (State University)	<a href="http://www.nou.nic.in/">http://www.nou.nic.in/</a>	
57	Punjabi University (state university)	Punjab	<a href="http://www.punjabiuniversity.ac.in/">http://www.punjabiuniversity.ac.in/</a>
58	Lovely Professional University (private university)		<a href="https://www.lpu.in/">https://www.lpu.in/</a>
59	I.K. Gujral Punjab Technical University, Kapurthala (state university)		<a href="https://ptu.ac.in/">https://ptu.ac.in/</a>
60	Pondicherry University (state university)	Pondicherry	<a href="https://www.pondiuni.edu.in/">https://www.pondiuni.edu.in/</a>

61	Jaipur National University (private university)	Rajasthan	<a href="https://www.jnujaipur.ac.in/">https://www.jnujaipur.ac.in/</a>
62	Jain Vishva Bharati Institute (deemed to be university)		<a href="https://jvbi.ac.in/">https://jvbi.ac.in/</a>
63	Suresh Gyan Vihar University (private university)		<a href="https://www.gyanvihar.org/">https://www.gyanvihar.org/</a>
64	Jagannath University (private university)		<a href="https://www.jagannathuniversity.org/">https://www.jagannathuniversity.org/</a>
65	Jayoti Vidyapeeth Women's University (private university)		<a href="https://jvwu.ac.in/index.html">https://jvwu.ac.in/index.html</a>
66	Amity University, Jaipur (private university)		<a href="https://www.amity.edu/jaipur/">https://www.amity.edu/jaipur/</a>
67	JECRC University, Vidhani (private university)		<a href="https://jecrcuniversity.edu.in/">https://jecrcuniversity.edu.in/</a>
68	University of Madras (state university)	Tamil Nadu	<a href="https://www.unom.ac.in/">https://www.unom.ac.in/</a>
69	Anna University (state university)		<a href="https://www.annauniv.edu/">https://www.annauniv.edu/</a>
70	Manomaniam Sundaranar University, Tirunelveli (state university)		<a href="https://www.msuniv.ac.in/">https://www.msuniv.ac.in/</a>
71	Tamil University (state university)		<a href="https://www.tamiluniversity.ac.in/">https://www.tamiluniversity.ac.in/</a>
72	Tamilnadu Physical Education and Sports University (state university)		<a href="https://www.tnpesu.org/">https://www.tnpesu.org/</a>
73	Madurai Kamaraj University, Madurai (state university)		<a href="https://mkuniversity.ac.in/">https://mkuniversity.ac.in/</a>
74	Periyar University, Salem (state university)		<a href="https://www.periyaruniversity.ac.in/">https://www.periyaruniversity.ac.in/</a>

75	Shanmugha Arts, Science, Technology & Research Academy, Thanjavur (deemed to be university)		<a href="https://www.sastra.edu/">https://www.sastra.edu/</a>
76	Institute of Chartered Financial Analysts of India, Agartala (private university)	Tripura	<a href="https://www.icfaiuniversity.in/IUTRIPURA/index.html">https://www.icfaiuniversity.in/IUTRIPURA/index.html</a>
77	Tripura University (central university)		<a href="https://www.tripurauniv.ac.in/">https://www.tripurauniv.ac.in/</a>
78	Kakatiya University (state university)	Telangana	<a href="https://kakatiya.ac.in/">https://kakatiya.ac.in/</a>
79	Maulana Azad National Urdu University (central university)		<a href="https://manuu.edu.in/home-manuu">https://manuu.edu.in/home-manuu</a>
80	The English and Foreign Languages University (central university)		<a href="https://www.efluniversity.ac.in/">https://www.efluniversity.ac.in/</a>
81	Graphic Era University, Dehradun (deemed to be university)	Uttarakhand	<a href="https://www.geu.ac.in/">https://www.geu.ac.in/</a>
82	University of Petroleum and Energy Studies (private university)		<a href="https://www.upes.ac.in/">https://www.upes.ac.in/</a>
83	Aligarh Muslim University (central university)	Uttar Pradesh	<a href="https://www.amu.ac.in/">https://www.amu.ac.in/</a>
84	Amity University, Noida (private university)		<a href="https://www.amity.edu/">https://www.amity.edu/</a>
85	Integral University (private university)		<a href="https://www.iul.ac.in/">https://www.iul.ac.in/</a>
86	Swami Vivekanand Subharti University (private university)		<a href="https://www.subharti.org/">https://www.subharti.org/</a>
87	Dayalbagh Educational Institute (deemed to be university)		<a href="https://www.dei.ac.in/dei/">https://www.dei.ac.in/dei/</a>
88	Shri Venkateshwara University (private university)		<a href="https://svu.edu.in/">https://svu.edu.in/</a>

89	University of Burdwan (state university)	West Bengal	<a href="https://www.buruniv.ac.in/">https://www.buruniv.ac.in/</a>
90	Vidyasagar University (state university)		<a href="http://www.vidyasagar.ac.in/">http://www.vidyasagar.ac.in/</a>
91	University of Kalyani (state university)		<a href="https://www.klyuniv.ac.in/">https://www.klyuniv.ac.in/</a>
92	Rabindra Bharati University (state university)		<a href="http://www.rbu.ac.in/">http://www.rbu.ac.in/</a>
93	University of North Bengal (state university)		<a href="https://www.nbu.ac.in/">https://www.nbu.ac.in/</a>

### *COL country profile*

- <https://www.col.org/member-countries/india>

## **MALAYSIA**

### *Policy (see also case study in Appendix 1)*

- ICT: [Policy on ICT in Education Malaysia](#)
- OER: [Towards National Policy Guidelines on Open Educational Resources in Malaysia \(2017\)](#)

### *Practice*

#### *University*

- Al-Madinha International University: <https://www.mediuniv.edu.my>
- Asia e University: <https://aeu.edu.my>
- Olympia College (Malaysia):  
<https://www.easyuni.my/en/malaysia/olympia-college-12332/>
- Open University Malaysia: <https://www.oum.edu.my/>
- Swinburne University of Technology (Sarawak Campus):  
<https://www.swinburne.edu.my>
- Universiti Malaya: <https://www.um.edu.my/>
- Universiti Sains Malaya: <https://www.usm.my/>
- Wawasan Open University: <https://www.usm.my/>

Many public universities in Malaysia also share some course material as OER:

No.	Public Universities	Link to OER	Link to Inclusive OER (iOER)
1	Universiti Teknologi Malaysia	<a href="http://ocw.utm.my">ocw.utm.my</a>	
		<a href="http://mooc.utm.my">mooc.utm.my</a>	
2	Universiti Malaysia Pahang	<a href="http://ocw.ump.edu.my">ocw.ump.edu.my</a>	
3	Universiti Putra Malaysia	<a href="http://ocw.upm.edu.my/">http://ocw.upm.edu.my/</a>	
		<a href="http://putramooc.upm.edu.my/mooc/">putramooc.upm.edu.my/mooc/</a>	<a href="http://putramooc.upm.edu.my/mooc/course/view.php?id=110">http://putramooc.upm.edu.my/mooc/course/view.php?id=110</a>
4	Universiti Malaysia Sabah	<a href="http://oer.ums.edu.my">oer.ums.edu.my</a>	
5	Universiti Malaya	<a href="https://ocw.um.edu.my/">https://ocw.um.edu.my/</a>	<a href="http://acord.my/">http://acord.my/</a>
			<a href="https://www.futurelearn.com/partners/universiti-malaya">https://www.futurelearn.com/partners/universiti-malaya</a>
			<a href="https://enea-sea.med.lmu.de/">https://enea-sea.med.lmu.de/</a>
6	Universiti Malaysia Perlis	<a href="http://elearninglab.unimap.edu.my/elearning/">http://elearninglab.unimap.edu.my/elearning/</a>	
7	Universiti Kebangsaan Malaysia	<a href="https://www.openlearning.com/ukmmooc/">https://www.openlearning.com/ukmmooc/</a> <a href="https://www.aktivukm.my/ukm-oer">https://www.aktivukm.my/ukm-oer</a>	<a href="https://www.openlearning.com/ukmmooc/">https://www.openlearning.com/ukmmooc/</a> <a href="https://www.aktivukm.my/ukm-oer">https://www.aktivukm.my/ukm-oer</a> <a href="https://enea-sea.med.lmu.de/">https://enea-sea.med.lmu.de/</a>
8	Universiti Malaysia Terengganu	<a href="https://epembelajaran.umt.edu.my/laksamana">https://epembelajaran.umt.edu.my/laksamana</a>	
		<a href="https://umtmooc.umt.edu.my">https://umtmooc.umt.edu.my</a>	
9	Universiti Sultan Zainal Abidin	<a href="https://ocw.unisza.edu.my/">https://ocw.unisza.edu.my/</a>	
10	Universiti Tun Hussein Onn Malaysia	<a href="http://mooc.uthm.edu.my/">http://mooc.uthm.edu.my/</a>	
		<a href="https://www.openlearning.com/uthmmooc/">https://www.openlearning.com/uthmmooc/</a>	
11	Universiti Utara Malaysia	<a href="https://www.openlearning.com/uummooc/">https://www.openlearning.com/uummooc/</a>	
		<a href="http://ocw.uum.edu.my/">http://ocw.uum.edu.my/</a>	
		<a href="http://utlc.uum.edu.my/index.php/lo-pensyarah">http://utlc.uum.edu.my/index.php/lo-pensyarah</a>	

12	Universiti Malaysia Kelantan	<a href="https://www.openlearning.com/umk/">https://www.openlearning.com/umk/</a>	
13	Universiti Malaysia Sarawak	<a href="http://ocw.unimas.my/">http://ocw.unimas.my/</a>	
14	Universiti Pertahanan Nasional Malaysia	<a href="https://elearning.upnm.edu.my/mooc">https://elearning.upnm.edu.my/mooc</a>	
15	Universiti Pendidikan Sultan Idris	<a href="http://ncdrc.upsi.edu.my/book/">http://ncdrc.upsi.edu.my/book/</a>	
16	Universiti Teknikal Malaysia Melaka	<a href="http://ocw.utem.edu.my">http://ocw.utem.edu.my</a>	
17	Universiti Sains Malaysia	<a href="http://ocw.usm.my/">http://ocw.usm.my/</a>	
18	Universiti Teknologi MARA	Website can be accessed internally only	
19	Universiti Sains Islam Malaysia	<a href="https://www.youtube.com/c/usimofficial/">https://www.youtube.com/c/usimofficial/</a>	
20	International Islamic University Malaysia, Centre for Professional Development	<a href="https://www.iium.edu.my/centre/cpd/">https://www.iium.edu.my/centre/cpd/</a>	

### *COL country profile*

- <https://www.col.org/member-countries/malaysia>

## **MALDIVES**

### *Policy*

- Education Sector Plan 2019–2023:  
<https://support.moe.gov.mv/wp-content/uploads/2020/05/ESP.pdf>

### *COL country profile*

- <https://www.col.org/member-countries/maldives>

## PAKISTAN

### *Policy*

- ICT: [Digital Pakistan Policy \(2018\)](#)
- ODL: [President Directs HEC for Distance Education Policy to Promote e-Learning](#)

### *Practice*

- Allama Iqbal Open University: <https://aiou.edu.pk/>
- Bahuddin Zikria University: <https://www.bzu.edu.pk/>
- Comsats University: <http://www.comsats.edu.pk/>
- University of Peshawar: <http://www.uop.edu.pk/>
- Virtual University Pakistan: <https://www.vu.edu.pk/>

### *COL country profile*

- <https://www.col.org/member-countries/pakistan>

## SINGAPORE

### *Policy*

Currently, Singapore does not have any ODL policies or strategies at the government level. Singapore's autonomous universities — the National University of Singapore (NUS), Nanyang Technological University (NTU), Singapore Management University, Singapore University of Technology and Design, Singapore Institute of Technology and Singapore University of Social Sciences (SUSS) — have autonomy over their curricula, including ODL offerings.

### *Practice*

#### *University*

- Currently, NUS, NTU and SUSS offer ODL on various platforms (e.g., EdX).
- NUS: <http://cit.nus.edu.sg/iblocs-moocs/>
- NTU: <http://classcentral.com/university/ntu>
- SUSS: <http://suss.unilearn.edu.sg>

#### *Private education institutions*

- Asian International College: <https://www.aic.edu.sg/>
- Kaplan Higher Education Institute: <https://www.kaplan.com.sg/university/kaplan-higher-education-institute/>

- Management Development Institute of Singapore: <https://www.mdis.edu.sg/>
- PSB Academy: <https://www.psb-academy.edu.sg/>
- Singapore Institute of Management: <https://sim.edu.sg/Pages/index.aspx>
- Singapore University of Technology and Design: <https://www.sutd.edu.sg/>

#### *COL country profile*

- <https://www.col.org/member-countries/singapore>

## **SRI LANKA**

#### *Policy*

- ICT: ICT Services Policy of the Ministry of Education 2011
- ICT: National Digital Policy for Sri Lanka 2020–2025
- OER: OER Policy - Provincial Ministries of Education Sri Lanka (2016)

#### *Practice*

##### *University*

- Open University of Sri Lanka: <https://www.ou.ac.lk/>

Other universities or colleges offering distance education

- Metropolitan College: <https://www.metropolitancollege.lk/online-distance-learning/>
- National Institute of Education: <http://nie.lk/>;  
Open School Unit: <http://www.nie.lk/facdep45>
- University of Colombo: <https://cmb.ac.lk/distance-learning-programmes/>

#### *COL country profile*

- <https://www.col.org/member-countries/sri-lanka>

## **MULTI-COUNTRY**

### **ASIAN ASSOCIATION OF OPEN UNIVERSITIES**

#### *Policy*

- Asian Association of Open Universities. (2017). *Quality assurance framework*. <http://aaou.upou.edu.ph/quality-assurance-framework/>

# Caribbean & the Americas

## ANTIGUA AND BARBUDA

### *Policy*

- ICT: ICT in Education Policy for Antigua and Barbuda (2013)

### *Practice*

- Education Broadcasting: Ministry of Education, Sports and Creative Industries: Education Broadcasting Unit

### *COL country profile*

- <https://www.col.org/member-countries/antigua-and-barbuda>

## THE BAHAMAS

### *Practice*

- Virtual Learning Portal:  
<https://www.ministryofeducationbahamas.com/virtual-learning>

### *COL country profile*

- <https://www.col.org/member-countries/bahamas>

## BARBADOS

### *Policy*

- ICT: National ICT Strategic Plan of Barbados 2010–2015

### *COL country profile*

- <https://www.col.org/member-countries/barbados>

## BELIZE

### *Policy*

See multi-country initiatives.

### *Practice*

### *Schooling*

- Corozal Community College: <http://ccc.edu.bz/>

- St Peter Claver College Extension Department: <http://www.puntagordabelize.com/pg/adulteducation/index.htm>
- Gwen Lizarraga Evening Division: <https://www.facebook.com/Gwenlizhigh>

#### *Post-schooling*

- University of Belize: [www.ub.edu.bz](http://www.ub.edu.bz)
- Galen University: [www.galen.edu.bz](http://www.galen.edu.bz)
- Saint John's College Junior College: [www.sjc.edu.bz/juniorcollege](http://www.sjc.edu.bz/juniorcollege)
- Independence Junior College: [www.ijc.edu.bz](http://www.ijc.edu.bz)

#### *COL country profile*

- <https://www.col.org/member-countries/belize>

## CANADA

#### *Practice*

- Contact North: <https://contactnorth.ca/>

#### *Schooling*

- Fraser Valley Distance Education School: <https://www.fvdes.com/>
- Open School BC: <https://www.openschool.bc.ca/>
- South Island Distance Education School (SIDES): <https://www.sides.ca/en.html>
- Vancouver Learning Network: <http://vlns.ca/>

#### *University*

- Athabasca University: <https://www.athabascau.ca/>
- Thompson Rivers University: <https://www.tru.ca/distance/>
- Université TÉLUQ: <https://www.teluq.ca/site/en/>

#### *COL country profile*

- <https://www.col.org/member-countries/canada>

## DOMINICA

#### *Policy*

- ICT: [Dominica Draft ICT Policy: Information and Communication Technology Policy Framework for Use in the Education System \(2001\)](#)

### *COL country profile*

- <https://www.col.org/member-countries/dominica>

## **GRENADA**

### *Policy*

- ICT: ICT Strategy and Action Plan 2001/2005

### *Practice*

- UWI Open Campus: <https://www.open.uwi.edu/grenada>

### *COL country profile*

- <https://www.col.org/member-countries/grenada>

## **GUYANA**

### *Policy*

- The government awards scholarships for ODL studies: [www.guyanagoal.org](http://www.guyanagoal.org)

### *Practice*

- Adult Education Association: <https://www.facebook.com/adulteducationassociationofGuyana/>
- Institute of Distance & Continuing Education, The University of Guyana: <https://idce.uog.edu.gy/>

### *COL country profile*

- <https://www.col.org/member-countries/guyana>

## **JAMAICA**

### *Policy*

- ICT: Vision 2030 Jamaica: ICT Sector Plan 2009–2030: Final Draft
- ICT: Vision 2030 Jamaica: National Development Plan, Chapter 3: National Outcome 2: World-Class Education and Training (2009)

### *COL country profile*

- <https://www.col.org/member-countries/jamaica>

## ST KITTS AND NEVIS

### *Policy*

- ICT: National ICT Strategic Plan (2006)

### *COL country profile*

- <https://www.col.org/member-countries/st-kitts-and-nevis>

## SAINT LUCIA

### *Policy*

- ICT: ICT in Education Policy and Strategy for Saint Lucia 2017–2020
- Education Sector Plan:  
Education Sector Development Plan: Priorities and Strategies 2015–2020

### *COL country profile*

- <https://www.col.org/member-countries/saint-lucia>

## ST VINCENT AND THE GRENADINES

### *Policy*

- ICT: National ICT Strategy and Action Plan 2010–2015

### *COL country profile*

- <https://www.col.org/member-countries/st-vincent-and-grenadines>

## TRINIDAD AND TOBAGO

### *Policy*

- ICT: Draft Policy for Information and Communications Technology in Education (2005)
- ICT: ICT Blueprint 2018–2022
- Distance Learning Secretariat • Ministry of Education

### *COL country profile*

- <https://www.col.org/member-countries/trinidad-and-tobago>

## MULTI-COUNTRY INITIATIVES

- Caribbean Regional Policy Framework for Open and Distance Learning: [https://caricom.org/documents/9844-caribbean\\_regional\\_policy\\_framework\\_for\\_open\\_and\\_distance\\_learning.pdf](https://caricom.org/documents/9844-caribbean_regional_policy_framework_for_open_and_distance_learning.pdf)
- ICT strategy: <https://caricom.org/ict-for-development-overview/>
- Caribbean distance education project: *Strategies for Distance Education and Training in the Caribbean: A UNESCO, Blackboard and UWI Initiative*
- Education Sector Plan: Organization of East Caribbean States: <https://www.globalpartnership.org/content/education-sector-plan-oecs> (see “Priorities,” p. 23)
- University of the West Indies, Open Campus: <https://www.open.uwi.edu>

## Europe

### CYPRUS

#### *Policy*

- ICT Policy Report: *Information and Communication Technology (ICT) for Inclusion*
- ICT: *Annual Report 2019* (pp. 93–96)

#### *Practice*

- Open University of Cyprus: <https://www.ouc.ac.cy/index.php/en/>

#### *COL country profile*

- <https://www.col.org/member-countries/cyprus>

### MALTA

#### *Policy*

- OER: *National Open Educational Resources Policy for Malta* (2018, draft)

#### *COL country profile*

- <https://www.col.org/member-countries/malta>

## UNITED KINGDOM

### *Policy*

- ICT: [Policy Paper: Realising the Potential of Technology in Education \(2019\)](#)
- ICT: [Enhancing Learning and Teaching through the Use of Digital Technology: A Digital Learning and Teaching Strategy for Scotland \(2016\)](#)

### *Practice (open, dual and mixed mode)*

- King's College London: <https://www.kcl.ac.uk/>
- National Extension College: <https://www.nec.ac.uk/>
- The Open University: <http://www.open.ac.uk/>
- University College London: <https://www.ucl.ac.uk/london/>
- University of Edinburgh: <https://www.ed.ac.uk/>
- University of Manchester: <https://www.manchester.ac.uk/>
- University of Warwick: <https://warwick.ac.uk/>
- University of Glasgow: <https://www.gla.ac.uk/>
- University of Sheffield: <https://www.sheffield.ac.uk/>
- University of Birmingham: <https://www.birmingham.ac.uk/index.aspx>
- University of Leeds: <https://www.leeds.ac.uk/>
- University of Nottingham: <https://www.nottingham.ac.uk>

### *COL country profile*

- <https://www.col.org/member-countries/united-kingdom>

## Pacific

### AUSTRALIA

### *Policy*

- ICT: [Information and Communication Technologies \(ICT\) Strategy \(2020–2024\)](#)

### *Practice*

### *Schooling*

- Alice Springs School of the Air: <https://www.assoa.nt.edu.au/>
- Bourke-Walgett School of Distance Education: <https://bourkewalg-d.schools.nsw.gov.au/>

- Brisbane School of Distance Education: <https://brisbanesde.eq.edu.au/>
- Cairns School of Distance Education: <https://cairnssde.eq.edu.au/>
- Camden Haven High School:  
<https://camdenhave-h.schools.nsw.gov.au/distance-education.html>
- Capricornia School of Distance Education:  
<https://capricorniasde.eq.edu.au/>
- Carnarvon School of the Air: <http://www.carnarvonsota.wa.edu.au/>
- Charleville School of Distance Education:  
<https://charlevillesde.eq.edu.au/>
- Charters Towers School of Distance Education:  
<https://charterstowersde.eq.edu.au/>
- Dubbo School of Distance Education:  
<https://dubbo-d.schools.nsw.gov.au/>
- Kalgoorlie School of the Air: <https://www.kalsota.wa.edu.au/>
- Katherine School of the Air: <https://www.ksa.nt.edu.au/>
- Kimberley School of the Air: <https://www.ksota.wa.edu.au/>
- Longreach School of Distance Education:  
<https://longreachsde.eq.edu.au/>
- Meekatharra School of the Air: <https://meekatharrasota.wa.edu.au/>
- Mount Isa School of the Air: <https://mtisasde.eq.edu.au/>
- North East Public School of Distance Education:  
<http://www.nepsode.org.au/>
- Northern Territory School of Distance Education:  
<https://www.ntsde.nt.edu.au/>
- NSW School of Languages: <https://nswschoolang.schools.nsw.gov.au/>
- Open Access College: <https://www.openaccess.edu.au/>
- Port Hedland School of the Air: <https://porthedlandsota.wa.edu.au/>
- School of Isolated and Distance Education: <https://www.side.wa.edu.au/>
- School of the Air Broken Hill and Hay:  
<https://schoolair-p.schools.nsw.gov.au/>
- Tasmanian Academy: <https://www.tasc.tas.gov.au/tasmanian-academy/>
- Tasmanian eSchool: <https://www.tasmanianeschool.education.tas.edu.au/>
- Victorian School of Languages: <https://www.vsl.vic.edu.au/>
- Virtual School Victoria: <https://www.vsv.vic.edu.au/enrolment/>

### *University*

- Open Universities Australia: <https://www.open.edu.au/>

### *COL country profile*

- <https://www.col.org/member-countries/australia>

## **FIJI**

### *Practice*

- University of the South Pacific (USP) Main Campus, Laucala:  
<https://www.usp.ac.fj/>

### *COL country profile*

- <https://www.col.org/member-countries/fiji>

## **KIRIBATI**

### *Policy*

- ICT: Kiribati National ICT Policy 2019

### *Practice*

- University of the South Pacific: USP Kiribati Campus

### *COL country profile*

- <https://www.col.org/member-countries/kiribati>

## **NAURU**

### *Policy*

- ICT: Nauru Government Network

### *Practice*

- Digital Opportunity Centre:  
[https://www.taiwanembassy.org/nr\\_en/post/2536.html](https://www.taiwanembassy.org/nr_en/post/2536.html)
- University of the South Pacific: USP Nauru Campus

### *COL country profile*

- <https://www.col.org/member-countries/nauru>

## NEW ZEALAND

### *Policy*

- ICT: [Strategy for a Digital Public Service](#)

### *Practice*

#### *Schooling*

- Te Aho o Te Kura Pounamu (formerly known as The Correspondence School): <https://www.tekura.school.nz/learn-with-us/learn-with-us/about-te-kura/>

#### *Post-schooling*

- Massey University of New Zealand | Te Kunenga Ki Pūrehuroa: <https://www.massey.ac.nz/>
- OERu: <https://oeru.org/>
- Open Polytechnic | Kuratini Tuwhera: <https://www.openpolytechnic.ac.nz/>
- FutureLearn: <https://www.futurelearn.com/courses/collections/study-new-zealand>
- Most tertiary institutions in New Zealand now offer one or more courses in the distance mode, and the [Virtual Learning Network](#) also provides a suite of activities to support learning and teaching.

### *COL country profile*

- <https://www.col.org/member-countries/new-zealand>

## PAPUA NEW GUINEA

### *Policy*

- ICT: [PNG Digital Transformation Policy \(2020\)](#)

### *Practice*

- Flexible, Open and Distance Education (FODE): <http://fode.education.gov.pg/>
  - *Strategic Plan: 2021–2025* available on request from FODE.

### *COL country profile*

- <https://www.col.org/member-countries/papua-new-guinea>

## SAMOA

### *Policy*

- ICT: [ICT in Education Policy 2018–2023](#)

### *Practice*

- USP Alafua Campus, School of Agriculture and Food Technology:  
<https://www.usp.ac.fj/index.php?id=4697>

### *COL country profile*

- <https://www.col.org/member-countries/samoa>

## SOLOMON ISLANDS

### *Policy*

- ICT: [National ICT Policy \(2017\)](#)

### *Practice*

- Solomon Islands National University, Distance & Flexible Learning Centre: <https://www.sinu.edu.sb/dfi/>

### *COL country profile*

- <https://www.col.org/member-countries/solomon-islands>

## TONGA

### *Policy*

- ICT: [National ICT Policy](#)
- The Tonga Digital Government Strategic Framework document shared by the Director for IT at the Ministry for Meteorology, Energy, Information, Disaster Management, Environment, Climate Change and Communications is also available on request from the ministry.

### *Practice*

- University of the South Pacific: [USP Tonga Campus](#)

### *COL country profile*

- <https://www.col.org/member-countries/tonga>

## TUVALU

### *Policy*

- ICT Policy Development: [World Bank Document](#)

### *Practice*

- University of the South Pacific: [USP Tuvalu Campus](#)

### *COL country profile*

- <https://www.col.org/member-countries/tuvalu>

## VANUATU

### *Policy*

- Draft ODL policy: status unclear
- Education Training Sector Strategic Plan 2020–2030: <https://www.globalpartnership.org/sites/default/files/document/file/2020-08-education-training-sector-strategic-plan-2020-2030-vanuatu.pdf>

### *Practice*

- University of the South Pacific, Emalus Campus, School of Law: <https://www.usp.ac.fj/?id=7158>

### *COL country profile*

- <https://www.col.org/member-countries/vanuatu>

## MULTI-COUNTRY

- University of the South Pacific: <https://www.usp.ac.fj/>  
Established in 1968, USP is one of only two universities of its type in the world. It is jointly owned by the governments of 12 member countries: Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu and Samoa. The university has campuses in all member countries. During the pandemic, USP shifted significantly into ODFL provision.
- Virtual University for Small States of the Commonwealth: <https://vussc.col.org/>

# Appendix 1: The evolution of ODL policy and practice in Malaysia

*Input from Ministry of Education, Malaysia  
Updates on National ODL Policy and Practice in Malaysia*

## **1. ODL policies/strategies**

The basic education sector in the past has always focused on classroom delivery, without seriously considering distance learning as a credible mode. With school closure due to the COVID-19 pandemic, teachers needed to quickly adapt to the new form of teaching and learning, and shift teaching and learning from the public space (school classrooms) to a more personal arena (online platforms).

### *a) Teaching and Learning at Home Manual (PdPR)*

The Ministry of Education (MoE) Malaysia developed the *Manual Pengajaran dan Pembelajaran di Rumah (PdPR)*, or the *Teaching and Learning at Home Manual*, to provide support for teachers dealing with new forms of instruction. This manual offers guidance to teachers to structurally conduct teaching and learning from home. Besides being a reference to allow continuous learning for students, the guide also helps teachers to create a “parent-friendly” teaching and learning environment so that parents can provide ongoing support for their children’s learning activities.

### *b) Digital Educational Learning Initiatives Malaysia (DELIMa)*

The transition from face-to-face instruction to distance learning in Malaysia is facilitated by Digital Educational Learning Initiatives Malaysia (DELIMa), which has been in place since 2019 to integrate digital tools to support online teaching and learning. This platform offers free educational services and applications in a single place and is available to all schools, teachers and students in Malaysia.

### *c) Komuniti Guru Digital Learning (KGDL)*

Komuniti Guru Digital Learning (KGDL), launched in collaboration with MoE Malaysia’s strategic partners, exists to ensure teachers are given the opportunity to acquire knowledge and skills in distance teaching and learning, particularly to help teachers plan, curate and utilise the various online applications suitable for distance learning. To

further support teachers, Komuniti Guru Digital Learning has created the Resource Bank KGDL, developed by teachers for teachers as part of MoE Malaysia's professional learning community.

*d) EduwebTV*

MoE Malaysia introduced EduwebTV, which hosts on-demand content for students from pre-kindergarten to secondary school. MoE Malaysia also collaborated with broadcasting agencies — Radio Television Malaysia (RTM) and Malaysian satellite TV provider ASTRO — to broadcast educational TV programmes via selected channels, reaching out to as many children as possible in an effort to minimise academic loss as a result of school closures during the pandemic.

*e) DidikTV*

In addition to the existing EduWebTV, a special terrestrial educational TV channel, DidikTV, was launched on 17 February 2021 to facilitate the home-based teaching and learning (PdPR) processes. From 7 am to 12 midnight daily, DidikTV broadcasts lessons aligned with the national school curriculum.

## **2) OER policies/strategies**

In the context of basic education, the DELIMa platform is in many ways aligned with open educational resources policies, in that access to this platform is provided to all schools at no cost and with very few restrictions for teachers and students.

The DELIMa platform offers all the applications and services required by teachers and students within the Malaysian school system, including technologies that enable digital learning, as well as resources such as Google Classroom, Microsoft Office 365 and Apple Teacher Learning Centre.

DELIMa, accessible at [moe-dl.edu.my](http://moe-dl.edu.my), was envisioned with the following guiding tenets:

- platform democratisation — digital learning accessible to all, supporting a multi-technology ecosystem;
- lifelong learning — student-centric experiences so learning can take place anytime; and
- digital transformation — MoE Malaysia's commitment to the country's future needs.

On average, DELIMa is being utilised by 1.7 million users, with Google Classroom being a prominent application of the digital learning platform.

# Appendix 2: The evolution of ODL policy in South Africa

*Compiled by Trudi van Wyk*

## **The legislative and policy context in South Africa**

Open learning is not a new idea in South Africa. It has its roots in the Constitution of the Republic of South Africa, 1996, and there is a strong thread of references to open learning and related concepts in many Acts of Parliament and policies dating back to 1995.

The Department of Higher Education and Training (DHET) derives its ultimate legislative mandate from the Constitution in terms that speak directly to open learning principles:

- (1) Everyone has the right
  - (a) to a basic education, including adult basic education; and
  - (b) to further education, which the state, through reasonable measures, must make progressively available and accessible.
- (2) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives . . . taking into account
  - (a) equity;
  - (b) practicability; and
  - (c) the need to redress the results of past racially discriminatory laws and practices.

The following are key pieces of legislation regarding education and training:

- The **Higher Education Act**, 1997 (Act No. 101 of 1997), which regulates higher education, providing inter alia for the establishment of a Council on Higher Education (CHE) and public higher education institutions, the registration of private higher education institutions, and quality assurance and quality promotion in higher education institutions.
- The **Continuing Education and Training Act**, 2006 (Act No. 16 of 2006) provides for the governance and funding of TVET and CET

colleges, the existence of private colleges, and the establishment and functioning of the South African Institute for Vocational and Continuing Education and Training (SAIVCET),

- The **General and Further Education and Training Quality Assurance Act, 2001** (Act No. 58 of 2001) (GENFETQA Act) provides for the quality assurance of colleges, both public and private.
- The **National Student Financial Aid Scheme Act, 1999** (Act No. 56 of 1999) (NSFAS Act) provides for the management, governance and administration of the National Student Financial Aid Scheme, which grants loans and bursaries to eligible students at public colleges and public universities, thus opening access to thousands of students who would otherwise be deprived of post-school education and/or training.
- The **National Qualifications Framework Act, 2008** (Act No. 67 of 2008) (NQF Act) provides for the National Qualifications Framework, as well as the South African Qualifications Authority (SAQA) and the Quality Councils (QCs), the entities on which the regulation of qualifications depends, as well as mechanisms such as the recognition of prior learning (RPL), articulation, and credit accumulation and transfer, all of which contribute to the realisation of more open access to lifelong learning opportunities.
- So too does the **Skills Development Act, 1998** (Act No. 97 of 1998), which provides for an integrated framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce, and to integrate those strategies within the National Qualifications Framework. It also provides for learnerships that lead to recognised occupational qualifications, and the financing of skills development by means of a levy-financing scheme.

In addition, subordinate legislation and a raft of education-related white papers have established a mandate for open learning in South African post-secondary education and training.

Within the context of higher education and training, the following subordinate pieces of legislation have been developed and published since 2009:

- Under the 1997 Higher Education Act, the **Policy for the Provisioning of Distance Education in South Africa Universities in the Context of an Integrated Post-School System** (GN 589) was gazetted on 7 July 2014, as was the **Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training** (GN 410) on 11 June 2013. Programmes leading towards some of the latter qualifications have been selected to be among the first piloted on the new National Open Learning System.

- Under the Skills Development Act, 1998 (Act No. 97 of 1998), the establishment of **Sector Education and Training Authorities (SETAs)** (GN R1055 in GG 33756 of 11 November 2010), and of the **Quality Council for Trades and Occupations (QCTO)** (GN 247 in GG 33059 of 1 April 2010).
- The **White Paper on Education and Training** (1995) called for the adoption of open learning principles, and the establishment of a National Open Learning Agency (NOLA) that would “conduct an analysis of the capacity of existing institutions which might form part of the national open learning system.” This white paper affirmed the government’s commitment to opening up learning and removing barriers to education for those who have been disadvantaged by South Africa’s past.

Subsequent policy and planning initiatives have built on this theme:

- The DHET’s Strategic Plan supported and is still supporting the development of open learning opportunities as part of the post-school system, with the intention of connecting education institutions and curricula to emerging networks and information resources, and of promoting innovation and opportunities for lifelong learning.
- **White Paper 4: A Programme for the Transformation of Further Education and Training** (1998) committed the ministry to the development and expansion of high-quality, flexible, innovative further education and training (now TVET) institutions, based on the principles of open learning and responsiveness to the needs and demands of all learners aged 15 or over. Open learning approaches and a system increasingly orientated towards lifelong learning and responsiveness to the needs of learners and communities would widen participation, promote equity and social mobility, and improve the quality of life of South Africans.

This white paper envisaged:

[an] open learning philosophy and programme-based approach to provision [to] encourage institutional diversity, the use of multiple sites of learning and the growth of “virtual” institutions. Learning will take place in the workplace, at community facilities and in learners’ private homes. Some learners will use the Internet and other technologies to access learning via a “web” or network of providers who might be located very far apart and who need have no formal, centralised organisation or structure. Open learning systems and an integrated approach to education and training will thus allow people to learn what they want, when they want and in the form they want, to satisfy their cultural, spiritual, career, personal development and other needs.

- **White Paper 3 on the Transformation of the Higher Education System** (2007) promoted the development of a flexible learning system, including distance education and resource-based learning, built on open learning principles. It also mandated expanding the range of programmes to be offered and increasing student enrolments based on open learning and distance education, especially for young and older adults, with particular emphasis on women. Furthermore, this white paper required the then Department of Education to support the development of a national network of centres of innovation in course design and development, as this would enable the creation and franchising of well-designed, quality and cost-effective learning resources and courses, building on the expertise and experience of top-quality scholars and lecturers in different parts of the country.
- The **White Paper on e-Education** (2007), which addressed eLearning for the school and post-school sectors, saw ICT and eLearning as critically important tools in the struggle against poverty, underdevelopment and marginalisation, and drew attention to the “digital divide” between those with access to ICT and those with little or no access. Developments in ICT would create access to learning opportunities, remove barriers to learning, redress inequalities, improve the quality of learning and teaching, and deliver lifelong learning — all principles of open learning. In addition, this white paper saw e-Education as more than developing computer literacy and the skills needed to operate various types of ICT; it needed to support larger systematic, pedagogical, curricular and assessment reforms that would facilitate improved education and advance higher-order thinking skills. eLearning would not replace teachers but rather would enhance the quality and reach of their teaching if it was thoughtfully selected and integrated into educational planning and management.
- In 2013, the **Open Learning in Post School Education and Training Concept Note**, prepared by DHET, recognised that open learning should be embedded in, enhance and expand the current education and training system. It focused on the conceptualisation of open learning (OL) and the development of an OL system for post-secondary education and training, as well as presenting the first OL implementation strategy. Later in 2013, the **Concept Framework for an Open Learning System in Post-School Education and Training in South Africa**, prepared for DHET by the Commonwealth of Learning, further unpacked the concept of OL for the South African context, explored models and examples of OL provision, and described the characteristics of an OL system. The framework also outlined the policy and other implications of creating an enabling environment for

OL and crystallised a number of initiatives to be undertaken as a means for piloting prototypes in the process of establishing a workable OL management system on which certain programmes and courses would have a presence.

- In a chapter of the **2014 White Paper for Post-School Education and Training** entitled “Open Learning through Diverse Modes of Provision,” DHET commits itself to broadening models of educational provision so that people have easier access to meaningful opportunities throughout their lives. It emphasises the importance of creating networks of providers and learning centres to open up educational opportunities, as well as the necessity for creating an enabling ICT infrastructure.
- DHET’s **2014 Policy for the Provision of Distance Education in South African Universities in the Context of an Integrated Post-School System**, though its focus is narrower than open learning for PSET, highlights open access to post-schooling education opportunities for those who cannot attend traditional campus-based provision, the need for quality assurance to ensure that distance education provision offers a reasonable chance of success, and the potential of distance education to lower costs per student by amortising curriculum design, materials development and some teaching costs across larger numbers of students and by obviating the need for continuing investment in physical infrastructure. Among its key provisions are promoting the development and use of open educational resources and creating an enabling environment for the appropriate integration of information and communication technology to enhance education provision in universities and other post-schooling institutions. This policy also includes an undertaking to work towards ensuring that every post-schooling student will have reasonable access to affordable connectivity.
- In the wider national policy context, the Council on Higher Education (CHE) published in 2014 the **Distance Higher Education Programmes in a Digital Era: Programme Accreditation Criteria and Good Practice Guide**, which makes a significant contribution to our understanding of the implications of using ICT in support of both distance and classroom-based education, and provides clear and detailed guidance in the carefully thought-out choices that course and materials designers must make when employing ICT in support of learning.
- Furthermore, the **2016 Implementation Strategy for Open Learning in the Post-School Education and Training System** sets out in some detail the ten strategic outcomes incorporated in the implementation section of the 2014 policy.

- A **Draft Policy Framework for the Provision of Open Learning and Distance Education in South African Post-School Education and Training** was developed in 2016 and is in the process of being finalised.
- In 2019, DHET initiated the development of a **Competency Framework for Lecturer Training and Professional Development in ICT**, and the draft will be finalised in 2021.
- In March 2021, the minister approved the **Strategy for Expanding Online Learning in Post-School Education and Training: Towards a National Educational Network for Post-School Education and Training**.

## Appendix 3: Selected COL policy resources

### ODL

Corporate Policy: eLearning

Developing a National ODL Policy: An International Perspective

Gender Guidelines for the Sri Lanka Open School System

### OER

Collaborative Approach to OER Policy and Guidelines Development in the Commonwealth: The Case of Botswana, Cameroon and Sri Lanka

Corporate Policy: Open Educational Resources

Guidelines on the Development of Open Educational Resources Policies

Institutional OER Policy – Template

OER Policy – Provincial Ministries of Education Sri Lanka

Open Educational Resources: Policy, Costs and Transformation

Towards an Open Educational Resources Strategy for the Republic of Zambia

## **POLICY ISSUES**

A Critical Look at Policy Environment for Opening up Public Higher Education in Rwanda

A Guide to Virtual Universities for Policy-Makers

A Policy Brief on MOOCs

Addressing the Learning Needs of Out-of-School Children and Youths through the Expansion of Open Schooling

Analysing Education Policies for the Future: Realising the Vision of Open Distance Learning in 2030

Doctoral Study and Research Degrees: Online and Distance Programmes

Engineering Education: Online and Distance Programmes

From Policy to Practice: Lessons from the Commonwealth

Future Proofing Higher Education in the Pacific with Open and Flexible Learning

Guidelines on Distance Education during COVID-19

Implementing a Blended/Online Learning Policy on a Face-to-Face Campus: Perspectives of Administrators and Implications for Change

Introduction: Policies and Practice (Editorial)

Key Issues in Technology-Enabled Learning: Policy Considerations

Mobile Learning Research: The Focus for Policy-Makers

Policy Brief: Creating New Opportunities for Women and Girls: Enhancing Women's and Girls' Success in Technical and Vocational Education

Policy Interventions and Alternative Learning Pathways: Foundation Level Workplace Training Programmes

Quality and Equity in Digital Learning: Policy Brief

Technology-Enabled Learning: Policy, Pedagogy and Practice

The Two Solitudes of Education Policy and the Challenge of Development



## LEARNING FOR SUSTAINABLE DEVELOPMENT

COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

VISION: To be the foremost global agency that promotes learning for sustainable development

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



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