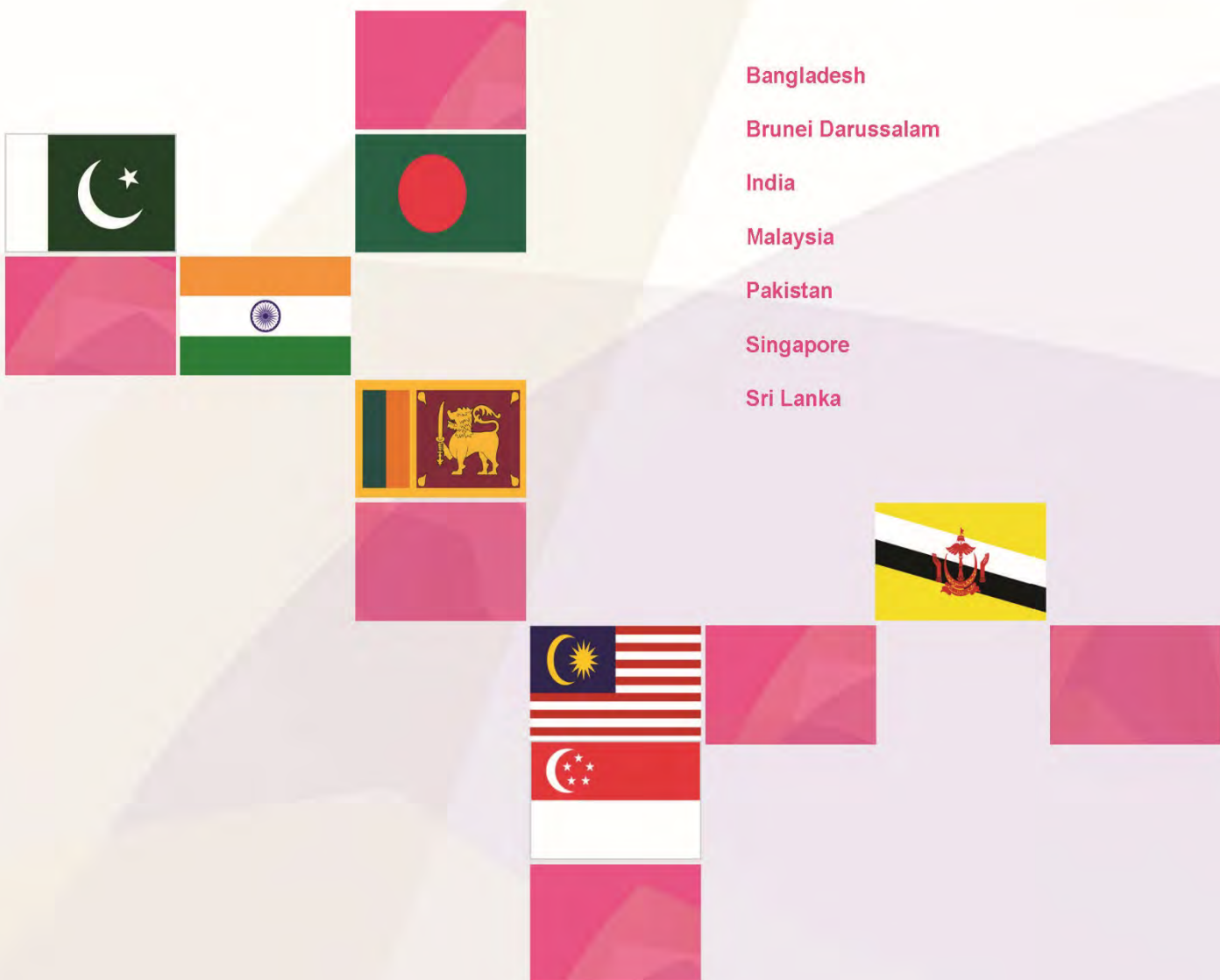


REPORT OF THE REGIONAL FOCAL POINTS MEETING - ASIA

New Delhi, India | December 10-11, 2018



COMMONWEALTH *of* LEARNING



Bangladesh

Brunei Darussalam

India

Malaysia

Pakistan

Singapore

Sri Lanka



Participating focal points with COL and CEMCA staff

DECEMBER 2018

Theme: Learning for sustainable development

Objectives:

The objectives of the meeting were to:

1. Strengthen the effectiveness of COL's Strategic Plan and programme activities in addressing key priorities for education and training in Asia; and
2. Refine COL's approach to meet the education and training priorities of the Asian Commonwealth countries from 2018 to 2021.

Sub-objectives:

1. Share and review COL's work in Asia from 2015 to 2018
2. Identify key sector priorities for each country within the framework of COL's Strategic Plan
3. Determine COL's role in addressing the priorities
4. Discuss the role of Focal Points and ways to improve engagement and partnerships in-country
5. Understand COL's Logic Model and monitoring and evaluation process and recommend programme activities for the next triennium
6. Share information about developments relating to education and training for sustainable development in the Asian Commonwealth

Overview:

The Asia Regional Focal Points meeting was held in New Delhi on 10–11 December 2018. The meeting was presided over by Professor Asha Kanwar, President and CEO, and facilitated by Dr. K. Balasubramanian, Vice President, with support from Dr. Sanjaya Mishra, Education Specialist: eLearning, and Dr. Shahid Rasool, Director, CEMCA. This meeting of the Focal Points was unique as Focal Points from Africa, the Caribbean and the Pacific also attended, because some of them had missed the regional meetings held previously in their respective regions. Nine COL Focal Points or their representatives actively participated in the event. Countries represented at the meeting were: Bangladesh, India, Malaysia, Sri Lanka (from the Asia region), Fiji and Vanuatu (from the Pacific region), Nigeria and South Africa (from the Africa region) and Trinidad and Tobago (from the Caribbean region). The list of participants is in Annex 1, and the programme schedule is in Annex 2. All presentations are available at <https://bit.ly/2TxEcfq>.



Report of the ASIA Regional Focal Points Meeting

December 10-11, 2018

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Welcome Address: Professor Asha Kanwar, President and CEO

Professor Asha Kanwar, President and CEO of the Commonwealth of Learning (COL), welcomed the Focal Points (FPs) from Asia, Africa, the Caribbean and the Pacific to the fourth and last Focal Point Meeting in a series of regional meetings organised in 2018. She emphasised the significance of these meetings for COL, as they provide opportunities to learn and to develop strategies for achieving maximum impact for Member Countries with COL's limited resources. She also stressed that these FP meetings offer an opportunity for the countries to learn from each other.

As some of the FPs were attending a regional meeting for the first time, Professor Kanwar provided some background about COL and how it focuses on "Learning for Sustainable Development" through its two sectoral programmes — Education and Skills — alongside the regional office in New Delhi, the Commonwealth Educational Media Centre for Asia (CEMCA). She highlighted the lack of trained teachers and stated, "If we need to increase the number of qualified teachers, have more children complete 12 years of schooling and increase the GER in tertiary education, we need innovative approaches, and that is where COL has a role."

Highlighting some of COL's key achievements to promote learning for sustainable development in the region, she elaborated on COL's contributions in open schooling, technical and vocational education and training (TVET), teacher education, higher education, the Lifelong Learning for Farmers (L3F) programme and technology-enabled learning (TEL).

Professor Kanwar summarised the major highlights of the previous three FP meetings and stated that although there were differences among the countries, common concerns were capacity building, policy and content development, and support for monitoring and evaluation. Harnessing the potential of technologies and innovation is of interest in all regions. The full text of her speech can be downloaded at <http://oasis.col.org/handle/11599/3108>.

Introduction of FP Meeting Participants

Dr. K. Balasubramanian, Vice President of COL, facilitated the participant introductions and paired peer introductions. Each participant talked to another attendee for five minutes, then they introduced one another to the plenary. During introductions, the participants expressed their expectations of the meeting, summarised as follows:

- Focusing on quality of education, educational reforms
- Teacher education, teacher performance and continuous professional development
- Skills development and technology-blended teacher training
- Expanding TVET for rural people
- Using TEL for soft skills
- eLearning and massive open online courses (MOOCs)

Session 1: Overview of COL: Vision, Mission, Strategic Plan

Professor Kanwar gave a presentation on COL's mission, vision and Strategic Plan. She highlighted the three pillars of sustainable development: economic transformation, social inclusion and environmental conservation. Quoting from the Global Education Monitoring Policy brief, she stated that in order to achieve SDG4, countries need to invest heavily in education. For example, "Quality schooling in low-income countries will need an increase in spending per primary school student from USD 70 to USD 197 by 2030." Thus, there is a need to think beyond brick-and-mortar organisations, and this is where COL plays a significant role by leveraging new and appropriate technologies to

increase access and improve efficiency and effectiveness. She then gave examples of six paradigm shifts to which COL has been contributing to achieve SDG4 in the Commonwealth:

1. If the child cannot go to the school, the school comes to the child.
2. Technology-enabled learning can break open the ivory towers of tertiary education.
3. Open educational resources (OER) are the answer to closed and costly textbooks.
4. The digital divide can be transformed into a digital dividend.
5. Literacy is not always a precondition for learning.
6. The social capital of mothers is the most important determinant in bringing girls to school.

While explaining these with examples from COL's work in the Commonwealth, she emphasised that the paradigm shift lies in:

- harnessing the potential of information and communication technologies (ICT) for education and lifelong learning;
- moving beyond conventional pedagogy;
- fostering innovation; and
- involving communities.

Her presentation was followed by lively interaction from the participants. Some of the highlights were as follows:

- Recognition of certificates issued by open universities is a major challenge, and there is a need to monitor study centres. (Nigeria)
- While quality study materials are available in the region, there is a need to transfer these through a technology platform. (India)
- As TVET needs classrooms, tools, equipment and some amount of contact class time, how has COL been promoting skills training? What does research on the blended learning approach for TVET say? How do teachers resist technology-enabled skills training? (Fiji)
- COL could write to ministries supporting school education, higher education and tertiary and vocational educational to set a budget aside for open and distance learning (ODL). (Sri Lanka)
- How does COL support teacher education reforms? How does COL do monitoring and evaluation? (Trinidad and Tobago)
- While it is important to monitor study centres, what are the quality assessment tools for open universities and learners? (Bangladesh)
- There are challenges for open university graduates, as their degrees are not recognised internationally. (South Africa)

Professor Kanwar and Dr. Balasubramanian responded to the questions by providing examples.

Session 2: Overview of COL Programmes

The Vice President, Dr. Balasubramanian, presented COL's programmes and described the elements of COL's Theory of Change and results-based management. He highlighted the "4 Es" now emphasised worldwide to measure the success of outcomes: employability, entrepreneurship, empowerment and educational mobility. He also presented the key features of and implementation model for COL's programmes: Open/Innovative Schooling, Teacher Education, Higher Education, Virtual University for Small States of the Commonwealth (VUSSC), Girls Inspire, Technical and Vocational Skills Development (TVSD), L3F, TEL, OER for Skills Development and the cross-cutting themes of gender, regional centres and knowledge management. During discussions, several

participants asked questions about the Higher Education Integrated Model and School-Based Teacher Development Model.

Session 3: Role of Focal Points

This post-lunch session was facilitated by Dr. Shahid Rasool, Director, CEMCA. During the presentation, he emphasised the roles of FPs as follows:

- Share information about COL in-country
- Share country needs and priorities with COL
- Raise awareness of possible COL and CEMCA assistance/support for institutions
- Assist in securing country contributions to COL
- Advocate for ODL, OER and TEL for better learning
- Meet and support in-country visits for COL staff
- Brief ministers regarding COL issues and initiatives
- Participate in the CEMCA Advisory Council (in Asia)

Dr. Rasool made the session very interactive by asking the participants to respond to the following two questions through group work:

- a. What are the key challenges that FPs face?
- b. What can COL do to make FPs more effective?

The participants were divided into three groups to discuss and record their responses.

Some of the responses from the group activities were as follows:

a) Challenges for COL FPs:

1. Lack of awareness and information:
 - i. Organisations, departments and ministries in their country do not understand COL's importance.
 - ii. FPs themselves are not aware of what COL does.
 - iii. COL is less visible than UN organisations.
 - iv. Lack of support for COL from other multilateral agencies.
 - v. Lack of regular information from COL to FPs for activities in their countries.
 - vi. COL sometimes works directly with individuals and institutions without the knowledge of FPs. Hence, the FPs cannot contribute to, participate and mentor in, and report on these COL activities.
2. Administrative issues:
 - i. Lack of institutional memory. When new FPs are appointed, they do not receive handover notes.
 - ii. People in the ministries are constantly changing.
 - iii. New people in the ministries ask questions before funding COL.
 - iv. FPs are preoccupied with other roles, so they cannot fully concentrate on supporting COL.
 - v. Different stakeholders within a country do not share information with each other.
3. ODL agenda:
 - i. Degrees achieved through ODL are not finding general acceptance among employers. Hence, the ODL agenda is often not a priority for governments.

b) What can COL do to help FPs be more effective?

1. Create closer working relationships with FPs, informing participation/involvement at all levels, including planning, implementation and evaluation of COL initiatives.
2. Create an induction programme for new FPs.
3. Create an online platform for FPs to share information, and facilitate interactions among FPs.
4. Create a digital newsletter for FPs.
5. Sensitise ministers about COL's role and financial contributions to the country; COL could write to them once a year, briefly sharing COL's activities in their country.
6. Galvanise governments to provide further political support for the role of FPs.
7. Encourage local partners to liaise with FPs.
8. Make ODL more visible in countries.
9. Share experiences, case studies, prototypes and pilots with stakeholders.
10. Focus on technology for enhancing learning for the future, and on introducing more innovative methods of teaching and learning.
11. Share with ministers of education how COL is contributing in their countries (including in monetary terms).
12. Collaborate with other multilateral organisations; obtain resources from the UN but expertise from COL.
13. Provide legitimacy for non-textbook-based pedagogy, ODL and online education.

After the presentations by the three groups, Professor Kanwar responded to the discussions. Some highlights of her response are as follows:

- The visibility issue will be taken up by COL. It is challenging to make COL visible when there is competition for attention. COL FPs can lead to high-profile engagements in their region.
- Keep ministers engaged. Meet ministers and share COL's work with them. Having at least one activity directly connecting the FP with the Ministry of Education is important to achieve balance.
- There will be more engagements with FPs. New FPs are not fully aware of their role. A Stakeholder Manager is being recruited to look into and remain in contact with FPs on a regular basis.
- One of COL's niche areas is to focus on the last person in the queue. COL has a targeted approach that considers those who may otherwise be left behind.
- COL emphasises results-based management but also needs to focus on country-specific requirements. Despite challenges, COL is able to provide specific country reports, as it has a strong knowledge management system. While bean counting is important, COL aims to make a difference in the lives of those who most need education.

Session 4: Country Reports and Priorities

Dr Sanjaya Mishra, Education Specialist: eLearning, facilitated a session to identify common focus areas of the Asia and non-Asia country groups in the meeting. Most of the participating countries had submitted reports, and Dr Mishra analysed the submissions to highlight the key priorities for different initiatives.

Initiatives	Priorities
Open/Innovative Schooling	<ul style="list-style-type: none"> • Improving access to secondary education • Strengthening open school curricula by integrating vocational courses • Using technology and virtual schooling to improve the quality of learning • Reducing dropout rates with appropriate technology
Teacher Education	<ul style="list-style-type: none"> • Improving the capacity of teacher training institutions • Increasing the number of trained teachers • Improving the quality of learning outcomes
Higher Education	<ul style="list-style-type: none"> • Improving the capacity of ODL institutions • Supporting the development of MOOCs and OER • Reforming curricula to meet labour market needs • Increasing access to advanced research degrees • Improving soft skills, including communicative English
VUSSC	<ul style="list-style-type: none"> • Adopting COL's Transnational Qualifications Framework
TVSD	<ul style="list-style-type: none"> • Improving the capacity of TVSD institutions to use blended learning • Training teachers in the TVSD sector • Supporting the development of appropriate policy to strengthen skills development • Developing pathways for TVSD learners to access higher education
TEL	<ul style="list-style-type: none"> • Strengthening OER policy implementation • Supporting the development of MOOCs and OER • Focusing on the integration of technology in teaching and learning • Developing advanced ICT skills courses to supporting youths
L3F	<ul style="list-style-type: none"> • Using ODL to provide training on agribusiness and entrepreneurship • Diversifying L3F for young generations
Gender	<ul style="list-style-type: none"> • Focusing on parental education for girls • Using the potential of technology to provide skills training to women • Promoting gender equity in higher education and TVSD • Analysing boys' underachievement

At the end of the presentation, Dr Mishra asked the participants to form two groups and develop a set of common areas on which COL can focus in the remaining years of the current six-year plan. The summary of the group work is presented below:

A. Non-Asia Regions: Nigeria, South Africa, Trinidad and Tobago, Tuvalu

a. TVSD

- i. Change parents' mindsets about TVSD through counselling
- ii. Train teachers for TVSD

b. Teacher Education

- i. Introduce new pedagogies
- ii. Help create teachers who can produce problem solvers and innovators for the community
- iii. Create teacher competency standards

c. TEL

- i. Help create OER and contextualise content

Additional Comments:

- i. Social inclusion programmes to reduce gender-based violence. Creation of social capital with awareness/literacy about social rights.
- ii. There are 10.5 million children out of school in Nigeria. There must be focused efforts to get them back to school.

B. Asia Region: India, Bangladesh, Sri Lanka and Malaysia

a. Practice-based learning/Practical knowledge

- i. Practical knowledge at all levels of education to be enhanced
- ii. Diversification of education to include the latest industrial technological advances by changing the methodological aspects of education

b. Teacher Education

- i. Educators' mindsets about advancements in technology need to be changed

c. TEL

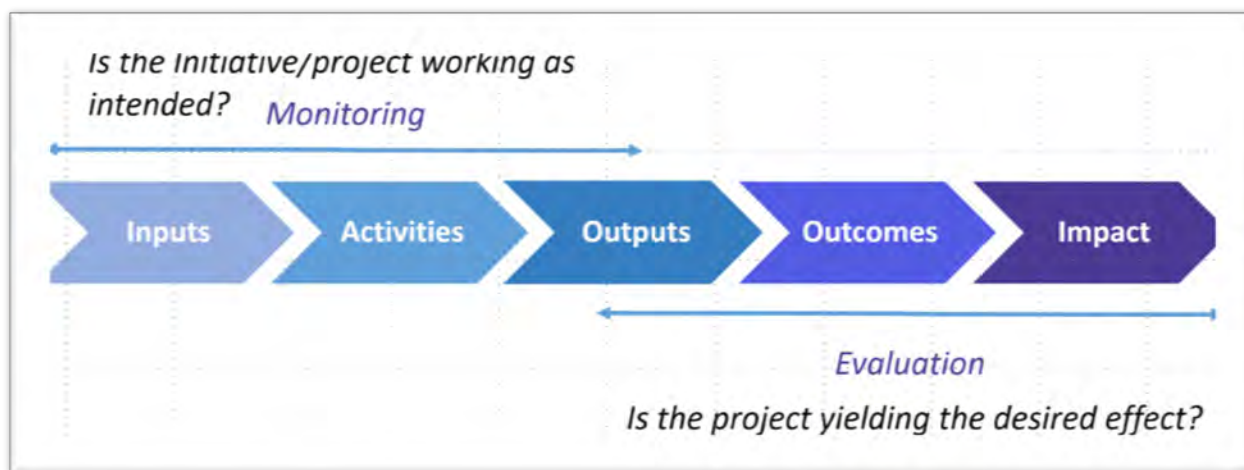
- i. Agricultural tools are still being imported in these countries. There has to be an effort to bring youths back to agriculture. There should be a focus on advanced technology-based agriculture.
- ii. Greater focus on holistic and sustainable development.

Professor Kanwar emphasised that focusing on the ethics and values of education will create better citizens.

On Day 2 of the event, the Focal Point Meeting started with a recap of the first day's proceedings by Dr Manas Ranjan Panigrahi and Ms Sanjogita Mishra.

Session 5: Monitoring and Evaluation for Sustainable Development

In the first technical session of the day, Dr Balasubramanian presented the reverse logic model to create a result matrix for learning for sustainable development. He explained the relevant terms to ensure the participants would have a shared understanding of their meaning.



Dr Balasubramanian also presented the revised outcomes after the mid-term evaluation of COL's Strategic Plan. These are:

- 1a) More people become lifelong learners, achieve educational mobility and employment, and go on to entrepreneurship and enhanced opportunities for livelihoods.
- 1b) Learners, particularly from marginalised groups, are empowered and have the ability to make life choices.
- 1c) Learners are able to take informed decisions and responsible actions for environmental conservation.
- 2a) Learners successfully complete programmes relevant to sustainable development.
- 2b) More boys/girls and women/men from marginalised communities and disadvantaged groups participate in quality education and learning.
- 3a) More organisations implement quality ODL and TEL systems and practices.
- 3b) More enabling frameworks and strategies for ODL and OER are in place.
- 3c) More institutions/organisations engage with diverse stakeholders in the labour market, financial institutions and civil society to offer quality learning opportunities.

After the presentation, Dr Balasubramanian asked the participants what COL should achieve as a result of its intervention in their country. The responses were as follows:

India: Rigorous implementation of online learning.

Fiji: (i) Making TVSD relevant for the next 20 years; capital investment for TVSD; (ii) four key components for teacher education: regular literacy and numeracy, physical literacy, IT and technology literacy, and human literacy.

South Africa: FPs should always be kept informed, even when projects are being conceptualised and shaped.

Trinidad and Tobago: Teacher training is required for teachers to encourage innovation.

Session 6: Focus on OER: Global Development, Best Practices and the Way Forward

In this session, Professor Kanwar presented the conceptual foundations of OER and related activities at COL. She introduced the concept of OER and reflect on its historical journey. Further on in her presentation, she spoke about the key challenges for OER. She highlighted that OER reduce cost, enhance quality, and increase access to quality education. She also provided a brief overview of copyright and the open licensing of educational materials, highlighting the six different types of Creative Commons licences. Her presentation was a primer on OER and included issues related to how to find OER, its use in course design, how to choose the right licence, and how to ensure the quality of OER using the TIPS framework developed by CEMCA and COL. She further elaborated on different issues specific to OER: accessibility, localisation, technological barriers and discoverability. During discussion, a major point was resistance from publishers and how to handle this. Dr Mishra gave examples of the open licensing policy of India’s National Mission on Education through ICT, which was facilitated by CEMCA and the Ministry of Human Resource Development. The ministry had organised sensitisation workshops for publishers to make them aware of the advantages of OER.





Session 7: CEMCA Activities

This was a special session in this Focal Point Meeting, as CEMCA is mandated to support the Asian Commonwealth countries in leveraging the use of educational media to improve the quality of education and training. CEMCA was established in 1994 by COL as a regional centre based on expressed needs of the Asian Commonwealth countries and is hosted by India, which has accorded CEMCA the status of a diplomatic mission in India. Dr Shahid Rasool, the Director of CEMCA, made a brief presentation about its key activities, vision, mission and core strategies. He introduced Team CEMCA and explained the centre's two focus areas: education and skills. Introducing CEMCA's two Programme Officers, he asked them to make brief presentations about the education and skills sectors.

Dr Manas Ranjan Panigrahi, Programme Officer: Education, explained the higher education projects, which focus on reaching the unreached, integrating OER in teaching and learning, and offering MOOCs. In particular, he shared information about the MOOC on Life Skills for Engineers, which had more than 5,000 registrants.

Ms. Sanjogita Mishra, Programme Officer: Skills, shared activities related to TVSD and community media. She explained that all the interventions in the initiative skills sector can be categorised under counselling and training for effective pedagogy in TVSD, counselling and training for livelihoods, or counselling for improving life skills and generic employability. The use of an integrated media strategy (Web + community radio) to transition from listener to learner (TL2L) is a primary focus of community media.

At the end of the session, Dr Rasool spoke about the knowledge management and advocacy activities that CEMCA undertakes. He concluded by asking all FPs in the Asia region to help and cooperate with CEMCA in their respective countries to further "learning for sustainable development."

Session 8: Technology for Improving Access to Quality Learning

In this session, Dr Mishra reflected on the COL approach to technology-mediated teaching and learning to support quality education. He highlighted that COL's method is to leverage the potential of ODL for cost-effective access to quality learning, and to use appropriate technology, taking into consideration availability, access and affordability for individuals and institutions. He also stated that COL supports ODL course materials development, mobile learning, learning management systems, OER, open access repositories, Aptus and MOOCs. He elaborated on COL's work in all these areas and highlighted the Guidelines for Quality Assurance and Accreditation of MOOCs, the Commonwealth Digital Education Leadership Training in Action (C-DELTA) programme, VUSSC, the Commonwealth Certificate for Teacher ICT Integration, the MOOC on Technology-Enabled Learning, an online course on OER, the Directory of OER, and COL's institutional repository. To end his presentation, he highlighted the emerging trends in TEL, including learning analytics, intelligent textbooks, augmented and virtual reality, micro-credentials, and blockchain. He noted that COL is working in these areas and will bring in new knowledge resources to help demystify them. He urged the FPs to: promote open distance online learning; adopt more blended learning; develop policies to integrate technology in learning at national and institutional levels; invest in technology and infrastructure; and focus on capacity building in teachers and students to leverage the affordances of technologies in their respective countries, as there is no alternative to integrating technology in education for the 21st century.



Sessions 9 and 10: Post-2021 Strategic Priorities: Presentations

Dr Balasubramanian made a presentation on how COL's Strategic Plan has been developed over the years. He mentioned that COL revised its corporate mandate from "Learning for Development" to "Learning for Sustainable Development" and adjusted its planning period from three to six years to be more effective in bringing about desired outcomes and impacts.

He also said that it was time for COL to start planning its journey from 2021 to 2027. Hence, he asked participants to share their ideas about COL's future strategies for making a difference in the world of learning and helping with the achievement of the SDGs.

He requested that participants divide themselves into two groups and answer the following four questions:

- What new development trends must COL address?
- How can COL further the agenda of your country/region/organisation?
- What should we sunset? What do we need to strengthen?
- How do we achieve scale, impact and visibility?

A. Group Consisting of FPs from Trinidad and Tobago, India, Sri Lanka and Tuvalu

Question: What are the new development trends that COL must address?

1. Contextualized Technology Blended Learning

Divide various countries of the Commonwealth into three categories: high, medium and low technology. Then offer suitable solutions in the context of their ability to adopt, adapt and implement technology solutions — for example, virtual teaching through biometric chips for high-tech countries, and contextualised solutions for remote and marginalised locations.

2. Alternate Methods of Accessing Material

Mobile phones, audio, CDs, Aptus or any other innovative ways to access learning content.

3. Improving Teacher Self-Learning

With the movement of the teaching–learning process from pedagogy to andragogy to heutagogy, teacher education should be more directed towards self-learning.

4. Soft-Skills Training

There should be more focus on improving interpersonal relationships to reduce crime and increase ethical learning, along with soft skills (i.e., human skills) and knowledge.

Question: What should we sunset? What do we need to strengthen?

1. Institutional strengthening across FPs
2. Greater involvement of FPs in prototype modelling
3. More sharing of impacts with FPs
4. Greater visibility through social media

B. Group Consisted of FPs from Fiji, South Africa, Malaysia and Bangladesh

Question: What new development trends must COL address?

1. Focus on impact and address niche markets
2. Focus on socio-economic trends in remote areas
3. Adapt L3F for other sectors
4. Support governments in the implementation of ODL

Question: What can COL do to further its agenda?

1. Support policy creation and implementation
2. Focus on improving the quality of education
3. Skills development and value enhancement while embracing technological advancement
4. Transforming the end-of-term assessment focus in education to continuous assessments to improve learning
5. Devise ways to measure improvement in education
6. Support regional agendas

Question: What innovations can be used to achieve scale?

1. Use augmented reality and virtual reality for training, especially to further the agenda of TVSD when limited infrastructure is available
2. Modify VUSSC to include large nations

Question: What can COL strengthen?

1. Soft skills for TVET
2. Women's programmes
3. Partnerships with ministries
4. Empowering hub countries to work with spokes
5. Support regional collaborations



Closing Session

Dr Balasubramanian summarised the deliberations, then assured FPs that their suggestions had been duly noted and COL would take immediate action on them in view of the revised eight outcomes. The involvement of FPs in delivering the outcomes expected in the 2015–2021 Strategic Plan is crucial. COL needs the support of all FPs to implement its projects and achieve the desired outcomes.

Professor Asha Kanwar thanked all the participating FPs, and through them all the respective governments for supporting COL both financially and intellectually through their interactions with COL and the linking organisations and institutions in their countries.

Dinner Reception

In the evening of 11 December 2018, a dinner reception was organised by CEMCA on behalf of COL's President and CEO at the India International Centre, where all the participants of the Focal Point Meeting interacted with the members of the CEMCA Advisory Council Meeting (scheduled to be held on 12 December 2018) and several representatives of local partner institutions in India in an informal get-together.

Annex 1: List of Participants

Country	Name and Address of the Participant	Role
Bangladesh	Mr Syed Ali Reja Deputy Secretary Section-19 Ministry of Education Bangladesh Secretariat Dhaka, Bangladesh	Focal Point
India	Mr Madhu Ranjan Kumar Joint Secretary (DL & BP) Department of Higher Education Ministry of Human Resource Development Shastri Bhawan New Delhi 110 115 India	Focal Point
Malaysia	Ms M. Nithiya Ruby Principal Assistant Director Academic Development Management Division Department of Higher Education Ministry of Education Malaysia Aras 18, No. 2, Menara 2, Jalan P5/6, Presint 562200 Putrajaya Malaysia	Representative of Focal Point
Sri Lanka	Dr (Mrs) Madura M Wehella Additional Secretary Planning and Performance Review Ministry of Education Sri Lanka	Focal Point

Fiji	Ms Alison Burchell Permanent Secretary Ministry of Education, Heritage and Arts Senikau House, 1 Gordon Street Suva, Fiji	Focal Point
Nigeria	Mrs Peace Ebele Uba Deputy Director, Education Support Services Federal Ministry of Education 8th Floor, Phase 3, Secretariat, Shehu Shagari Way Abuja, Nigeria	Focal Point
South Africa	Ms Trudi Van Wyk Director, Career Development & Open Learning Department of Higher Education and Training 123 Francis Baard Street Private Bag X 174 Pretoria 0001 South Africa	Focal Point
Trinidad and Tobago	Mrs Amia Kimoy Conrad Christopher Head Teaching and Teacher Development Division Ministry of Education Level 11 Education Towers St Vincent Street, Port of Spain Trinidad and Tobago	Focal Point
Tuvalu	Mr Neaki Letia Director Education Department Ministry of Education, Youth and Sports Private Mail Bag, Vaiaku, Funafuti, Tuvalu	Focal Point
Canada	Professor Asha Kanwar President and CEO, COL	Meeting Chair
Canada	Dr K. Balasubramanian Vice President, COL	Lead Facilitator
Canada	Dr Sanjaya Mishra Education Specialist: eLearning	Presenter and Coordinator
India	Dr Shahid Rasool Director, CEMCA	Presenter and Coordinator
India	Mr Dalip Tetri Head, Finance and Administration, CEMCA	Local Coordinator
India	Dr Manas Ranjan Panigrahi Programme Officer: Education, CEMCA	Rapporteur
India	Ms Sanjogita Mishra Programme Officer: Skills, CEMCA	Rapporteur

Annex 2: Programme Schedule

Date: Monday, 10 December 2018 | Time: 08.30 – 16.30

Time	Session	Format	Facilitator/Presenter
08:30 – 9:00	Arrival and registration		CEMCA staff
9:00 – 10:00	Welcome & Opening Session Welcome: Professor Asha Kanwar, President, COL Introduction of participants and sharing of expectations Adoption of programme		Shahid Rasool, MC K. Balasubramanian <i>Rapporteur</i> – Ms. Sanjogita Mishra
10:00 – 10:45	Focal Points Photo HEALTH BREAK		All
10:45 – 12.:00 SESSION 1	Overview of COL: Vision, Mission, Strategic Plan	Feedback Presentation and discussion	Asha Kanwar <i>Rapporteur</i> – Ms. Sanjogita Mishra
12:00 – 12:30 SESSION 2	Overview of COL Programmes	Plenary presentation and discussion	K. Balasubramanian <i>Rapporteur</i> – Sanjaya Mishra
12:30 – 13:30	LUNCH		
13:30 – 15:15 SESSION 3	Role of Focal Points How much do you know about COL?	Presentation Pair group discussion and plenary presentation	Shahid Rasool <i>Rapporteur</i> – Manas R. Panigrahi
15:15 – 15:30	HEALTH BREAK		
15:30 – 16:30 SESSION 4	Country Reports and Priorities Where can COL add value? How can we collaborate to gain efficiencies and economies of scale?	Review country posters Identify commonalities and differences Group discussion and presentations	Sanjaya Mishra <i>Rapporteur</i> – Manas R. Panigrahi
Evening	FREE TIME!		

Date: Tuesday, 11 December 2018 | Time: 09.00 – 16:15

Time	Session	Format	Facilitator/Presenter
9:00 – 9:15	Recap of the previous day	3 key points from each rapporteur team	K. Balasubramanian
09:15 – 10:30 SESSION 5	Monitoring and Evaluation for Sustainable Development	Presentation and discussion	K. Balasubramanian <i>Rapporteur – Sanjogita Mishra</i>
10:30 – 10:50	HEALTH BREAK		
10:50 – 12:00 SESSION 6	Focus on OER Global development, best practices and ways forward	Presentation Plenary discussion	A. Kanwar <i>Rapporteur – Manas R. Panigrahi</i>
12:00 – 12:30 SESSION 7	CEMCA Activities	Presentation	Shahid Rasool <i>Rapporteur – Sanjogita Mishra</i>
12:30 – 13:30	LUNCH		
13:30 – 14:15 SESSION 8	Technologies for Improving Access to Quality Learning	Presentation Plenary discussion	Sanjaya Mishra <i>Rapporteur – Manas R. Panigrahi</i>
14:15 – 15:00 SESSION 9	Post-2021 Strategic Priorities	Group discussion	K. Balasubramanian <i>Rapporteur – Sanjogita Mishra</i>
15:00 – 15:15	HEALTH BREAK		
15:15 – 16:00	Post-2021 Strategic Priorities: Presentations	Presentation by Focal Points and plenary discussion	K. Balasubramanian <i>Rapporteur – Sanjogita Mishra</i>
16:00 – 16:15	Closing		K. Balasubramanian
19:30	RECEPTION ON BEHALF OF COL PRESIDENT		